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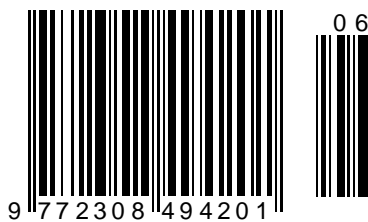
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SCIENTIFIC AND METHODOLOGICAL PREREQUISITES FOR DEVELOPMENT OF ARTISTIC CREATIVITY IN THE LEARNING PROCESS

Abstract: This article is investigating scientific and methodological prerequisites for development of students artistic creativity in the learning process. The problem of global education in the modern society requires changes in the pedagogical activities, in students creative skills and their personal qualities. Emphasis in the learning process is considering necessity of focus on the teaching process and cognition development of graphic, written, speech, strategy making, and communicative skills of students. Graphical methods strategy was applied by students during their interpretations. Application and importance of interactive methods used for development of cognitive abilities were recognized in this work. Provisions of quality education for every student in class were handled by the critical thinking strategies. The first step for implementation of this strategy was drawing images, followed by writing and oral explanation, with an extensive explanation to the audience. Learning of the new information was achieved by students presentation skills and graphical methods.

Key words: methodologic, development, artistic creativity, learning process, competence, skills.

Language: English

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Introduction

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Examining scientific creativity through the lens of artistic practice may allow identification of a path towards an institutional environment that explicitly values and promotes transformative creativity in science (Lehmann & Gaskins, 2019). Questioning is the basis of teaching task which encourages recalling, deepens the learning process and comprehension of students, promotes their imagination and problem-solving skills, and satisfies the sense of curiosity (Zolfaghari et al., 2011). Creative teaching should encourage students to see the essence and details of the subject, to formulate and solve problems, to see the connectedness between diverse areas, to take in and react to new ideas, and to include the element of surprise in their work (Reid & Petocz, 2004).

The main obligation of the creative person is to make right decisions, to look for their possible consequences, and ability to assume responsibility for current situation with prospects. Rapidly changing world demands today's education of high school students' undergo changes with creativity principles to form pedagogical activity in order to develop capable of communication and collaboration people personalities (Lavrenteva, 2014). For this reason, necessities arise to develop students' cognitive skills and creating opportunities for widespread use of new technologies (Barabasch & Cattaneo, 2019). The main emphasis in use of interactive methods in the learning process is to develop students artistic creativity by graphical and written skills (Barbot et al., 2012), communication strategies (Willems, 1987) reflected in the teaching content. Competent teachers methodological support of students in the right

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direction can contribute to formation of successful results.

Creative thinking is closely related to divergent thinking and ability to produce a variety of approaches to a specific problem, leading to unexpected conclusions and results (Mynbayeva et al., 2016; Isabekov&Sadyrova, 2018; Davies et al., 2013). Artistic or creative process is known as Science, Technology, Engineering and Mathematics (STEM) education(Bequette&Bequette, 2012). Artistic activities used in the learning process are straightly binding with visual thinking of learners, due to domination of television, video games, computers, tablets, and etc. in the multimodal world of recent young people (Braund& Reiss, 2019).

1. Research methods

Graphical methods in small groups and a visual art learning complex systems of perceptual, higher cognitive, and motor functions of students, suggesting a strong potential for cognitive transfer in learning and creativity (Tyler &Likova, 2012) process were used. In our work we taught students to use graphical processing methods for writing activity and drawing images in groups. Graphical methods strategy was applied in students interpretations. The first step for implementation of this strategy was drawing images, followed by writing and oral explanation, with an extensive explanation to the audience. Learning of new information was achieved by students presentation skills, and graphical methods such as inserting blocks, clusters, vendors, etc. Graphical methods were conducted by three stages: 1) warming up; 2) understanding; and 3) thinking.

2. Results and discussions

Interactive strategy methods proposed in this article will help to improve students' creative activities

and develop more educated person. Teacher within the problem based learning (PBL) method, can stimulate the learning process of students through active listening, communication, formal and informal, open-ended questions; promote cooperation between members of the group (Lile&Kelemen, 2014).

2.1 Cognition development

Cognitive development arises from the cognitive education, may be defined as an approach to education which is based on the cognitive science studies, developing, and applying cognitive processes to realize qualified learning (Talkhabi&Nouri, 2012). Graphical interpretation competence is essential for development of students cognition in the learning process to understand new information and scientific literature (Glazer, 2011). According to the research results, writing is one of basic skills developing students cognition, fostering them in the learning process by metacognitive strategy which forms planning, drafting, monitoring, and evaluating processes (Cer, 2019). In practice, critical thinking skills emphases can be achieved in a learning process included into making decisions to prepare the steps of problem-solving experiments, analyzing, making inferences, evaluating, and drawing conclusions (Hadiet al.,2018).

2.1.1 Venn diagram

A Venn diagram is a simple illustration that is using ovals to picture any data, where analysis begins with and the subsetting, unions, and intersections (Hughes, 2016). In our case we have used Venn diagram for improvement of homework asking stage as shown in the Figure 1.

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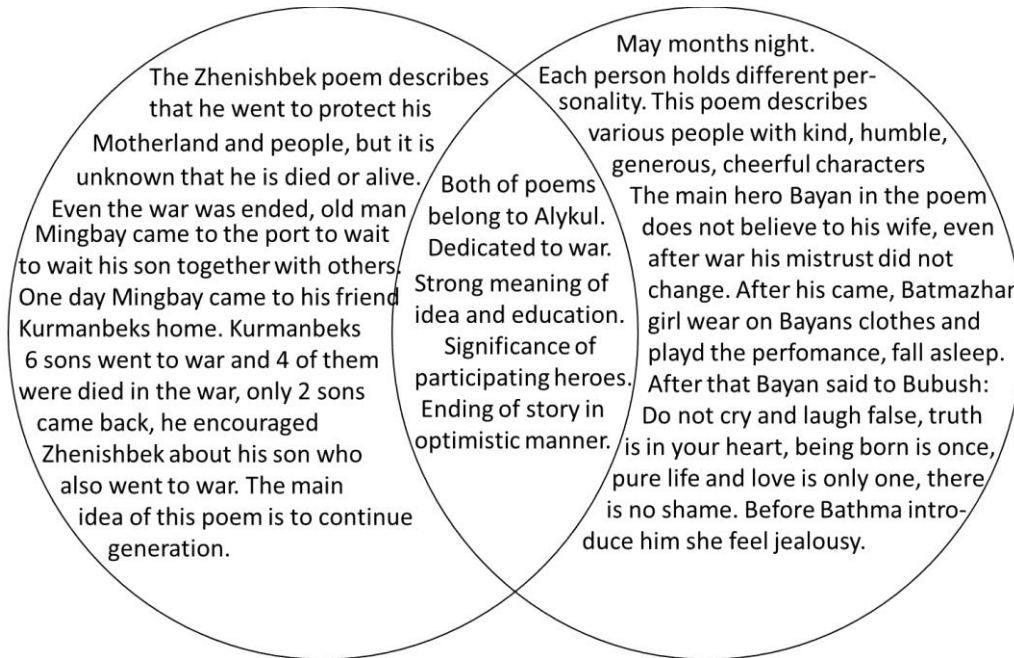


Figure 1. Venn diagram used for improvement of homework asking stage.

2.1.2 Concept mapping

Concept mapping is a teaching-learning strategy that can be used to evaluate student's ability to critically think and allow the learner to visually reorganize, arrange information in a manner that promotes learning of interrelating concepts (Senita,

2008). Concept mapping was used to evaluate the knowledge structure of students in problem-based learning and understanding (Hung & Lin, 2015). In our study students learned knowledge structure from the new topic presented through a conceptual map as shown in the Figure 2.

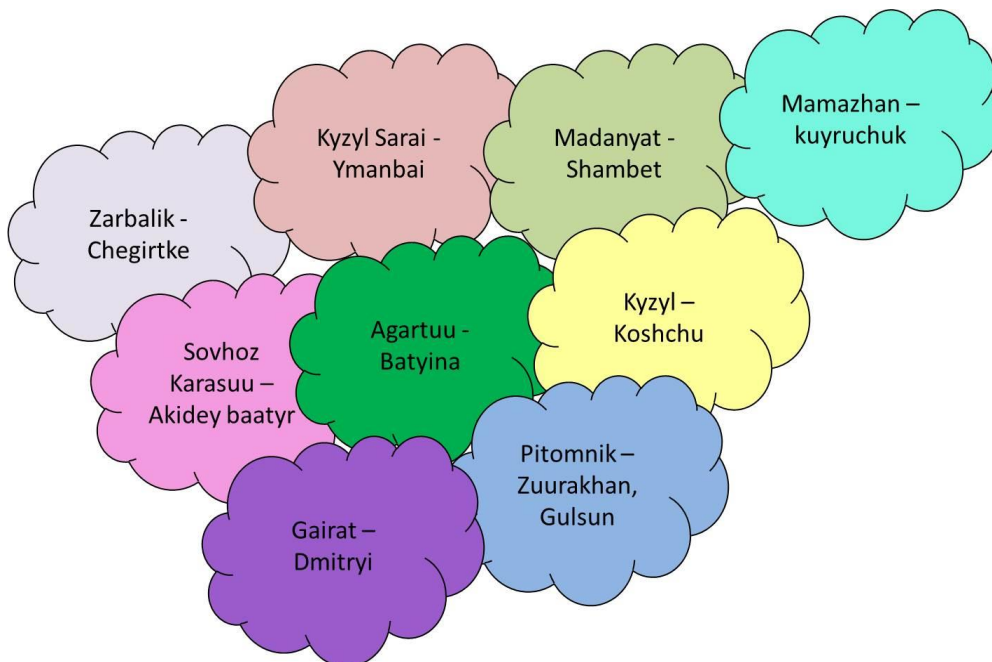


Figure 2. Conceptual map for explanation of the new topic in warming up process.

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2.2 Creativity and critical thinking

Creativity and critical thinking are two competencies that gained more and more attention these past years, especially, since the need to develop information and communication technologies in school (Ahmadi&Besançon, 2017). Creativity, questioning and critical thinking as an integrated set

of high order cognitive skills can characterize intelligence (Albergaria-Almeida, 2011). Figure 3 is showing Blooms taxonomy containing necessary components for development of students creativity and learning activities during the education process.

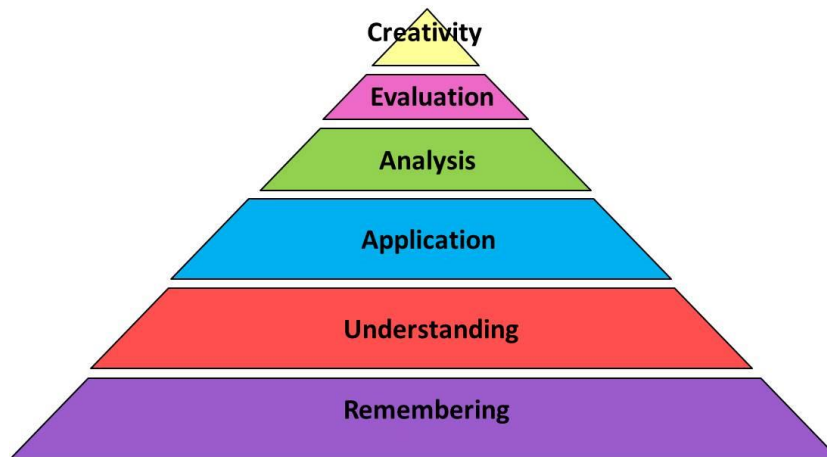


Figure 3. Blooms taxonomy of necessary components for development of creativity and learning activities of students.

Components of the Bloom taxonomy are appearing in students during the learning process. The main goal of modern education is to train and develop specialists who are able to actively carry out various technological operations in any industry and necessary area. Competent teacher in the students learning process as should implement several

activities a professional specialist (Figure 4). Transfer of students obtained knowledges between each other can be achieved according to principles as: “do as I do”, “learn this”, and “know this”. Consideration of this issue into learning process allow saving time and train specialists for needs of society.

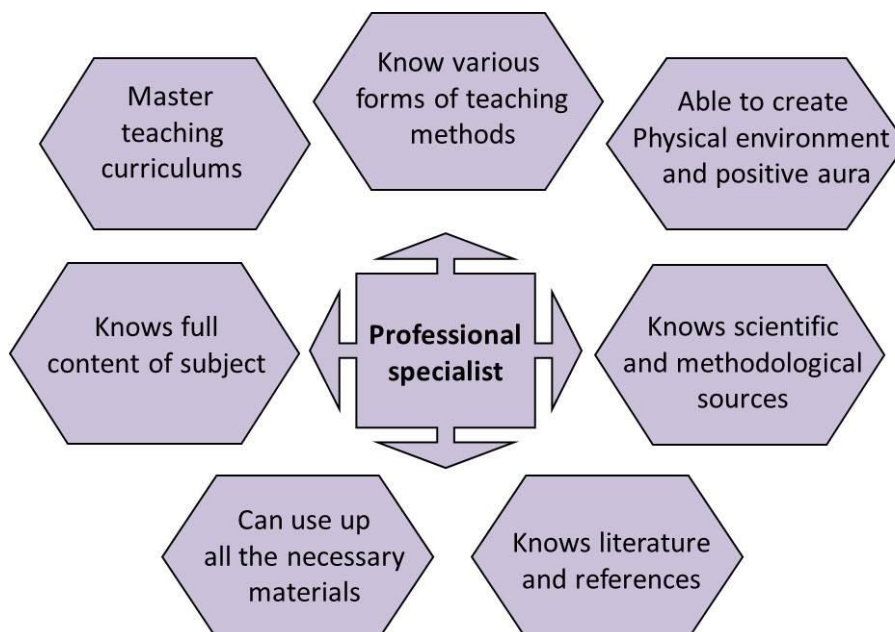


Figure 4. Various abilities and skills of professional specialist used in the learning process.

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3. Conclusions

Developments of artistic creativity in the learning process by using of interactive methods for development of students cognitive abilities have been described in this work. Cognitive skills of students can be developed by using of graphical methods in small

groups and a visual art learning complex systems of perceptual, higher cognitive, and motor functions. These features will not radically change the philosophy of education, and the change of the role of a teacher and students in the educational process.

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THE ROLE OF INTERACTIVE METHODS IN PRESENTATION OF TEACHERS COMPETENCE IN OSH STATE UNIVERSITY, KYRGYZSTAN

Abstract: This article is describing teacher's competence and skills in daily interactive teaching educational process. Competent teachers experience and teaching methods were implemented through the experiments, which were aimed to train students and bringing them to the knowledge, forming abilities and skills, to raise and develop creative positions in personal level. Competent teacher is able to promote creative activities of students, which are key functions in strengthening students learning and creative approaches in gaining knowledges. Learning strategies, students activity phases, active and interactive teaching methods showing teachers competence have been explained schematically.

Key words: competence; recognition; understanding; psychology; pedagogy; subject; education process; action; reflection.

Language: English

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Introduction

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Interactive classes and learning in the process of psychological and logical education are containing elements of three components such as: 1. Warming up; 2. Understanding; 3. Thinking of the main problem and be able to arrange it. Possibility to establish these three elements in higher education, allows obtaining of student's psychological skills, education, and knowledge will be effective from the scientific point of view. These three phases of individual, pair and team works carried out through the use of interactive methods in pair with various strategies. Such creative activity among competent educators and students is temporary ability to organize and control activities, as seen in this article. At the same time, let us define effective learning process and the competence of higher learning. The science of learning (Weinstein et al. 2018) has made a considerable contribution to understanding the effective teaching and learning

strategies as represented in the Table 1. Teaching and learning methods can be categorized into active (Gleason et al. 2011; Baepler et al. 2014; Tharayil et al. 2018), interactive (Kennewell et al. 2018; Yakovleva and Yakovlev 2014) and innovative (Subramanian and Kelly 2019) methods.

A competent teacher is able to imagine technological map of teaching procedure and didactical methods (Bidabadi et al. 2016) in each stage of teaching used in particular psychological situation. It is important to define effectiveness and efficiency in higher education to achieve planned goals, as *quantity* of education is important, *quality* of education is measured by performance of students in standard international tests (Johnes et al. 2017). For the current period, as required by the competent teacher training to understand the evolution of new technologies, the subject of objective material can be considered as a "making reflection stage".

Connecting former situation with the new material can be referred to *invitation*, and

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understandings is characterized by subjects sympathizing to each other, treating with tolerance, and ability to feel thinking of each other, directing the actions to goals. Thinking is results prove *invitation*, and *understandings* stages. Competence of professionals can be seen by their ability to use interactive methods in teaching and learning process. A number of scientists including: A.N. Leontiev, A.V. Berdilinskiy, P.Y. Galperin, L. Rubinstein, P.N. Landa, T.V. Kudryavtsev, B.R. Nedina, A. Matyuskin, M. Mahmutov, K. Imanaliev, B. Alymov, A.A. Sheyman, I. Bekboev, E. Mambetkunov, S. Baygaziev, N. Ishekeev, I. Saludinov and A. Muratov wrote a lot of books on this topic. However, the scientists' educated professionals improved creative thinking skills, knowledge, education; and secondary special educational institution teachers, professors have studied ways to improve the competence. One way to set the above issue is ability of professional to use new technologies in each class and their performance. This is because issue of improving the professionals' competence is required for globalization of modern education is important nowadays (Loyko et al. 2015).

This article is describing competence of specialists in secondary special educational institutions, their knowledge, ability and skills to be a strong in effective, competent teaching. As it was noted by H.Y. Liymets, L.V. Puglyaeva, R.T. Sverchkova, Y.A. Goldshtein, and T.K. Tsvetkova, there are a lot of ideas and strength of activity, resolution, and quality during group work than in pair work. Therefore, competent teacher is responsible for succeeding of students in the right direction and their psychological developments.

2. Research methods

Competent teachers' ability bringing students to the knowledge develop workmanship abilities and skills (Vermunt and Van Rijswijk 1988); raise of creativity in the personal level was implemented through the pedagogical experiment methods (Carter et al. 2017).

3. Results and discussions

Scientific presentations based on results of our study were presented in the national, regional and international conferences. Special training seminars for faculty staff were held and their provisions have been processed. Principles, skills were offered to teachers and upgrading technology manufacturing. Students' individual behavior is divided into 4 phases initiating action, individual, pair and group works, real action and implementation of given activity. Action stimulating is achieved by warming up; activity works are required understanding of each other, real action and implementing of activity are achieved by thinking of students, as shown in the Scheme 1.

We have also noted several times about necessity in development of critical thinking skills of students for quality education. To achieve this objective, competent teacher should implement previously noted three of psychological and logical components shown in the Table 2 during the educational process, which are including: 1. Warming up; 2. Understanding; 3. Thinking of the main problem and be able to arrange it. Teaching methods are divided into *active* and *interactive* types as shown in the Scheme 2.

Here we gave descriptions of some interactive teaching and learning methods used in higher education classes.

Brainstorming: In this type of interactive method can it be a lesson or seminar; participants are divided into two groups: "generators of ideas" and "sub-assessment activities". In order to solve the problems, students find ideas, suggestions, and write them on a paper. This method cannot replace students' talents, knowledge and experience, but able to activate their minds and thinking.

Case-study: This method let students to analyze specific situation, where students' discussions find optimal solutions of problems (information search, evaluation and self-assessment) aims to characterize the analytical activity. For example, in development of manual for one discipline, practical situations for each subject will be considered, and inclusions of additional possibilities with their solutions will be observed and analyzed. According to recent requirements a video-case will form between students and competent teacher by using communicative technology. This method develops students' competent skills: analytical, practical, creative, communicative and social skills, and aimed to create specific knowledge in students, teachers and directed to the development of intellectual capacity.

Carousel method: In this method students sit as circles in front of each other, and the students who find the answers to the problematic questions will move to inner part of circle. Correct answers will be analyzed and necessary conclusions will be made.

Project method: Here students will be divided into subgroups to perform variety of tasks on the same topic. After each task is performed, results of research group make presentations. As a result, all students will be able to understand new topic in full. In the project-based learning students will be able to build up and direct their own learning, develop their creativity, prefer to solve problems in cooperation (Ergül and Kargın 2014). Interactive teaching is mainly achieved through dialogue, training, and as a result of interaction between student and the teacher, the student's response will be fulfilled.

Specific psychological site of teaching in warming up stage by teacher, is building a problematic situation. Because thinking process of student as a subject is starting from this situation. The new topic is the subject of any social events, and start thinking

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about it, conflicts, contradictions, and its internal psychological problematic situation (Dostál 2015) occurring in a clear signal for the student is the most important component.

Understanding differs by special functional property than *warming up*. According to A.I. Krasilo and A.P. Novgorodtseva pedagogical psychology work it was explained that every cis dividing into four phases: 1st phase – exciting activity developing; 2nd phase – in various forms: individually, in pairs, in groups, by using the different kinds of strategies, combining two subjects in based on multi stage knowledge and strength of psychological contact. Psychological contact of any action is specified by the individual interests. 3rd phase – real activity; 4th phase – is carried out according to action. In our understanding, 1st and 2nd phases are knowledge essence given by a teacher, where students need to be practical and further deepened or is carried out by means of interaction between a teacher and a student. Mechanism of entity-relationship between two subjects is arising from the same action; same union and problem-solving peculiarities, tolerance and psychological well-being, depending on external behavior treating each other. The reason is that understanding stage in teaching process can be considered as individual, pair and group first stage of activity. The basis of effective learning process and joint ideas of this feature is competent instructor's teaching tribal practices, joint training activities, joint structure to facilitate collaboration, learning, etc. To

achieve an effective teaching, higher education faculty members should be awarded of barriers and requirements as a way to improve teaching quality (Shirani et al. 2016). For competent teachers, the main idea of the joint promotion (Szadkowski 2019) is a subject of activity which includes three interacting with each other factors such as: listening to the opinion, thinking and making conclusions, resulted in the development of students' creativity shown in the Scheme 3.

Nowadays, game-based learning technologies are applied mainly in the field of STEM education, in which curriculum is based on four specific disciplines such as: science, technology, engineering and mathematics with an interdisciplinary and applied approach (Ceresia 2016).

Conclusions

The process of understanding issued by the competent teacher education and training process will be held with the two subjects with conventional organic connection. For the current period as required by the competent teachers training methodic to understand the evolution of new technologies and the subject of objective materials, it can be considered as "making reflection stage". Issue of improving the professional competence of specialist is required for globalized modern education. Regulations and provisions based on the results of this study have been proceeding in special trainings and faculty seminars.

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DEVELOPMENT OF MATHEMATICAL ACTIVITY OF STUDENTS IN THE PROCESS OF SOLVING PROBLEMS

Abstract: This article discusses ways to solve mathematical problems in the learning process. And also mathematical apparatuses for solving problems of applied nature are given. The classification of mathematical problems that contributes to the development of logical thinking, ingenuity and observation, the ability to independently conduct small studies is given.

Key words: educational process, problem solving, task translation, knowledge formation, future teacher.

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РАЗВИТИЕ МАТЕМАТИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ В ПРОЦЕССЕ РЕШЕНИЕ ЗАДАЧ

Аннотация: В данной статье рассматриваются пути решения математических задач в процессе обучения. А также приведены математические аппараты решения задач прикладного характера. Приведены классификация математических задач, которые способствует развитию логического мышления, сообразительности и наблюдательности, умения самостоятельно проводить небольшие исследования.

Ключевые слова: учебный процесс, решение задач, перевод задачи, формирование знаний, будущий учитель.

Введение

УДК: 51-71

Цель статьи - научить решать самые разнообразные задачи, раскрыть те принципиальные положения методики обучения решению задач, которые являются важным

моментам при подготовке будущего учителя математики.

Обучение учащихся математической деятельности в процессе решения задач является неотъемлемой частью обучения математике. Д.Поля, рассматривая роль задач в математике, писал: "что значит владения математикой? Это

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есть умение решать задачи, причем не только стандартные, но и требующие известной независимости мышления, здравого смысла, оригинальности, изобретательности” [3, 16-стр].

В сложившейся практике обучения термин “решение задачи” применяется в трех различных случаях [4, 56-стр].

- Решение задачи как план (способ, метод) осуществления требования задачи;
- Решение задачи как процесс выполнение требования:

Процесс решения задачи носить субъективный характер и определяется различными факторами. Вопросу определения функций задач в обучении уделяется много внимания в методических литературах [5, 6].

В педагогической практике принято разделять задачи с дидактическими, познавательными и развивающими функциями [5].

Широкое распространение получило также деление задач по их роли в учебном процессе на задачи как средство и как цель обучения.

Задача как средства обучения выполняют следующие функции:

- обучение математической деятельности;
- формирование знаний, умений и навыков;
- развития учащихся (качество мышления)
- воспитания (через содержание, организацию деятельности, общение);
- обучения моделированию явлений действительности.

Если задача рассматривается как цель обучения, то предполагается, что учащийся в результате ее решение усваивает понятие задачи, ее структуру и компоненты, процесс решения, приемы работы с текстом задачи, способы решения отдельных видов задач, общие методы поиска решения. Интуитивно ясно, что наиболее эффективным средством развития математической деятельности учащихся является обучение “через задачи”.

Так как обучение математике включает обучение применению математического аппарата к решению разнообразных задач, возникающих как самой математике, так и (особенно) вне ее, то под обучением решению задач надо понимать:

- а) обучение переводу задач, возникающих вне математики, в математические;
- б) обучение решению математических задач.

В школьной практике чаще всего перевод задачи в математическую осуществляется, составлением уравнения или системы уравнений.

Задачи можно классифицировать по величине проблемности: стандартные задачи и обучающие задачи, поисковые задачи, проблемные задачи.

В процессе решения задачи выделяют четыре основных этапа работы:

1. Анализ текста задачи. Цель этапа выделить объективное содержание задачи, условия, заключение, создать краткую запись чертеж, схему, если это требуется решающему.

2. Поиск решения задачи. Цель его-создание плана решения задачи, который может быть представлен в виде устного или письменного текста, а также в виде модели или поисковой схемы.

3. Реализация плана решения с обоснованием.

4. Проверка решения задачи и запись ответа. Проверку можно проводить по смыслу: существуют ли объекты с описанными и полученными свойствами. Проверка правильности выполнения логических и математических операций и т.д.

Как научить учащихся решать задачи - это, очевидно, одно из наиболее сложных и важных педагогических проблем.

Сложность ее объясняется тем, что отсутствует общий метод (алгоритм), овладение которым гарантировало бы умение решить любую задачу. Важность ее состоит в том, что, с одной стороны, теоретические знания нужны для решения разного рода задач, возникающих в любой области деятельности, с другой стороны именно обучение “через задачи” в небольшой мере является развивающим обучением.

Обучение решению задач будем понимать как обучение математической деятельности, осуществляемой в процессе решение задач. Анализ этой деятельности выявляет два тесно переплетающихся в процессе решения задач компонента: алгоритмический, когда человек решает задачу (или подзадачу) по известному ему общему методу (алгоритму) и эвристической (творческий) когда он решает стандартную задачу (для которой нет общего метода решения) [1, 221-стр].

В первом случае человек решает задачу не задумываясь, “машинально”, во втором он ведет “поиск” решения эти два вида деятельности существенно отличаются по своей структуре.

Значимость нестандартных задач состоит в том, что они предъявляют настоящий “вызов” интеллекту и способствуют в наибольшей мере, его развитию.

Рассматриваем алгебраический метод решения текстовых задач. Решение задач способствует развитию логического мышления, сообразительности и наблюдательности, умения самостоятельно проводить небольшие исследование.

Все текстовые задачи на составление уравнение можно разделить на две группы: с неименованными величинами и с именованными

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величинами. К первой группе относятся задачи с абстрактными числовыми данными или одноименными величинами (нахождение цифр числа, определение чисел по их сумме и разности, отыскание чисел по их сумме и отношение и т.д.). Второй группе относятся задачи на совместную работу, движение и т.д.

При решения сложных задач трудно с самого начала установить какую из неизвестных величин обозначить x , и еще сложнее выразить через одну (или даже две переменные) все остальные неизвестные величины. Такой подход затрудняет и составление уравнений. Поэтому главное при решении сложной текстовой задачи - это последовательный перевод на язык уравнений и неравенств каждого ее предложения [2, 7].

Задача 1. Из пункта A в пункт B 8 ч. утро выходит скорый поезд. В этот же момент из B на A выходит пассажирский и курьерский поезд. Скорость пассажирского поезда в два раза меньше скорости курьерского. Скорый поезд прибывает в пункт B в 13 ч. 50 мин. того же дня, а встречается с курьерским не ранее 10 ч. 30 мин. утро. Найдите время прибытия пассажирского поезда в пункт A , если известно, что между моментами встреч скорого поезда с курьерским и скорого с пассажирским проходит не менее часа.

Решение: Обозначим: S расстояние между пунктами A и B .

v_n - скорость пассажирского поезда

v_c - скорость скорого поезда

$v_k=2v_n$ - скорость курьерского поезда

Очевидно, что

$$S/v_c = \frac{35}{6} \text{ ч.} \quad (1)$$

$$13 \text{ ч. } 50 \text{ мин.} - 8 \text{ ч} = 5 \text{ ч. } 50 \text{ мин.} = \frac{35}{6} \text{ ч.}$$

Далее, $S/(v_c + 2v_n) \geq 2,5$, так как скорый поезд встречается с курьерским не ранее чем через 2,5 ч. Наконец $S/(v_c + v_n) - S/(v_c + 2v_n) \geq 1$, потому что между моментами встреч скорого поезда с курьерским и пассажирским поездами проходит не менее 1 час.

Выразив S через v_c из уравнение (1) и подставив его в последнее два неравенства имеем:

$$\frac{35}{6} v_c / (v_c + 2v_n) \geq 2,5; \frac{v_n}{v_c} \leq 2,3 \quad (2)$$

$$\frac{35}{6} v_c / (v_c + v_n) - \frac{35}{6} v_c / (v_c + 2v_n) \geq 1$$

$$\frac{2}{3} \leq \frac{v_n}{v_c} \leq \frac{3}{4} \quad (3)$$

Из равенств (2) и (3) следует, что

$$\frac{v_n}{v_c} = \frac{2}{3} \quad (4)$$

Из уравнений (1) и (4) получаем $\frac{S}{v_n} = 8,75$ (ч). Таким образом пассажирский поезд был в пути 8,75 (ч) и прибывает в пункт A в 16 ч. 45 мин.

Задача 2. В одном баке 840 л. воды, а в другом $\frac{4}{7}$ того, что в первом. Из первого бака выливают в минуту в 3 раза больше воды, чем из второго. Через 5 мин. в первом баке остается на 40 л. меньше, чем во втором. Сколько литров воды выливают в час из каждого бака?

Решение: Методы решение зададим в форме таблицы.

Величины	Объекты	
	I	II
Первоначальный объем воды в баке (л)	840	480
Объем воды, выливаемой из баков за 1 мин. (л/мин)	$3x$	x
Время отлива воды (мин)	5	5
Объем воды отлитой за 5 мин (л)	$15x$	$5x$
Остаток воды в баке (л)	$840-15x$	$480-5x$

$$840-15x - (480 - 5x) = 40 \text{ л.}$$

$$320=10x$$

$$x=32$$

За 1 мин. $x_1 = 96$ л., $x_2 = 32$ л. в мин. Из 2 го бака выливается 96 л.

За час воды в баке не остается.

Задача 3. Два фрезеровщика, из которых один работал 5 дней, а другой за 8 дней изготовили 280 деталей. После повышения производительности труда первого на 62,5%, а второго на 50% они за 4 дня совместной работы смогли изготовить 276 деталей. Сколько деталей изготовил каждый фрезерщик за один день?

Величины	Объемы	
	I	II
Первоначальная производительность труда (деталей в день)	x	y
Время работы (в днях)	5	8
Число изготавливаемых деталей	$5x$	$8y$
По условию задачи фрезеровщики вместо изготовили 280 деталей, поэтому $5x + 8y = 280$. Первое уравнение системы.		

