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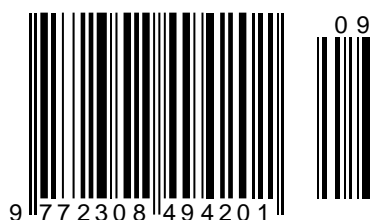
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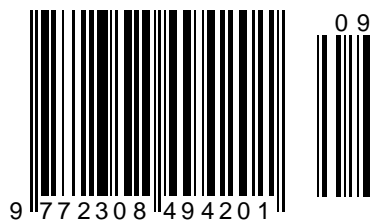
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TO THE PROBLEM OF DOING BUSINESS IN THE CONDITIONS OF THE DIGITAL ECONOMY

Abstract: the article discusses topical issues of the formation of the digital economy in the Republic of Uzbekistan. The approaches to the definition and global trends in the development of "Digital economy" have been studied. TOP of the most expensive companies in the world in 2020 according to FORBS. On the basis of this, a global trend of transformation of production into the information sphere was revealed. The directions of digitalization at the company level are highlighted, two main blocks of digitalization areas at the enterprise are identified: general and connecting. The author's vision of adaptation of business entities to functioning in the digital economy is presented.

Key words: doing business, entrepreneurship, digital economy, digital infrastructure, digital transformation of management, economy of Uzbekistan.

Language: Russian

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К ПРОБЛЕМЕ ВЕДЕНИЯ БИЗНЕСА В УСЛОВИЯХ ЦИФРОВОЙ ЭКОНОМИКИ

Аннотация: в статье рассматриваются актуальные вопросы формирования цифровой экономики в Республике Узбекистан. Изучены подходы к определению и мировые тенденции в развитии «Digital economy». ТОП самых дорогих компаний мира в 2020 года по версии компании FORBS. На основе этого выявлена общемировая тенденция трансформации производства в информационную сферу. Выделены направления цифровизации на уровне компании, определены два основных блока направлений цифровизации на предприятии: общие и связующие. Представлено авторское видение адаптации субъектов предпринимательства к функционированию в условиях цифровой экономики.

Ключевые слова: ведение бизнеса, предпринимательство, цифровая экономика, цифровая инфраструктура, цифровая трансформация управления, экономика Узбекистана.

Введение

УДК 338.24: 004.9

В настоящее время развитие цифровой экономики происходит во всем мире и во всех

сферах жизни общества благодаря инновационному росту и трансформации процессов в результате появления новых технологий. Бизнес-сообществом и правительством Республики Узбекистан,

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объективно осознана необходимость ускорения процессов цифровизации и цифровой трансформации экономики в целях достижения конкурентоспособных позиций в формирующемся цифровом пространстве новой мировой экономики. Это приобретает особую актуальность в условиях ликвидации последствий пандемии COVID-19. Цифровая экономика задает вектор, по которому будут развиваться социально-экономические системы микро-, мезо-, макроуровней на долгосрочную перспективу, что вызывает необходимость исследования и всестороннего анализа процессов цифровой трансформации для ведения эффективного бизнеса в стране [1].

Бывшая прежде приоритетом для отдельных инновационных бизнес-структур, в настоящее время цифровая трансформация стала массовым явлением, а соответствующие проекты – жизненно важными для успеха не только отдельных компаний, но также регионов и стран. Перспективы развития цифрового сектора национальной экономики в Узбекистане поднимается до государственного уровня, и в этом направлении реализуются широкомасштабные меры.

Методология исследования

Методологическую основу исследования составляют исследовательский подход, аналоговый подход, диалектический подход, ситуационный подход, методы логического и сравнительного анализа, методы наблюдения и статические методы.

Анализ и результаты

События последних месяцев, связанные со стремительным распространением коронавирусной инфекции COVID-19, заставили многих бизнесменов сменить приоритеты. Даже компании, традиционно предоставлявшие услуги в режиме оффлайн, постарались адаптировать свои сервисы под условия новой реальности. Несмотря на губительное влияние пандемии на мировую экономику, для ее цифровой составляющей вирус, возможно, станет скорее плюсом, чем минусом. Цифровизация затронула и те сферы жизни, где до этого уверенно лидировал оффлайн-формат. Так, существенно расширился перечень государственных интерактивных услуг, доступных на правительственном портале tu.gov.uz, практически большинство коммерческих банков активировали удаленное управление банковскими услугами для бизнеса, а для физических лиц налажено открытие и управление банковскими карточными счетами в системах Uzcard, Humo и Visa. Особого внимания, несомненно, заслуживает один из наиболее

востребованных видов цифровых сервисов – доставка товаров на дом [2].