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Повышение производительности труда (деталей в день)	0,625x	0,5y
Новая производительность труда (деталей в день)	x + 0,625x	y + 0,5y
Время работы (в днях)	4	4
Число изготовленных деталей	1,625x · 4 = 6,5x	1,5y · 4 = 6y

По условия задачи за 4 дня работы фрезеровщики изготовили 240 деталей, поэтому $6,5x + 6y = 270$ второе уравнение системы

$$\begin{cases} 5x + 8y = 280 \\ 6,5x + 6y = 270 \end{cases}$$

Из последнего примера видно, что описанные приемы учебной работы примерными

и к задачам, для решения которых составляются системы уравнений.

Для облегчения пользования приемами учебной работы составлен плакат “Как решать задачу”

Как решать задачу?

Этапы решения задачи	Приемы работы
1. Понимание условия задачи	<ol style="list-style-type: none"> 1. Верьте в свои силы. 2. Понимание содержание задачи. 3. Выделить величины, о которых идет речь в задаче. 4. Выделить величины которые требуется определить. 5. Составить схематический чертеж исходя из условия задачи.
2. Составление плана решения задачи	<ol style="list-style-type: none"> 1. Запоминание зависимости между величинами задачи. 2. Ввести обозначение для искомым величин. 3. Разбить решение задачи на этапы. 4. Определить последовательность составления выражений и составить необходимую уравнению для решения задачи.
3. Реализация составленного плана	<ol style="list-style-type: none"> 1. Не забывать о конечной цели решения задачи. 2. Приступать к следующему шагу только тогда, когда убедитесь в правильности предыдущего шага. 3. Проверить размерность составляемых выражений. 4. Контролировать каждый свой шаг. 5. Найти другие пути решения задачи.
4. Контроль за решением задачи	<ol style="list-style-type: none"> 1. Проверить правильность решение задачи. 2. Проверка об использовании всех данных в условиях задачи при их решении. 3. Проверка размерности величины, полученные в ответе. 4. Оценить общий подход выбранного способа решения. Если можно, то упростить её. 5. Проверить соответствие ответа с условием задачи.

Приемы учебной работы и их применения к решению задач студенты записывают в специальный листок. В дальнейшем затраты времен таких работ окупаются. Эти записи помогают студентам во время прохождения практики в затруднительных случаях. Опыт обучение студентов в соответствии с изложенными рекомендациями показал, что

облегчается обучения студентов решению задач, повышается интерес учащиеся к решению задач, учащиеся легче осваивают оформление решений. Такая подход решения задач формирует у учащихся навыки решения задач, в том числе нестандартных, делает поиск решения осознанным и целенаправленным.

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THE IMPACT OF FOREIGN LANGUAGES IN THE EDUCATIONAL TOURISM AND INTERCULTURAL COMMUNICATION

Abstract: The article deals with the problems of the development of international tourism and its role in the study of foreign languages. The role of tourism in the study of foreign languages is analyzed. Knowledge of foreign languages is important for the further development of international tourism, since the tourism industry is closely related to foreign languages. It can be concluded that international tourism can help increase the motivation and effectiveness of teaching a foreign language.

Key words: Educational tourism, Intercultural communication, foreign languages, international tourism.

Language: English

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Introduction

In the world, languages have long been a fundamental and accepted part of educational programs. Educational tourism is one of the forms of tourism, and is a way to give best education to students learning and to enhance knowledge [1]. Currently one of the most popular and rapidly growing areas of tourism is educational tourism. The term educational tourism refers to any "program in which participants travel to a location as a group, with the primary purpose of engaging in learning experience that is directly related to the location"[2]. In today's globalized world, the importance of knowing foreign languages is a necessity and multilingualism is viewed as an investment in the future. However the proficiency in multiple foreign languages is a basic prerequisite for successful communication in the tourism industry, as well as for mutual understanding among students involved in the exchange programs with different universities, especially in foreign countries. In this regard, tourism and mobility play a

significant role, while intercultural contacts contribute to the development of intercultural dialogue [3]. Today, the influence of the tourism industry on the world order and the policies of a number of states and regions are beyond doubt. XXI century– it's the age of international tourism and the age of globalization. At present there are about two hundred states in the world. Each country has its own history, culture and language. To date, the world has a huge number of languages and dialects, but only a few the most important and valid. First of all, it's English, French, Spanish, Portuguese, Russian and Arabic. Foreign languages are one of the most important factors in the development of international tourism. All of the above languages, except Arabic, are the main languages of Europe, and English, Chinese, French, Arabic, Russian and Spanish are the main languages of the United Nations. About 60% of the African population speaks English, French and Arabic, and the total number of languages and dialects throughout the African continent is more than one thousand. Spanish

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and Portuguese are the official languages of Latin American countries. Asia is a region of the world where about 60% of the world's population lives. It is a continent of contrasts. It is a continent with 48 states, whose population speaks more than two hundred languages, including Chinese, Hindi, English, Russian, Arabic, Korean, and Japanese etc [4]. Asia continent at the same time it is a region of exotic and educational tourism where many people from different countries of the world come to rest every year.

The concepts of “foreign languages”, “educational tourism” and “international tourism” are closely interrelated, affect the development of each other and are inconceivable without one another. After all, international tourism implies a system of travel and tourist exchanges involving representatives of different countries and cultures speaking a variety of languages. International tourism is one of the factors of the world integration processes, and the tourist business has long become a significant sector of the economy.

When applying for a job in tourist company or in upscale restaurant, hotel, etc. one of the first questions an employer will question about how many and what foreign languages the applicant for the vacancy. When you work for a tourist company or a prestigious restaurant, hotel, etc. one of the first questions of the employer will be the question of how many and which foreign languages the applicant for vacancy holds. Practically in any sphere of the life of society, especially in the work of the tourism manager and hospitality manager, the knowledge of a foreign language is of great importance for specialists because it is a means of communication with representatives of a different culture, including in the field of international tourism and hospitality, since specialists have to deal with tourists from around the world. Working with foreign clients requires the possession of a foreign language.

In the XXI century nobody needs to be convinced of the necessity to learn foreign languages and, especially, to participate in intercultural communication, involving the communication of people of different nationalities, from different countries and different continents in the same language.

Knowledge of foreign languages important for the further development of international tourism. The tourism industry is closely connected with foreign languages. Travel lovers can feel the necessity to own at least one foreign language. English is the main language of international tourism. English is the international language not only in tourism but also in business, education and trade, science and technology. Regardless of the language spoken in a country, the role of the English language remains significant and, together with the importance of transmitted culture.

It is known that more than 1.5 billion people speak English, among whom there are 300 million Chinese who study English language. In 90 countries English is the second language or it is widely studied. This is not only European countries, but also the countries of Asia.

In Turkey 20% of the population speak 50 languages, but when it comes to tourism the first and most common language is English followed by German. In Egypt the English took root under the influence of tourism and has become the official language of communication, therefore, going to any part of the country can freely communicate in English. In Spain most often English can be found in Barcelona, in larger hotels in all cities will be able to answer in English. In English you can chat in Sweden, the Netherlands, Denmark, Norway, Finland, Slovenia, Estonia, Luxembourg, Poland and Austria [5].

Among the Asian countries are Singapore, Malaysia, India, South Korea, Vietnam, Japan, Taiwan, Indonesia and Hong Kong, where you can be sure that English is understood there and you can discuss with your interlocutor questions of interest in English. That's why those wishing to associate their life with tourism should know, at least, one language – English. People working in the field of tourism need to regularly update their vocabulary in order to stay informed about lexical trends.

However, despite the fact that the official language of communication has become English, in a relatively quiet time there are all new opportunities for learning foreign languages due to the development of international tourism. Along with a foreign language, tourist activities are impossible without knowing the characteristics of other cultures and showing respect for them. Such knowledge is provided by the theory and practice of intercultural communication, which introduces the features of the mentality, develops the ability to think in the same way as a representative of another culture. A specialist in international tourism should be able to relate the characteristics of another mentality to the norms and phrases of the native language.

It is no accident that foreign language training is defined as the process of mastering the means of interethnic and intercultural communication, and the training goal is the training of specialists able to apply knowledge of a foreign language to solve professional problems. However, despite the importance of learning a foreign language in the course of professional training of service and tourism specialists, the growing need for mastering a foreign language as a means of international and interethnic communication, there is a contradiction between the high requirements for the level of language proficiency of future tourism specialists and the result of his/her teaching by virtue of objective, independent of the teacher reasons – a low level of knowledge of

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his/her students of non-linguistic universities, for which the discipline “foreign language” is profiling.

International tourism can contribute to increasing the motivation and effectiveness of teaching a foreign language. Recently, there have been popularity and distribution among clients of different ages (both children, students, and more adults) language-learning tours that have their own characteristics in their organization. The main markets for educational tourism have also been determined. Educational tours – this is a kind of tourism, when on trips the tourist combines rest and training. Language-learning tours provide for simultaneously with the provision of tourist recreation the creation of conditions and opportunities for learning foreign

languages. Children and adults during these tours improve their knowledge of the foreign language. Adult entrepreneurs are interested in mastering the colloquial business language that they need to conduct various negotiations.

Language-learning tours are mainly organized in countries where the national languages are the languages widely spoken in the world as the most used as a means of interethnic communication (English, German, Spanish, and Italian). This is England, the United States, France, Spain, Germany, Italy, and Portugal. In the last decade, language tours for businessmen, for whom the main reason for learning is the need to own one or several foreign languages have been extended.

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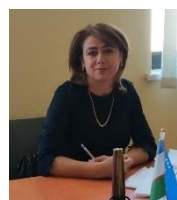
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FROM THE HISTORY OF THE DEVELOPMENT OF THE QUESTION ABOUT EXOTICISM

Abstract: This article discusses the history of the development of the issue of exotisms and glosses in Russian linguistics, determines the volume of these terms, analyzes the degree of knowledge of this problem.

Key words: problem, linguistics, term, exoticism, lexicology, glosses.

Language: Russian

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ИЗ ИСТОРИИ РАЗРАБОТКИ ВОПРОСА ОБ ЭКЗОТИЗМАХ

Аннотация: В данной статье рассматривается история разработки вопроса об экзотизмах и глоссах в русском языкознании, определяется объем этих терминов, проанализирована степень изученности этой проблемы.

Ключевые слова: проблема, лингвистика, термин, экзотизм, лексикология, глоссы.

Введение

Современная лингвистика располагает большим числом исследований, посвященных общим проблемам заимствования, отдельным и конкретным разрядам иноязычных слов. Однако одной из нерешенных проблем языкознания, как мы отметили выше, следует считать изучение экзотизмов, встречающихся в памятниках русской деловой письменности XVI-XVIII вв. Следует признать, что в настоящее время изучение данного пласта словарного состава является одной из актуальных проблем русской исторической лексикологии и лексикографии, так как многие вопросы, связанные с историей слов, из-за недостаточного исследования деловых памятников, пока что не получили своего окончательного выяснения. В языкознании XX века началось активное исследование лексики восточного происхождения, в частности, тюркизмов.

Общеизвестно, что литературоведческий термин «экзотизм» [*гр. exotikos чуждый,*

иноземный] впервые применен в лингвистике в 1937 году Л.А. Булаховским для характеристики слов из кавказских языков, встречающихся в произведениях М.Ю. Лермонтова и А.А. Бестужева-Марлинского [1, с.49].

Спустя несколько лет – в конце 50-х годов – термин «экзотизм», («экзотическая лексика») был введен в активный лингвистический обиход А.Е. Супруным, опубликовавшим статью под названием «Экзотическая лексика», посвященную указанному типу лексики. Согласно его точке зрения термин «экзотизм» может быть истолкован как слово:

- а) чужое, необычное для данной местности;
- б) причудливое, характеризующееся своей странностью [2, с.51-54].

Эти толкования справедливы применительно к любому экзотизму. Он указывает на незаменимость экзотизмов в исторических и географических описаниях, где они сближаются с терминами, а также отмечает их важную роль в произведениях оригинальной и переводной

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литературы, как необходимых, для передачи реалий, чуждых носителю языка. А.Е Супрун отмечает возможность различной степени адаптированности экзотизмов и приходит к выводу, что некоторые экзотические слова в процессе функционирования в языке-реципиенте могут терять национальную окрашенность в результате их полной лексико-семантической ассимилированности. Он, рассматривая экзотизмы в текстах, указывает на их роль и незаменимость в исторических и географических описаниях. Важным, и в то же время вызывающим сомнение, является его замечание, из которого следует, что «экзотизмы – это не только заимствованные, но и калькированные иноязычные элементы» [2, с.52].

Начиная с этого времени интрес лингвистов к термину «экзотизм» возрос и он стал получать различные объяснения. Е.М.Галкина-Федорук использует термин “экзотизм”, предложенный Супруным А.Е., но с оговоркой “так называемая” [3, с.18]. Избегая употребления термина «экзотизм», А.Н.Гвоздев заменяет его термином “лексика ограниченного употребления” [4], Р.А. Будагов – “неукоренившиеся заимствования” [5].

Влахов С. И Флорин С., занимаясь переводами считали, что неперебиваемые иноязычные элементы следует называть не экзотизмами, а реалиями. Этим термином они воспользовались для “обозначения слов, называющих элементы быта и культуры, исторической эпохи и социального строя, государственного устройства и фольклора, т. е. специфических особенностей данного народа, страны, чуждых другим народам и странам” [6, с.7]. Согласно их точке зрения, более четким стало понимание реалий как единиц перевода, так как они оказались категорией намного более интересной, а вместе с тем и не такой простой и однозначной, как казалось им сначала. Они считают, что под термином «реалия» подразумеваются также обращения, междометия и особые иноязычные приветствия. Нам кажется, что в объемном отношении эти единицы не равны. В нашем понимании равнозначными будут термины «реалия» и «иноязычные слова». Экзотизмы же считаются одним из типов иноязычных слов и, соответственно, одним из видов слов-реалий.

А.Я. Каташева же для обозначения экзотической лексики предлагает два термина – «этнографизмы и регионализмы» [7, с.104-110]. Менее убедительно звучит точка зрения И.Е.Гальченко, предлагавшая отказаться от термина «экзотизм» и считающая, что «слова, незнакомые жителям одной местности, могут быть хорошо известны жителям другой местности и в силу этого не восприниматься ими как экзотические» [8, с.4]. Вслед за А.Я. Каташевой

она предлагает использовать термин регионализм, опираясь при этом на менее объективный социологический критерий [8, с.4].

Внеся поправки в суждения лингвистов относительно понятия регионализм, И.Г.Дородомов предлагает считать регионализмы одним из видов экзотической лексики: «Иногда они (иностранные слова) обозначают свойственные чужим странам или другим народам понятия (этнографизмы, регионализмы, экзотизмы)» [9, с.84-85]. Данная гипотеза, на наш взгляд, является более приемлемой, поскольку значения указанных иноязычных слов тождественны, т.е. выражают одно и то же понятие.

Позднее в лингвистической литературе экзотизмы стали подразделять на «широкие» и «узкие». Экзотизмы, относящиеся к первой группе, обозначают реалии быта, культуру, организации, свойственные жизни нескольких народов, и квалифицируются как освоенные заимствования, ко второй группе – реалии, свойственные жизни одного народа, и квалифицируются как неосвоенные заимствования [2, с.38]

В лингвистике не всегда было приемлемо выделять экзотизмы, так как двуязычие (билингвизм) считалось ведущим принципом языкового развития. И.Г. Васильева, исследовавшая стилистическое своеобразие романа Ч.Айтматова «И дольше века длится день», пришла к выводу, что писатели создавали свои произведения на русском языке, и в связи с этим использовали слова других языков не в качестве экзотизмов, а как «необходимые номинации» [10, с.80].

Возвращаясь к термину «экзотизм», следует отметить, что мнения лингвистов совпадают относительно их значения, но в отношении их статуса в языке-реципиенте они расходятся. В связи с этим определение экзотизмов с точки зрения особенностей языка-рецептора, как слов из малоизвестных языков, является крайне сомнительным и вызывает недоумение.

Весьма интересна точка зрения Л.П.Крысина: «любое иноязычное слово, входящее в русский язык, следует рассматривать как экзотизм до того момента, пока не заимствовался обозначаемый им предмет» [11, с.77]. Он указывает, что экзотизмы меняют только графику. Следовательно, экзотическая лексика не теряет ничего или почти ничего из черт, присущих ей как единицам языка-рецептора. Но при всем этом нельзя не отметить, что его мнение было не совсем точным и правомерным в отношении экзотизмов, так как он относил их к единицам, не входящим в систему русского языка и считал, что они «не принадлежат системе использующего их языка, не функционируют в нем в качестве

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более или менее прочно связанных с лексическим и грамматическим строем этого языка единиц» [11, с.49].

Неординарное (более узкое) значение термина “экзотическая лексика” находим в «Словаре лингвистических терминов» О.С. Ахмановой, которая значение употребления экзотизмов сводит только к приданию речи колорита: «Лексика экзотическая - слова и выражения, заимствованные из малоизвестных языков, обычно индоевропейских, и употребляемые для придания речи особого колорита» [12, с.214].

Многие экзотизмы могут использоваться однократно. В связи с этим Л.А. Булаховский писал, что роль таких экзотизмов оканчивается самим произведением [1, с.45]. Здесь считаем уместным привести мнение Л.П. Ефремова о том, что, экзотизмы, употребляющиеся окказионально, то есть однократно, и не являющиеся лексическими единицами языка-реципиента, представляют особый интерес для лингвистов, как и лексика, являющаяся частью этого языка [13, с.166].

В лингвистике существует ряд определений лексики, характеризующей жизнь, быт, национальные особенности других стран и народов. Об этом свидетельствует перечень, представленный в диссертационной работе Г.Л. Зеленина «Немецкая экзотическая лексика в русском языке XIX века»: «варваризмы», «слово-гость», «экзотическая лексика», «локализмы», «ксенолексика», «реалии», «макаронизмы», «непопулярные заимствования», «лексика ограниченного употребления (применения)», «локализмы, этнографизмы», «иносистемные слова», «слова-инкрустации», «алиенизмы», «местные и национальные слова», «безэквивалентная лексика», «национально-диалектные слова», «национально-маркированная лексика (национальные реалии)», «лакуны», «экзотизмы-вкрапления», «регионализмы», «этноизмы», «неполноэквивалентные слова», «заимствованные реалии», «культурно-коннотативная лексика», «слова с нулевым эквивалентом», «фоновые слова», «коннотативные слова», «национальные реалии», «ксенизмы», «подлинные слова (слова-цитаты)», «культуронимы» [14, с.55-56].

Следует заметить, что многие из рассмотренных нами понятий являются родовыми по отношению к термину «экзотизм», являющемуся объектом изучения ряда исследователей.

Во второй половине XX века в лингвистике появляются исследования, выполненные на фактическом материале различных национальных экзотизмов: польских [В.Шетэля 1980], латиноамериканских [З.И.Ломакина 1985],

немецких [Г.Л.Зеленин 1992], корейских [Хан Ман Чун 1997], русских [Суад Салех Мехди Аль-Обейди 1996].

В другую группу можно объединить исследования, в которых анализируются экзотизмы, функционирующие как в поэтических текстах [Б.Н.Павлов 1975], так и прозаических [О.И.Кальнова 1986]).

Традиция исследования экзотизмов продолжается и в XXI в. Значительный интерес представляет, например, диссертационное исследование Г.Х.Гилязетдиновой, посвященное экзотизмам, выражаясь ее языком «словам-пришельцам», периода образования великорусской народности и начала формирования национального русского литературного языка эпохи Московской Руси XV–XVII вв. [15, с.19-26]. Согласно точке зрения Г.Х.Гилязетдиновой «памятники письменности, оставаясь основным источником изучения истории слова в заимствующем языке, представляют относительно надежные данные временного фиксирования лексического состава русского языка, в том числе его восточного фонда. Дальнейшее углубленное изучение материалов памятников письменности позволит ввести в научный оборот новые достоверные сведения для хронологической характеристики словаря русского языка» [15, с.19-26].

Исследуя функционально-семантический статус экзотических лексем в разноструктурных языках Валеева Г.М. отмечает, что «многочисленные грубые, оскорбительные и унижительные термины люди используют, чтобы выразить отрицательное отношение к чему-то, а также для того, чтобы самоутвердиться, показать превосходство над собеседником. Такие слова окрашивают все в грязные тона, принижая не только то, о чем говорят, но и того, с кем говорят. Как нам представляется, с самого начала возникает необходимость дать определение так называемой «ненормативной (экзотической) лексике» [16, с. 24]. Согласно ее мнению экзотическая лексика приравнивается к ненормативной с чем нельзя согласиться в силу того, что экзотическая лексика используется только для создания национального колорита.

А.К. Казкенова, рассматривавшая заимствованные слова, отмечает, что «под экзотизмами принято подразумевать обозначения реалий и атрибутов «чужого мира»: обычаев, традиций, одежды, еды и пр.». Она считает экзотизмы концептуально неосвоенной лексикой (не имеющей эквивалента в языке-заимствователе), что отличает её от других лексических групп. Согласно ее точке зрения, основной функцией экзотизмов является «отражение фрагментов чужих языковых картин мира» [17, с. 76].

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Ванина В.В. отмечает, что «экзотизмы отличаются от прочих иноязычных слов дополнительными связями с реальным миром и отражают в своей совокупности специфику определенной культуры, обусловленную особой структурой материальных и духовных ценностей, сложившейся в процессе становления и развития данной культурно-генетической общности» [18, с.19].

Интерес вызывает мнение Л.Г.Самотик, которая в статье «Внелитературные экзотизмы в русском языке: сферы использования» дает следующее определение экзотизмам как единицам коммуникации «Экзотизмы (от греч. *Exotikos* – «чуждый, иноземный») - слова, обозначающие в русском языке явления нерусской действительности» [19, с.160]. Она также отмечает, что в зарубежной лингвистике нет номинации, соответствующей русскому термину экзотизм. Исследуя внелитературные экзотизмы и сферы их использования, она выделяет так называемые «фоновые» и «туристические» экзотизмы.

По Е.В.Мариновой, «экзотизмы – это слова иноязычного происхождения, обозначающие реалии «чужой» культуры, т.е. такие реалии, которые отсутствуют (и отсутствовали) в российской действительности» [20, с.49].

Однако до сих пор данная терминология считается неразработанной. На наш взгляд термин «экзотизм» может заменить любой из перечисленных терминов и в то же время является более удобным для нашего исследования. В связи с этим при анализе фактического материала,

собранного по памятникам русской деловой письменности XVI-XVIII вв. нами принимается предложенное Л.Г. Зелениным развернутое определение экзотической лексики: «экзотизмы – это иноязычные слова и выражения, называющие предметы, явления, понятия, связанные с жизнью других стран и народов» [14, с.55-56].

Экзотизмы, выражая национальный исторический колорит, могут использоваться как в деловых, так и в художественных текстах. Употребляясь в сочинениях научного характера, они выполняют роль терминов. Как было отмечено выше, экзотизмы могут употребляться как окказионально, так и входить в систему языка-реципиента, тем самым пополняя фонд периферийной лексики и регистрироваться в словарях.

Таким образом, исследование экзотизмов, в частности восточных, требует учета основных их свойств и места исследуемых единиц в лексической системе русского языка. Как показал анализ, мнения ученых относительно характеристики экзотизмов в основном совпадают, так как они действительно обозначают специфические явления и понятия чуждые носителю русского языка. Следовательно, под *экзотизмами* следует подразумевать заимствованную, трансформированную экзолексику, которая адаптируется и ассимилируется в зависимости от места, времени и условий языка-реципиента. Черты, присущие экзотизмам, в частности восточным, отличаются отсутствием денотата в русской действительности.

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CONSTRUCTION OF BUILDINGS AND STRUCTURES IN SALINE SOILS

Abstract: The article is devoted to the study of the composition, structure, physical properties of soils by salinity. When grouping by salinization of soil, attention is paid to the total amount of water-soluble salts and chloride ions. In nature, salts in saline soils are often mixed. They are called sulfate, sulfate-chlorine or sulfate-soda. Agricultural activity. Erosive salts spoil the properties of the soil, it is dangerous to build buildings and structures on such soils.

Key words: Capillary, concrete and reinforced concrete structures, saline soils, soil, structure.

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Introduction

Soils are subdivided according to the degree of salinity: unsalted, slightly salted, moderately saline, highly saline and saline. When soil is grouped by salinity, attention is paid to the total amount of water-soluble salts and chlorine ions. In nature, salts in saline soils often mix. They are called sulfate, sulfate-chloride or sulfate-soda. agricultural activities.

It will be necessary to stop the continuous rise of sedimentary saltwater from bottom to top through capillary paths along with the soil profile. By removing the salts accumulated in the soil, it will be possible to remove the salinity of saline soils and improve them. Saline soils cover an area of 240 million hectares, mainly in the arid climatic conditions of the globe.

75% of the country's lands are salinized to varying degrees, including those with low salinity - 1117.7 thousand ha, average salinity - 611.2 thousand ha, and high salinity - 241.6 thousand ha [1].

Materials and methods

Numerous studies and scientific literature have been conducted on the causes of damage to concrete and reinforced concrete structures under the influence of external aggressive environments and the question of their protection. Various types of concrete structures, fillers, binders used in the construction of structures and structures operated in various aggressive environments have been developed.

It is known that damage to building structures under the influence of aggressive media is called corrosion. The corrosion process is complex, and depending on the type of aggressive medium, it is divided into physical, chemical and sulfate corrosion. Three types of corrosion can occur in a structure at the same time [2].

The soils and groundwater of our Republic, including the Fergana region, are highly mineralized, and the structures used in these zones are characterized by sulfate corrosion [3].

The main reason for sulfate corrosion is sulfate salt (SaSO₄) in soil and groundwater, which, when

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dissolved in water, is absorbed into the structure through capillaries in concrete and moves to an open surface. During its action, it chemically reacts with three calcium hydroaluminates ($3\text{SaO Al}_2\text{O}_3 \cdot 6\text{N}_2\text{O}$) in the concrete cement stone to form calcium-3 hydrosulfoaluminate ($3\text{CaO Al}_2\text{O}_3 \cdot 3\text{CaSO}_4 \cdot 3\text{N}_2\text{O}$), the volume of which increases by 2-2.5 times.

This creates large tensile stresses in the porous walls as a result of crystallization in the pores of mineral concrete, which leads to damage to the structure. When repairing structures damaged by sulfate corrosion, concrete is used from sulfate-resistant, foaming, alumina and other types of cement [4].

In recent years, as a result of large-scale irrigation and land reclamation in these areas, low-saline soils have become both water-saturated and high-salt.

As a result, the design, technological and environmental conditions in these areas are not well understood, which creates problems in the construction and operation of buildings and structures. The main factors affecting the technical condition of buildings and structures on sandy soils are:

- 1) incomplete and high-quality natural engineering and geological research of the project technology;
- 2) incorrect organization of part "0" of construction;
- 3) low productivity of construction works (sealing, hardening, anti-corrosion measures);
- 4) rise or fall of groundwater;
- 5) the wrong choice of foundation material and construction;
- 6) artificially obtained large or small sizes of the foundation;

Failure to comply with the standards of wet operation of buildings and structures (in agricultural buildings and structures) can lead to an accident in the building, resulting in great casualties. Also, exposure to external water (rain, snow, water from an irrigation system) can damage building performance. Incorrect anti-corrosion measures can lead to corrosion of the substrate. The constant flow of wastewater from the water supply and sewage systems should also be controlled. Examples of such painful causes are the uneven distribution of highly soluble salts, the absence or failure of drainage networks in the area, and the poor functioning of the drainage system. important. This is due to the fact that as a result of water filtration and absorption, materials become wet as a result of condensation of water vapour, and interaction with liquids occurs through pores [2].

When the water in the pores freezes, erosion of concrete is accelerated. The task of protecting underground structures and foundations is to prevent the connection of reinforced concrete with a negative environment. Therefore, a protective layer is installed between them. Existing regulatory documents

recommend the use of hydrophobic, paint, glue, surface coatings and other materials as a protective layer [3]. However, the results of studies on the technical condition of buildings and structures built and repaired in recent years, as well as data collected during their operation, showed that the proposed methods do not give good results[1].

To prevent corrosion of building foundations in saline soils, in our opinion, it is advisable to use sealed waterproofing materials offered by local and foreign companies in recent years.

Conclusion

In conclusion, we can say the following:

The results of theoretical and experimental studies allow us to conclude that it is advisable to process waterproofing materials that leak into concrete surfaces to prevent corrosion of building foundations in saline soils. Currently, dozens of types of waterproofing materials have entered the construction market, such as Penetron, Penecrat, Hydrotex, Aquatron, Hydroxit, Kristallizol. These leaking waterproofing materials applied to concrete create a high chemical potential on a concrete surface.

Saline soils can be divided depending on the salts they contain and their amount. Soils are divided into light, medium and strongly saline soils depending on the number of salts they contain. medium and strongly saline soils are taken into account in the design process. Depending on the salt content, soils can be divided into fast-dissolving saline, gypsum and difficult-to-dissolve saline soils. Determination of the properties of saline soils is carried out mainly in specialized laboratories. In addition to its basic physical and mechanical properties, its aggressiveness to the foundation material is determined. To perform the design calculations, parameters such as the initial suffocation pressure (R_{sw}) of the soil and the relative suffocation coefficient (E_{sf}) are also determined.[11-12]

For saline soils, the design process is the same as for lesser soils. Therefore, the dimensions of the foundation are determined in accordance with the above procedure. The total subsidence value (S) of the foundation is then determined:

$$S = S + S_{sf} + S_{sei} \quad (1)$$

where: S_{sf} is the subsidence of the foundation under the influence of suffocation (leaching of salts from the soil), cm.

Additional (S_{sei}) sediments formed by compaction (S) and wetting of the working layer of the soil are detected as in lessimon soils.

Sedimentation of soils under the influence of suffocation can be determined as follows:

$$S_{sf} = E_{sei} \cdot h_1 \quad (2)$$

where: $E_{sei} - (I)$ is the relative suffocation coefficient for the layer;

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$h_1 - i$ - layer thickness, m. The determination of the sinking (S_{sfi}) value is performed in the following order:

a) Natural (τ_{fgi}), additional (τ_{fpi}) and total pressure

($P_{cvi} = \tau_{fgi} + \tau_{fpi}$) diagrams are formed in the working layer of the soil. E_{sfi} values are accepted on the basis of the values of the total pressure corresponding to the carpets.

The calculation is continued to a depth of $E_{sf} = 0.01$. According to the results of the calculation, the zinc condition $S \leq [S]$ is checked.

Water-saturated soils occupy areas close to groundwater. All types of soils found in nature can be saturated with water. In addition to the calculation of boundary conditions, the process of designing soils and foundations in the above-mentioned soils requires special engineering solutions. soils.

The main reason for the emergence of such soils is the presence of dry and hot climates and the very shallow groundwater. Sandy soils are mainly divided into soils containing highly soluble salts (NaCl, CaCl₂, Na₂SO₄, MgSO₄), gypsum (CaSO₄, 2H₂O, CaSO₄) and carbonate soils. [10].

The design of buildings and structures takes into account the specific properties of such soils and the effect of salts on the foundation material. Depending on the composition and amount of salts in the soil and the concentration of the base material, such soils can be light, medium, saline and highly saline. In most

cases, sandy soils can be divided into 4 types to facilitate design work.

Round -1 Non-aggressive or less aggressive soils for ordinary cement concrete. In such soils, the residue of water-soluble salts is less than 1.0% and 145 g / l in water, the content of sulfate and chloride ions in water is not less than 0.05% of the residue in the soil of 300 mg / l. Under such conditions, ordinary concrete can be used without corrosion protection.

Round -2 Moderately aggressive soils for ordinary cement concrete. The residue of such water-soluble salts is more than 1.0% and not less than 15 g / l in water, the residue in sulfate and chlorine soils is 0.05-0.6%. It is recommended to use ordinary cement concrete or dense class concrete with anti-corrosion measures.

Round -3 Soils with high aggressive properties compared to ordinary cement dense concretes. The residue of water-soluble salts is higher than 1.0% and 15 g / l in water. The content of sulfate and chloride ions in water is 0.6-1.2% and in water 1200-4000 mg / l. With anti-corrosion measures, it is recommended to use concrete made of dense class concrete or cement resistant to sulfate salts.

Round- 4 Aggressive primers for concrete made from all types of cement. Soils with a sulfate and chloride ion content of 1.2% and water content of more than 3000 mg / l. It is recommended to use anti-corrosion protection on concrete made of cement resistant to sulfate salts.

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ECONOMIC ANALYSIS AND MANAGEMENT OF SMALL BUSINESSES

Abstract: This article discusses the theoretical aspects of economic analysis of economic activity as one of the most important management functions, the implementation of which is necessary to ensure the efficient operation of the enterprise. According to the results of the study, the role of accounting as the main source of information for economic analysis and managerial decision-making and the role of an accountant in small businesses in modern business conditions are revealed. The author offers a new approach to the analysis of the financial condition of small businesses.

Key words: financial reporting, financial condition of the enterprise, financial and managerial analysis, information users, management decision, enterprise management functions, method and technique of economic analysis.

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ЭКОНОМИЧЕСКИЙ АНАЛИЗ И УПРАВЛЕНИЕ ПРЕДПРИЯТИЯМИ МАЛОГО БИЗНЕСА

Аннотация: В данной статье рассматриваются теоретические аспекты, экономического анализа хозяйственной деятельности как одной из важнейших функций управления, осуществление которой необходимо для обеспечения эффективной работы предприятия. По результатам исследования выявлена роль бухгалтерского учета как основного источника информации для экономического анализа и принятия управленческих решений и роль бухгалтера на предприятиях малого бизнеса в современных условиях хозяйствования. Автор предлагает новый подход к анализу финансового состояния предприятий малого бизнеса.

Ключевые слова: финансовая отчетность, финансовое состояние предприятия, финансовый и управленческий анализ, пользователи информации, управленческое решение, функции управления предприятием, метод и методика экономического анализа.

Введение

УДК [334.02](#)

В Республике Узбекистан за период независимости создан надежный фундамент для устойчивого поступательного развития. Этому способствовало проведение масштабных реформ во всех отраслях экономики.

За сравнительно короткий исторический период страна добилась высоких результатов, обеспечила экономический рост и повышение благосостояния граждан.

В последние годы в Узбекистане активно реализуются меры по модернизации, техническому и технологическому обновлению экономики, повышению эффективности производства.

Малый бизнес и частное предпринимательство становятся движущей силой роста экономики Узбекистана, так как больше половины валового внутреннего продукта формируется в данном секторе экономики.

Кардинальные изменения произошли в области бухгалтерского учета, экономического

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анализа, процессах управления предприятиями. Однако предприятия малого бизнеса уделяют недостаточно внимания экономическому анализу своей деятельности и анализу финансовой отчетности.

В данной статье автор обосновывает необходимость обеспечения правильного управления движением и эффективным использованием всех видов ресурсов – финансовых, материальных и трудовых на основе экономического анализа хозяйственной деятельности и финансового состояния предприятия.

Обзор литературы

Первостепенное значение для каждого субъекта хозяйствования имеют вопросы наличия и наращивания капитала в рыночной экономике. Вопросы анализа формирования и использования капитала, оценки финансовой устойчивости предприятия и риска банкротства, изучения факторов и резервов укрепления финансового состояния предприятия выдвигаются на первый план. Здесь необходимо сочетание производственного и финансового анализа.

В настоящее время, в Республике Узбекистан, свыше 90% от общего количества всех хозяйствующих субъектов составляют предприятия малого бизнеса. В малом бизнесе, как правило, вопросами бухгалтерского учета, экономического анализа, прогнозирования хозяйственной деятельности занимается один специалист – бухгалтер. Поэтому в корне изменились требования к работе бухгалтеров. Он должен уйти от роли фиксатора хозяйственных операций и стать в большей мере еще и аналитиком и прогнозистом. Бухгалтер должен подсказывать руководителю действия, способствующие повышению устойчивости финансового положения предприятия, проводить экономический анализ, управлять денежными потоками и финансами предприятия. Необходимо научиться новым подходам в осуществлении этой работы.

Довольно часто к предпринимательской деятельности приступают без подготовки, не владея методами руководства и знаниями экономических категорий, не умея пользоваться финансовой информацией.

Субъектам управления в сфере рыночной экономики недостаточно только владеть

информацией, но эту информацию необходимо обработать, сделать верные выводы и использовать их с целью повышения эффективности производства. Информация и умение ею пользоваться – самое важное для эффективного управления.

Основным моментом обработки информации является ее анализ.

Целью работы также является критическое рассмотрение некоторых нормативных документов по определению и анализу показателей финансового состояния предприятия.

В экономической литературе этим вопросам уделяется пристальное внимание¹

Методика исследования

В данной статье предпринята попытка изложить методику экономического анализа финансового состояния предприятия в качестве приложения теоретических основ бухгалтерского учета к обоснованию управленческих решений.

Анализ результатов

Любой процесс управления, без излишней детализации, можно условно подразделить на три этапа:

- 1) сбор информации об объекте;
- 2) обработка и анализ этой информации;
- 3) принятие управленческих решений.

В этой схеме экономический анализ занимает промежуточное место между сбором информации и принятием управленческих решений.

Целью исследования является изучение особенностей проведения анализа финансового состояния предприятия, и его платежеспособности. Конкретизация этой цели состоит в изучении методики анализа финансового состояния, оценки вероятности банкротства и обобщении результатов анализа финансового состояния предприятия.

Для развития экономики Республики Узбекистан необходимо выработать научно обоснованные нормативные показатели, подготовить квалифицированные кадры, умеющие разрабатывать эти нормативные показатели и использовать их при проведении экономического анализа, планирования хозяйственной деятельности и управления экономикой.

Исходя из этого каждый показатель, рекомендуемый в нормативных документах,

¹ Б. Нидлз, Х. Андерсон, Д. Колдуэлл Принципы бухгалтерского учета. - М.: Финансы и статистика, 2003, Савицкая Г. В. Анализ хозяйственной деятельности предприятия: 4-е изд., перераб. и доп. — Минск: ООО «Новое знание», 2000, А.Ли Финансовое право Республики Узбекистан. Ташкент. 2008, Басовский Л.Е., Лунева А.М., Басовский А.Л. Экономический анализ-М.:ИНФРА-М,2007,

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должен быть методически правильно сформулирован и должно быть определено, в каких случаях его необходимо использовать. Особенно это касается предприятий малого бизнеса.

Если не углубляться в сложные расчеты, к основным финансовым показателям деятельности любого предприятия относятся выручка от реализации, прибыль и сальдо потоков денежных средств.

Выручка от реализации - это доход, полученный предприятием от реализации продукции (работ, услуг) за определенный период времени.

Прибыль – это разница между выручкой от реализации продукции (работ, услуг) и расходами, понесенными предприятием за отчетный период, включая себестоимость реализованной продукции (работ, услуг). Этот финансовый показатель подлежит налогообложению налогом на прибыль (доход). Сумма за вычетом налогов называется чистой прибылью и остается в распоряжении предприятия.

Сальдо потоков денежных средств – это разница между поступившими на предприятие денежными средствами и выплаченными им за отчетный период.

Все эти показатели позволяют с высокой степенью достоверности судить об эффективности деятельности предприятия и о проблемах, имеющихся на данном предприятии.

Согласно новой редакции НСБУ №20 "Упрощенный порядок ведения бухгалтерского учета субъектами малого предпринимательства", зарегистрированного МЮ 14.08.2013 г. № 2501, остатки по счетам учета активов, обязательств и собственного капитала, зарегистрированные в Книге учета финансово-хозяйственных операций, переносятся в Бухгалтерский баланс (форма №1), обороты по счетам учета доходов и расходов за отчетный период - в Отчет о финансовых результатах (форма №2).

И в старой и в новой редакции «Отчет о денежных потоках» не упоминается, что на наш взгляд снижает полезность финансовой отчетности в таком объеме, так как информация отчета о денежных потоках при использовании, вместе с остальными финансовыми отчетами, полезна тем, что она предоставляет пользователям финансовой отчетности базу для оценки способности хозяйствующего субъекта привлекать и использовать денежные средства и их эквиваленты, и является необходимой при проверке правильности прогнозирования будущих денежных потоков, при анализе связи между прибылью и чистым движением денежных потоков и влиянием изменений цен.

Выявление причин недостатка или излишка денег на предприятии, определение источников их

поступления и направлений использования – основная задача отчета о денежных потоках. С помощью данных «Отчета о денежных потоках» предприятие может контролировать текущую платежеспособность, управлять денежными потоками и находить объяснение разнице между финансовым результатом деятельности предприятия и сальдо денежных потоков.

Анализ денежных потоков предприятия позволит получить ответы на многие вопросы:

-из каких источников, и в каком количестве денежные средства поступают на предприятие;

-обеспечивается ли в настоящий момент превышение притока денежных средств над оттоком и насколько стабильно это положение;

-куда расходуются денежные средства предприятия;

-может ли предприятие расплатиться по своим текущим обязательствам;

-достаточно ли прибыли получает предприятие, чтобы обеспечить текущие потребности предприятия в денежных средствах.

Ответы на эти вопросы особенно актуальны для предприятий малого бизнеса в настоящих условиях, в период, когда многие предприятия лишились доходов, или их доходы значительно уменьшились.

Президент Узбекистана Шавкат Мирзиёев 3 апреля 2020 года подписал указ «О дополнительных мерах поддержки населения, отраслей экономики и субъектов предпринимательства в период коронавирусной пандемии».

Глава государства поручил предоставить право на беспроцентную отсрочку (рассрочку) налогов сроком до 1 октября 2020 года, с уведомлением налоговых органов микрофирмам, малым предприятиям и индивидуальным предпринимателям, приостановившим свою деятельность и (или) у которых сумма выручки от реализации товаров (услуг) сокращается более чем на 50 процентов по сравнению со среднемесячным за первый квартал текущего года:

- без подачи заявления органам государственной власти на местах по налогу с оборота, налогу на имущество, земельному налогу, налогу за пользование водными ресурсами – с последующей их уплатой равными долями в течение 12 месяцев;

- по социальному налогу – с последующей его уплатой равными долями в течение 6 месяцев.

В связи с этим каждый показатель, рекомендуемый в нормативных документах, должен быть методически правильно сформулирован и должно быть определено, в каких случаях его необходимо использовать.

Главное не объем обработанной информации, а эффективное управленческое

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решение, принятое на его основе. Результаты аналитических показателей должны иметь материальную базу для управленческих решений.

К основным условиям эффективного управления предприятиями относятся:

- наличие необходимой информации;
- умение ее анализировать;
- принятие действенных управленческих решений.

Заключение

Экономический анализ является важным элементом в системе управления предприятиями малого бизнеса, действенным средством выявления внутрихозяйственных резервов, основой разработки научно обоснованных планов и управленческих решений.

С каждым годом возрастает роль анализа как средства управления. Любая управленческая система нуждается в соответствующем информационном обеспечении, наиболее важным из которого, является бухгалтерский учет и отчетность.

Для обоснования управленческих решений и повышения эффективности работы предприятий малого бизнеса нами рекомендуется уделять особенно пристальное внимание денежным потокам и их анализу. В связи с этим возникает необходимость составления предприятиями малого бизнеса «Отчета о денежных потоках». И хотя мы стремимся к сокращению финансовой отчетности, следует делать это не в ущерб интересам самих предприятий.

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EXPERIMENTS OF WORLD SCIENTISTS WITH COTTON CELLULOSE

Abstract: The article provides information on some of the experiments and results of world scientists who have been achieved in the field of cotton cellulose in modern scientific laboratories. The article also briefly describes the first Uzbek scientists and founders who conducted research in the field of cotton cellulose.

Key words: cellulose, cotton, polymer history, biopolymer, polymer, composite material, nanostructure, nano particle.

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Introduction

Cellulose - the most common natural polymer on earth - is a very important object of research, since its field of use expands every year, and the available reserves with rational use may be inexhaustible.

Currently, cellulosic materials are actively used to create a variety of nanostructures: nanocrystals, nanofibers and nanocomposites. Nanocomposites can be completely formed from cellulose (with the matrix being longer fibers, and the filler is cellulose nanocrystals), may contain metal nanoparticles of semiconductors, have an organic matrix of bacterial or chemically modified cellulose. In composite materials, cellulose is also combined with synthetic polymers. [1, 238-240]

The first founders of cellulose

For the first time, the terms cellulose and lignin were introduced into science by the French chemist Ansel Payen. He published his article on this in 1838, and in 1839 the term cellulose appeared in the literature. A. Payen discovered the chemical

composition of the stages of plant growth. According to the source, the cellulose content is carbon-43.85%, hydrogen-5.86% and oxygen-50.28%. After the invention of A. Payen, research on the processing of cellulose became active.

Alexandr Pavlovich Zakoshchikov - a famous chemist who conducted research in the field of cellulose from 1920 to 1980. A.P. Zakoshchikov comes from Russia to Tashkent and since 1929 has been studying the structure, chemical composition, ripeness and other properties of cotton fiber. Also, he determines that well-ripened cotton contains 97-98% pure cellulose.

Until today, scientists from our republic have conducted many experiments related to cotton cellulose, and several scientific discoveries have been made in this field. In Uzbekistan, cotton cellulose was first studied by Academician Kh.U. Usmonova (1916-1994). Nowadays, students of Academician Kh.U. Usmonov continue to study cotton cellulose. Of them: Academician G. Rakhmonberdiev works on obtaining the necessary matter from medicine from cellulose,

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Professor A.S. Turaev works on cellulose sulfite ethers, Professor K.Rozikov works on electro-microscopic structure of cotton fibers, Professor A.Sarimsakov is working on creating technology for producing cellulose microcrystal. [1,240 -2, 72]

Classification of experiments of world scientists on cotton cellulose

[Zhenyun Zhao](#), [Jing Zhou](#), [Ming Lu](#), [Hang Xiao](#) & [Yiping Liu](#), Cellulose micro-dissolution by *N*-methylmorpholine *N*-oxide as a facile route for magnetic functional cotton textiles.

In this work, an environmental micro-dissolution method to prepare Fe₃O₄ NPs@cotton composite fabrics without using binders is reported. The controlled *N*-methylmorpholine *N*-oxide (NMMO) treatment can micro-dissolve superficial layers of fibers through the strong hydrogen bonding force. The micro-dissolved superficial layers themselves can work like glue to physically adhere surrounding Fe₃O₄ NPs and then these Fe₃O₄ NPs can be embedded onto the layers. In the subsequent heating treatment, the micro-dissolved superficial layers would physically re-coagulate, immobilizing Fe₃O₄ NPs onto fibers' surface. The as-obtained Fe₃O₄ NPs@cotton composite fabrics were systematically characterized by scanning electron microscopy, Fourier transform infrared spectroscopy, X-ray diffraction and X-ray photoelectron spectroscopy. Additionally, through vibrating sample magnetometry tests, the Fe₃O₄ NPs@cotton fabrics exhibit para-magnetism, and the saturation magnetization can remain up to 90% after 20 washing cycles. Thermal gravimetric analysis and moisture absorption tests show that there are no obvious influences on thermal stability and moisture absorption capability of cotton fabrics. Even

noticeable enhancements in mechanical properties can be observed. [3, 3153-3165]

[Zhe Ling](#), [J.Vincent Edwards](#), [Zongwei Guo](#), [Nicolette T.Prevoost](#), [Sunghyun Nam](#), [Qinglin Wu](#), [Alfred D.French](#) & [Feng Xu](#), Structural variations of cotton cellulose nanocrystals from deep eutectic solvent treatment: micro and nano scale.

Solvents that produce cellulose nanocrystals (CNCs) and promote cellulose fibrillation are of current interest. In this work, CNCs were fabricated from cotton at 80 and 100 °C using deep eutectic solvents (DESs) having choline chloride/oxalic acid dehydrate (OA) ratios of 1:1, 1:2 and 1:3. To investigate the side effects of the fabrication, the crystal structure and morphology of micro-sized treated cellulose together with nano-sized CNCs were analyzed by X-ray diffraction, field emission scanning electron microscopy and atomic force microscopy. OA promoted the formation of carboxyl groups on the C6 positions of molecules on the hydrophilic (1–10) lattice planes, causing extensive fibrillation of cellulose and disruption of surface layers on (110) and (200) planes. Lower crystallinity and lamellar structures for CNCs with mild treatment were observed after mechanical disintegration and subsequent lyophilization, which was ascribed to van der Waals forces and hydrogen bonding between adjacent crystalline cellulose chains, accelerating the self-assembly into cellulose microfibrils. This work is discussed in light of cellulose supramolecular structures that are modified from CNC fabrication via DES treatment, with a view to enhancing the efficacy of treatment by understanding the variations that arise in cellulose structure from a green solvent. [4, 861-876]

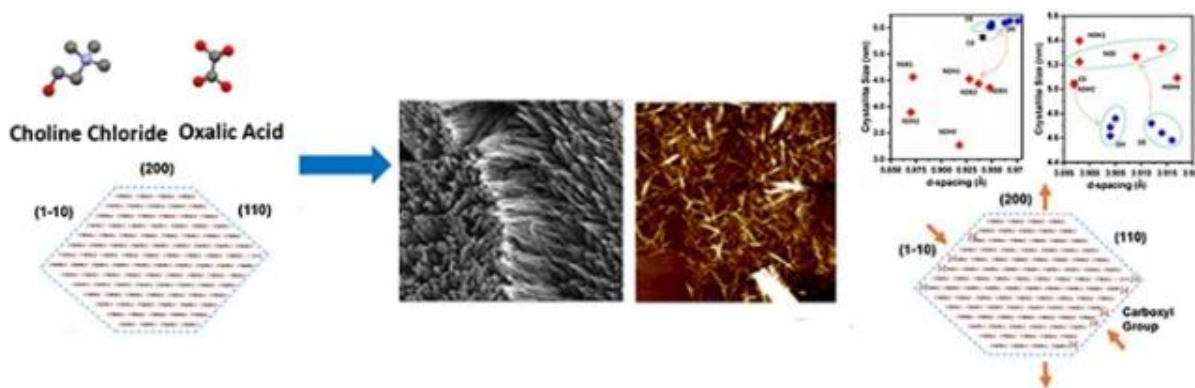


Figure 1 - Graphic abstract.

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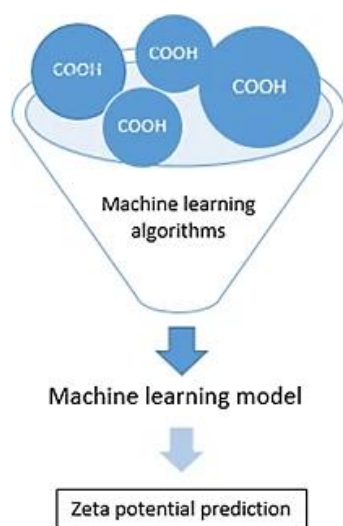
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[Anita Tarbuk](#), [Katia Grgić](#), [Emilija Toshiki](#), [Daniel Domović](#), [Dejan Dimitrovski](#), [Vesna Dimova](#) &

[Igor Jordanov](#), **Monitoring of cellulose oxidation level by electrokinetic phenomena and numeric prediction model.**

Cellulose with a low level of oxidation is suitable for producing stable long-lasting materials with high added value, while extensively oxidized once is applicable for disposable products. In our previous comprehensive research, the fundamental behavior of the cotton under the action of different oxidants has been explored. Different levels of oxidation, as well as the type of functional groups, have been achieved by properly selected oxidants while controlling their concentration and treatment time. In this research, the

electrokinetic ζ -potential of KIO_4 and TEMPO-oxidized cotton and the isoelectric point are measured by the streaming potential method, while the surface charge is calculated from the adsorbed cationic surfactant by the back-titration method. The results of electrokinetic phenomena are compared with the amount of created carboxyl groups determined by the calcium acetate method. The machine learning algorithms Waikato Environment for Knowledge Analysis for regression analysis is employed to develop models that make numeric predictions of the ζ -potential values based on the known number of carboxyl groups. The model with the correlation coefficient between the actual and the predicted value of ζ -potential is given for the first time. [5, 3107-3119]



Actual vs. predicted values of Zeta potential obtained using Linear regression algorithm

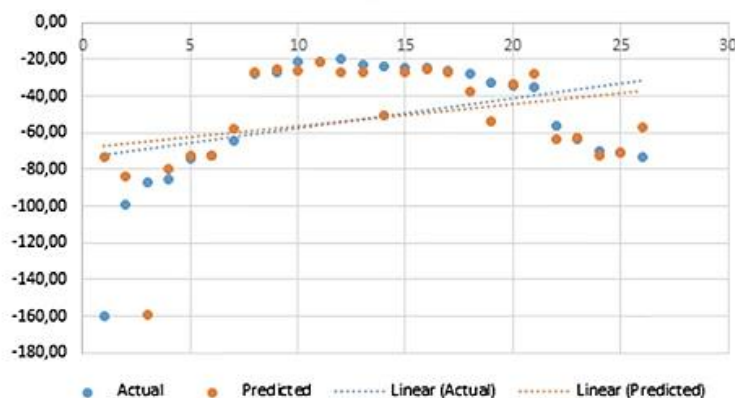


Figure 2 - Graphic abstract.

[Wensheng Zou](#), [Xiaofei Ma](#) & [Pengwu Zheng](#), **Preparation and functional study of cellulose/carbon quantum dot composites.**

Cotton was chosen as the carrier for carbon quantum dots. The primary hydroxyl groups in the cotton cellulose were oxidized to carboxyl groups, and the nitrogen-containing carbon quantum dots were bonded to the oxidized cellulose through silane coupling agent KH-560. The obtained cellulose/carbon quantum dot composites (CKHCs) were characterized by FTIR, SED-EDS, XRD and XPS. The results indicated that carbon quantum dots were grafted on cellulose. CKHCs were used as the probes for a fluorescent Hg^{2+} detection, because Hg^{2+} could induce fluorescence quenching of carbon quantum dots. The sensing system exhibits excellent sensitivity and selectivity for Hg^{2+} , with detection limits for mercury ions as low as 3 nM. The attachment of carbon quantum dots on cellulose makes the recycle of carbon quantum dots more convenient and improves the utilization of carbon quantum dots. The fit equations of the fluorescence

intensity and Hg^{2+} concentrations for CKHC can test the unknown Hg^{2+} concentrations in the fluorescence quenching method, in which CKHC can be recycled to test the fluorescence quenching due to Hg^{2+} introduction. [6, 2099-2113]

[Kanza Hina](#), [Hantao Zou](#), [Wu Qian](#), [Danying Zuo](#), [Changhai Yi](#), **Preparation and performance comparison of cellulose-based activated carbon fibres.**

Activated carbon fiber (ACF) is widely used sorbent material for wastewater treatment. Three natural cellulosic fibers (kapok, cotton, and ramie) and three regenerated cellulosic fibers (bamboo fiber, viscose, and Iyocell) are used to prepare ACFs using chemical activation. These ACFs are characterized using scanning electron microscope, X-ray diffraction (XRD), Fourier transform infrared spectroscopy (FTIR) testing, elemental analysis, adsorption property and nitrogen adsorption-desorption. XRD and FTIR spectrum of all six cellulosic ACFs are almost similar showing that ACFs have almost same

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chemical and physical composition. All cellulosic ACFs are constituted of C, H, ash and O, but C content is higher in natural cellulosic fibers. Surface morphology and surface area of cellulosic ACFs play the basic role in adsorption. The 2nd order pseudo kinetic model is fitted for all cellulosic ACFs as $R^2 > 0.99$ and adsorption controlling process is chemical sorption. The adsorption capacity of the kapok-based ACFs is best, owing to their hollow structure, the micro pores on surface and high specific surface area. Bamboo, ramie and cotton based ACFs also have high adsorption but they need more time to adsorb impurities than kapok based ACFs. Viscose based ACFs shows moderate adsorption, while the least adsorption is shown by the Iyocell based ACFs because of their smooth and uniform structure. Adsorption analysis and other properties evaluation show that kapok fiber is the best precursor than other five cellulosic fibers. [7, 607-617]

[Yasuko Saito](#), [Shinichiro Iwamoto](#), [Naoya Hontama](#), [Yuki Tanaka](#) & [Takashi Endo](#), Dispersion of quinacridone pigments using cellulose nanofibers promoted by CH- π interactions and hydrogen bonds.

Organic pigments are prone to aggregate, resulting in decreasing of their properties. Therefore, pigment dispersants are demanded to have both high adsorption capacity and aggregation inhibiting property for pigment particles. In the present study, the suitability of cellulose nanofibers (CNFs) as a

dispersant for quinacridone, a common red-violet organic pigment, was investigated. Quinacridone particles were well adsorbed on the CNFs. Scanning electron microscopy images of the quinacridone-CNF mixtures showed that the quinacridone primary particles were stacked along the cellulose fibers, and the aggregations were inhibited. In addition, the size of the quinacridone particles had an effect on their color. The interactions of quinacridone and cellulose were investigated by Fourier transform infrared (FTIR) and solution-state nuclear magnetic resonance (NMR) spectroscopies. FTIR spectra of the quinacridone-CNF mixtures indicated the intermolecular interactions between quinacridone and cellulose. Because quinacridone and CNFs were insoluble in the NMR solvents, gel-state NMR spectroscopy, which has been used for the whole plant cell wall analysis, was conducted on them. Consequently, whole signals arising from quinacridone and cellulose were enabled to be assigned, and the coupling constant of quinacridone has reported for the first time. The nuclear Overhauser effect spectroscopy (NOESY)-NMR spectrum of the quinacridone-CNF mixture revealed both NH group and aromatic moiety of quinacridone were interacted with glucose unit. The former was considered to be related to hydrogen bonding, and the latter to CH- π interactions. These specific interactions might contribute to achieve the high adsorption capacity of CNFs for quinacridone. [8,3153-3165]

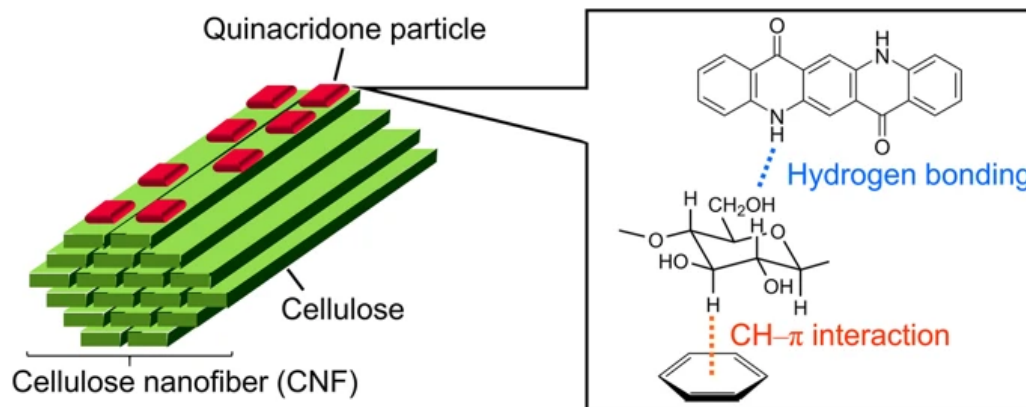


Figure 3 - Graphic abstract.

[Zhiming Jiang](#), [Denghui Xu](#), [Xingbo Ma](#), [Jian Liu](#) & [Ping Zhu](#), Facile synthesis of novel reactive phosphoramidate siloxane and application to flame retardant cellulose fabrics.

A novel reactive phosphoramidate siloxane (DTSP) containing silica, phosphorus and nitrogen was successfully synthesized by the Atherton-Todd reaction and characterized by FT-IR and NMR. DTSP was bound onto cotton fabrics through the sol-gel method to improve flame retardancy. The combustion and thermal degradation properties of cotton fabrics before and after treatment were investigated with tests

based on limiting oxygen index (LOI), vertical flammability, cone calorimetry and by thermogravimetric analysis. The phosphoramidate siloxane compound can significantly improve the flame retardant properties of cotton fabrics by promotion of char layer formation and release of noncombustible volatiles. The LOI of cotton with 16% of weight gain can reach 30.3%, which is significantly higher than control cotton and 27.0% of LOI value can be maintained after 20 washing cycles. In addition, this finishing method caused a slight decrease of tensile strength and breaking elongation

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for cotton fabrics, which suggests that this kind of flame retardant material has a certain potential in practical applications. [9, 5783-5796]

Grunin Yu.B., Grunin L.Yu., Gal'braikh L.S., Sheveleva N.N., Masas D.S., Dispersion Peculiarities of Crystalline Cellulose Upon its Moistening.

A modernized scheme of the structure of native cotton cellulose micro fibrils is proposed, providing for the presence of slit-shaped pores in its structure and satisfying most of the results of modern studies of its supramolecular structure and sorption properties. It is shown that within the framework of this scheme it is possible to determine the content of elementary fibrils in micro fibrils and the degree of crystallinity of cellulose using ¹H-NMR and sorption measurements. The mechanism and character of dispersion of micro fibrils, accompanied by supramolecular rearrangements of moistened cellulose, was investigated. [10, 321-326]

Mikhail A.T., Vasily I.M., Elena V.U., Lyudmila A.A., Andrey I.P., Nikolay V.T., Pavel V.K., Cellulose nanocrystals with different length-to-diameter ratios extracted from various plants using novel system acetic acid/ phosphotungstic acid/octanol-1.

The novel system [acetic acid/ phosphotungstic acid (H₃PW₁₂O₄₀)/octanol] was proposed for catalytic solvolysis of cellulose and for obtaining cellulose nanocrystals (CNC). Several alternative experiments involving mixtures with different compositions were carried out; reaction time was also varied. CNC particles from cotton, linen, softwood and hardwood cellulose were prepared in the experiments performed for 40 min in the presence of 0.25 mol% of the heteropolyacid. CNC samples were characterized by transmission electron microscopy and atomic force microscopy, X-ray diffraction analysis, and thermogravimetric analysis. It was established that the resulting nanoparticles had high crystallinity and rod-like shape; their length varied from 160 to 400 nm (cotton CNC had the shortest length, and linen CNC had the longest length), and CNC thickness ranged from 6 to 10 nm. Thermal stability of CNC was lower than that of initial celluloses and decreasing in the following sequence: *cotton* > *softwood* > *hardwood* > *linen cellulose*. [11, 1031-1046]

Ravindra D. Kale, ¹Prabhat Shobha Bansal, Vikrant G. Gorade, Extraction of Microcrystalline Cellulose from Cotton Sliver and its Comparison with Commercial Microcrystalline Cellulose.

The work was aimed at the extraction of microcrystalline cellulose (EMC) from raw cotton sliver (RCS) by acid hydrolysis using sulphuric acid. The EMC was characterized and compared with commercial grade microcrystalline cellulose (CMC).

Basic chemical pretreatments, bleaching and scouring were given to the RCS before extraction to remove natural colourants and hydrophobic impurities like oils, waxes, minerals, fats etc. The properties of EMC and CMC are considerably different from the RCS. Average particle size obtained was around 5–10 μm for EMC and CMC respectively. The EMC suspension was more stable than CMC suspension. The RCS, EMC and CMC were characterized by using X-ray diffraction, thermogravimetric analysis, Fourier transform infrared spectroscopy, scanning electronic microscopy and contact angle. EMC prepared from RCS has properties at par with CMC. Cotton being rich in cellulose content can be potentially used as the source for micro cellulose extraction, particularly in the production of hydrophilic micro composites. [12, 355-364]

Kim H.J., Liu. Y., Alfred D., Christopher M., Kim H., Comparison and validation of Fourier transform infrared spectroscopic methods for monitoring secondary cell wall cellulose from cotton fibers.

The amount of secondary cell wall (SCW) cellulose in the fiber affects the quality and commercial value of cotton. Accurate assessments of SCW cellulose are essential for improving cotton fibers. Fourier transform infrared (FT-IR) spectroscopy enables distinguishing SCW from other cell wall components in a rapid and non-invasive way. Thus it has been used for monitoring SCW development in model plants. Recently, several FT-IR methods have been proposed for monitoring cotton fiber development. However, they are rarely utilized for assessing SCW cellulose from cotton fiber due to limited validation with various cotton species grown in different conditions. Thus, we compared and validated three FT-IR methods including two previously proposed methods analyzing entire spectra or specific bands as well as a new method analyzing FT-IR spectral regions corresponding to cellulose with various cotton fibers grown in planta and in vitro. Comparisons of the FT-IR methods with reference methods showed that the two FT-IR methods analyzing the entire spectra or cellulose regions by principal component analysis monitored SCW qualitatively, whereas the FT-IR method analyzing specific bands (708, 730, and 800 cm⁻¹) by a simple algorithm allowed the monitoring of SCW cellulose levels quantitatively. The quantitative FT-IR method is a potential substitute for lengthy and laborious chemical assays for monitoring SCW cellulose levels from cotton fibers, and it can be used for a better understanding of cotton fiber SCW development and as a part of the quality assessment tools used to guide choices for improving fiber quality. [13, 49-64]

Jiaqi Pan, Xiufang Zhang, Jie Mei, Song Wang, Mingzhu You, Yingying Zheng, Can Cui,

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Chaorong Li, The cotton cellulose nanofibers framework of Z-Scheme ZnO/Ag₃PO₄ heterojunction for visible-light photocatalysis.