Отдельное внимание вопросам развития цифровой экономики и инновационного развития стало уделяться в Узбекистане в последние три года. В частности, в ноябре 2017-го образовано Министерство инновационного развития, в феврале 2018-го в структуре Мининфокома были созданы управления развития цифровой экономики и электронного правительства. В мае 2018 года принято постановление Президента «О мерах по ускоренному развитию электронной коммерции», которым утверждена Программа развития электронной коммерции на 2018-2021 годы, в июле – постановление «О мерах по развитию цифровой экономики в Республике Узбекистан», в ноябре – постановление «О мерах по дальнейшей модернизации цифровой инфраструктуры в целях развития цифровой экономики», которым образован Фонд поддержки развития цифровой экономики «Цифровое доверие». В декабре 2019 года принят Указ главы государства «О дополнительных мерах по внедрению цифровой экономики, электронного правительства, а также информационных систем в государственном управлении Республики Узбекистан». Вместе с этим, внедряются системы электронного документооборота, развиваются электронные платежи и совершенствуется нормативно-правовая база, созданная в области электронной торговли. В то же время цифровая экономика, работающая на информационно-технологических платформах, ускоренно развивается.

Президент Узбекистана Шавкат Мирзиёев в Послании к Олий Мажлису поставил задачу по внедрению цифровых технологий в сферы строительства, энергетики, сельского и водного хозяйства, транспорта, геологии, здравоохранения, образования, кадастрового и архивного дела [3]. По его словам, будет критически пересмотрена система «Электронное правительство». В ближайшее время завершат разработку программы «Цифровой Узбекистан-2030». Президент Узбекистана отметил, что «... мы должны глубоко освоить цифровые знания и информационные технологии, что даст нам возможность идти по самому короткому пути к достижению всестороннего прогресса. В современном мире цифровые технологии играют решающую роль во всех сферах... мы поставили перед собой цель войти в ряд развитых государств и сможем достичь ее, только проводя ускоренные реформы, опираясь на науку, просвещение и инновации».

Поставленные в Послании цели и задачи конкретизированы в Государственной программе по реализации Стратегии действий по пяти приоритетным направлениям развития

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Республики Узбекистан в 2017-2021 годах в Год развития науки, просвещения и цифровой экономики, которая утверждена Указом Президента от 2 марта 2020 года.

Рассмотрим терминалогию «цифровая экономика» («Digital economy»).

Согласно Oxford English Dictionary понятие цифровизации включает в себя сегодня адаптацию и рост использования цифровых или компьютерных технологий в хозяйственной деятельности отдельного предприятия, домохозяйства, отрасли экономики или национальной экономики в целом. Помимо понятия «Цифровая экономика» существует еще ряд терминов, характеризующих процесс использования цифровых технологий в хозяйственной и бытовой деятельности, таких как New Economy, E-economy, Network economy.

Считается, что термин «Цифровая экономика» в 1995 году ввел в оборот американский ученый из Массачусетского университета Николас Негропonte, который описал процесс цифровизации в книге «Being Digital».

В данной книге Негропonte дал прогноз формирования цифровой экономики и слияния информационного, интерактивного и мира развлечений в единую цифровую сеть, а также описал и дал прогнозы процессу генезиса цифровой экономики с последующей цифровизацией жизни человека и хозяйственной деятельности [4].

Международное признание понятие «цифровая экономика» получило в 2016 г., после выхода доклада Всемирного банка о мировом развитии «Digital Dividends» [5].

В международной практике до сих пор не сложилось гармонизированное определение цифровой экономики. В большинстве зарубежных источников при описании цифровой экономики акцент делается на технологиях и связанных с их использованием изменениях в способах взаимодействия экономических агентов. При этом могут упоминаться либо конкретные виды технологий, либо те или иные формы изменений экономических процессов. Часто определение цифровой экономики подменяют перечислением направлений ее влияния на экономику и социальную сферу.

Так, ряд ученых определяют цифровую экономику как экономику, характерной особенностью которой является максимальное удовлетворение потребностей всех ее участников за счет использования информации, в том числе персональной. Это становится возможным благодаря развитию информационно-коммуникационных и финансовых технологий, а также доступности инфраструктуры, вместе обеспечивающих возможность полноценного

взаимодействия в гибридном мире всех участников экономической деятельности: субъектов и объектов процесса создания, распределения, обмена и потребления товаров и услуг [6].