The cotton cellulose nanofibers framework of Z-Scheme ZnO/Ag₃PO₄ heterojunction has been successfully fabricated by a simple route of the electrospun-hydrothermal method. The photocatalytic activity of the as-prepared cotton cellulose nanofibers framework of Z-Scheme ZnO/Ag₃PO₄ heterojunction

exhibits significant enhancement after the Ag₃PO₄ being introduced by the degradation of methylene blue (MB) under visible light irradiation. Furthermore, the high dispersibility of the CCFNs, high visible light absorption and photon-generated carriers separation of Z-Scheme ZnO/Ag₃PO₄ heterostructure are considered as the main reasons for the enhancement. [14, 57-65]

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REGULATION OF TURNOVER OF THE LAND PLOT AND OTHER REAL ESTATE LOCATIONS

Abstract: In this article it is described that the sufficient economic and legal basis for strengthening by law the concept of "single object of real property" as a single object of civil rights in civil law and a common object in civil proceedings. The author emphasizes that this does not legally mean that the land plot and the building located on it should be completely separated from each other and be independent. On the contrary, for the normal use of real estate and to regulate the transaction, a person who owns real estate located on someone else's land plot has a certain right (material or obligation) in respect of this land plot that allows him and his authorized persons to fully use the property belonging to him.) and the ability to freely transfer this real estate to another person, occurrence of rights for use of real estate transferred to him in relation to the land plot is very important.

Key words: Real estate, land plots, legal regime of property, property rights, right of management, operative management right, servitude, right of whole life possession, right of lease, privileges.

Language: English

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Introduction

1-§. Status of the current legislation

The current legislation is full of internal contradictions in regulating the ownership of land plots and buildings or structures, other real estate objects, as well as the regulation of the circulation of these real estate objects, because such objects are considered, on the one hand, as objects that can be independently and independently involved in the transaction, different legal regimes can be established, and, on the other hand - as types of real estate that are physically and legally interconnected.

Civil legislation in the field of regulation of property rights to real estate and their treatment includes:

1) material rights that may arise in relation to buildings (property rights, economic management rights, operational management rights, servitude) and land plots (property rights, permanent (indefinite) use

rights, the right of lifelong ownership of the inherited land plot, servitude), significant differences in scope. Such differences prevent the creation of a single mode of circulation of the specified objects;

2) According to norms of the Civil Code, owners of buildings located on land owned by the state and municipal property have the right to permanent (indefinite) use of the land, unless otherwise provided by law or contract (Article 165 of the Civil Code), but according to the Land Code, the range of persons who can own and possess (receive) land plots with the specified property rights is limited;

3) the existing differences in the legal regulation of the treatment of land and buildings are not justified: the civil legislation establishes special rules (purchase, sale, lease) for such transactions with buildings, structures and other real estate located on the land, the land itself is not a free object of civil treatment;

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4) regulation of the circulation of land plots and buildings located on them is consistent and not free from contradictions.

2-§. Offers on strengthening the current legislation

At present time, there are insufficient economic and legal grounds to strengthen in law the notion of a single object of civil rights and “a common object of real property” as a common object in civil law. This does not legally mean that the plot of land and the building on it should be completely separated and independent of each other. On the contrary, for the normal use of the real estate and to regulate the transaction, a person who owns real estate located on someone's land plot has a certain right (material or obligation) in respect of this land plot that allows him and his authorized persons to fully use the property belonging to him and the ability to freely transfer this real estate to another person, allows the buyer of real estate to use the real property transferred to him in relation to the land plot an occurrence of human rights is very important. Otherwise, a legally constructed building, but later on someone's land plot, will have the same fate as a building built arbitrarily without the owner having any right to the land plot, resulting in negative consequences for the building built arbitrarily in the current legislation (Article 212 of the Civil Code). Even in cases where the land plot and the real estate objects located on it belong to the same person, a rule should be established that according to it, although the land plot and the objects located on it are not considered as the sole object of civil rights, in civil proceedings, the building or land plot in the case of a transfer to another person, they must act together. In this sense, the idea of a "single object" is justified. What is the main thing and what is the relevant thing? It is necessary to find an answer to the question and, accordingly, to refrain from trying to decide which object will follow which other object. It does not matter which object - building or plot of land is intended to be transferred to another person, the rule that one can't be transferred to another without another should apply in both cases, because it is important to determine that such objects can only be transferred to another person together. In this case, the content of the "single object" legal regime is determined not by the fact that the property belongs to the main object, but by the fact that the legal relationship between the land and the building on it can't be broken, they must pass from one person to another together and simultaneously.

In general, the principle of "single fate" of land and real estate located in it should be consistently implemented in civil law by creating a legal regulation that allows the owner of the building to use the land on which the building is located within any material or obligation institution. If the owner of the building

and the owner of the land plot are one person, then their "separation" is not allowed (except in cases directly provided by law).

3-§. Circulation of buildings and structures located on someone's land plot

The owner of the building located on the land plot belonging to another person has the right to freely dispose of the land plot on which the building is located without the consent of its owner, and this should be established as a basic principle of civil law. The principle of freedom of the owner of the building to dispose of his rights to the land plot is a reflection of the principle that the owner of the land plot can freely dispose of the land plot without the consent of the owner of the premises located on it. When strengthening the right of the owner of the building to freely dispose of this property:

1) it is established that the owner has no right to transfer both his rights for the land plot and the building to another person;

2) a procedure that allows the owner of the building located on someone's land plot to freely dispose of their rights to the land plot: but has the right to transfer it to another person with prior notice (such a decision requires the consent of the lessor to re-lease under Article 545 of the Civil Code) is the general rule about the need for change, as well as free use of the provisions of the Treaty on the Civil filled with the appropriate norms); if the right of owner to the land plot can't be transferred to another person (for example, if one of several buildings possessed by the owner is transferred to another person), the owner has the right to: or (I) dispose of the building together with the rights under the lease agreement (sale, pledge); in which case he, as the owner of the remaining buildings, shall have the right to possess and use the land plot in a limited way, or (II) retain the right of the lessee as the owner of the remaining buildings; in this case the right of limited possession and use of the above-mentioned land plot arises in the buyer of the building, or (III) if it is possible to divide the leased land plot, the lease agreement is terminated by agreement with the landlord and the land is divided by the owner then several lease agreements are concluded, which deprive the owner of the premises of the right to dispose of one or more of them and to transfer the rights of the lessee of the land plot to a particular building (premises) renounce in favor of the person.

4-§. The right of limited ownership of the land plot

For all cases where the right of ownership for the land plot and the building on which it belongs to different persons, and the owner of the building does not have any other material right or obligation to use

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the land plot for one reason or another, such right to the building owner is new to civil law. In our opinion, it would be appropriate to provide for the introduction of a limited property right in this Concept, conditionally called the “right of limited possession of the land plot”. The need to introduce a separate property right arising from the law is based on the fact that when giving his land to another person for construction on the right of one or another property right or obligation, the owner of the land thus undertakes to provide access to this person and subsequent owners of the building. A similar obligation must be assumed by the owner when transferring the building to another person and retaining the right of ownership over the land plot.

In the course of civil proceedings, if the right of ownership of a building is not “strengthened” by any right to the land on which the building is located, the owner of the building is given “limited ownership” of the land in accordance with the law. This right can’t be used if the land plot is given for the construction of a building, because in this case, first, the right can’t arise spontaneously, the owner of the land plot and the future owner of the building must agree on the right and its terms; secondly, the right of limited possession arises in respect of the land plot of the existing building owner, the right to the land plot in connection with the construction of the building arises until the building is actually built and someone’s property right arises to it.

The right of limited possession must be structured in such a way that it becomes a substantive right that restricts the right of the owner of the land plot to possess and use it as little as possible. This property right must allow the owner of the land plot to exercise the powers of ownership and use of the land plot at the same time as the owner of the building exercises the powers of ownership and use of the land plot. The “balance of interests” achieved between the parties with respect to the land plot must be maintained for a limited period of possession and may be changed only by agreement between the owner of the building and the owner of the plot, but not at the request of one of them. This means that if the owner of the building wishes to change the permitted use or to reconstruct the building in a way that requires an “extension” of his limited tenure, the possibility of changing the permitted use or renovating the building is subject to agreement with the landowner should rotate. Similarly, if the owner of the land plot wants to change the purpose of using the land plot, the rights of the building owner to the land plot can’t be unreasonably violated.

Limited ownership is not included in the list of land servitudes as a separate property right, because its owner acquires the right of ownership in addition to the right of use in relation to someone’s land (the rest of the land in relation to the part of the land owned by him) to the extent necessary to be used for the

purpose of servicing the real estate to which it belongs). At the same time, the law provides for a limited use of real property belonging to its owner under the servitude, and there is an element of possession only in certain types of servitude rights. One or more types of “use” of land plots - the right of transition, the right of participation, the right of limited access to water, in contrast to the servitude, allows its owner to perform all the actions necessary for the use of the building in relation to the land and it is not possible to clearly define the scope of such actions.

Thus, the right of possession in a limited way according to the composition of the powers of the right holder is a broader right than the servitude. To determine the nature of this right, certain usufruct (personal servitude), saprophytic and emphysema constructions from Roman law can’t be used, as they give a person who is not the owner of the land a wide range of rights, including the right to receive fruits and income from the land, restricts the owner's right to own and use the land plot to such an extent that the owner of the land plot is entitled to the “dry title”. Such “distribution” of rights to land does not correspond to the nature of the relationship between the owner of the building and the land in the current case.

The fact that the right to impose an obligation on the land plot arises in accordance with the law is not alien to civil law. In civil law, for example, a means of imposing an obligation on real property is considered in accordance with the law - a mortgage (Article 264 of the Civil Code). Although the mortgage is not mentioned in the Civil Code as a property right and is regulated in the section on obligations, it is of a dual nature and is included in the list of property rights in some legal procedures.

It is also possible and legally justified to have a limited property right to the land plot in accordance with the law. The right of limited possession may exist along with other rights of third parties to the land plot, in particular, the right of pledge to the land plot, and the right of limited possession shall be retained if the land plot is transferred to another person in the order of foreclosure.

The right of limited possession does not preclude the owner of the building from acquiring any other material right or obligation right to the land plot belonging to him at any time; in which case the right of limited possession is revoked, but then, if the other right of the owner of the building to the land is revoked, it re-emerges.

The main features of the right of limited possession can be described as follows:

a) this right to the land plot is established only in cases specified by law, if the owner of the building has no other rights to the land plot on which the building belongs; in which case only the owner of the building may be a subject of the right of limited possession,

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possession of the building by any other right shall not give rise to this right;

b) the right of limited possession is established in relation to the whole land plot, not to any part of the land plot on which the building is located;

c) this right includes the right to use the land plot on which the building is located only to the extent necessary for the use of the building, by both the owner and the person authorized by him (as well as the right to own it); in this case, the rights of the owner of the land plot may not be imposed more than the level necessary for the use of the building;

g) limited ownership is payable, the payment rates should be equal to the land tax, but these rates are applied only by agreement of the parties or by court decision without determining the amount of other payments (this amount can be reduced or increased compared to land tax rates) ;

d) the owner of the building and the owner of the land plot have the right to determine and clarify the terms of possession and use of the land plot, including changes in the amount of payment. In this case, certain conditions of limited possession must not contradict the purpose of use of the land plot and correspond to the purpose of use of the building established in accordance with the legislation. The terms of limited ownership may be reconsidered by the parties if the purpose of use of the building is changed or reconstructed by agreement, as well as if the purpose of use of the land plot is changed;

e) at the request of the owner of the building or the owner of the land plot, the court has the right to

determine and clarify the terms of limited possession, including changes in the amount of payment;

j) the right of limited possession is terminated when the owner of the building acquires another right (property right or obligation right) to the land plot on which the building is located. The right of the owner of the building to possess in a limited way from the moment of termination of the other right to the land plot is re-established in another volume if there is a change of the corresponding rights in the volume or objects existing on the date of its termination. All the provisions on the right of limited possession of the re-created right, including the possibility of reaching an agreement on changing its terms and appealing to the court to change its terms, shall apply;

h) the right of limited possession is terminated from the moment when the existence of the building as an object of civil rights is terminated (as a result of demolition of the building, etc.). In certain cases, for example, if the owner of the damaged building refuses to apply to the registration authority and therefore his property rights are not revoked, the owner of the land plot should be given the right to apply to the registration authority;

i) this right may be revoked if the land plot is compulsorily withdrawn for state and municipal needs and as a result the building is purchased; the right of limited possession is also revoked in case of withdrawal of the land plot for other purposes or in connection with violation of the legislation. These features of the right of limited possession shall be duly enshrined in law.

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THE THEORY OF TEACHING VOCABULARY

Abstract: In this article, the theory of the teaching vocabulary discussed by some researchers Frisby, Isabel Beck, Robert Marzona and explained practical way of classifying vocabulary words with concrete examples.

Key words: teaching, vocabulary items, language, words, definitions, idioms.

Language: English

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Introduction

Vocabulary is the set of lexical items in a language: it is also called 'lexicon'. The term lexicon is known in English from the early 17 century, when it made mention of a book containing a selection of language's words and meanings: arranged an alphabetical order. The term itself comes from Greek 'lexis' word. Besides, it has taken on a more abstract sense, especially within linguistics, referring total stock of meaningful units in a language not-only the words and idioms, but also parts of the words which indicate meaning, such as prefixes and suffixes.

II. Literature review.

Words are referred to as "the building of blocks of language". These are influential tools. We need a rich supply of the words so that we can choose the exact tools for the job as we would any other task we tackled. We need a good vocabulary. A good vocabulary is that which (a) fills our needs, (b) gives us self-confidence, (c) assist us to understand, (d) is varied (e) is exact.

Also, it is important to mention here that vocabulary items communicated mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of content having new words or glossaries at the very end. This an incorrect practice as it leads to a state of the confusion for the learners. On the teaching skill of vocabulary items. One of the outstanding researcher Frisby (1957) stated that " While the teacher is not ,

himself, concerned with the actual selection of vocabulary for the text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection ". Thus, it indicates that a language teacher must be innovative and skillful in the application of methodologies pertaining to teaching vocabulary elements in a classroom . Next are the main methodologies for the teaching vocabulary items in a English language.

III. Analysis

As we know, vocabulary is the first and primary significant step in a language acquisition. In a classroom where students are not finding themselves happy with L2, language learning can be made interactive and motivating with the introduction of appropriate vocabulary exercise.

Selecting Words.

So many words, so little time. When choosing which words deserve special instructional time. We don't have to do it alone. One of the biggest mistake we teachers make in vocabulary instructions is the selecting all the words for the students and not giving them as a say in the matter.

My first teaching year, before tenth Grader began reader "Lord of the Flies" I went through every chapter and made list of all the vocabulary words .I thought they'd have trouble with so that I could pre - teach them.

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When I looked at those long list, I began to freak out. How will I teach all these words and still have class time for all the other things we need to do ?

First off, rather than waste my time compiling lists. I should have let the kids skim the text in chapter one and select their own words.

Then, here is what to do after the students pick their own words:

- Ask each child to create a chart where he / she writes down words of choice, and rates each one as " know it ", " sort of know it", " don't know it at all".

- Then, on the same paper , have them write definition or " my guess on meaning" for the words they know and kind of know (No Dictionaries!).

Before they turn in these pre- reading charts, be sure emphasize this is not about " being right" but that they are providing you with information to guide next step in class vocabulary instruction.

Read through them all and use the results as a determinative assessment. This information will show you which words they know, those they have some understanding of , and those words that are totally foreign to them.

The kids have selected and rated the words.

IV. Discussion

Ranking words.

When considering which words need the most instructional attention, let's turn Isabel Beck's practical way of classifying vocabulary words into three tiers:

- Tier One: Basic words that rarely require instructional focus (door, house, book)

- Tier Two: Words that appear with high frequency , across a variety of domains, and are crucial , when using mature, academic language (coincidence, reluctant, analysis.).

- Tier Three: Frequency of these words is a quite low and often limited to specific fields of study .(Isotope, Reconstruction, Buddhism)

Beck suggests that students will benefit the most academically by focusing instruction on the tier two words (since these appear with much higher frequency than tier three words, and are used across domain).So this when you take a look at the pre-reading vocabulary charts your kids create and choose " kind of" and don't know at all " words that you deem

to be tier two words .Go ahead and select some content- specific words (tier three)but only those directly related to the chapter , articles, short story, or whatever you are about to read .

Teaching Words.

One of the greatest researcher in this field Robert Manzoni, having spent countless hours observing students and teachers. An education researcher and teacher ,he stresses that in all content areas, direct vocabulary instruction is crucial and suggest six steps:

Step one: The teacher explains a new word going beyond reciting it's definition(tap into prior knowledge of students use imagery).

Step Two: Students restate or explain the new word in their own words,(verbally and/ or in writing).

Step Three: Ask students to create a non -linguistics representation of the word (a picture, or symbolic representation).

Step Four: Students engage in activities to deepen their knowledge of the new word(compare words , classifying terms, write their own analogies and metaphor).

Step Five: Students discuss the new words (pair share and elbow partners)

Step Six: Students periodically play games to review new words(Pyramid, Geopard , Telephone).

Marzona's six steps do something revolutionary to vocabulary learning : They make it fun. Students think about, talk about, apply and play with new words.And Webster doesn't get a word in edgewise.

The Rationale

At this point , one might be thinking that there just isn't enough time for all this pre -reading word analysis, direct instruction of vocabulary and game playing.

V. Conclusion

To conclude, vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school.- W.B.Elley.

Because each new word has to be studied and learned on its , the larger your vocabulary becomes, the easier it will be to unite a new word with words and thus memorizing it's meaning. So your learning speed, or pace, should increase as your vocabulary grows .- Johnson O' Connor.

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THE ISSUE OF DOMINANCE IN LITERARY-ARTISTIC SYNTHESIS

Abstract: This article emphasizes that one of the components of literary-artistic synthesis is the ideological or emotional dominance of the whole work.

Key words: artistic synthesis, dominance, creative process, levels of literary-artistic synthesis, synthesis at the level of image, synthesis at the level of ideas, synthesis in the human mind.

Language: English

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Introduction

Things and events, ideas, judgments and conclusions, which are the product of human thought, are the product of a process called synthesis. In this sense, synthesis is the form in which all things, including intangible abstract phenomena, occur as a single event. In reality, there is no whole in the human mind that is beyond synthesis. The term synthesis is derived from the Greek word meaning union which means that all material things in real life, which are inherent in thought, occur in a single whole. From this point of view, the phenomenon of synthesis is very complex, and its nature can be studied in two parts.

The first is biological, in the broadest sense, natural synthesis. In this type of synthesis, plants, animals, the human body, and many other rocks in nature combine thousands of substances naturally in certain norms and proportions to achieve a certain closeness and completeness. It turns out that nature itself is the sponsor and leader in the occurrence and functioning of natural synthesis. The second is the synthesis that occurs in the human mind. In this type of synthesis, the human mind, knowledge, and emotional wealth combine to form an idea. Such thoughts and ideas, as a work of art, or a work of science, art, or journalism, achieve integrity.

The synthesis of the human mind and emotion in different proportions results in the creation of a scientific or artistic idea, and therefore a work. If the mind prevails over the mind and the emotions, then

the artistic idea emerges. Forms of artistic synthesis vary depending on the type of art. The nature of literary synthesis is complex and multifaceted. The first layer refers to the initial rounding process of artistic synthesis. In this case, the synthesis occurs from the combination of three things. These are: reality, creative intellect, and emotional richness. For convenience, we refer below to emotional wealth with creative intelligence conditionally as creative talent. Without denying the importance of this unity in the literary-artistic synthesis, we would like to emphasize that the intellectual, spiritual power of the creator leads. Because in the natural synthesis the laws of nature determine, in the literary-artistic synthesis the creative activity, intellect, emotional world, worldview, talent are important.

II. Literature review

Literary-artistic synthesis involves the creation of an image in a unique form and content. And this harmony occurs at different levels in relation to the talent of the artist, that such issues of literary-artistic synthesis are manifested through the analysis of specific artists, their specific works. From this point of view, literary-artistic synthesis is not essentially the discovery of things and events that do not exist in real reality, but the properties and attributes of things and events in real reality that cannot be fully understood by a simple glance or logical analysis, consists of emotional-mental perception.

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Consequently, the possibilities of image and expression of literary-artistic synthesis are very wide, but at the same time there are some limited aspects. The breadth is that the creator can synthesize as much reality as he wants, depending on the scale of the senses and perceptions. The problem is that the synthesis and scope of the synthesis that takes place in his mind is limited to the realm of reality.

This means that the possibilities of literary and artistic synthesis create a strong mental satisfaction in the minds of both the creator and the reader at the same time. In the words of the great Russian artist N.K. Roerich, artistic synthesis, including literary synthesis, is beautiful in that it takes place in the human heart and mind.

It turns out that the phenomenon of synthesis, whether it is natural or social, gives us something ready or a conclusion. That is why we demand integrity, completeness and conceptuality from a work of art that is the product of a literary-artistic synthesis.

The creation of a holistic, complete and conceptual work, in which literature is divided into specific components in order to assess the artist's skill, is a second phenomenon called anti-synthesis analysis (division and analysis) to determine the causes of their interaction works with. The famous German scientist G.W. Leibniz considers these two contradictory and at the same time interrelated phenomena as two ways of knowing existence and using it for one's own benefit.

III. Analysis

From the above it is clear that literary criticism, in particular, the theory of literature is based on the theoretical analysis of literary phenomena, on the one hand, the synthesis, forms of synthesis and the level of occurrence of each form, their ideological and aesthetic content seeks to uncover both general and specific laws. Literary-artistic synthesis gives the work a wide artistic and logical idea, a strong symbolism. As a result, the idea that the artist wants to express in a purely national form acquires a universal essence, as well as individuality and uniqueness. The important thing is that the work created on the basis of artistic synthesis not only corresponds to the real reality, but also gives the reader an amazing idea of its undiscovered aspects and secrets. Because artistic synthesis, whether it is on the scale of an image or on the scale of ideas, has a vital meaning that is embedded in the work. It is this urgency that fascinates the reader, enriches him spiritually and mentally, spiritually and morally; encourages to look deeply at life, people, everything, to be careful; teaches to evaluate reality in accordance with the requirements of the time, to interpret it philosophically.

We try to study the possibilities of synthesis of this genre from the beginning of Uzbek realistic storytelling to the current stage of development in

direct connection with the principles of development of ideological and aesthetic concepts of writers.

We know that there are several reasons for the use of artistic synthesis in Uzbek stories. They are: The artist needs to create an image that will serve the spiritual development of his contemporaries and future generations. Because the creative talent and the ideal know no bounds. Humanity, its responsibility to the next generation, motivates it to use its full potential. The same reason has been singled out by other great artists. Indeed, a writer or poet who seeks to enhance his or her creative activity with his or her whole body, talent, will succeed in creating a beautiful example of artistic synthesis at least once during his or her entire creative activity. So, one of the important reasons for artistic synthesis is the artist's responsibility to the reader, to the period, to the talent.

The social environment, people's hearts and minds are filled with the same thoughts and feelings. A talented writer does not want to express what he wants to say in a uniform way, or rather, his talent does not allow it. He strives to express his ideas in a unique form and content. In many cases, this is what leads the artist to an artistic synthesis.

While the scale of an idea that a creator wants to express is universal, synthesis has the potential for artistic-philosophical interpretation. A striking example of this is, let's look at the work of Ch. Aytmatov. Each of the images he created synthesized universal values in the national image. Fitrat, Abdulla Qodiri in Uzbek literature. In the stories of Abdulla Qahhor, and later in the stories of Shukur Kholmiraev, Khurshid Dostmuhammad, Nazar Eshankul, the phenomenon of artistic synthesis intensifies. This is due to the requirements of the time, the development of artistic and aesthetic thinking, the growing sense of responsibility of the creator to humanity.

It is known that literary-artistic synthesis consists of the formation of a complex phenomenon in a completely new composition, combining in a certain harmony of the structure of many phenomena and ideological-artistic processes inherent in human thought. But it is wrong to think that in such a combination, all the parts and components of the newly created artistic event will disappear without a trace.

Because the components of any literary-artistic synthesis, to one degree or another, express themselves, either directly or figuratively. This means that there is a problem of dominance of one of the components of the synthesis phenomenon.

The issue of dominance (priority) in literary-artistic synthesis. For the first time in the research plan of the Russian literary critic B.I. Yarkho for "Research methodology of exact literature" it is emphasized that one of the components of artistic synthesis is either ideological or emotional dominance throughout the

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work. This idea of the literary critic B.I. Yarkho is important in all respects for the study of the nature of artistic synthesis. This is because the synthesis of natural phenomena is also dominated by the properties of one of the components of these phenomena. If we look at the literary-artistic synthesis from this point of view, it can be felt that one of the components of any work occupies a leading position. Literary-artistic synthesis manifests itself in the vital material of a work of art, in its emotional components, in the ideological-aesthetic concept that the artist seeks to express, in the religious, philosophical or scientific point of view to which he refers. The role of synthesis in a work of art is always seen in the unity of the emotional relationship with the expressed idea. But in a complete literary-artistic synthesis, the ideological relationship must be in harmony with the ideological concept.

IV. Discussion

In order to achieve such an advantage, first of all, the philosophical and artistic concept of the artist must be strong and relevant. Secondly, its scope of knowledge and worldview should be broad, that is, it should go beyond one nation and acquire a universal essence. Third is the training to take on the attitude of success and achievement while undergoing emotional states. Such requirements of literary-artistic synthesis may not be the same for all artists. To better understand the above requirements, we turn to the story of the famous Kyrgyz writer Chingiz Aytmatov, entitled "Dengiz bo'y lab chopayotgan olapar". The story begins with the myth that the earth did not yet exist and that the earth came into being from a nest that the Louvre duck built over the sea to lay its eggs in its feathers.

From then on, the eternal struggle between the aquatic world and the land, the constant exchange between day and night, begins. At this point, an olapar-shaped peak forms on the seashore, which serves as a mulch for hunters who go to the sea to hunt fish or marine nerps to return to their homes.

In those ancient times, there lived a tribe of fish-women on the slopes of the mountain, which was covered with snow. Organ, an elder, takes his eleven-year-old grandson, Kirisk, and his son, Emrayn, and the boy's uncle, Milgun, on a huge boat he built to go fishing. When a child is taken to sea, the story is about inheriting a profession from grandparents to children.

Inheritance is an important issue for all mankind. Because the way of life of the distant ancestors, the inheritance of the way of life, the perfect possession of this heritage and living through it is an eternal, indestructible tradition of inheritance. This glorious idea is expressed in this story of Chingiz Aytmatov in a unique philosophical and emotional direction. As they sailed from sea to island, the waves began to rumble, the surface of the water was covered with

thick fog, and the whole world was covered with darkness. Hunters can see neither the sun, nor the stars, nor the huge sea urchins. This situation will last a long time. There is not enough drinking water in the barrels they have collected. No matter how thirsty Elder Organ is, he will never drink the rest of the water for his grandson. Finally, he throws himself into the sea when Kirisk falls asleep unconscious. In this way, both Milgun and later Emrayn surrender to the sea to save the child's life.

Kirisk, on the other hand, was sometimes unconscious and sometimes lay on the bottom of the boat, not knowing how many days had passed. And when he regains consciousness and opens his eyes, the mist is scattered and the sky is full of stars. He regained consciousness and regained consciousness, and in the morning there was a huge rock in front of him.

At first glance, the story seems to be based on the lives of four members of an ordinary people. But their youth is reminiscent of the lives of all humanity in the form of three generations. The organ is a symbol of the ancestors who passed on all their knowledge and experience to future generations, sacrificing their lives for their safe life, while the symbol of the middle generation, who passed on the way of life of the ancestors of Emrayn and Milgun to their descendants. Kirisk, on the other hand, is a symbol of the younger generation, who, through adolescence, endured all the blows of life and continued the way of life of their ancestors. Thus, in the story, Chingiz Aytmatov, based on his artistic and philosophical concept, describes the peculiarities of the categories of age and death. In fact, death does not choose age, but in the artistic interpretation of the writer, the whole being, the universe, the earth is left to the younger generation.

Therefore, the older and middle generations should strive to leave all the necessities of life perfect for future generations. The little water left at the bottom of the barrel in the story is a symbol of a living legacy that will be passed down from generation to generation. That's why two generations sacrificed themselves. The sea and the thick fog are a symbol of the ever-changing life and the complex problems it solves for humanity. Future generations will live only by relying on a sip of water symbolized by their ancestors, and only when they leave a valuable legacy for their descendants will there be continuity in life, inheritance between generations, and therefore life on earth.

The story is a powerful expression of the philosophical and artistic concept of the relationship between the rational essence of the ancient myth of Nivkh and modern human life, the continuity. The synthesis of ideological and artistic, past and present is given in the century through very subtle but complex gestures. When Kirisk regains consciousness

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and sees the stars twinkling in the sky, the polar bear Achukun, who screams on the boat, is a symbol of life that connects the past with the present and the future.

Note the following words of the author in an interview with V. Korkin, a well-known researcher of Chingiz Aytmatov's works; "Perhaps a bird soaring high in the sky connects the past, the present and the future, the sea and the earth. It is also a bird's eye view. It allows for a broader view of reality in space and time. Probably so, "The above considerations allow us to draw the following conclusions.

1. Chingiz Aytmatov's story "Dengiz bo'ylab chopayotgan olapar" is an example of a complex type of literary and artistic synthesis, consisting of ideological, regional and folklore components and the great idea of inheriting opportunities in complete purity.

2. This glorious idea connects the components of the story as a whole, subjugating them all together with life, and directing them in a certain sequence.

3. Couldn't the succession between generations be more clearly expressed through the depiction of other events than the connection with the ancient Nivkh myth? It would be, but the great idea embedded in the events of the work would lose its weight and emotional impact. As a result, the artistic and philosophical synthesis was not fully expressed.

4. The story was written during one of the most tumultuous periods of the Soviet era. In those days, many people turned the ecological relationship between nature and society into chaos, claiming that we were in control of nature. For man and his future generations, the preservation of land, water, weather, and ancestral experiences was at some risk.

In such a situation, the writer could better convey his glorious idea only through a literary-artistic synthesis based on symbolism. This required deep knowledge, high artistic skills, philosophical wisdom and strong emotional attitude from the creators. Chingiz Aytmatov, with his sharp mind, deep knowledge and universal emotional world, was able to create a literary-artistic synthesis, the priority component of which shines in a symbolic image.

Uzbek writers, as well as in their stories, have created such complex manifestations of literary and artistic synthesis. As a talented writer, Abdullah Qahhor was well aware of the catastrophic consequences of various changes in the life of our country. His symbolic story, The Prophecy, was written as a prediction of how much misfortune would befall people as a result of the changes taking place in the life of the people. Importantly, the story embodies the idea of protesting against the violent policies of the

ruling ideology. Because any ideological synthesis occurs as a product of protest against the ruling policy. But in order to mask such a synthesis, the writer must serve a unique form and means so as not to be noticed by policy advocates. Abdullah Qahhor was one of the first to express his ideological and artistic attitude to the policy of violence in the country through the image of Said Jalal Khan and his fantasies.

The story was written in 1936, at a time of heightened political repression in the country. It was at this time that the Uzbek people began to be enslaved to an economically and politically dominant ideology under the guise of cotton monopoly. In essence, the policy of cotton monopoly was one of the ways to bring our people to the brink of disaster, to a difficult economic life. It was not until the 1980s that it became clear how terrible the consequences would be.

Abdullah Qahhor had a deep understanding of these events in the 1930s. But his ideological sword would not allow him to openly express his dissatisfaction. However, the responsibility and duty of the artist did not allow him to remain silent. Unjust politics and the creative conscience that opposes it have encouraged the writer to protest through ideological artistic synthesis. By the logic of the above, we can say that the fact that the story is called "Prophecy" has a symbolic meaning. Since the story is a two-layered artistic synthesis, it is natural to ask which of these layers dominates the writer's artistic conception. Because not all layers can do the same thing in a multi-faceted artistic synthesis. From this point of view, the first layer of the story plays an important role in expressing the writer's ideological and artistic concept. Therefore, the first layer of artistic synthesis in the story was dominant. The second layer serves to hide the essence of the first layer.

V. Conclusion

Thus, since literary-artistic synthesis is the combination of several components in a certain harmony, the properties of all the components that make it up do not lead in the same way. This raises the issue of dominance in artistic synthesis. Consequently, in any event of artistic synthesis, the characteristics and content of a single part play a leading role. In this case, the ideological intention of the creator allows to determine which of the parts of the artistic synthesis takes precedence over the creative concept. Which of the components of the artistic synthesis present in the story will lead is determined by the above principles.

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IN THE LIFE OF THE AUTHOR AND THE HERO OF THE WORK SIMILARITIES

Abstract: In this article, the central issues of discussion are similarities and differences between Jack London and his main hero from the novel "Martin Eden". The main point of the article is to analyze and exemplify concrete events of the life of the author and character.

Key words: style, psychological analysis, motif, typological principles of psychological analysis.

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Introduction

The works of John Griffith Jack London, a great representative of American democratic literature who lived in the second half of the 19th century and the beginning of the 20th century and fought for the rights of the general public, are known all over the world. His works reflect the diversity of life, the singing of love, the struggle of people with the restless nature. Jack London's work is diverse, with protests against the bourgeois regime, socialist ideas, individualism, and even the themes of peace and stability in the last years of his career.

II. Literature review

Martin Eden differs from other works in its ability to express the deep reality of life and its high artistic value. For the first time, London was able to portray a new intelligentsia from the working class, its tragic fate.

The protagonists and characters in the play are very familiar to him, and the author seems to be personally acquainted with the life of each character. For this reason, Martin Eden is considered an autobiographical work. Because the writer is able to paint each image with beautiful, believable and artistic colors of his feelings, experiences, social status and attitude to the ruling class. The reason for the popularity of the work at this level is its vitality.

III. Analysis

Jack London's first love, Mabel Appletgart, was from a wealthy family, and the girl refused Jack London because she was from a lower class and could not afford to provide for them. The same thing happens with Martin Eden, who, at the most difficult time for him, abandons Martin at the request of the Ruth family.

When Jack London had just set foot on the literary trails 10 years before the novel Martin Eden was born, Mabel Eplgart, the very attractive and beautiful daughter of a talented engineer, was admired and admired. He liked Jack London, and he wanted Jack to have a career soon, at least as a courier.

As a teenager, Jack's mind was on something else entirely: he would spend his last penny day and night sending his writings to literary magazines. Eventually, his first stories saw the light of day, and he received his first pen fee of \$ 7.5 for his story. The editor of the magazine promised to publish a collection of his eight-story works

"Martin saved money for his stamps, all the time sending stamps with envelopes seemed rather strange to him. To his first wage, he decided to buy a typing machine. As envelopes came back he was rather frustrated, but never lost hope..."

The inner philosophical content of the novel - the idea of the most difficult and tragic days in the history

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of mankind - was clearly expressed in Jack London's novel. At the center of the novel are 2 characters: Martin and Ruth. Jack London skillfully portrays the image of Ruth. His incompatibility with his appearance, his inner beauty, and the fact that he loves Martin does not value or care about his dreams. Unlike other female protagonists, Ruth is distinguished not only by her origins, but also by her outlook on life, her desire for comfort, well-being and wealth, that is, great wealth.

The main purpose of the author's work is to show real life in the United States, to hide the actions of the protagonist, his thoughts on the good life. Thus, a talented person has no influence on his destiny in bourgeois society. Martin Eden was a writer, but he could be a talented musician or a sculptor or an artist.

Martin Eden's life and tragic fate were typical of a real capitalist society. American critic William Semsons called the work a "national tragedy of a history of success." Martin Eden's success was a national achievement, but it was also a tragedy in the same society.

Van Vic Brooks laments: "In the United States, any creative mind is deprived of the mind and the things it feeds on, and the greed and falsehoods of amassing wealth are set against it. Almost all the traditions of American social life have been agreed upon in order to bind the talents of the country together." {15; 267 p}

He was able to portray beautifully how these deals affected Jack London's life in the person of Martin Eden. No one understands him: neither his relatives, nor his friends, nor the enlightened people like Ruth and his parents ... so to anyone who seeks to find his way, someone from this society will not in a hurry to extend a helping hand. Instead, they persuaded him to back down from the path he had chosen and to choose a trade and commerce path that was familiar and understandable to that society and that served their interests. It took courage, determination, and self-confidence to resist these influences. Only then would he be able to walk to the end of his chosen path, but not everyone could do it.

IV. Discussion

Martin Eden succeeds in this arduous journey. The reason for this success is that it is a tragedy, because Martin alone achieves this success without anyone's help. In this struggle, he loses his lover, his relatives turn away from him, and he gradually loses confidence in the rightness of his path. As a result, he is determined not to take a pen in his hand and to give up everything and put an end to his work. Martin's success did not give him any satisfaction.

Martin Eden, with his creativity, his destiny, and finally his tragic departure from his life, undoubtedly declared war on the ruling class society and its ideas. This allows critics to think that Jack London's protagonist is a socialist and that his belief in the same

social ideals led him to ruin. In doing so, critics liken the work to a misrepresentation of the ruling class society. It's as if Jack London "just swam" and when he gets tired, he describes real society and calls it different.

In this way, critics sought to downplay the literary potential of the work, denying that it was a work of life.

Jack London bought his only possession, a bicycle, from the store and invited Mabel for a ride. Delighted that his story had been published, Jack London, proud of the success of his life, told Mabel about it all, and finally added that he had been offered the post of courier and that he had turned it down. Mabel listened to Jack's stories without any particular interest, and only asked how much they would pay him for his stories. When he heard exactly seven and a half dollars, he shouted, "The courier would get more." That's how Jack London's first teenage love ended.

Martin Eden was also earnestly trying to please his lover, Ruth, who was ready to do anything to please him:

"Martin earnestly tried to please Ruth, she was a girl of hope, a girl to love, a girl to be dignified at. Martin was always ready to do all her wishes, to do all the work she had given to him. He made lots of efforts to possibly look better and better at her sight." {20, 248 b}

Jack London grew up in a poor family and worked as a schoolboy. For many years, London tried all professions: sailor, cannery, house-to-house newspaper distribution, and so on. Martin Eden, too, lived in search of work, moving from one job to another, struggling to make ends meet, traveling halfway around the world, and experiencing many hardships.

Throughout his life, Jack London made many friends, many of whom were socialists. His best friend, writer George Sterling, was one of them. George Sterling Jack was a major influence on London's political views. George Sterling was one of Jack London's closest associates, and his political views and opinions were reflected in many of Jack London's works.

Russian Brissenden, a fierce socialist who fought against individualism, also encouraged Martin to understand the essence of socialist ideas and to study them in detail. He always tries to explain to him that Nietzsche's philosophy is not compatible with the American way of life, giving him vivid life examples.

Jack London had many hardships in his life, he was a person with great life experience who experienced the betrayal of his friends, the infidelity of his lover, the wandering to earn money to eat and drink. He was striving for fame in this life anyway, he was just moving forward in spite of everything. However, after his rise to fame, he was widely criticized and denounced. Critics have called him a

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"bad socialist." While at the highest levels of society, London realized the true intentions of the people, that they only wanted to express opinions that pleased them, and that injustice would always prevail everywhere.

V. Conclusion

The sincere feelings that Martin saw in the faces of the people when he was a simple sailor, their pure

love and warm feelings for him were never lost in their relationship with him when he became famous, famous and rich. the city could not find the original feelings. In the end, it decided to leave the world of unfaithful and hypocritical people.

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THE CONCEPT OF RELIGIOUS TOLERANCE IN THE PROCESS OF SPIRITUAL FORMATION OF SOCIETY

Abstract: This article deals with the concept of religious tolerance in the process of spiritual formation of society. The importance of inter-religious tolerance in the process of spiritual formation of the society as a partner and community of people with different religious beliefs, living in one land, one homeland, on the way of noble ideas and intentions is studied.

Key words: Religious tolerance, religious faith, idea, morality, justice, solidarity.

Language: English

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Introduction

The process of shaping spiritual culture as a complex social phenomenon is inextricably linked to national, religious, historical, ethical and legal factors. In this sense, national and religious values are not only the historical and spiritual heritage of our people but also important factors in the upbringing and formation of a harmoniously developed personality. The formation of spirituality in any person takes place in connection with material and spiritual needs. In turn, the spiritual needs of man are inextricably linked to his national, religious, ideological and ideological education. At the same time, the material need is related to the material benefits necessary for the way of life of people. In this sense, the process of forming the spiritual culture of man manifests itself in the harmonization of material and spiritual needs. The process of forming spirituality is based on science, culture, education, ethics, aesthetics, political, legal relations and the riches that mankind has received in its history.

We are all well aware that religion has long been an integral part of human spirituality, a holistic system of ideas and views that embody the lofty ideals of

humanity, the dreams of truth and truth, of personality and justice, and strengthen them in the form of stable rules. It should be particularly noted that for many centuries our sacred religion has been a powerful factor in giving place to the heart of our people, understanding the meaning of life, preserving the national culture and way of life, values, traditions and customs. According to President Shavkat Mirziyev, Islam is to promote the ideas of tolerance and humanism of our religion, to promote its religion based on the principles of peace and stability, religion and inter-ethnic harmony, to strengthen the unity of Muslim countries, to strengthen cooperation towards the preservation of the common Islamic heritage. [1] At the same time, our country has created sufficient conditions for citizens of different religions to carry out their religious rites and actively participate in the life of the country. In particular, under article 18 of the Constitution, "all citizens of the Republic of Uzbekistan have the same rights and freedoms and are equal before the law regardless of sex, race, nationality, language, religion, social origin, religion or personal or social status." [2] The reflection of this right in our Basic Law serves as the basis for ensuring

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the freedom of conscience and faith of people in our country. Also, on 1 May 1998, the Freedom of Conscience and Religious Organizations Act was amended to reflect the freedom of conscience and the right of everyone to freedom of religion.

I. Materials and methods

The place of religious tolerance in the process of spiritual formation of the society was based on such methods of scientific knowledge as objectivity, continuity, historicity and logic, comparative and systemic analysis in social and philosophical analysis.

The perfection of the personality cannot be presented without spiritual, spiritual-cultural heritage. And the development of spirituality is impossible without the desire of human society for progress. One is closely related to the other. To do this, everyone must be active in social processes. A real harmonious person does not put his interests above the interests of the people, always cares for the people. All qualities, values in a person are not formed independently, but on the contrary, manifest themselves in relations between people. People by their nature can be different, there are such that the soul is wide, like a river, like spring water, generous, merciful, human, does not know what a cake is. Because the environment had such good qualities. There is still this category of people who have selfishness, only for their benefit, to give panda, to store cakes. These are spiritually poor people. It is impossible to present without such human qualities as spirituality, morality, morality, humanity, kindness, kindness. The main feature and tasks of spirituality are the formation of moral norms in the person such as humanism, nationalism, patriotism, kindness and self-sacrifice.[3]

There is no doubt that educational projects, friendship festivals, scientific and creative conferences, review competitions, concerts and exhibitions organized in order to strengthen mutual harmony, unity in our country, promote respect for and support traditions and customs inherent in the representatives of each nation and religion have a positive impact in this direction. World. It's such a noble feeling, what a wonderful understanding. Peace is the guarantee of greatness, well-being, prosperity, an important guarantee of the realization of our desires, noble intentions. Where there is a world, tranquillity, stability, kindness between people, peace of mind, kindness, kindness, kindness. Psychologists note that calm is the most important mental need of a person, plays a big role in ensuring human health, the stability of society. When a person has a sense of calm and tranquillity, his efforts to achieve the goals set will be effective and can succeed. Similarly, peace and stability will flourish only in a country where peace reigns, creative work.

The theoretical basis was also based on the views of the President of our country on the problem,

theoretical conclusions, monographs of scientists of our country, materials of international and republican scientific and theoretical conferences, scientific research related to spiritual culture. The attitude towards religion has changed in honour of independence. ... "The main reason for this is the right and purity of our holy religion, humanity and tolerance, the constant respect of humanity for good, the unparalleled role and significance of values and traditions justified in life trials in transmission from ancestors to generations." [4] This means that, in addition to the Islamic religion, all religions in the world are based on the ideas of kindness, which relies on several noble qualities such as honesty, peace, good and friendship. He calls people to honesty and purity, kindness, humanity and tolerance. Interreligious tolerance calls on people with different religious beliefs to live on the same land, in the same homeland, as a partner and community in the path of noble ideas and intentions.

One of the bright features of Uzbek tolerance is a deep respect for the languages, customs and traditions of other peoples, preservation of their identity, creation of opportunities and comprehensive assistance in the realization of cultural and educational needs. It is such tolerance, patience that created conditions for the preservation of the best samples of our culture, carrying out centuries-old tests, maturation and enrichment of it with significant results of other cultures. In turn, this attitude opened the way to the adoption of the norms of behaviour, spiritual values inherent in our people, neighbouring peoples. From this point of view, today the tasks of preserving sacred Islam in purity, protecting it from various prejudices and actions, slander and slander, the correct interpretation of its true essence to the younger generation, wide propaganda of noble ideas of Islamic values are relevant. History itself confirms that in the past secular and religious knowledge has always been partners and predecessors. In particular, with each other enriching with secular and religious ideas, progress is rising to a high level. A clear example of this is the periods when great thinkers such as Imam Buhari, Musa Khorezmi, Imam Maturidi, Abu Rayhan Beruni, Imam Gazzoli, Abu Ali ibn Sina, Imam Al-Termisi, Abu Nasr Forobi lived and worked in the history of mankind. Because their views reflect the idea of religious tolerance.[5]

In eastern philosophy and Islamic teaching, there are much valuable advice, opinions on tolerance and education of the young generation, its morality. In particular, in the works of Abu Mansur al-Maturidi (870-944), a great scholar, the founder of the Moturidia sect, who promoted the values associated with religious tolerance. Moturidi in his essay "Ta'vilot Ahli sunna" in the interpretation of the Quran sura "Hajj": it is forbidden to destroy churches and synagogues. Therefore, even in a Muslim land, they have not yet survived in their original form. In

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this matter there is no disagreement between people of science, "- he firmly argues. [6] A religious scholar from Samarkand, Abu Lais al-Samarkandi in his book tafsir "Bahr al ulum" in a commentary to verses 8-9 from the Quran, "Mumtahana" writes, "With you came representatives of other religions who did not fight in religion but pursued a fair cause with them." [7] Another famous in Maverannahra Fakih, Mufassir Abul Barakat an-Nasafi, in his famous and well-known work "Madorik at-tanzil", treats these verses as "show respect to the representatives of other religions and do them good in words and in practice." [8]

Many similar texts concerning religious tolerance can be found in Islamic sources created by scientists of our country. From this point of view, religious tolerance in our people living next to representatives of other religions has become not only a necessity but also a way of life.

We are all well aware that the Holy Qur'an of Karim and the Hadith of Sharif is an invaluable source of spiritual perfection of a harmoniously developed generation. Ethnic patience, tolerance have become the natural norms necessary for the survival and development of life storms. Religious tolerance has always served as a shield against religious hatred. It opened the way for different beliefs to exist together at the same time and space, to form cooperation, solidarity and solidarity among their carriers. "[9]

Over the centuries, oriental thinkers, scientists have created thousands of books, proverbs about the morality of the young generation, a harmoniously developed generation, a perfect person. Unfortunately, because of the policies pursued by the totalitarian regime, our people were deprived of them. Now, thanks to independence, serious changes have also taken place in this area. In particular, special attention was paid to the issues of assimilating the idea of tolerance in the education of youth. In the formation of the thinking of tolerance in the young generation, it is of great importance to ensure the interaction of all

participants in the educational process, namely the family, schools, colleges, universities. Because when organizing the educational process in the same manner, a pedagogical training ground will be created, which is necessary both for acquiring knowledge in the young generation and to test it, show your knowledge to others, as well as based on living standards and ethical examples. In the country's general schools in seven languages - Uzbek, Karakalpak, Russian, Kyrgyz, Turkmen.[10] A vivid confirmation of this is the knowledge of the Kazakh and Tajik languages, as well as the fact that the media operate in ten languages of the peoples living in Uzbekistan.[11,12] Creating broad opportunities for training representatives of all nationalities and nationalities living in our country in their native language, creating equal conditions for representatives of all nationalities in higher educational institutions, vocational colleges, academic lyceums and schools, publishing newspapers and magazines, broadcasting and broadcasting programs on many languages is clear evidence of activities in this direction, that is, the embodiment of the idea of tolerance.

II. Conclusion

The conclusion is that religious tolerance is an important factor in the formation of world views in the minds of young people such as inter-ethnic harmony, well-being, peace and Fatherland. At the same time, he helps people who respect his culture, think in a new way, are convinced that he is firm, will.

For the formation of spiritual culture, first of all, it is important to study and enrich the content of scientific knowledge, religious teachings and historical and meaningful values of the cultural heritage of our people. The rich historical, religious and national heritage of our people is the main factor in the formation of the spiritual culture of the individual, the harmonization of both religious and national characteristics.

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METHODS FOR IMPROVING SOIL TREATMENT ON DEGRADED LANDS

Abstract: The article discusses methods for improving soil cultivation and selecting a crop rotation system for saline and degraded irrigated lands, which provide high and sustainable yields of agricultural crops of the studied area, as well as the justification of ecological safe technology for restoration and conservation of soil fertility, taking into account biological methods of land reclamation saline soils.

Key words: soil fertility, tillage, saline soils, soil formation, safe technology.

Language: Russian

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МЕТОДЫ УЛУЧШЕНИЯ ОБРАБОТКИ ПОЧВЫ НА ДЕГРАДИРОВАННЫХ ЗЕМЛЯХ

Аннотация: В статье рассматривались методы улучшения обработки почвы и подбор системы севооборотов на засоленных и деградированных орошаемых землях, которой обеспечивают получение высоких и устойчивых урожаев сельскохозяйственных культур исследуемого участка. А также, обоснования экологической безопасной технологии восстановления и сохранения плодородия почв, с учетом биологических методов мелиорации засоленных почв.

Ключевые слова: Плодородие почвы, обработка почвы, засоленные почвы, почвообразование, безопасная технология.

Введение

УДК631.4

Водная и оросительная эрозия почв в определенных физико-географических условиях наносит огромный ущерб сельскому хозяйству. Вода смывает и размывает верхний наиболее плодородный горизонт и образует на полях овраги, балки.

Такая картина наблюдается в хозяйствах, расположенных в предгорьях Таласского Алатау и горных образованиях юга Казахстана. Здесь очень часто встречается молодая овражная сеть, образованная неорганизованными сбросами поливных вод. При неправильном поливе здесь усиливаются и процессы смыва почв, богатых органическими веществами.

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Орошаемые массивы, расположенные на конусах выноса с маломощными почвами, подстилаемыми валунно-галечниковыми и песчаными отложениями, оказываются в наиболее угрожающем положении. Это объясняется не только сложным предгорным рельефом, но и отсутствием инженерной системы орошения, плохой эксплуатацией оросительных систем, низкой агротехникой.

Поливное земледелие в Казахстане в основном развито в трех почвенно – климатических горных и предгорных орошаемых зонах. В первую зону входят предгорное плато и межгорные впадины. По своему растительному покрову и физико – механическому составу почв они относятся к зоне горных ченоземов. Почвы – смытые ченоземы; механический состав – лессовидные суглинки; ширина зоны, подверженной ирригационной эрозии, – 2-4км; Уклоны поверхности 0,06-0.1 и выше; количество осадков 250-450мм в год; площадь орошаемых земель, подверженных эрозии, примерно 80тыс.га.

Если речь идет о водной или оросительной, эрозии, то факторами, определяющими эрозию почв, будут параметры естественного стока, коэффициент стока, величина скорости течения воды в каналах или поливных элементах. Скорость же, в свою очередь, зависит от уклона местности, определяет мощность и кинетическую энергию стока. Следовательно становится ясно,

что при любом сочетании перечисленных факторов уклоны поверхности в значительной мере влияют на фактические, потенциальные условия смыва и размыва грунтов.

Количественная оценка смыва почв при орошении может быть дана при установлении взаимосвязи между уклоном местности и скоростями течения воды, определяющими энергетическую характеристику стока. Если речь идет об эрозии как о процессе, оценки устойчивости почвогрунтов смыву и размыву может быть дана при установлении взаимосвязи между приведенными показателями и характеристиками почвогрунтов.

Один из методов обоснования экологической безопасной технологии восстановления и сохранения плодородия почв деградированных земель, является метод улучшения обработки почвы, подбор системы севооборотов и фитомелиорации на засоленных и деградированных орошаемых землях, которой обеспечивают получения высоких и устойчивых урожаев сельскохозяйственных культур исследуемого участка.

Для обоснования методов, необходимо определить водно-физические свойства почвы исследуемого опытного участка. Следовательно, для сероземных почв характеризуется следующими[4-5].

Таблица 1. Водно-физические свойства почвы опытного участка

Мех состав	Плотность почвы, γ , т/м ³	Плотность твердой фазы почвы, d , т/м ³	Порозность, П, %	Полная влагоемкость, $W_{пв}$, %	Наименьшая влагоемкость, W_v , %	Гигроскопическая влагоемкость, %	Защемленные воздух, %	Активные пористость, %	Насыщенная влагоемкость, м ³ /га
Супесь	1.35	2.72	50	37	19	1.5	6	42.5	2565
Легкий суглинок	1.38	2.70	49	36	21	2	4	43	2900
Средний суглинок	1.42	2.68	47	33	22	3	3	41	3124
Суглинистый	1.47	2.66	45	31	23	4	2	39	3381
Глинистые	1.55	2.63	41	26	24	5	2	34	3720

Так как, иногда необходимо учитывать на основе обработки данных М.М.Продьяконова и М.А.Великанова получил зависимость для расчета скорости склонового стекания для различных видов поверхности :

$$v_{cp} = 10^3 \cdot h \cdot i, \quad (1)$$

где h – глубина слоя воды; i – уклон склона;

Подставляя получим:

$$v_{cp} = 1000 \cdot 0.2^2 \cdot 0.003 = 0.12 \text{ м/с.}$$

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Таблица 2. Скорости стекания для различных видов поверхности

Уклон склона, i	слоя воды, h, м	Скорость склона, ϑ_{cp} , м/с	Голой поверхности			Заросшей поверхности		
			h, м	i	ϑ , м/с	h, м	i	ϑ , м/с
0.002	0.15	0.045	0.15	0.002	1.14	0.15	0.002	0.10
0.003	0.20	0.12	0.20	0.003	1.86	0.20	0.003	0.16
0.004	0.25	0.25	0.25	0.004	2.69	0.25	0.004	0.19
0.005	0.30	0.45	0.30	0.005	3.61	0.30	0.005	0.31

А.Н.Бэфани[1,5] на основе экспериментальных исследований дает следующие зависимости:

$$\vartheta = 170 h \sqrt{i} \text{ - для голой поверхности; } \quad (2)$$

$$\vartheta = 1.47 h \sqrt{i} \text{ для заросшей поверхности. } \quad (3)$$

Если эрозии главным образом зависит от уклона поверхности, то устойчивость почв - от их химических, физических и физико-механических характеристик.

Многочисленными исследованиями установлены разнообразные показатели, способствующие усилению или ослаблению сопротивления почвогрунтов смыву и размыву. Известно, что поток может находиться в состоянии предельного насыщения и не может все время размывать свое русло. Он может находиться и в недогруженном состоянии, но он с размываемым руслом.

Восстановление плодородия засоленных территорий с помощью биомелиорантов – очень эффективный и перспективный способ удаления из почвы легкорастворимых минеральных солей, неблагоприятных для культурных растений. Эта технология позволяет повышать продуктивность сельскохозяйственных угодий путем использования новых территорий и получать более высокие показатели урожайности при выращивании продукции на рекультивированных землях. Дегумификации почв — распашка целинных почв. Дегумификация происходит и в результате интенсивного многолетнего использования почв под пропашные культуры, когда ежегодно изымается большое количество биомассы, не компенсированной органическими удобрениями. Для создания бездефицитного баланса органического вещества в почвах

необходимо ежегодно вносить в почвы в среднем 10—15 т/га органических удобрений.

Состояние земель в мире и Казахстан, особенно почвенного покрова, по мнению большинства специалистов, является неудовлетворительным и продолжает ухудшаться.

Нерациональное природопользование во многих регионах мира привело к деградации земель (почв) в таких масштабах, что рассматривается правительствами ряда стран как угроза национальной безопасности.

Для предупреждения вторичного засоления и устранения накопления солей в осенне – зимний период проводят эксплуатационные промывки. Промываемые земли из сельскохозяйственного севооборота не выводят.

При установлении норм, сроков и способов проведения промывок учитывают комплекс природных, мелиоративных и хозяйственных факторов. К первым относятся водно-физические свойства почвогрунтов, коэффициент фильтрации, сложение покровного мелкозема, интенсивность испарения и осадков, тип и степень исходного засоления почв, ко вторым – наличие дренажа и его эффективность по площади и обеспеченность промываемых земель свободными водными ресурсами.

Биологические методы мелиорации засоленных и солонцовых почв включают внесение в них органического вещества (навоза, массы сидератов). Оно улучшает проницаемость почвы и выделяет углекислый газ при дыхании растений и разложении их остатков. Кроме того, затенение почвы растениями уменьшает испарение влаги с поверхности, а следовательно, приводит к меньшему засолению поверхностных горизонтов при подъема влаги.

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USE OF NOMINATIVE AND GENITIVE CASES IN THE ARTISTIC STYLE OF SPEECH

Abstract: this article discusses the frequency of use of case forms of the noun in the artistic style of speech on the example of the work of A. Green Running on waves.

Key words: linguistics, morphology, case, functional style, text, artistic style.

Language: Russian

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УПОТРЕБЛЕНИЕ ИМЕНТЕЛЬНОГО И РОДИТЕЛЬНОГО ПАДЕЖЕЙ В ХУДОЖЕСТВЕННОМ СТИЛЕ РЕЧИ

Аннотация: В данной статье рассматривается частотность использования падежных форм имени существительного в художественном стиле речи на примере произведения А.Грина *Бегущая по волнам*.

Ключевые слова: лингвистика, морфология, падеж, функциональная стилистика, текст, художественный стиль.

Введение

Категория падежа – это словоизменяемая категория имени, выражающаяся в системе противопоставленных друг другу рядов форм и обозначающая отношение имени к другому слову (словоформе) в составе или предложении. Категория падежа – категория, обозначающая отношение имени к другому слову словосочетания, предложения или к целой синтаксической конструкции [9, 162]. Категория падежа представлена рядами форм, каждая из которых является носителем определенного комплекса категориальных морфологических значений [10, 475]. Значение падежа – это значение отношения имени к другому слову словосочетания или предложения, или к целой синтаксической конструкции [7, 41]. В Грамматике русского языка определение падежа, следующее [5, 118]: «... падеж выражает синтаксические функции существительного, устанавливая отношение существительного в

данной его падежной форме к другим членам предложения». Таким образом, термином падеж обозначается:

1. вся соответствующая морфологическая категория;
2. ряд форм, объединенных общей системой падежных значений.

По вопросу о значении падежей в современной лингвистике имеется два подхода: а) первый опирается на парадигматические отношения разных словоформ; его заложил Р.О. Якобсон [12, 258]; б) второй опирается на синтагматические отношения между словоформами и идёт от Е. Куриловича [8, 86].

Изменяемое существительное в предложении всегда выступает в форме какого-либо падежа. Словоформы сочетаются друг с другом, подчиняясь определенным законам соединения. Характеристики, лежавшие в основе выбора сочетаний словоформ, и составляют основу категории падежа. С помощью падежа можно

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передавать характер отношений между предметами, предметами и действиями, состояниями и т.д., то есть определенным образом отражать объективную действительность. Поэтому падеж следует назвать **номинативной категорией**. Во-вторых, он отражает характер связей между словоформами, то есть проявляет синтаксический характер значения. Каждая падежная форма имеет своё синтаксическое значение, которое может выявляться самостоятельно или в сочетании с предлогами (в этом речь идет о склоняемых существительных). Если имя существительное имеет одну и ту же форму, а меняется падежное значение, такое существительное называется несклоняемым. В-третьих, большинство имен существительных изменяется по падежам, то есть падеж – это словоизменительная категория. Основным средством выражения грамматического значения падежа является флексия, а также – чередования согласных в основах существительных и специальные акцентные характеристики – ударение [10, 507, 511]. В.В. Виноградов определяет падеж как форму имени, выражающую его отношение к другим словам в речи [4, 139].

Известно, что значения падежей формируются на основе их синтаксических функций в словосочетании и предложении и являются абстрактными, отвлечёнными от этих синтаксических функций. Падеж как носитель значений, отвлечённых от его синтаксических связей и отношений, многозначен [10, 475]. Это естественно, если учесть, что, круг значений падежной формы у существительных всё расширяется, так как в этих формах «отражается понимание связей между предметами, явлениями, действиями и качеством в мире материальной действительности» [10, 475].

Функциональные стили – это функциональные разновидности языка, возникающие в процессе функционирования языковой системы в разных сферах общения и в разных целях (функция общения, сообщения, воздействия) [3, 5] каждый из стилей характеризуется «известной совокупностью признаков, часть из которых своеобразно, по-своему, повторяется в других стилях, но определённое сочетание которых отличает один языковой стиль от другого» [2, 68]. Стили, дифференцируемые в соответствии с основными функциями языка – общения, сообщения и воздействия, делятся на научный, деловой, публицистический, художественный и разговорный стили русского языка [1, 456].

Многие исследователи исключают художественный стиль из системы специфичность языка художественной литературы, его функционирования стили литературного языка, указывая, что именно незамкнутость,

неограниченность, в отношении используемых в нём речевых средств, препятствует включению его в систему функциональных стилей [6, 198]. Академик В.В. Виноградов указывает: «язык национальной художественной литературы не вполне соотносительна с другими стилями, типами или разновидностями книжно – литературной и народно – разговорной речи. Он использует их, включает их в себя, но в своеобразных комбинациях и в функционально преобразованном виде» [3, 85]. В обосновании излагаемой точки зрения указывается, что художественный стиль в целом отличается от других функциональных стилей тем, что если те, как правило, характеризуются какой-либо одной общей стилиевой окраской, то в художественном – многообразная гамма стилиевых окрасок, используемых языковых средств.

Именно по этой причине анализ художественного текста вызывает интерес у лингвистов.

А. Грин в художественных целях часто использует падежные формы имён существительных в составе обособленных определений (особенно удачно в причастных оборотах), в сравнительных оборотах и устойчивых выражениях.

Как показали результаты исследований, для именительного падежа основными значениями в нашем исследованном материале являются значения субъектное, определительное и обстоятельственное. Субъектные отношения выражаются формами существительных женского, мужского, среднего родов единственного и множественного числа. В роли субъекта действия выступают и субстантивированные причастия среднего рода. Именительный определительный отмечен в составе сравнительных оборотов, обстоятельственные отношения именительного падежа проявились в составе устойчивых оборотов речи. Таким образом, именительный падеж существительного многозначен и употребителен со значением субъектных, определительных и обстоятельственных отношений.

В исследованном нами материале художественного произведения именительный падеж в подавляющем большинстве выступает в роли главного члена предложения подлежащего и имеет субъектное значение по отношению к действию, которое совершается этим предметом.