Исходя из многолетнего опыта формирования принципиально новых отраслей статистики, связанных с наукой, технологиями и инновациями, для целей статистического измерения развития цифровой экономики нами предлагаются следующие взаимосвязанные определения:

- *цифровая экономика* — деятельность по созданию, распространению и использованию цифровых технологий и связанных с ними продуктов и услуг;

- *цифровые технологии* — технологии сбора, хранения, обработки,

- *поиска, передачи и представления данных в электронном виде.*

В целом, по определению Всемирного банка цифровая экономика – система экономических, социальных и культурных отношений, основанных на использовании цифровых информационно-коммуникационных технологий [7].

Как показывает мировой опыт, цифровая экономика является движущей силой ускорения глобального экономического развития, повышения производительности производства, создания новых рынков и отраслей. Она также открывает новые возможности для инклюзивного и устойчивого экономического роста [8]. Однако ускорения экономического развития добиваются те страны и экономические объединения, которые планомерно выстраивают основы и механизмы лидерства в цифровой экономике.

Активное развитие цифровой экономики становится мировой тенденцией, которая охватывает все сферы хозяйственной деятельности. Цифровая трансформация предполагает преобразование существующих классических хозяйствующих субъектов в так называемые «цифровые компании». Функционирование данных компаний должно определяться новыми экономическими и управленческими принципами. Этот процесс адаптации к новым условиям бизнеса. Именно поэтому тема данного исследования становится как никогда актуальной [9].

Современная цифровая экономика задает направления трансформации традиционных секторов экономики, возникновения новых рынков и ниш. Новые бизнес-модели являются клиентоориентированными, что полностью определяет их структуру: от ценностного предложения, направленного на решение предсказанной потребности клиента, своевременной доставки и до потоков доходов,

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основанных на времени использования продукта клиентом. Основной параметр конкурентоспособности новых бизнес-моделей — скорость вывода нового продукта на рынок - *timetomarket*. Актуальные подходы к разработке и производству на базе передовых производственных технологий позволяют сократить время выхода продукта на рынок и использовать итерационный подход к обновлениям и улучшениям, адаптируясь под изменяющиеся потребности клиентов благодаря простоте смены поставщиков и тестирования новых концепций и товаров (компания Tesla запускает новые опции и исправляет претензии в режиме реального времени, удаленно через обновления программного обеспечения; Facebook тестирует и запускает обновления для отдельных групп пользователей дважды в день и т.п.). Важнейшей задачей современных бизнес-моделей является создание омниканального пространства (взаимодействовать с клиентами комплексно, чтобы обеспечить опыт общения с брендом по всем и каждому в отдельности каналу), синхронизация данных и информации во всех цифровых и физических каналах взаимодействия для удовлетворения потребностей клиентов в любое время и в любом месте.

Так, если в XX веке конкурентным преимуществом хозяйствующего субъекта являлся определенный набор и объем экономических ресурсов, в настоящее время ситуация кардинально изменилась: информация как фактор производства выходит на первый план, нематериальные активы растут в своей цене [10].

В списке крупнейших компаний, включенных ресурсом Forbes¹ в ТОП самых дорогих компаний мира в 2020 году, лидирующие позиции занимают представители нового поколения - компании, чья деятельность сосредоточена вокруг цифровых технологий (Таб.1.).

Топ-10. Когда речь идет о стоимости бренда, ведущие IT-компании — безусловные лидеры. В рейтинге 100 самых дорогих брендов по версии Forbes 2020 года первые пять строк занимают те же участники, что и в прошлом году: Первые четыре компании сохранили или увеличили темпы роста стоимости бренда, однако Facebook оказался в отстающих: бренд социальной сети за год подешевел на 21%.

Проанализируем эти бренды в цифрах:

- Общая стоимость 100 самых дорогих брендов за год выросла с \$2,33 трлн до \$2,54 трлн.
- Больше 50 компаний из топ-100 расположены в США. В числе других наиболее широко представленных стран — Япония (6 брендов), Германия (10), Франция (9) и Швейцария (5).
- Самая популярная отрасль в рейтинге — IT (20 компаний). Затем следуют финансовые услуги (14), автопромышленность (11) и розничная торговля (8).

Быстрорастущие бренды. Позиции нескольких брендов в ежегодном рейтинге, который учитывает финансовые показатели за предыдущий отчетный год, заметно изменились. Visa поднялась с 25-го на 18-е место, Adidas — с 61-го на 51-е место, а Netflix подскочил с 38-го на 26-е место. Изменилось также положение некоторых производителей товаров роскоши: Chanel переместилась с 79-го на 52-е место, а Cartier — с 64-го на 56-е.