Значение отношения предмета к действию выражается формами существительных женского рода единственного числа, например: *Прислуга, женщина лет тридцати пяти, медлительная и настороженная, носила мне из ресторана обеды и ужины, прибирала комнаты и уходила к себе, зная уже, что я не потребую ничего особенного и*

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не пишу в разговоры, затеваемые большей частью лишь для того, чтобы, болтая и ковыряя в зубах, отдаваться рассеянному течению мыслей. В его морицинах скрыта вся **тоска** мира. Эта **власть** несколько ослабела, благодаря острой болезни, но я всё ещё слышал иногда, в душе, её стальное движение, не обещающее исчезнуть.

Несколько реже значение отношения предмета к действию выражается существительным мужского рода единственного числа, например; *Из комнат расположенных под углом к востоку и югу, весь день уходили солнечные лучи, отчего этот ветхозаветный покой был полон светлого примирения давно прошедших лет с неиссякаемым, вечно новым солнечным пульсом. Но этот симпатичный человек не был ещё тронут прощальной рукой «Несбывшегося», а поэтому мои объяснения не волновали его. ... гул, крики, песня, демонический вопль сирены – всё полно страсти и обещания.*

Существительные среднего рода единственного числа редки в роли подлежащего, исходя из наших наблюдений, например: *Между тем время проходит, и мы плывём мимо высоких, туманных берегов «Несбывшегося», толкая о делах дня. Я был для него словно разновидность тюльпана, наделённая ароматом, и если такое сравнение может показаться тщеславным, оно всё же верно по существу. Утро всегда обещает... говорит Монс, - ...*

В роли субъекта действия выступает субстантивированное причастие среднего рода, например: *«Несбывшееся» зовёт нас, ...*

Значение отношения предмета к действию выражается и существительными в форме множественного числа, например: *Обо всём этом и ещё много о чём, на тему о человеческих желаниях вообще протекали мои беседы с Филатром, если он затрагивал этот вопрос. Я был очень признателен ему, тем более, что окна этой квартиры выходили на море. ... мои объяснения не волновали его. ... весь день не уходили солнечные лучи.*

Следует отметить, что в функции субъекта действия употребляются как одушевлённые, так и не одушевлённые имена существительные в форме именительного падежа, называя конкретные и абстрактные явления природы.

Результаты исследования выявили, что лишь в двух фразах именительный падеж с определительным значением отмечен нами в нашем материале в составе именного составного сказуемого со связкой в прошедшем времени глаголом **был**, например: *То был грузный человек с лицом кавалериста и тихими, вытолкнутыми на собеседника голубыми глазами. Я был для него словно разновидность тюльпана....*

Именительный определительный отмечен нами в составе сравнительных оборотов в незначительном количестве, например: *С одной стороны, они естественно терпимы в силу необходимости; терпимы условно, как ассигнация, за которую следует получить золотом,.... ..., где в глубоких щелях меж тесно сомкнутыми бортами, молчаливо, как закрытая книга, лежит в тени зелёная морская вода.*

Дважды именительный падеж встретился в составе устойчивых оборотов речи с обстоятельственным значением времени, например: *Зайдя получить плату, он не проявил ни любопытства, ни оживления, как если бы видел меня каждый день ... весь день не уходили солнечные лучи.*

Таким образом, именительный падеж существительного многозначен и употребителен в исследованном материале со значением субъектных, определительных, обстоятельственных отношений.

Наблюдения над употреблением падежных форм имён существительных в структуре сплошного текста показали, что этот лексико-семантический класс слов имеет свои особенности в художественном стиле речи.

В истории развития русского языка, наблюдается изменение отдельных языковых единиц и особенно их употребления. Падежные формы имени по своему происхождению восходят к древней эпохе. Наряду с ними позднее возникли и **предложные конструкции**. Сначала они выполняли одну, и притом конкретную функцию, из которой постепенно развивались и другие, более абстрактные. Это можно наблюдать на примере конструкций с предлогами **с, до, из** с родительным падежом. Они первоначально выражали:

а) конкретные пространственные отношения, место действия, например: *С бороды вода* (Р.п.) струится;

б) затем предлоги получили временное значение ... играет с самого утра (Р.п.);

в) потом – причинное значение я удавилась бы с тоски (Р.п.).

Постепенно, расширяя круг своих значений, предложные конструкции сталкивались с другими, тоже с предложными или беспредложными сочетаниями. В результате одни могли вытесняться другими. Расширение круга значений у падежа связано с сочетанием косвенных падежей имён существительных с предлогами, которые уточняют значение падежей, обогащают их новыми разнообразными оттенками.

Разнообразие оттенков значений наблюдается в формах родительного падежа предложного и беспредложного в исследованном

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материале произведения А. Грина «Бегущая по волнам».

Наиболее употребителен в тексте произведения **родительный приименный** (40 словоформ), выражающий определительные отношения и выступающий в качестве несогласованного определения: *сверкает олень вечной охоты человек с лицом кавалериста, искал венки **событий** и др. В ожидании денег, о чём написал своему поверенному Лерху, я утолял жажду **движения** вечерами у Стерса да прогулками в гавань, ... А под гаванью - в стране **стран**, в пустынях и лесах **сердца**, в небесах **мыслей** – сверкает «Несбывшееся» – таинственный и чудный олень вечной охоты.*

Генитивное присубстантивное несогласованное определение может сопровождаться конкретизирующим словом прилагательным: ... место **корабельного хлама и тишины**; Среди **уродливых отражений жизненного закона** и др.

Менее употребителен в романе родительный приименный, обозначающий принадлежность: нашёл совет **Филатра** полезным, ... поселился в квартире правого углового дома улицы **Аминего**, ... демонический вопль **сирены**, например: *Не зная – взвиться или упасть, клубятся тучи дыма огромных труб: напряжена и удержана цепями сила **машин**, ... Такова нервность **идеалиста**, которого отчаяние часто заставляет опускаться ниже, чем он стоял – единственно из страсти к эмоциям.*

Относительный признак, как известно, может быть выражен не только прилагательным, «но и родительным падежом существительного, иногда и другими падежами» [11, 35]. Значение носителя признака, следовательно, характерно и родительному приименному. В таких сочетаниях: главное слово имя существительное с отвлечённым значением, а зависимое слово – имя существительное с конкретным значением, например: ... **тоска мира**, ... смягчённым по расстоянию языком портового **дня**, то есть родительный носителя признака, обозначающий лицо или предмет, который обладает свойством или качеством, названным в управляющем имени может быть обозначен именем существительным одушевлённым или неодушевлённым.

Родительный падеж приименный отмечен нами в составе именного составного сказуемого в сочетании с краткими формами имени прилагательного (полон, полно). Причём, при кратком прилагательном имеются слова, указывающие на степень проявления или подчёркивающие большую степень признака, это абстрактные имена существительные в форме родительного падежа, ... всё **полно страсти и обещаний**, покой был **полон** светлого примирения; ... мир её **полон** необнаруженного значения; ... гул

полон страсти, например: *Так же, как «утро» Монса, - гавань обещает всегда; её мир **полон необнаруженного значения**, опускающегося с гигантских кранов пирамидами токов, ...; гул, крики, песня, демонический вопль сирены – всё **полно страсти и обещания**.*

Если родительный падеж приименный функционирует в тексте романа без предлогов, то родительный прилагательный употребляется в основном в предложных словоформах, значения которых зависят от семантики предлогов. Чаще всего это словоформы с обстоятельственным значением – пространства. Сочетания глагола, глагольных словоформ и имени существительного с предметно – пространственным значением, называют движение и предмет, с которым так или иначе связано это движение или который преодолевается соответствующим движением. Словоформы родительного падежа с предлогами **близ, среди, у, из**, с отвечают на вопросы **где?, откуда?** Надо отметить, что предлоги по происхождению являются производными и непроизводными, ... стоял **близ гавани**, ... плывём **мимо** высоких, туманных **берегов**, ... очнувшись **среди** своего **мира**, ... стиснутого **у** **набережных** железными боками судов, ... бережно **вытянутыми** солнцем и з драгоценного **ящичка**, ... был снят **с поезда**, например: *Тогда очнувшись **среди** своего **мира**, тягостно спохватываясь и дорожа каждым днём, всматриваемся мы в жизнь, всем существом стараясь разглядеть, не начинается ли сбываться «Несбывшееся»? Между тем время проходит, и мы плывём **мимо** высоких, туманных **берегов** «Несбывшегося», ...*

Имена существительные в родительном падеже с предлогами **из, среди** называют предметы, из которых что-либо извлекается, изымается. В этом случае значение обстоятельственных пространственных отношений ослабляется и усиливается значение объектных отношений, например: *В другом **роде**, по совершению точно, можно видеть это на искусственных парках, по сравнению с случайными лесными видениями, как бы бережно вынутыми солнцем **из** драгоценного **ящичка**.*

Словосочетания, состоящие из глагола и имени существительного в родительном падеже с предлогом **из, среди** принимают пространственные отношения, соединённые со значением объектных отношений; они называют действие и предмет, являющийся местом, откуда исходит данное действие, ... по выходе **из** **госпиталя** я поселился в квартире..., **из** **комнат** расположенных под углом к востоку и югу весь день не уходили солнечные лучи, например: *Его **стройность**, его почти архитектурная острота выросли **из** **оттенков параллелизма**. Среди **уродливых отражений жизненного закона** и его*

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тяжбы с духом моим я искал, сам долго не подозревая того? – внезапное отчётливое создание – рисунок или венок событий.

Иногда в составе словосочетаний с глаголами и глагольными формами движения, кроме имени существительного с предлогом **из**, включаются имена существительные с предлогами **в**, **на**, называющие предмет, к которому направлено движение, например: *Переезжая из города в город, из страны в страну, я повиновался силе более повелительной, чем страсть или мания.*

Малоупотребительными оказались предложные формы родительного прилагательного с обстоятельственным значением **причины**, например: *С одной стороны, они естественно терпимы в силу необходимости:.... Такова нервность идеалиста, которого отчаяние часто заставляет опускаться ниже, чем он стоял – единственно из страсти к эмоциям.*

С обстоятельственным значением цели использован прилагательный родительный падеж с предлогом **для**, например: *...., доктор Филатр, ... даже нашёл женщину для услуг*

Формы родительного прилагательного беспредложного в исследованном материале произведения единичны и употребляются для обозначения прямого объекта. Причём родительный прямого объекта сочетается с глаголом, имеющим отрицание **не** или **нет**, например: *Зайдя получить плату, он не проявил ни и любопытства, ни оживления, как если бы видел меня каждый день. ... терпимы условно, как ассигнация, за которую следует получить золотом, но с ними нет соглашения, так как мы видим и чувствуем их возможное преобразования.*

Родительный падеж прилагательный беспредложный функционирует также для обозначения косвенного объекта, например: *...., берега стран, куда направлены бугишприты кораблей, ждущих своего часа.*

Беспредложный родительный падеж в сочетании с числительным в структуре несвободного словосочетания, выражая объектные отношения, употребляется в функции обобщающего слова, например: *Я занял две большие комнаты: одна – с огромным окном на море, вторая была раза в два больше первой.*

Значения обстоятельственных и объектных отношений приобретают переносное значение, если глаголы и глагольные формы соединяются с именем существительным отвлечённым. Приобретая переносное значение, сочетание глагола и имени, переходит в разряд устойчивых выражений: терпимы в силу **необходимости**, **из страсти** к эмоциям, не проявил ни **любопытства**, ни **оживления**, нет **соглашения**, ждущих своего **часа**.

Таким образом, преимущественное использование родительного падежа в тексте

художественного произведения, тем более романтического стиля, каким является «Бегущая по волнам», вполне естественно, так как оправдывается изобразительными задачами автора.

Формы родительного падежа прилагательного, приименного предложного и беспредложного выражают различные обстоятельственные, определительные и объектные отношения в зависимости от описываемой ситуации в контексте художественного произведения. Генитивные словосочетания с атрибутивным обстоятельственным, объектным значением типичны для книжных стилей речи. При этом проявляется большая зависимость выбора каждой языковой единицы от взаимоотношений с вариативными, подчинёнными действию общих тенденций языковой системы. Это объясняется, например, меньшей частотностью употребления родительного предложного прилагательного с объектным, обстоятельственным отношениями (всего 19 словоформ) и большей употребительностью родительного беспредложного и предложного приименного (в 37 случаях из 45) с атрибутивным отношением и выступает в качестве несогласованного определения. Сравним:

- 1) *нашёл совет Филатра полезным и*
- 2) *нашёл Филатров совет полезным.*

В данном примере (1) атрибутивные отношения в словосочетании **совет Филатра** выражены формой родительного падежа со значением принадлежности, а во втором – **Филатров совет** – те же отношения выражены притяжательным прилагательным, что подтверждает синонимичность выражаемых отношений использованием имени существительного в форме родительного падежа и притяжательного прилагательного в именительном падеже. Преимущественное употребление родительного приименного в функции несогласованного определения с атрибутивным отношением объясняется целью и задачами автора в избрании языковых средств, для достижения коммуникативных отношений между читателем и пишущим.

Формы родительного падежа прилагательного и приименного предложного и беспредложного выражают различные обстоятельственные, определительные и объектные отношения в зависимости от описываемой ситуации в контексте художественного произведения. При этом проявляется большая зависимость выбора каждой языковой единицы от взаимоотношений с вариантными подчинёнными действию общих тенденций языковой системы. Это объясняется, меньшей частотностью употребления родительного предложного прилагательного с

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обстоятельственным и объектным отношениями и большей употребительностью родительного беспредложного и предложного **приименного** с атрибутивным отношением, выступающего в качестве несогласованного определения. Преимущественное употребление родительного

приименного в функции несогласованного определения с атрибутивным отношением объясняется целью и задачами автора в избрании языковых средств для достижения коммуникативных отношений между читателем и создателем произведения.

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ISSUES OF MORAL-ETHICAL EDUCATION IN THE WORKS OF THINKERS OF THE EAST

Abstract: The article deals with our main task to bring up our young generation in the spirit of moral criteria. They should learn and develop the round-the-world national moral, culture and studying the prospects which effected to the formation of modern national and common human value.

Key words: Central Asia, East, history, Central Asian scientists, cultural relations.

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ВОПРОСЫ МОРАЛЬНО-ЭТИЧЕСКОГО ВОСПИТАНИЯ В ТРУДАХ МЫСЛИТЕЛЕЙ ВОСТОКА

Аннотация: В процессе обучения и воспитания молодого поколения нашей основной задачей является всестороннее изучение и развитие национальной духовности и культуры, изучение направлений, которые на сегодняшний день повлияли на её развитие и формирование.

Ключевые слова: Средняя Азия, восток, история, среднеазиатские учёные, культурные связи.

Введение

В Средней Азии с древнейших времён непрерывно развивались такие науки, как математика, астрономия, медицина, философия, история, этнография, минералогия и другие науки. Развитию этих наук способствовали торговые и культурные связи с другими странами Запада и Востока. Среднеазиатские учёные обладали энциклопедическими знаниями, были великими гуманистами и патриотами.

Наша древняя и прекрасная Родина признана одним из самых древних очагов цивилизации не только Востока, но и мировой цивилизации, так как всему миру известно, что на этой земле жили великие учёные – просветители, которые своими научными открытиями внесли бесценный вклад в развитие мировой науки и культуры, тем самым подняв её на более высокий уровень. [1]

Обучая будущих специалистов истории нашей страны, мы не можем не вспомнить имена

таких всемирно известных учёных – энциклопедистов, поэтов, просветителей, полководцев, государственных деятелей, как Аль Хорезми, Беруни, Аль Фергани, Фароби, Улугбек, Абу Али ибн Сина (Авиценна), Накшбанди, Алишер Навои и многие другие.

Духовная культура любого народа или нации неразрывно связана с его историей: самобытной культурой и традициями, жизненными ценностями. Следовательно, духовное наследие, культурные ценности, уникальные исторические памятники имеют важное значение в этом направлении.

Изучая труды великих мыслителей древности, на их личном жизненном примере мы воспитываем в современной молодёжи чувство любви к Родине, преданность своему народу, стремление к знаниям.

Аль Маъмун с первых дней своего правления в халифате передал учёным созданную его отцом

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Хорун-Ар Рашидом академию «Байт ул Хикма» («Дом мудрости»), в которой жили и занимались науками многие учёные Востока.

Он покровительствовал наукам и лично помогал учёным. Со временем она стала называться «Академия Маъмуна». [2]

В морально – просветительских произведениях, созданных в конце VII-начале IX веков азиатскими учёными высказывалась мысль, что только овладев научными знаниями можно достичь высоких моральных качеств, так как в те времена обучение наукам совмещалось с изучением Корана и Хадисов. Под влиянием хадисов в произведениях мыслителей древности особая роль отводилась общечеловеческим ценностям, таким, как: честность, стремление к знаниям, великодушие, добродетель, жертвование, щедрость, любовь к ближнему и высокие моральные качества. Поэтому в трудах великих среднеазиатских учёных – просветителей, поэтов, писателей мы видим отражение этих идей.

Абу Абдулла Мухаммед ибн Муса аль-Хорезми аль-Маджуси родился около 790 года в Хиве и около 857 года умер в Багдаде. Хорезми научился читать, писать и считать в местной духовной школе, читал он очень много, усердно занимался самообразованием. Изучал законы природы, правила вычислений, иностранные языки, народные предания и легенды.

В юности Хорезми побывал во многих городах Средней Азии и пополнил свои знания по географии, истории, астрономии. Наряду с родным хорезмским он изучил персидский, арабский, санскрит – литературный язык древней Индии. Был знаком с древнетюркским, древнееврейским языками.

В Багдаде талантливый и трудолюбивый Хорезми совершенствует свои знания и занимается научными исследованиями. Изучает древнегреческий язык – язык Евклида, Архимеда. В «Доме мудрости» осваивает научное наследие индийцев и греков. Хорезми – математик, географ, астроном, историк, врач. Мировую славу Хорезми принесли его математические труды.

По его книгам европейцы научились индийскому счету с помощью десяти цифр и узнали правила арифметических действий.

Хорезми в свою географию смело ввёл новые понятия и новые земли, не боясь противоречий с Кораном. Это является великим подвигом ученого во имя науки.

Хорезми не только великий математик, астроном и географ, но и великий педагог – учитель и воспитатель. В своих трудах он подробно поясняет теоретические положения, предупреждает от возможных ошибок, проявляет заботу о своем читателе. Алгебра, основы которой заложил Хорезми, превратилась в обширную науку. Сейчас её изучают во всех странах мира.

Великий ученый – энциклопедист средневекового Востока – астроном, математик, географ, геолог, философ, историк, этнограф, врач – Абу Райхан Мухаммед ибн Ахмед Беруни родился 4 октября 973 года в городе Кият, столице древнего Хорезма.

Беруни рано остался сиротой, его детство прошло в лишениях и бедности. Одаренный и вдумчивый мальчик, он рано научился читать и писать и самостоятельно изучает книги Хорезми, Фараби, Джаухари, Караджи, Фергани и других ученых, черпает мудрость древних поэтов, изречений и пословиц.

Научное наследие Беруни огромно. Им написано около 150 книг по различным отраслям знаний. В трудах «Книга об основных началах астрономии», «Мосгудовы таблицы» Беруни пишет, что звезд бесчисленное множество, однако большинство из них мы не видим. В «Мосгудовых таблицах» имеется схематическая карта, на которой указаны Азия, Африка и Европа.

Беруни впервые на Среднем Востоке высказал мысль о том, что Земля движется вокруг Солнца. Большой вклад внес Беруни в минерологию, ботанику, медицину, историю. В своих многочисленных произведениях он сообщает очень интересные факты из истории народов Средней Азии, Казахстана, Индии, Афганистана, Ирана и Арабского Востока. Например, он оставил важные сведения о знаменитом движении Муканны, о завоевании арабами Средней Азии, о жизни тюркоязычных племен. Беруни знал много языков. В том числе санскрит, древнегреческий и древнееврейский. Хорошо разбирался в грамматическом строе языков.

Беруни ценил народные песни, сказания и легенды. Его стихи, написанные на арабском и персидском языках, раскрывают блестящий юмор поэта и сатирика.

Вершиной творчества Беруни являются его труды: «Памятники минувших поколений» и «Индия». «Индия» проникнута идеями борьбы против захватнических войн, в ней осуждается невежество, стремление к наживе, религиозный фанатизм, «Индия» – произведение, прославляющее мир и дружбу народов, свободное от религиозных предрассудков и написанное гениальным ученым – гуманистом.

Абу Наср ибн Мухаммад Фараби является одним из основоположников восточного рационализма. Поэтому ему было присвоено звание «Второго учителя» после «Первого учителя» – Аристотеля.

Из истории известно, что Фараби родился в городе Отрар, точнее крепости Васида близ Отрара в тюркской семье рода Кипчак.

Город Отрар в свое время является одним из крупных центров древней культуры в Казахстане

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и Средней Азии. В период развития арабский культуры в раннем средневековье (VII –XII в.) Отрар именовали Фараб. Отсюда по традиции тогдашнего времени великого отрарца именовали Фараби или ал –Фараби. Первоначальное образование Фараби получил в Отраре на родном кипчакском языке.

Период деятельности Фараби совпал с периодом бурного развития арабской культуры. В Багдад стекались знаменитые ученые, философы, поэты и музыканты со всех концов мира. Среди багдадских учёных почётное место занимали и выходцы из Средней Азии. Вместе с ними в Багдад прибыл молодой Фараби. Фараби считался крупным теоретиком языкознания, лингвистом и неплохим поэтом, им написаны трактаты (рисала) на тему правописания, каллиграфии, стихосложения, риторики и т.д. Известны также глубоко научно-философские стихи (рубаи), принадлежащие ему. Фараби автор более 160 трактатов.

Абу Наср Фараби был непревзойденным, всесторонне развитым музыкантом и композитором, виртуозным исполнителем и теоретиком музыки, историком, и, наконец, мастером по изобретению и изготовлению музыкальных инструментов. Его знаменитое многотомное сочинение о музыке «Китоб ал – Мусика ал Кабир» (“Большой трактат о музыке”) переведено на многие языки.

Фараби был математиком, астрономом, астрологом, замечательным врачом, занимался алхимией, ботаникой, минералогией. Фараби большое внимание уделял также географии. Так Фараби написал такие труды, как «Комментарии к трудностям во введениях к первой и пятой книгам Евклида», комментарии к «Алмагесту» Птолемея, трактат: «Что правильно и неправильно в законах астрологии».

В его философских трудах большое место занимают комментарии к философским трудам Аристотеля, Платона и других мудрецов древности. Замечательными оригинальными трудами Фараби являются трактат «Жемчужина премудрости», который в течение тысячи лет служил учебным пособием во всех университетах Востока; трактат «Взгляды жителей добродетельного города» и многие другие.

Фараби, как путешественник, побывал во многих научных и культурных центрах Казахстана, Средней Азии, Ближнего Востока, Африки. Во всех странах и городах, где он был, Фараби, как естествоиспытатель, географ и астроном, занимался изучением края, определением координат местности.

Такие великие ученые Востока, как ибн Сина, Беруни, Омар Хайям, Джамии и многие другие считали его своим учителем и наставником. «Цель

науки, говорил он - познание тайн щедрой и мудрой природы».

Улугбек (Мухаммад Тарагай) – знаменитый астроном и математик, государственный деятель и просветитель. Внук могущественного Амира Темура, Мухаммад Тарагай родился 22 марта 1394 года в городе Султония (Иран). За острый и проницательный ум впоследствии, ещё при жизни Темура, мальчика стали называть «великим князем», т.е. Улугбеком. Титул превратили в его собственное имя.

Улугбек был любимым внуком Тимура и в пятнадцатилетнем возрасте стал правителем государства Мавераннахр с центром в Самарканде.

Улугбек был передовым человеком своего времени. Время его правления характеризуется ростом экономики и культуры страны.

Как блестящий организатор науки он привлёк в своё государство учёных из разных концов мира.

Улугбек уделял большое внимание строительству, он покровительствовал наукам, большое внимание уделялось светскому образованию.

Улугбек с увлечением занимался науками. Он был разносторонним ученым. С его именем связывают капитальный исторический трактат «История четырёх улусов». Улугбек занимался также поэзией, любил музыку. Больше всего его интересовали астрономия и математика.

В области астрономии он сделал так много, что его имя прочно вошло в историю мировой науки.

Знаменитым трудом, прославившим имя Улугбека на весь мир, является книга «Астрономические таблицы» - результат двадцатилетней работы. В этой работе он изложил теоретические основы астрономии, составил каталог положений тысячи восемнадцати звезд. По своей полноте и точности «Таблицы» в течение двухсот лет после гибели Улугбека были лучшими в мире.

Величайшим научным подвигом Улугбека является сооружение в Самарканде обсерватории, которая по своим размерам и оборудованию была лучшей обсерваторией того времени. Инструменты Самаркандской обсерватории были лучшими до изобретения телескопа.

Улугбек известен науке не только как астроном и математик, но и как тонкий знаток классической арабской и персидской литературы, музыки и истории.

Аль-Фаргани родился в 797 году в Ферганской долине в селе Кубба, в семье землевладельца. С детства он отличался большим умом и тягой к знаниям. Закончив школу, он отправился продолжить образование в Ходжент, Самарканд, Бухару и далее в город Марв, где была

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известная академия аль –Мамуна. Жажда знаний привела его в Багдад, где он со временем становится одним из ведущих учёных академии «Байт-уль Хикма».

Аль-Фаргони был разносторонне образованным человеком. Он знал много языков, занимался точными науками: астрономией, геодезией, математикой, гидравликой, геометрией, географией, обладал выдающимися инженерными способностями и внёс большой вклад в другие науки.

Он был удостоен чести называться «Хосиб» (математик). В научном мире Запада его называли «Альфраганус».

Аль -Фаргони выучил наизусть «Алмагест» и написал комментарии к нему из 30 книг, которые дошли до нас под разными названиями.

Главный астрономический труд Аль-Фаргони «Книга о небесных движениях и свод науки о звёздах» в XII веке был переведён на латинский язык в Испании, Италии и применялся в университетах в качестве учебника.

Аль-Фаргони был инженером, умелым мастером астрономических приборов, он первым положил основу к созданию точных географических карт, создал прибор для измерения уровня реки Нил.

Имя Аль-Фаргони знает весь мир, рукописи его книг сохранились в библиотеках Парижа, Берлина, Москвы, Индии и других городов.

Джами был духовным наставником многих поэтов, писателей, историков, каллиграфов, музыкантов и религиозных деятелей XV века. Родился он в Хорасане, недалеко от Герата. Первым учителем Джами был его отец – учёный, законовед. В 4 года юный Джами пошёл в школу, быстро выучил арабский язык, Коран. Затем учился в Герате, Самарканде, изучил основы многих наук.

Джами имел энциклопедические знания, но был очень скромным и дружелюбным человеком. Он отказался от жизни во дворце и от роскоши, имел чувство собственного достоинства, не терпел унижений. Султан Хуссейн Байкара и другие правители преклонялись перед его огромным авторитетом.

Всю жизнь он прожил в своём скромном доме на окраине Герата, занимаясь наукой и литературой.

Абдурахман Джами был другом и наставником великого Алишера Навои, который большую часть своих произведений написал по его совету.

Джами написал много художественных произведений, а также научные трактаты по грамматике, философии, суфизму, поэтике, музыке.

Джами , обладая высокими моральными качествами, является примером для наших современников как образец честности, скромности, ума и чести.

В 1778 году в Вене были впервые опубликованы переводы на латинский язык отрывков из его «Бахаристана». С тех пор вот уже более двух столетий произведения Джами переводятся на европейские языки.

Имя великого узбекского поэта и государственного деятеля Алишера Навои известно всему миру. С детства он проявил большие способности к литературе и поэзии. Труды Алишера Навои посвящены литературе, философии, этике, культуре, эстетике, музыке, истории, поэзии и естественным наукам. Самые известные его произведения – «Стена Искандера», «Фархад и Ширин», «Лейли и Меджнун», «Семь планет».

Поэт в своих произведениях говорил о справедливости, человечности, скромности, мудрости, честности и правдивости. Навои воспевал истинную дружбу между людьми. Идеи Навои о дружбе и братстве народов были направлены против насилия, жестокости и раздоров.

Будучи состоятельным человеком, Навои своё богатство тратил на строительство больниц, мостов, мечетей, ирригационных сооружений. Многое он сделал для развития науки и культуры, был покровителем поэтов и учёных, помогал бедным и сиротам. В 1472 году он назначается визирем. Выполняя эти обязанности, он проявил себя как крупный государственный деятель.

Махлар – айим Надира – известная поэтесса, занимающая особое место в узбекской литературе первой половины XIX века.

Надира родилась в 1792 году в городе Андижане. В юности получила хорошее образование, изучала книги по истории и литературе не только на родном, но и на персидско-таджикском языке.

Её рукописные диваны, написаны в различных жанрах лирики – газели, мухаммасы. Есть у Надиры несколько «Песен разлуки», которые получили известность в народе.

Поэтесса принимала деятельное участие в культурной жизни как покровительница искусств. Она помогала развитию науки и литературы.

Творчество поэтессы оставило яркий след в узбекской литературе. Надира мечтала о светлом будущем: «Я мечтаю о том, как взойдёт солнце нашего счастья и наступит конец мраку темницы».

Личная жизнь, научная и творческая деятельность великих учёных, просветителей, мыслителей служат ярким примером для будущих поколений.

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FORMATION OF ART TELEVISION IN UZBEKISTAN

Abstract: The article describes the step-by-step process of establishing art television in Uzbekistan. It explores the evolution of the origin of television films and television shows, which were originally examples of television art.

Key words: television art, cameraman, director, production, literary adaptation, decoration, visual solution, metaphor, character, studio.

Language: English

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Introduction

Independence created renewal period in our society. This period made it possible to free people's minds from the influence of various ideological norms, return self-awareness and fully realize their potential. Invaluable role of literature, art, media and television in not only in disseminating information, but also in development of self-awareness, people's consciousness, maintaining the spirituality. In order to satisfy the information needs of the population and radically improve the content of TV and radio programs, to expand the spectrum and range of genres a number of decrees and resolutions announced. [1.1.]

Reforms and innovations after the Independence positively changed the content of television programs. Television journalists decided to abandon outmoded programs and to produce radically innovative types of programs based on new directions that are in line with the people's heart, culture, spirituality and faith. "Strengthening and developing people's spirituality is the most important task of the state and society in Uzbekistan". [2. P. 60.]

Television, which considered one of the most important achievements of humankind, as well as cinema, is largely due to technological progress. Television is the result of social need. With the development of various technologies in television technology, visual aids for television have also begun to appear. Today television has become an integral

part of our life. Developing, television owned aspects and perform techniques from literature, theater, cinema, and radio, it never overcome them. Number of advantages has television in terms of public attention.

Over time, television left the communication and reproduction framework of the broadcasting and began to develop its specific projects, absorbing the elements of art. This contributed to the replenishment of airtime, as it became the basis for the creation of various types of television programs.

Well-known that television is a unique multifunctional system that promotes cultural values and influences the formation of human spirituality, which performs various functions as:

1) Informative, that considered as broadcasting the information which carry social, political and spiritual value;

2) Spirituality and enlightenment (acquaintance of the audience with literary areas, promotion of news of art and culture, creation of works based on new national values);

3) Recreation, which means gaining spiritual level of a person with special, cultural-entertaining programs;

4) Integrative function of TV is aimed to consolidation of all segments of society which have social, national, professional, religious and other differences;

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5) Productive function maintains recreational, aesthetic, spiritual and cultural activities of TV with clarification of reproductive and creative properties.

Television has proven that it is possible to create artistic creations that meet the aesthetic requirements of reality. Television provided the broadcasts along with the formation and popularization of new types of programs. In 1950, more than half a century ago, the famous art critic V Sappak – the author of the book *“Televidenie i mi”* (*“The television and we” author’s translation*) described the television as “X-ray of character”. This issue also displayed in V.Vilchek’s article *“Pod znakom televideniye”* (*“Under the brand of TV” author’s translation*) [3. P. 29.]

As in many other theoretical and analytical articles, researches, books about TV. A new approach to this issue revealed in the article of professor V. I. Mikhalkovich *“Oblik vidimogo cheloveka”* (*“Appearance of visible person” author’s translation*). He attempted to reveal the inner voice of the speaker on the television screen, his distinction between the actor in the movie and theater [4. P. 12.]

Television plays an important role in formation the artistic taste of the audience.

By relaying other objects of art, television not only shows their appearance by a technical method, but also reveals new thoughts, clarifies their essential content. Many film and theater directors now collaborate with television because of their interest in this type of artistic activity. TV dramaturgy is enriching by the works of national and world literature. This explains why television practice has attracted the attention of many theorists and researchers.

The genre of Television Theater has won the audience's attention. But can all the works shown under this section be called televisual? What is the typical aspects of mass communication? These questions studied with real examples by E.S.Sababashkova’s article *“Struktura telespektaklya”* (*“The structure of tele-theatre” translated by author*) [5. P. 5.]

Bulgarian researcher S.Nikolova in her articles as *“Televidenie i drugie formy socialnyx svyazey”* (*“Television and other ways of socialization” authors translation*) and *“Iskusstvo videt’ mir”* (*“The art of seeing the world” author’s translation*) published in 1971, discussed a number of actual issues about the artistic opportunities, capabilities of TV, its role and importance in society.

Changes in the emergence of color television reflected in A.Ispravnikova's article. In that article, the author analyzes artistic and educational programs in reflecting on the rational use of the various aspects of color image on television in Poland, Hungary, and the US [4. P. 78.]

Although television operates in many areas and only artistic programming can be the subject of

research in art. That is, the artistic direction of television is a new art.

Studying the features of art television is a topical scientific issue in art science. When we talk about television, we mean complex, regular process that affects millions of people.

E. Bagirov discussed television in several aspects, such as television and development, television and politics, television and art, television and spirituality; he explains the impact of television on the subject: “The five senses of the human are the five representatives of the human mind. Of these, it is part of a clear vision [6. P. 67.]

Another power of television is the ability to see and hear what is important to human beings. The difference between television and cinema is that, it can make the audience witness of the process of rapidly transmitting the event. The objective and subjective approach to reality is to attract the attention of the audience, the impact of the mounting image on the human mood is very important in television, however only in conditions when aesthetic, philosophical, intellectual and technical capabilities of the creative team (director, operator, artist, etc.) make a harmony the TV product becomes the piece of art. He was said to be a gift of physicists to lyricists in the middle of the 20th century.

Television is an excellent means of communication between people, a kind of art. The important thing is that it is a means by which a person's new word becomes a part of the original process of thought, song, art, creation of events. Broadcasting on the scene is the best way to keep the audience informed of the current process. Sometimes there is no need for an explanation, a word, to explain what is happening on screen. During the broadcast nature of such a pattern, the mood of the viewer, the changes reflected on the “live” broadcast show. The most talented artist or actor could not create a clear manifestation of the movement. Impossible to achieve such effect artificially or through improvisation. Because there are no processes to think about and then perform. The power of such genuine pictures incomparable to anything else. The image created on television using picture, sound, noise and symbolic descriptions is a sophisticated, perfect and vivid example of creativity. Television has a unique x-ray, such as the human soul, the penetration of the psyche, the ability to reveal and demonstrate the inner world. Everyone who is on air should pay close attention to the tone of the talk. Former French President De Gaulle rehearsed facial expressions, hand gestures, eye and lip movements for hours before giving interviews. [4.P. 92.]

In his television interviews, expressing his thoughts, he won the sympathy of voters, and this factor ultimately played an important role. This indicates the great value of television opportunities.

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Television programs have specific ideas and goals. The television includes two major ones: informational (documentary) and artistic, depending on the specific event, the manner in which the event implemented. In a series of informative TV shows, the reality conveyed to the viewer without any paint.

Fine television includes television works and shows that meet the artistic and aesthetic requirements of the art, and convey the reality through exquisite artworks, images, the artistic potential of the artist, and the skill of the actor.

"Fiction is delivered to the audience using elements of art. It uses symbols, brilliant character, and artistic texture. [7. P. 117.]

The evolution of the art television program, which has been the focus of the study, depends primarily on the development of television aesthetics, which determined by the use of expressive means of art.

Programs on television include programs that include other elements of art (music, literary-drama, children's compositions, and reproduction of movies, television and television dramas).

There are many forms of television dramas. One of these is the reproduction of theater performances. In this way, the piece broadcast without interruption. The second one is a TV show made specifically for television. In this way, a literary or dramatic work transferred to the language of the screen, to the artistic image so that the event and action can continue in a uniform, single plot line. This is what makes the television drama. "Telemedicine is a solid form of creativity that differs from television to theatrical play, to the script and to the specific specifications. [8. P. 27.]

Although the dialogues in the television drama scenario are close to theatrical dialogues, television has a unique element — the operator's ability to display the whole scene through television expression. Short and varied scenes, narrative dialogues, and exposition that give more information than anything else does, all contribute to a dramatic production scenario.

Television play has many advantages over a theater playwright. This is because the telegram has the technical means to cover the events on a large scale. However, he cannot go ahead without knowing the features of the television's iodine. Therefore, it is not possible to make use of these means of television expression, nor to write a special work for television without considering the language of the television and the skill and artistic capabilities of the creators.

The literary work transformed from its original form into television, and becomes a completely new work. There may be changes in its content. It depends on the interpretation of the work, its solutions for the TV screen and the emphasis of the creators. At the same time, the director rewrites the work in a specific style for television. Then the artist begins to make

sketches with a thorough study of time and circumstances. Dress and make-up artists are looking for a complete image of the hero depicted in the work. The post operator is looking for different positions to capture events in the pavilion and in the natural environment. As a generalization of their creations, a new television work emerges. The television work depends on the team's love for the subject, their attitude, their beliefs and their artistic capabilities.

In the television shows as "Elements of the Mind Eye" and "Television Miniature Theater", which has elements of Uzbek Television Theater, the focus is on the first person. This is exactly what the artistic features of television show. At the same time, the director's composition, the creation ways of space and time, the characteristics of the television camera come to the forefront of the author's thoughts and intentions, not just the characters and heroes.

The television play has taken its compositional structure mainly from theater and cinema. However, the development of events in one place, and the greater use of visual means of communication, are more television-specific than film. In addition, the feature of the television is the appearance of the actor in the first (major) outline, the interruption and duration (viewing) in the family environment.

TV is less cramped than cinema and theater. Therefore, it is difficult for an actor to get into a mental or physical state. On television, the actor plays his role independent of the theater scene and the environment in the hall. Television gave a small stage for a new kind of creativity, creating conditions. Famous Uzbek actors as Ergash Karimov, Khasan Yuldashev, Abdurahmon Akhmedov and Khairulla Sagdiev described as the invention of acting on television. In addition, directors such as Armugon Mukhammedov, Makhkam Mukhammedov, Mirabbos Mirzaakhmedov, Meli Makhkamov, Sadulla Anorkulov, Ganja Yakubov, Eduard Davidov, Saidbotir Ahmedkhodjaev, Shukhrat Bizoatov, Jura Matmurodov have vastly contributed to the development of feature television.

The scientific work on the formation of television in Uzbekistan during the independence period is a new scientific study for the present day from the point of view of art science. Until this process had not studied in art. Studying and researching the creative process of art television in Uzbekistan can be the basis for filling the gap in the formation of art television in art history.

This is the novelty of scientific work.

The urgency of the thesis topic determined by its theoretical and practical significance.

The degree of study of the subject. The main purpose of art is human art, artistic study of human psyche. Nevertheless, one of the key elements in this process is creativity.

Television creators must have the skills, responsibility and ability to deliver the news in a

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professional and comprehensible manner within a short period. All this is important for the development of television art. There are a number of dissertations exploring the activities of television in Uzbekistan. For example, the scientific, theoretical research and articles of scientists, critics, linguists, theater critics and historians on the history and creative activity of television in Uzbekistan deserve special attention. Comparative study of historical and creative process, which is especially educational in this regard, has been revealed in general and specific features. The authors were able to revive the history and stages of development of television based on a study of sources. [9. P. 15.]

The novelty of the study. Today in time when our country is independent, our people has a national state; television is a powerful tool of propaganda. The opportunity to break the stereotypes and turn the dormant thoughts in the mind into awake, alive feelings, sealing spiritual and social ideas into the consciousness of people. That is why today, the TV sets an important responsibility. In other words, television is trying to use new opportunities in the minds of people with a view to fostering a national spirit, enhancing their culture and spirituality, broadening their outlook, and developing their spiritual and intellectual development. Because television is one of the main factors in the socio-political and spiritual life of our society, today it is one of the main tasks in the study of the creative features and regularities of the national independence. This is the basis for filling the gap in the process of the formation of television art in culture. **Research work exploring the formation of digital television is a new scientific study for the present day in art criticism.**

Up to now, the creators of the show have not had the opportunity to introduce with the detailed and comprehensive theoretical and scientific analysis of their work and objectively evaluate their work from the outside. The dissertation work gives the practitioner and students the opportunity to see all the processes of producing and broadcasting. From this point of view, we believe that the dissertation will benefit the creators of the editorial staff who produce artistic presentations. The case analyzes the aspects and features of art television. These are television cinema, theater productions, spiritual and educational programs, talk shows adapted to the ways in which the TV audience interacts with the performers, issues of television creativity, the language and style of the broadcast. The dissertation raised the question of the formation of art television in Uzbekistan. The main emphasis laid on the formation of art television in 1956-2000, exploring the artistic aspects of the creation of various thematic works and revealing the peculiarities of the stages of development. Dissertation the scientific approach used by the author is an independent and impartial way of analysis.

Goals and objectives. Purpose - Identification of skill issues in the formation of the dramaturgy on television in Uzbekistan (creation of a specific historical, modern environment and visualization of images on television during the creation of artistic works).

1. **Determination of skill issues (director's findings, artist's research, acting skills, etc.), evolutionary process, creative research, methods and means of connection with the formation and development of art television in Uzbekistan during the period 1956-2000;**

2. **The importance of aesthetic demand, artistic solution and skill in the creation and presentation of Tedekran's works on Uzbek television in 1956-2000;**

3. **Identification of professionalism and artistic pursuits in image creation ;**

4. **Formation of artistic genres;**

5. **Observe the dynamics of television shows.**

Sources and scientific methodological bases of research. In his work, the dissertation relies on the methodology and experience of literary criticism and art. Comparative and specific analyzes of television shows, TV shows, and video films focus on television creativity as a part of art, with a focus on creative research, artistic solutions, conflict, monologue, character interpretation, performance and skill. It focuses on research and problems in television. It based on TV shows, TV shows and video films, music, movies, spiritual, educational, literary and artistic programs. The periodicals from 1956 to 2000 were explored using materials from the television fund and archives, using art studies and theater studies.

Concerns about the 1956-2000 period are covered by the dissertation's participation and observations in the production of certain programs, as well as live interviews with directors, artists, cameramen, actors and performers, who were created during this period and are currently preserved in the golden fund of television of Uzbekistan.

Results of the study.

1. The formation and evolution of the Uzbek television to 1956-2000 studied.

2. During this period, the television version of the artworks shown on TV channels in Uzbekistan were covered, the style of the performance, the attitude of the creative team, the issues of mastery, the television findings.

3. In 1956-2000 the issues of artistic television, creative approach to video films and TV shows, artistic interpretation, skill, and method of performing in the production of television programs of Uzbekistan, meeting the highest aesthetic requirements, were studied and theoretical bases on them were analyzed.

4. During this period, the issues of television screen images, artistic solutions, the possibilities of television expression facilities studied.

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Scientific-theoretical and practical significance of research.

The study could be a good example for art criticism and theater studies by identifying the features of the first study of the evolution of art television in Uzbekistan. The study draws conclusions on the role and importance of artistic issues in the formation of Uzbek television. The work may also serve as a basis and an impetus for further research on the formation of art television in Uzbekistan and on artistic issues. The practical value of the case is also important: it can be useful for television directors. In addition, it is expected to prepare and publish lectures for students of the journalism faculty of the National University of Uzbekistan, students of the Uzbek State Institute of Arts and Culture.

Specific and theoretical bases of the branch.

The distinctive feature of art television is that it shows the reality on the screen.

Dramatic works on television adapted to the television environment. The big stage was replaced by the small stage; the audience replaced by a television camera. Although the capabilities of the actor are limited compared to the big stage, but the most important thing is that the conditions allow the actor to create. In the first place, the duty of the television director is to focus on the portrayal of reality in art television programs through the usage of fine art.

The main thing is to approach the essence and essence of the work by means of television and make a screen work. Creating a work requires that all creators be together and united. The director, actor, artist, illustrator, music selector, and costume artist should strive for a solution and seek their own.

Television is one of the main requirements in the theater - the ability of the performer to adapt to the television climate, to change the appearance and mood of the actor, not only to convince the viewer, but also himself, to live that heroic life. Then the image comes naturally. Studio decorations are important in covering the social environment in which the event takes place. The events and images depicted are the responsibility of the director and the artist, be it historical or modern. This requires taking into account the environment, lifestyle, location, age of the hero and should be related with the idea of work.

The Evolution of the Art Television of Uzbekistan

Television, a mass communication and information source of the 20th century, has become a powerful influence on the development of social and spiritual consciousness. The television is also an art form, with the help of technical means, based on the synthetic forms of art. Studying the peculiarities of art in television is a pressing scientific problem of contemporary art. When we talk about television broadcasts, we mean more than just a TV and viewing

event, but rather a process, a miraculous event that affects the worldview of millions of viewers.

The purpose of television in Uzbekistan is social demand and innovation, while the dominant ideology aims to use it as the main weapon for the promotion of its policy. Because "psychologists have already justified the rapid impact of television on human psychology" [5. P. 18.]

In the early days of television in Uzbekistan, program grid replenished film and concerts because of the lack of technical and creative resources to produce the programs. This is shown in the documents stored in the Uzbek State Film and Photo Archive. Along with the study of archival materials, one can gain an idea of the formation and progress of Uzbek television programs.

"I DON'T"

At the Council of Ministers of the UzSSR
Committee on Broadcasting and Television
Deputy Chairman M. Miragzamov

From the TTS broadcasts of 3 January 1957.
19.15-19.29 TV Adaptation
Music

19.29-19.30

19.3-19.50. Hello, dear comrades. Let us start television. Today's program features a movie magazine and a feature film "Different Fates."

Watch the movie now.

19.50-19.55. We showed the film. Now we are going to announce a five-minute break. After the break, you will watch a feature film called "Different Approaches."

Text, music

19.55-21.40 I continue TV broadcasts.

Watch "Fate of Fate" feature film

21.40-21.42 You will watch the feature film "Different Fates". This will end our broadcasts today. The next broadcast will start on January 5 at 7:30 pm. It will feature a feature film called Mother.

Goodbye, comrades. [10. P. 4.]

As you can see from the program above. Other pieces of art (including cinema, theater, music, literature, artist work) were reproduced in an effort to attract the attention of the audience. Also, with the full use of television equipment, small scenarios were being developed.

Usually satire and humor are condemned for some defects in life. The purpose of satire and humor in television was to satisfy the public's demand for entertainment. The satire and humor on television have been the basis for the development of television theater elements. On September 16, 1957 the television and radio program "Satire and humor" began broadcasting.

The theater began to see the screen, observing some of the laws of the play.

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Cinematography has also succeeded in incorporating a number of its laws into television as part of its small-screen production. Already, when all kinds of art are broadcast on television, there is a natural separation in the process. There are many reasons for this, and the main ones are:

The first is whether or not literary works are compatible with television. The combination of

television with the expression style and visuals without compromising the content of the literary work;

the second - works of all genres on the theme of patriotism, whether the literary work corresponds to the actuality or demand of the time;

the third is literature, theater, music, visual arts and cinema, reflecting the Soviet idea [11. P. 51.]

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PROBLEMS OF LEGAL AWARENESS AND LEGAL EDUCATION

Abstract: This article analyzes the problems of formation of legal consciousness and legal culture of youth, consistently and convincingly reveals different aspects of development of consciousness with the features of this process for this category of our population as youth.

Key words: legal consciousness, human rights, law, pedagogy, thinking, education, society

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Introduction

History shows that only when law-making and law-enforcement activities become effective, when in these processes, along with powerful self-organizing principles, conscious, organizing creativity and smart work take priority. When studying these conscious and creative processes in law-making and law enforcement, the theory of law formulates the theme of legal awareness and legal culture.

Research result

Indeed, to what extent does a meaningful, conscious attitude of society and individuals to the law lead to the necessary legal state of society, to the emergence of new legal norms, to what extent does an emotional attitude affect lawful or delinquent behavior? To understand these issues, I chose legal awareness and legal culture as the topic of my course work. The legal consciousness of the society, individual groups, and individuals is closely connected with law as an integral social institution, with its emergence, functioning, and development, with law-making and law enforcement, and other aspects of the legal existence of society. As such, legal awareness and its larger social form-legal culture-are studied in the theory of law.

In this article, I would like to give an interpretation of the main concepts and definitions of this topic, to reveal the main thoughts and ideas related to legal culture and legal awareness

Legal awareness is one of the forms of public consciousness that reflects law and related

phenomena. The legal consciousness reflects not only the current law, but also its history, as well as the legal phenomena of other societies. These are ideas, ideas about law — about what is real and what is desired.[1]

The legal consciousness contains value judgments about the law, which are expressed in the categories "lawful", "unlawful", "lawful", and "illegal". From the point of view of the peculiarities of the perception of law in the legal consciousness, there are two main levels — legal psychology and legal ideology. Legal psychology (everyday legal awareness) is a level of perception of law that is based on feelings, emotions, and experiences. This perception of law is influenced by the habits, traditions, prejudices, and beliefs of certain social groups. Ideas about legal phenomena are subject to imitation and suggestion. These are relations that spontaneously develop in different social groups, often changing, to legal phenomena. [2]

Legal culture dictates to each individual the principles of legal behavior, and to society—a system of legal values, legal ideals that ensure the unity and interaction of legal institutions and institutions.

Legal culture is an indicator of the level and features of legal development of society, a mirror of its legal consciousness. [3]

Having considered the main concepts of the topic, we will focus on their more detailed description in each of the chapters given in the content. And I will start with the General characteristics of legal culture and legal awareness in a state-organized society.

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Legal awareness is an ideal phenomenon, not directly observed. It is a sphere or area of consciousness that reflects the legal reality in the form of legal knowledge and evaluative relations to the law and the practice of its implementation, social and legal attitudes and value orientations that regulate the behavior (activity) of people in legally significant situations.

Theory of state and law traditionally explores categories such as concept, essence, structure of legal consciousness, its functions, its relation to law and its role in the mechanism of legal regulation of social relations in General, the rule of law in particular, as well as legal education of the population and legal professionals. In the literature, there is an opinion that along with such clearly separated parts of science as the theory of law and the theory of the state, the theory of legal consciousness has a relatively independent significance.

Consciousness arises in the process of any activity and manifests itself in it. Therefore, the functions or purpose of legal consciousness can be understood from the results of the activities of its subjects.

According to the theoretical concept shared by many authors, the main functions of legal awareness are cognitive, evaluative and regulatory. All other functions are practically covered by them, in particular informative, predictive, etc. [6, p. 194]

The cognitive function corresponds to a certain amount of legal knowledge that is the result of intellectual (mental) activity and is expressed in the concept of "legal training".

The evaluation function causes a certain emotional attitude of the individual to different aspects and phenomena of legal life based on experience and legal practice. Emotional attitude is expressed in determining the significance of the knowledge obtained in a specific situation or for the future from the point of view of an individual, group, or society. What is considered valuable is what serves as an object of desire and goals of activity, which is subject to choice and preference in a number of other phenomena.

The content of legal awareness includes four main types of evaluative relations: to law and legislation (its principles, norms, institutions); to the legal behavior of others and to the objects of activity (crime, crimes, criminals); to law enforcement agencies (Prosecutor's office, bar, court, justice, internal Affairs bodies, their activities); to their own legal behavior (self-assessment).

As a result of the practical implementation of the value relationship with the participation of the will, which plays the role of an energy engine, a new formation arises-an intellectual-emotional-volitional one, called a legal attitude. Attitude refers to the tendency or predisposition of an individual to perceive and evaluate information, processes, and phenomena

in a certain way, and to be willing to act on them in accordance with this assessment. In their totality, attitudes are organized into a system of value orientations based on a belief system. Dominant attitudes determine the orientation of the individual, its life position and characterize the content side of value orientations. Accordingly, legal orientation is a set of legal attitudes of an individual or community (group, collective) that directly form the internal plan and program of activity in legally significant situations.

The regulatory function of legal awareness is carried out by means of legal attitudes and value-legal orientations that synthesize all other sources of legal activity. The result of this regulation is a behavioral response in the form of lawful or illegal behavior.

People's legal training is not limited to their formal legal knowledge. You can have knowledge, but not be able to use it.

Experimental study of the legal consciousness of different groups and strata of the population showed that the Central component of justice in determining compliance behavior (activity) the rule of law, are values related to the law. For professional lawyers, along with their attitude to the law, legal knowledge and the ability to apply them are equally important. In contrast to the population, who only need to know the principles, axioms of law and the most current (necessary) rules of law, lawyers must thoroughly know the axioms, principles and norms of the branches of law with which they work, quite well – all other, related industries, necessarily – sources of law, scientific literature (recommendations) and jurisprudence on the implemented branches of law. They should be ready to master the necessary amount of new knowledge.

Legal awareness exists "before", " after "the law and" in parallel " with it and is, first, its source, reflecting the objective needs of society's development, second, one of the mandatory mechanisms (tools) for implementation, implementation, and third, a means of assessing the compliance of behavior (activity) with the law.

Being in a certain sense a direct source of law, legal consciousness finds its expression in legal acts, influences the process itself and the result of law-making. Through the legal consciousness and thanks to it, the legislator ,as Hegel said," captures the spirit of his epoch " and reflects it in legal acts.

Legal norms, in turn, have an impact on the development of legal consciousness of citizens, the formation of correct ideas about legal principles and norms, legal relations, and responsibility. Legal awareness also plays a regulatory role in the process of legal realization, including in the resolution of legal cases, the adoption of law enforcement acts, as well as all types of specific legal decisions. The fact that the implementation of legal norms by a significant part of people (different in different conditions) is carried out

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consciously, due to an internal belief, just testifies to the regulatory role of legal awareness. The higher the level of legal awareness, the more it manifests this role of bringing behavior in line with the purpose and will expressed in law, the stronger the law and order.

The assessment of the results of activities and every decision in the legal sphere is also made with the help of legal consciousness. The result of the assessment is the recognition of the behavior (activity) as lawful or illegal, and if the illegal behavior is committed by a special subject – an official, law enforcement officer in the service or in connection with the service – a violation of the law. Thus, legal consciousness is an organic component of law-making and law-implementing activities, and serves as a mechanism or tool.

Various types of legal awareness are known. By subjects, legal consciousness is divided into individual, group, and social. Individual and group legal consciousness has a public (social) character. Social and group legal consciousness does not exist outside of the individual.

From the point of view of the depth of reflection of legal activity, there are usually three levels of legal awareness: ordinary (empirical), scientific (theoretical) and professional. Everyday legal awareness is formed spontaneously, under the influence of specific living conditions, personal life experience and legal education available to the population.

Theoretical (scientific) legal awareness, in contrast to the ordinary, is formed on the basis of broad and deep legal generalizations, knowledge and laws, and special studies of social and legal reality. It is scientific legal awareness that should be the direct source of law-making and serve to improve legal practice, since there is nothing more practical than a good theory.

Professional legal consciousness is the legal consciousness of lawyers. Depending on the reflection in consciousness of a lawyer formed areas corresponding to the different branches of legal relations (for example, household, commercial, civil law, criminal law, criminal procedure, etc.). The essence and features of legal consciousness of lawyers shall be specified in the content of the legal ideology and legal psychology, in a system characterized by this group of legal knowledge, perceptions, attitudes, values, etc. The legal consciousness of lawyers should be theoretical. The degree of expression that is appropriate to it is the ideological level. Lawyers are traditionally included in the list of representatives of the ideological class. The main goal of science is to identify specific features of legal awareness of lawyers, especially those that allow you to be a highly qualified specialist, strictly and steadily observe the law. Comparative studies of various socio-demographic, age, professional and other groups and strata of the law-abiding population, various

categories of criminals and professional lawyers (prosecutors, lawyers, judges, investigators, employees of internal Affairs agencies, etc.), conducted over the past 15 years, have expanded the understanding of the legal consciousness of lawyers.

For lawyers, legal training is of course crucial. It should be higher than that of law-abiding citizens, differ in the volume, depth and formalized nature of knowledge, principles and norms of law, and most importantly, as already noted, the ability to apply them. If we look at the structure of the process of implementing law in the form of law enforcement, we can name the stages that only lawyers can perform professionally. These include: establishing the actual circumstances of the case; selecting (finding) the appropriate legal norm; understanding the meaning (content) of a legal norm – interpretation; making a decision on the application of a law or Bylaw in this case; issuing a law enforcement act.

A professional lawyer should have a stable positive attitude to the law and practice of its application, which implies the highest possible degree of agreement with the legal norm (with the legislator), an understanding of the usefulness, necessity and fairness of its application, and a habit of observing the law.

The peculiarities of the legal mind and legal feelings of lawyers are also expressed in professional discretion, which is a source of suggestions for improving legal regulation, removing or neutralizing contradictions that arise in the process of applying the law.

The intensity, degree of expression, and acuteness of legal knowledge, legal attitudes, and value orientations distinguish professional legal awareness from the legal consciousness of law-abiding citizens and criminals. In the most General form of empirical sociological studies of professional legal consciousness of jurists indicate that, on the one hand, the specificity of their sense of justice is manifested in the steadily positive performance, especially compared to the polar group, but on the other – deformation of their consciousness are more negative than that of the other groups. The duality and inner contradictions of their consciousness, expressed in particular in the possibility of opposing the legality and expediency, the plaintiffs' violations of the law "in the interests of business" in the belittling of the role and value of rights, freedoms and lawful interests of individuals.

The approach described here to understanding the content and functions of legal consciousness is called value-normative. It is the result of the transformation of culture – General, special or professional and individual (personal). The most important feature of the rule of law, a prerequisite for its construction is a high level of legal culture of the population, professional culture of law enforcement officers and other officials.

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Legal culture is a type of General culture consisting of spiritual and material values related to legal reality. At the same time, the legal culture includes only what is relatively progressive, socially useful and valuable in legal phenomena. It is not only a result, but also a mode of activity, and in this sense spiritual legal culture is understood as a way of thinking, norms and standards of behavior. [6, p. 196-197]

Like legal awareness, legal culture is divided into the legal culture of society, group (collective) and individual legal culture (personality). The highest level of legal culture of an individual is legal activity. It is manifested, first, in the readiness of the individual for active conscious, creative actions both in the sphere of legal regulation and in the sphere of the implementation of the law, and secondly, in the lawfulness (or legality) of behavior (activity), which is based on the belief in the need to serve the law as the highest value. A special type of group and individual legal culture is the professional legal culture of lawyers.

Socio-legal activity should be distinguished from lawful behavior. Not all lawful behavior can be considered the implementation of such activity. The criteria for differentiation here are the goal, the means to achieve it, and the socially significant result of activities in the legal sphere. It should not be attributed to it and just proactive performance of their duties by an official. Such an initiative is a direct official duty, in particular the professional duty of a lawyer, and consists in the duty to serve the law flawlessly.

Legal activity or, more precisely, intellectual activity, according to the concept of D. B. Bogoyavlenskaya, has three levels:

1) if the subject of law, with the most conscientious and energetic work, remains within the set or initially found mode of action, his intellectual activity belongs to the passive level, which emphasizes not the absence of mental activity at all, but the fact that this activity is determined each time by the action of some external stimulus;

2) if the subject of law, having a sufficiently reliable way to solve its problem, continues to analyze the composition and structure of its activities, compares goals and objectives, which leads it to the discovery of new, outwardly more ingenious ways of solving, to formulate a pattern, then this level of intellectual activity is called heuristic. This level is most typical for investigators and other similar professions;

Legal consciousness (both individual and collective) is a complex structural formation in which one can distinguish rational components, usually called legal ideology. Legal ideology includes concepts and ideas about law and legal phenomena in society. The level and quality indicators of such representations can be different: from primitive, superficial to scientific and theoretical. The legal

ideology can be attributed to the arguments about the right of a wise rural elder, and the work of G. Hegel "Philosophy of law". The role of legal ideology in legal regulation is quite obvious: on the basis of legal views, theories, doctrines, law-making is carried out; rational components are also important in the process of implementing law.

Legal science has a special significance in legal ideology. Scientific theory determines the strategy of development of the legal life of society, provides a comprehensive analysis of the current legal situation. Scientific doctrines can act as sources of law. The development of legal theory, rational understanding of the role of law in the life of society are important and necessary elements of legal education, the formation of legal professionalism. In consciousness it is possible to allocate structural and emotional elements, which are referred to as legal psychology. Emotions are organically included in the structure of consciousness, and a person cannot be guided in the sphere of legal regulation only by rational thinking. emotional coloring (positive or negative) significantly affects the nature and direction of legal behavior. The practice of studying lawful behavior shows that it is difficult to understand anything about the nature of human behavior, if you look away from its emotional sphere. Emotions also affect inappropriate behavior. For example, the state of strong emotional agitation during the Commission of a crime has legal significance. These issues will be studied during the criminal law training course.

The analysis of people's attitude to laws and other normative legal acts allows us to identify other elements in the legal consciousness.

The first element is informational. This is the presence in the mind of a certain amount of information about the law. The information can be complete and comprehensive (for example, after working with the text of the law, getting acquainted with the process of its adoption, reading comments on this law), or it can be superficial, from someone's words. The informational level of legal awareness is a mandatory structural part of it, because without information about the law, there can be no relation to it.

The second element is the evaluation element. Having received information about a normative act, a person somehow relates to it, somehow evaluates it, compares it with their own values. Axiological (value) elements of legal consciousness occupy an important place in its structure. The motives of a person's behavior in the legal sphere are formed on the basis of their values. Awareness of the value of the right by the individual contributes to the transformation of the right from "foreign", coming from external forces, from power social structures, to "own", which contributes to the realization of human goals and interests.

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Based on the information and evaluation elements, the third element is formed — the volitional one. After learning about the law and evaluating it, a person decides what they will do under the conditions stipulated by the law. Use the law to implement their own goals or "circumvent" it, strictly implement this law or find other legal acts that better meet the interests and needs— all these points are part of the volitional element of legal awareness. The volitional orientation of legal consciousness is sometimes referred to as the legal attitude, i.e., the legal attitude. psychological orientation, readiness of a person to act in the sphere of legal regulation. Of course, in real life, the sense of justice manifests itself as something whole, not structured. The identification of structural elements in the legal consciousness contributes only to the understanding of its role and place in the life of a person and society. [8, pp. 150-159]

To understand what is legal consciousness, it makes sense to consider its varieties. The basis for the division of legal consciousness into types can be taken as the level of awareness of the need for law, the depth of insight into the essence of law and legal phenomena in society, which will allow us to give it as a qualitative characteristic. According to these criteria, legal awareness is divided into three levels.

The first level is ordinary legal awareness. This level is characteristic of the main mass of society members and is formed on the basis of everyday life of citizens in the sphere of legal regulation. People face legal regulations in one way or another: they receive some information from the media, observe the legal activities of state bodies, officials, etc. people with this level of legal awareness are characterized by knowledge of General principles of law, where legal views are closely intertwined with moral concepts.

The second level is professional legal awareness, which is formed in the course of special training (for example, when studying at a law school), in the course of practical legal activities. Subjects of this level have specialized, detailed knowledge of the current legislation, skills and skills of its application. Special attention should be paid to the formation of professional legal awareness in modern conditions. Lack of professionalism in law-making and law enforcement is one of the problems of our society.

The third level is the scientific, theoretical sense of justice. It is typical for researchers and researchers involved in the legal regulation of public relations.

According to the subjects (carriers), legal consciousness can be divided into individual and collective.

One of the types of collective legal awareness is group legal awareness, i.e. legal representations and feelings of certain social groups, classes, strata of society, professional communities. In some cases, the legal awareness of one social group may differ significantly from the legal awareness of another. For example, visible differences exist in the legal

consciousness of classes in a society with pronounced class contradictions. Marxist-Leninist literature emphasizes the opposite, contradictory legal consciousness of the exploiters and the exploited. You can see differences in the legal awareness of age groups in society, in the professional legal awareness of lawyers of different specialization-employees of the Prosecutor's office, the court, the bar, people working in the Ministry of internal Affairs.