Топ-100 2021 года может выглядеть совсем иначе, поскольку коронавирус и экономический кризис продолжают влиять на самые крупные и самые маленькие компании по всему миру. Однако сейчас ситуация выглядит так, что компании, которые заметнее всего выросли в 2019 году, такие как Amazon, Netflix и PayPal, могут остаться в выигрыше после пандемии благодаря трендам в области онлайн-торговли, стриминга и обработки платежей.

Таблица 1. ТОП 10 самых дорогих компаний мира в 2020 году²

№	Наименования компании	Стоимость бренда, млрд. долларов США	Изменения к предыдущему году, %
1	Apple inc.	241,2	+17
2	Google Материнская компания: Alphabet Inc.	207,5	+24
3	Microsoft	162,9	+30
4	Amazon	135,4	+40
5	Facebook	70,3	-21
6	Coca-Cola	64,4	+9
7	Disney	61,3	+18
8	Samsung	50,4	-5

¹ <https://www.forbes.ru/biznes/405947-samye-dorogie-brendy-mira-2020-goda-po-versii-forbes>

² данные на 29 июля 2020 года

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9 Louis Vuitton	47,2	+20
1 McDonald's	46,1	+5

Из приведенной таблицы видно, что компанию в большинстве своем заняты в сфере интернета, электроники, разработки программного обеспечения, электронной коммерции, информационных технологий. Это говорит о том, что предприятия, концентрирующиеся на адаптации цифровых инструментов в бизнесе, имеют возможность максимизировать отдачу в своей деятельности.

Важно понимать, что эта адаптация не происходит сама по себе - этот процесс требует грамотного стратегического управления со стороны компании. Если рассматривать более подробно каждое из направлений цифровизации, то следует обратить внимание на выделение двух видов изменений на предприятии: общие и связующие (Таб.2). Совершенствование этих направлений должно идти параллельно и комплексно.

Таблица 2. Изменения компании в условиях цифровой экономики

I. Общие направления изменений	II. Связующие направления изменений
<i>Производство, организация управления, логистика, система продаж и кадровая политика (прием на работу, переобучение, дополнительное образование работников).</i>	<i>Достаточно размытые границы и в полной мере отражают инфраструктуру, готовую к совершенствованию общих элементов</i>

Элементы общих направлений имеют свои особенности и могут проводить совершенствование с помощью специфических цифровых технологий: программного обеспечения, формирования нормативно-правовой базы и т.п.

Выделенные виды изменений, на наш взгляд, должны стать приоритетными на первых этапах цифровизации предприятия, для сохранения и повышения, имеющегося качества производимой продукции и увеличения ее конкурентоспособности.

Безусловно, в конкурентоспособной экономике путь цифровизации у каждого субъекта предпринимательства будет индивидуален и по подходам, и по времени, но трансформация необходима, и главное для высшего звена менеджмента компаний — это полное понимание целесообразности и актуальности мероприятий по активному внедрению инновационных технологий в производственный процесс [11,12].

Для разработки стратегии развития в контексте цифровизации, субъектам бизнеса, по нашему мнению, необходимо учитывать специфику новой экономической модели.

Василенко Н.В. в статье «Цифровая экономика, концепция и реальность» [13] выделяет три базовые составляющие цифровой экономики:

I. **инфраструктура**, включающая аппаратные средства, программное обеспечение, телекоммуникации и т.д.;

II. **электронные бизнес операции**, охватывающие деловой-процесс, реализуемые через компьютерные сети в рамках виртуальных

взаимодействий между субъектами виртуального рынка;

III. **электронная коммерция**, подразумевающая поставку товаров с помощью сети Интернет и представляющая собой в настоящее время самый крупный сегмент цифровой экономики.

Основными чертами цифровой экономики определяют следующие:

- экономическая деятельность сосредотачивается на платформах «цифровой» экономики;
- персонифицированные сервисные модели;
- непосредственное взаимодействие производителей и потребителей;
- распространение экономики совместного пользования;
- значительная роль вклада индивидуальных участников.

Очевидно, что цифровая экономика обеспечивает создание новых рынков товаров и услуг. Как коммерческие, так и государственные, услуги и товары становятся доступнее: теперь не только жители мегаполисов имеет возможность воспользоваться необходимой услугой или приобрести нужный товар.

В целом, контент, предоставляемый цифровой экономикой, является более информационно насыщенным, разнообразным, качественным и быстрым. Информация и нематериальные активы растут в своей значимости.

Цифровые активы могут использоваться неограниченным количеством людей, легко копироваться и распространяться. Теперь вывод

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продукта на глобальный рынок стал гораздо доступнее и быстрее, нет привязанности к поставщикам из местных регионов. Стоит также отметить, что материальные активы имеют тенденцию к изнашиванию, что у цифровых в процессе эксплуатации не происходит.