Group legal consciousness must be distinguished from mass consciousness, which is characteristic of unstable, temporary associations of people (rallies, demonstrations, rioting crowds).

To characterize macro-collectives (the population of a country, continent, or historical epoch), the concept of "public legal awareness" is used. This also includes the legal views of Nations and nationalities.

For example, the legal consciousness of the Russian society differs by a number of features. K. D. Kavelin in the article "View on the legal life of ancient Russia" pointed out that these features are predetermined by the historical conditions of the development of the Russian mentality. The Russian people have an inherent view of law as mandatory prescriptions of people at the top of power, which is typical for Patriarchal societies. V. Solovyov in his work "Justification of good" writes that the right of the Russian people is understood as a means of compulsory implementation of the minimum good. This understanding of law is typical of feudal societies, unlimited monarchies, police forces, and totalitarian States, where law exists to stop the acts of the vicious, the negligent, and the evil.

In this situation, the issues of understanding the role of legal awareness, ways of its formation and development are of particular importance. The task of developing a legal idea that would correspond to its historical traditions, the spirituality of its people, and ensure the establishment of a legal state and legal social order is urgent for Russian society. [7, pages 215-226]

The category "legal culture" is used to characterize the entire legal superstructure, the entire legal system of the country, but from a certain angle. In contrast to the analysis of other extremely broad legal categories, the analysis of the legal culture of society focuses on the study of the level of development of legal phenomena in General, on the description and explanation of legal values, ideals and achievements in the legal sphere, reflecting the scope of human rights and freedoms and the degree of protection in this society. The concept of "legal culture" always involves assessing the "quality" of the legal life of a society and comparing it with the most developed legal models, ideals and values.

Legal culture refers to the qualitative state of legal life of society, determined by the entire social, spiritual, political and economic system, which is

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expressed in the achieved level of development of legal activity, legal acts, legal awareness and in General in the level of legal development of the subject (human, various groups, the entire population), as well as the degree of guarantee by the state and civil society of freedoms and human rights.

From the definition, it follows that legal culture is a certain "quality" of the legal life of society, the level of its development, consisting of subsystems, parts or elements that are in one or another state (also from the point of view of the level of development). What are these subsystems, parts, or elements? What, in other words, is the "structure" of the legal culture?

The legal culture of a society depends primarily on the level of development of the legal consciousness of the population, i.e. on how deeply they have mastered such legal phenomena as the value of human rights and freedoms, the value of legal procedure in resolving disputes, finding compromises, etc. e " how well the population, its social, age, professional and other groups are legally informed, what is the emotional attitude of the population to the law, the court, various law enforcement agencies, legal means and procedures, what is the attitude of citizens to comply with (non-compliance with) legal regulations, etc. This is the first element of the legal culture. [1, pp. 565-570]

The level of development of legal consciousness can be recorded only in real legal activity, in legal behavior, which have independent characteristics. Therefore, the second element of the structure of legal culture is the level of development of legal activity. The latter consists of theoretical-the activities of legal scientists, educational-the activities of students and students of law schools, universities, etc.and practical — law-making and law-implementing, including law enforcement, activities. It is clear that the legal culture of society largely depends on the level of development and quality of law-making activities to create a legal framework for society. Law-making should be carried out by persons who are legally and in many other respects competent, in accordance with democratic and proper legal procedures and principles.

It significantly affects the legal culture of society and law enforcement, i.e. the power activities of state bodies that carry out individual regulation of public relations on the basis of the law in order to implement it. The quality of law enforcement depends on many factors, both institutional (the structure of the state apparatus, the order of relations between its bodies) and other (professionalism, culture of law enforcement, etc.).

Speaking, for example, about the structure of the state apparatus in General and law enforcement agencies in particular, it is necessary to emphasize the need to improve the structure and subordination of investigative bodies, increase the authority of the court, strengthen guarantees of its independence, and so on. It also requires the introduction of new

principles for law enforcement agencies (rejection of accusatory bias, ensuring the priority of human rights and freedoms, etc.), and the cardinal elevation of the third branch of government in Russia — justice. The legal culture of society is largely determined by the actual legal behavior of citizens, their activities to implement the right, how well they know and perform their duties in a timely manner (for example, to fill out a tax return on total annual income), comply with prohibitions and how fully they use their rights.

The third element of the legal culture of a society is the level of development of the entire system of legal acts, i.e. the texts of documents that Express and secure the right of a given society. The most important value for assessing the legal culture of society is the system of legislation, which is based on the Constitution of the state. The overall level of development of the entire system of normative legal acts, from laws and acts of Central Executive authorities to acts of local authorities and management, is also important. Any legal act must be legal, i.e. meet the prevailing ideas of justice, equality and freedom in the public consciousness. The law must also be perfect in terms of its form: it must be consistent, as brief as possible, and must be clear and understandable to the public, contain definitions of basic terms and concepts, be published in a source accessible to the public, and so on. The quality of the law is also evidenced by the mechanism of its implementation contained in it (institutional, organizational, procedural, financial and economic, etc.).

When determining the quality of the legal culture of society, the state of individual legal acts — documents should be taken into account: law enforcement (decisions and sentences of courts, decisions of investigators, acts of prosecutors, documents in the administrative and managerial sphere, etc.) and legal implementation (contracts in economic turnover, etc.). [4, p. 271-274]

Based on the analysis of these legal acts, as well as other legal texts (for example, scientific and journalistic texts on legal topics), we can draw a conclusion about the level of development of not only the legal culture of society, but also its culture as a whole. After all, according to the extant monuments of law and other legal documents, historians restore the atmosphere of the legal life of society, and the features of a particular way of economic life, a particular system of social relations. Legal acts formalize the form of ownership of tools and means of production, reflect the fact that a class or social group has economic and political power, the structure of the state apparatus, the legal status of the individual in society, and the level of protection of human rights and freedoms.

The identification of structural elements of legal culture is rather conditional, since there is no legal activity carried out separately from legal

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consciousness, and legal consciousness can only be manifested in legal activity and its results — legal acts. Finally, all the components of legal culture cannot exist without their bearer—the subject—a person, a group of people, the population as a whole. The legal culture of a society depends on the level of legal development of various social (classes, for example) and professional groups, as well as on the level of development of individual individuals. In this aspect, it is necessary to distinguish the legal culture of the population as a whole, the group legal culture and the legal culture of the individual. In the latter case, it is also necessary to take into account the level of legal knowledge of the individual and his attitude to the legal value, to the law, the level of legal attitude to comply with legal regulations. The legal culture of an individual can be judged by its behavior in the legal sphere, i.e. use the same features and criteria of legal culture (the level of development of legal consciousness, legal activity, etc.), but only at the individual level.

Analysis of the legal culture required to first identify and describe the legal values, ideals, and patterns to be pursued, legislators, enforcers, citizen and society in General, and then, evaluating from this point of view the real state of Affairs, to find ways and means of achieving the ideals of rule of law and society, which provided the appropriate socio-economic and spiritual formation the rights and freedoms of the person. [2, pp. 349-350]

At present, total legal nihilism is widespread in our society, including among lawyers, which is expressed in the devaluation of law and legality, ignoring the laws or underestimating their regulatory and social role. Legal nihilism is a direction of socio-political thought that denies the social and personal value of law and considers it the least perfect way to regulate public relations. As a social phenomenon, as a property of social, group and individual consciousness, legal nihilism has various forms of manifestation: from an indifferent, indifferent attitude to the role and significance of law through a skeptical attitude to its potential possibilities to a complete disbelief in law and a clearly negative attitude to it.

The main reasons for the prevalence of legal nihilism include:

1) historical roots that are a natural consequence of autocracy, centuries-old serfdom that deprived a lot of people of their rights and freedoms, repressive legislation, and imperfect justice;

2) the theory and practice of understanding the dictatorship of the proletariat as a power not bound and not limited by laws;

3) a legal system that was dominated by administrative and command methods, secret and semi-secret subordinate legal acts, and constitutions and a few democratic laws to a large extent only declared the rights and freedoms of the individual,

there was a low role of the court and a low prestige of law;

4) quantitative and qualitative adjustment of the legal system of the past during the transition period, the crisis of legality and the lack of coordination of the mechanism for implementing the adopted laws, the duration of the process of implementing all reforms, including the judicial one. On the one hand, it is necessary to distinguish constructive criticism of law from legal nihilism, and on the other – to strive to avoid legal fetishism, i.e. the absolute role of law and other legal means.

As a special means to minimize legal nihilism should be called: ensuring adequate quality of laws, improve the rule of law, enhancing the role of court and judicial reform in General alignment with the needs of legal education of population, professional training and education of lawyers and other officials. At the same time, systematic substantive work is needed to improve the level of legal culture of all subjects of the law enforcement system. [6, pp. 210-215]

If legal nihilism is characterized by a negative attitude to law and its values, disbelief in its power, then legal idealism takes the opposite side, that is, it overestimates the power of law and ascribes to it those functions that law by its very nature cannot perform. Both of these phenomena are fed by the same roots—legal ignorance, an undeveloped and deformed legal consciousness, and a lack of political and legal culture. These extremes, despite their seemingly opposite direction, eventually converge and form a "double" common evil. In other words, we have two sides of the same coin.

Legal idealism is an unjustified and unjustified exaggeration of the possibilities of law, and it is attributed to it what it is not able to give to society.

This phenomenon accompanies human civilization almost all the way through its development. So, even Plato naively believed that the main means of implementing his plans, building an ideal state would be ideal laws adopted by wise rulers. In the age of Enlightenment, it was considered sufficient to destroy the old laws and adopt new ones, and the Kingdom of reason would be achieved. To this day, there are people who believe that the law can "feed the country", eliminate unemployment, improve the social and economic standard of living, etc.

I believe that the main reason for this phenomenon is a misconception of the law. After all, Karl Marx said that the state and law are superstructure phenomena designed to regulate the economic basis and society. Based on this, it turns out that the law only regulates relations for the creation, exchange and consumption of material goods. And those people who mistakenly place too high hopes on the law, and if they are at the head of the state or hold other responsible public positions, can bring great harm to the state and society.

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The right cannot be placed on unrealistic hopes — it is not all-powerful. It is naive to demand more from it than it can knowingly give. It should be given the place and role that arise from the objective capabilities of this institution.

The manifestation of legal idealism, as well as legal nihilism, is diverse. We will indicate the most basic forms. First, it is for running the legislation forward, that is, creating such norms that will regulate legal relations that have not arisen in society. The publication of legal acts that do not take into account the existing objective and subjective conditions that exist in society, leads to knowingly incorrect “work” of the acts or to their non-execution in General.

The second form of legal idealism is the absence of a real mechanism for implementing a legal norm. If the legislator has not provided for a body that should monitor the implementation of this norm or a regulatory act (instruction) that should regulate in detail the mechanism of action of this norm, then this norm will remain on paper. As a result, public relations that need legal regulation are only indicated by the legislator as existing, but are not mediated by law.

The third form consists in underestimating the economic, political, socio-psychological conditions in which the accepted legal norms will be implemented. When creating a legal norm, the legislator must take into account all the conditions of the environment where this norm will work. I must look at how similar norms were created in this country before it, look at the experience of lawmakers in other countries in this area, look at scientific achievements and developments in this area of legal regulation. And based on this, create a norm that will actually work. [9, pp. 571-575]

Conclusion

What can I say in conclusion? Let's sum up some of the results of this course work.

1) legal Awareness in its layers, levels, types "works" to eliminate gaps in the law, formulates in specific legal requirements (laws, regulations) provisions that can improve legislation.

2) currently, in legal and other literature, in the periodical press, there is a low level of legal awareness

and legal culture in our society. This is evidenced by the growth of crime and other offenses. The long-term functioning of the command and administrative system, which was more adapted to the implementation of the instructions of various ranks of leaders, rather than to compliance with the law, gave rise to a large part of the population a distorted and distorted idea of law. And now, in the 21st century, although Belarus is a socially-oriented legal state, but the problem of low legal level of personal development has been and will continue to be. And it is connected not so much with the perfection of laws, but with our mentality. And until we change our minds and do everything according to the scheme "as a neighbor did, so will I do", our society will have a low legal culture.

3) there is also a problem of legal nihilism. Its essence consists in underestimating the importance and role of law and legality, and sometimes in ignoring the requirements of laws.

4) the Development of legal awareness of the citizen and society helps to overcome backward views, deviant behavior of people, prevent cases of arbitrariness and violence against the individual. The introduction of scientifically based, balanced legal ideas and views into the minds of citizens, the fight against crime are prerequisites for strengthening the rule of law and order, without which it is impossible to build a civil society and a state governed by the rule of law.

As we can see, the topic of legal awareness and legal culture is quite extensive and it can not be considered in one course work. But I still tried to reveal the main aspects of the topic under consideration. Like every topic in the General theory of law, this one has many controversial points. These points depend on the state, on the political regime, and finally on the individual himself.

Finally, in conclusion, I would like to quote the philosopher B. A. Kistyakovsky.

“All cultural humanity lives in state associations. A cultured person and a state are two concepts that complement each other. Therefore, a cultured person is not even conceivable without the state” [10. page 15]

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MATHEMATICAL MODEL OF CURVILINE CREW MOTION ON CYLINDER WHEELS

Abstract: The paper proposes the conclusion of the kinematic equations of motion of the crew on balloon wheels along a curved path of sufficiently small curvature.

Key words: mathematical model, numerical algorithm, vehicles, computer technology, rolling theory, stability of motion, computational experiment.

Language: English

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Introduction

The main focus of this article emphasizes that create of a mathematical model with curved and straight lines, taking into account the elasticity and deformation of tires in motion during the study of the stability of the motion of dynamic systems. As well as there is the task of making software by using Maple, program.

As a result of the scientific research DIV (AUTO software - instrumental tool) has been created which is prevent accidents during the movement of the vehicle. The main goal of the DIV that automation of the process of studying the stability of the motion of dynamic systems.

THE MAIN RESULTS AND FINDINGS

Suppose that the conditions are satisfied under which the theory of rolling the wheel with a deformable tire is valid when the deformation of the tire is sufficiently small. The condition for the wheels to roll without slipping and the small deformation of the tire impose certain restrictions on the class of studied movements. In particular, the curvature of the path should be sufficiently small, and the speed of movement should not be too large [1].

We denote by q_1, q_2, \dots, q_n the generalized coordinates of the crew on m balloon wheels and introduce values that determine the position of the

wheel ($i=1,2,\dots,m$). Let x_i, y_i be the Cartesian coordinates of the point K_i of the meeting of the straight line of greatest inclination, drawn in the middle plane of the wheel through its center, with the road plane; θ_i - angle, formed by the middle plane of the wheel on the road and the Ox axis of the fixed coordinate system $Oxyz$, the Oxy plane of which coincides with the road plane, and the axis Oz is directed upwards; χ_i - is the angle between the axis Oz and the middle plane of the wheel. The quantities $x_i, y_i, \theta_i, \chi_i$ are known functions of the generalized coordinates q_1, q_2, \dots, q_n .

Suppose first that the crew's movement is given. This means that the quantities $x_i, y_i, \theta_i, \chi_i$ - are known functions of time. Then, according to the theory of rolling a wheel with a deformable tire, it is possible to determine the deformation of tires at any time. In accordance with the notation in pic 1, a condition for the absence of tire slippage during the lateral displacement of the i -the wheel and during its rotation around the vertical axis leads to the relations:

$$\begin{aligned} dx_i^* \sin(\theta_i + \varphi_i) - dy_i^* \cos(\theta_i + \varphi_i) &= 0, \\ d(\theta_i + \varphi_i) &= dS_i^* (\alpha_i \xi_i - \beta_i \varphi_i - \gamma_i \chi_i). \end{aligned} \quad (1)$$

here x_i^*, y_i^* - the coordinates of the point that coincided before the lateral deformation of the tire

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with the point K_i ; dS_i^* - arc element of the rolling line Γ_i (see Pic 1, a); ξ_i - lateral deformation of the tire; φ_i - deformation of the tire during twisting; $\alpha_i, \beta_i, \gamma_i$ - kinematic parameters of the tire related to its lateral deformation [2]. With lateral wheel displacement

$$\begin{aligned} x_i^* &= x_i + \xi_i \sin \theta_i, \\ y_i^* &= y_i - \xi_i \cos \theta_i. \end{aligned} \quad (2)$$

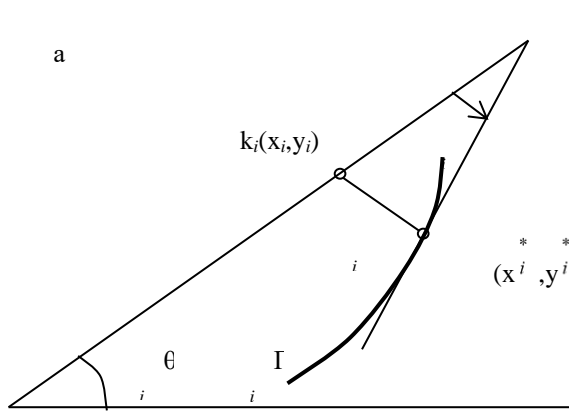


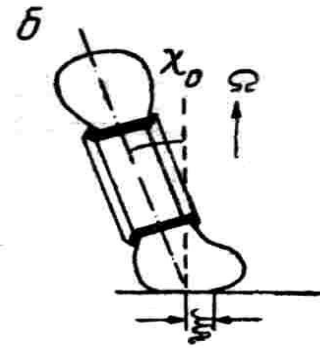
Figure 1

In the written relations, the small quantities are ξ_i, φ_i и χ_i . Using (2) and discarding small quantities of the second order and higher, from (1) we obtain

$$\begin{aligned} dx_i \sin(\theta_i + \varphi_i) - dy_i \cos(\theta_i + \varphi_i) + d_i &= 0, \\ d\theta_i + d\varphi_i - dS_i^* (\alpha_i \xi_i - \beta_i \varphi_i - \gamma_i \chi_i) &= 0. \end{aligned} \quad (3)$$

With the same degree of accuracy

$$dS_i^* = dx_i \cos(\theta_i + \varphi_i) + dy_i \sin(\theta_i + \varphi_i) \quad (4)$$



Pic 1.

The relation expresses the condition that the ... does not slip in the longitudinal direction

$$dS_i + r_i d\vartheta_i + d\eta_i + \lambda_i dS_i \eta_i - \nu_i dS_i (r_{0i} - r_i) = 0 \quad (5)$$

Here $dS_i = dx_i \cos \theta_i + dy_i \sin \theta_i$ - arc elements of the curve described by the point K_i ; η_i - tire longitudinal strain value; r_{0i} - radius of the uncompressed tire; r_i - distance from the center of the wheel to the reference plane; λ_i, ν_i - kinematic parameters of the tire related to its longitudinal deformation; $d\vartheta_i$ - an element of the angle when turning the wheel around the axis of its rotation.

Equations (3) - (5) represent the desired relationships for determining the deformation ξ_i, φ_i, η_i , if the movement of the wheel is known. Knowing the deformation of the tire, you can find the potential forces acting on the wheel. According to [4], they are equivalent to the transverse force F_i and the longitudinal force P_i , applied to the point K_i , the moment M_{θ_i} relative to the vertical axis, the moment

M_{χ_i} relative to the longitudinal horizontal axis, and the moment M_i relative to the transverse axis defined by the expressions

$$\begin{aligned} F_i &= a_i \xi_i + \sigma_i N_i \chi_i, & P_i &= K_{\tau_i} \eta_i, & M_{\theta_i} &= b_i \varphi_i, \\ M_{\chi_i} &= -\sigma_i N_i \xi_i - \rho_i N_i \chi_i, & M_i &= \mu_i N_i \eta_i, \end{aligned} \quad (6)$$

where N - is the load on the i - th wheel, a_i - is the

coefficient of lateral stiffness of the tire; K_{τ_i} - coefficient of longitudinal stiffness of the tire; b_i - tire stiffness coefficient.

We divide equations (3) and (5) by dt and replace them with dS^* its expression (4) - $dS_i = dx_i \cos \theta_i + dy_i \sin \theta_i$. As a result, we obtain the equations

$$\begin{aligned} \dot{x}_i \sin(\theta_i + \varphi_i) - \dot{y}_i \cos(\theta_i + \varphi_i) + \dot{\xi}_i &= 0, \\ \dot{\theta}_i + \dot{\varphi}_i - (\dot{x}_i \cos \theta_i + \dot{y}_i \sin \theta_i) (\alpha_i \xi_i - \beta_i \varphi_i - \gamma_i \chi_i) &= 0, \end{aligned} \quad (7)$$

$r_i \dot{\vartheta}_i + \dot{\eta}_i + (\dot{x}_i \cos \theta_i + \dot{y}_i \sin \theta_i) [1 + \lambda_i \eta_i - \nu_i (r_{0i} - r_i)] = 0$, which are the kinematic equations of the movement of the crew on balloon wheels along a curved path of sufficiently small curvature [5].

Let now $T = T(q, \dot{q}, t)$ - kinetic energy of the crew, $Q_j = Q_j(q, \dot{q}, t), (j = \overline{1, n})$ - specified generalized forces; $R_j = R_j(\xi, \varphi, \eta, \chi)$ - generalized forces due to tire deformation. To find the expressions R_j we calculate the virtual work of the deformation forces:

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$$\begin{aligned}
 \delta A = & \sum_{i=1}^m [F_i(\delta x_i \sin \theta_i - \delta y_i \cos \theta_i) + \\
 & + P_i(\delta x_i \cos \theta_i + \delta y_i \sin \theta_i + r_i \delta \mathcal{G}_i) \\
 & + M_{\theta_i} \delta \theta_i + M_{x_i} \delta x_i + M_i \delta \mathcal{G}_i] = \dots = \sum_{j=1}^n \sum_{i=1}^m \left[(F_i \sin \theta_i + P_i \cos \theta_i) \frac{\partial x_i}{\partial q_j} + \right. \\
 & \left. + (P_i \sin \theta_i - F_i \cos \theta_i) \frac{\partial y_i}{\partial q_j} + M_{\theta_i} \frac{\partial \theta_i}{\partial q_j} + M_{x_i} \frac{\partial x_i}{\partial q_j} + (r_i P_i + M_i) \frac{\partial \mathcal{G}_i}{\partial q_j} \right]. \\
 \text{Отсюда } R_j = & \sum_{i=1}^m \left[(F_i \sin \theta_i + P_i \cos \theta_i) \frac{\partial x_i}{\partial q_j} + (P_i \sin \theta_i - F_i \cos \theta_i) \frac{\partial y_i}{\partial q_j} + \right. \\
 & \left. + M_{\theta_i} \frac{\partial \theta_i}{\partial q_j} + M_{x_i} \frac{\partial x_i}{\partial q_j} + (r_i P_i + M_i) \frac{\partial \mathcal{G}_i}{\partial q_j} \right] \quad (8).
 \end{aligned}$$

Here the forces F_i, P_i and moments $M_{\theta_i}, M_{x_i}, M_i$ are determined by expressions (6). After taking into account all the forces acting on the system, including the forces of interaction of the tires with the road, the equations of the dynamics of the crew on the balloon wheels are written in general form

$$\frac{d}{dt} \frac{\partial T}{\partial \dot{q}_j} - \frac{\partial T}{\partial q_j} = Q_j + R_j \quad (j = \overline{1, n}) \quad (9)$$

where the generalized forces R_j are determined by expressions (8). Equations (9) together with (7) describe the movement of the crew on balloon wheels along a curved path of sufficiently small curvature [6].

To study the stability of movement around a circle with a constant speed V , we compose the equations of motion of the crew with its small deviations from stationary motion around the circle.

Let be $\theta_i = \theta_i^0 + \theta_i'$, here $\theta_i^0 = \Omega t$ ($\Omega = \text{const}$) - the angle θ_i on the trajectory of the unperturbed motion; θ_i' - small deviation θ_i . Instead of quantities, \dot{x}_i, \dot{y}_i we introduce u_i, v_i by means of the relations.

$$\begin{aligned}
 \dot{x}_i &= v_i \cos \theta_i^0 + u_i \sin \theta_i^0; \\
 \dot{y}_i &= v_i \sin \theta_i^0 - u_i \cos \theta_i^0. \quad (10)
 \end{aligned}$$

Here v_i - is the speed of the longitudinal movement of the i - the wheel; u_i - the speed of its transverse movement, which is a small value of the order of the remaining small quantities. Substituting relations (10) into (7), after linearization of relatively small quantities, we obtain the kinematic equations of the crew on balloon wheels in the form

$$\begin{aligned}
 u_i + \dot{\xi}_i + V_i \theta_i' + V_i \varphi_i &= 0, \\
 \dot{\theta}_i + \dot{\varphi}_i - \alpha_i V_i \xi_i + \beta_i V_i \varphi_i + \gamma_i V_i \chi_i &= 0, \quad (11) \\
 \dot{\eta}_i + v_i' - \omega_i^0 r_i' - r_i^0 \omega_i' + \lambda_i V_i \eta_i' + v_i V_i r_i' &= 0.
 \end{aligned}$$

The last equation (11) is obtained from equation (7) using the expressions

$$\begin{aligned}
 \dot{v}_i &= -\omega_i^0 - \omega_i'; \quad r_i = r_i^0 + r_i'; \\
 v_i &= V_i + v_i'; \quad \eta_i = \eta_i^0 + \eta_i'
 \end{aligned}$$

where the values of the corresponding variables in stationary motion are marked with a null, and small deviations from stationary values are marked with a dash [7]. The dynamic equations of motion in this case retain the form (9). As in the case of rectilinear stationary motion, the equations of small deviations from circular motion can be simplified at sufficiently high velocities V_i or at sufficiently large kinematic parameters $\alpha_i, \beta_i, \gamma_i$. However, it should be remembered that in the case of curvilinear motion, the velocities v_i must be limited from above, which follows from the requirement that the deformation is small, those small quantities ξ_i, φ_i, χ_i .

RESULTS AND DISCUSSION

As a result of scientific research in the Laboratory of Mathematical Modeling and Machine Dynamics under the Department of Mathematical Modeling of Samarkand State University named after Alisher Navoi to study the stability of dynamic systems, AUTO software-instrumental tool (DIV) was created. The purpose of the DIV is to automate the process of studying the motion stability of dynamic systems.

With the help of the DIV, the following was done:

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- 1) a communication environment in which the user can enter the terms of a particular issue into a computer based on their field terms;
- 2) the ability to indirectly enter a sequence of partial problems into the computer, using a communication environment to generate a mathematical model of the problem;
- 3) to derive a characteristic determinant, a characteristic equation based on the generated mathematical model and calculation of the values of the coefficients of this equation;

- 4) According to the scheme of conducting a computational experiment it is necessary to study in what parameter plane to construct the stagnation field and what structural parameters affect the boundary of the stagnation field, determination of the base of nominal values of constructive parameters, the criterion of stability for research, the area of stability (by graph analytic or by pressing conditional symbols on the plane of parameters) and a tool for selecting the method of interpreting the analysis of the results (using an interval or graph).

The DIV consists of 5 modules, the functional diagram of which is given in Figure 2.

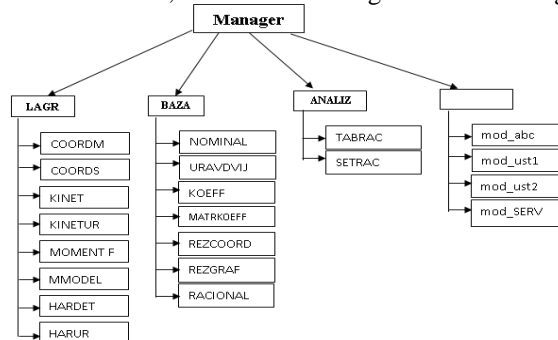


Figure 2

ANALYSIS, BASE, LAGR, EAVTO modules are libraries of practical modules that represent the basic ideas and algorithms for studying the motion stability of dynamic systems. A communication environment (interface) consisting of 5 options controlled using the **MANAGER** module has been created to address the **DIV** application modules.

Software-tool tool integrated environment

Within a single human-machine system, an integrated environment that allows the user to communicate with the computer is intended to perform three groups of tasks:

- the user is provided with the task of setting the problem only on the basis of queries or on the basis of the selection of tools specified in the menus, without giving the computer a problem-solving program. In this case, the problem can be

solved in several parts, which allows for an indirect way of solving the problem in advance;

- allows the user to independently create an operational environment for problem solving, using terms and concepts in their field of expertise;
- the user is provided with natural forms of expression of the information exchanged in the process of solving the problem with computer technology and in this exchange the user can choose convenient ways of organizing communication;
- the user can change the form of communication, that is, make a system of possible changes in it using the "menu" type of communication or on the basis of various requests;
- a help system has been created for users to get comments on mistakes made in the communication process.

The Integrated Environment (IE) consists of 5 options.

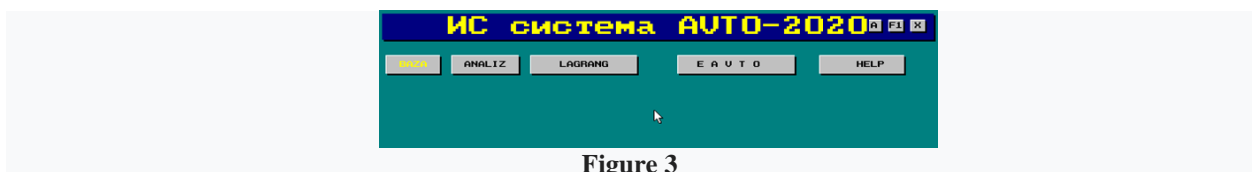


Figure 3

BASE - creates an environment for creating and editing databases;

"ANALYSIS" - analyzes the results of the computational experiment and creates an environment

for communication with the module, which rationally determines the parameters;

LAGRANG - creates an environment of communication with the module, which creates a

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mathematical model of the problem on the basis of the algorithm with the help of the Maple system of computer algebra;

“EAVTO” - conducts computational experiments based on algorithms and programs, creating an environment for determining the area of stagnation of a particular system;

“HELP” is a system for using the components of the DIV.

Tasks performed using options are displayed directly as a question-and-answer dialogue or using menus. Menu items can be activated by pressing the cursor control keys, function keys, or the button that indicates the first letter of the option.

CONCLUSION

The AVTO software and tool system has been developed for automating scientific research on the choice of mathematical models, algorithms, the process of composing applied modules, conducting computational experiments and determining rational values of parameters and rational areas of stability.

The elasticity and deformation of the tires in car movement are taken into account and it will be protected against wheel wear. Economic efficiency has been achieved, it means that tires do not quickly become unusable.

The main results of the work are as follows:

1. A mathematical model was developed for the linear motion of the car on a straight road, taking into account the lateral and longitudinal crane angles of the body (Model 1);

2. A mathematical model was developed for the motion of a car in an inclined plane, taking into account the angles of the lateral and longitudinal cranes (Model 2);

3. A mathematical model was developed for the horizontal and oblique motion of the vehicle, taking into account the deformation and flexibility of the tires, as well as the lateral and longitudinal crane angles of the vehicle (Model 3);

4. A nonlinear mathematical model of the curvilinear motion of the car was developed, taking into account the deformation and flexibility of the tires, as well as the non-potential forces in the tire material (Model 4);

5. A linear mathematical model of the curvilinear motion of the car was developed, taking into account the deformation and flexibility of the tires, as well as the non-potential forces in the tire material (Model 5);

6. A mathematical model of the linear motion of a car was developed, taking into account the deformation and flexibility of the tires, as well as the non-potential forces in the tire material (Model 6);

7. A mathematical model of the linear motion of a car with the same radius of the wheels, as well as the deformation and flexibility of the tires, as well as the non-potential forces in the tire material, was developed (Model 7);

8. A mathematical model of the linear motion of a vehicle with the same deformation and flexibility of the tires, as well as the non-potential forces in the tire material with the same radius of the wheels and the angles of rotation of the front wheels was developed (Model 8);

9. In the automation of scientific research, an AVTO software tool has been created that allows the selection of mathematical models, algorithms and a set of modules, conducting computational experiments and determining the area of rational stagnation and rational values of parameters based on their results;

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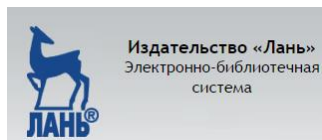
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