Человеческий капитал приобретает ценность. Уровень цифровой грамотности персонала становится одним из важных факторов дальнейшего развития компании. Изменения, которые несет за собой цифровая экономика, должны учитываться менеджментом компании при принятии управленческих решений, приспособление к ним является неотъемлемой частью процесса адаптации предприятия. Чтобы обеспечить себе конкурентные преимущества, компании стремятся активно формировать и реализовывать новые стратегические решения, опираясь на условия новой экономики [14].

Исходя из данных особенностей, сформулируем некоторые преимущества цифровой экономики:

- Стоимость оказания услуг on-line пространстве ниже, чем в off-line среде. Таким образом, у предприятия появляется возможность экономить на издержках. Эффективность производства повышается.

- Новые рынки товаров и услуг открывают новые перспективы для получения дохода.

- Субъекты предпринимательства имеют возможность выхода на глобальный рынок, скорость масштабирования увеличивается. Компания перестает быть зависимым от местных поставщиков.

- Появилась возможность сбора, хранения и обработки гораздо более значительных, чем ранее, массивов информации. Она применяется, в том числе, и для коммуникаций бизнеса, и работы над управленческими решениями. В целом, цифровая экономика привнесла ряд качественных изменений, позволяющих решать организационные и управленческие проблемы, которые ранее устранить было нелегко. Тема цифровой экономики активно обсуждается не только в бизнес-среде, но и в научном сообществе [15,16,17].

Нами был проведен обзор источников, которые концентрируются над проблемой адаптации современных компаний к условиям «Digital economy».

Синтез полученных знаний помог выявить основные направления влияния развития цифровой экономики на предприятие. Определение данных направлений и обоснование критериев для разработки стратегии дальнейшего развития компании составляют значимость данного исследования. Ключевыми выводами стали критерии для построения стратегии

компании, адаптирующейся к условиям цифровой экономики.

Первым критерием стала ориентация на клиента, работа над повышением его лояльности к производимому продукту.

Второй пункт - компании стоит уделять особое внимание на разработку и осуществление HR стратегии. В новых условиях появляется необходимость непрерывного образования и развития цифровых навыков у сотрудников компании.

Третьим пунктом является внедрение инновационных продуктов и технологий в деятельность компании. В больших корпорациях для этих целей образуют новые подразделения. Наличие сотрудников, отвечающих за внедрение и разработку инновационных продуктов, является одним из показателей уровня цифровизации предприятия.

Заключение

Основным выводом данного исследования является то, что стратегия современных компаний в условиях цифровизации - это стратегия в условиях изменений, и ее специфика заключается в ее гибкости. Также следует учитывать волатильность внешней среды, поскольку подверженность изменениям в процессе реализации - одна из важных черт стратегии «цифрового» предприятия.

Таким образом, развитые страны мира характеризуются доминированием в экономике сферы услуг и появлением на их базе информационных технологий. Появление Интернета и снижение стоимости доступа в глобальную сеть стали настоящей информационной (цифровой) революцией, которая изменила жизнь человечества в целом, и экономику в частности. С переходом крупных мировых экономик к пятому технологическому укладу и началом формирования компонентов шестого, критически возрастает роль информации как фактора производства [18]. Грамотное управление компаний в условиях внедрения новой модели экономики заключается в установлении гармонии бизнеса с цифровыми трансформациями. Адаптация к новым условиям диктует предприятию ряд условий, которые необходимо выполнять, чтобы оставаться конкурентоспособным [19,20]. Вместе с этим, это не означает, что изменения компании должны быть кардинальными, замещающими ее прежнее состояние. Цифровая экономика дополняет и дает возможности для развития и выхода компании на новый уровень. Цель компании - объединение новых технологий и предыдущего опыта. Активное внедрение в бизнес-процессы новейших разработок и достижений в области цифровой экономики даст возможность для нелинейного

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рывка в росте производительности труда, снижения издержек, а также создания

конкурентоспособной отечественной продукции на мировом рынке.

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DESCRIPTION OF ZAHIRIDDIN BABUR'S ACHIEVEMENTS IN VARIOUS FIELDS IN THE WORKS OF UZBEK AND WORLD AUTHORS

Abstract: The purpose of this article is to research on lifelong activities of Zahiriddin Muhammad Babur as a military man, great king, specialist of art, architecture, culture and literature. In this process, there is a glance at numerous literary works written by representatives of Uzbek and world literature.

Key words: prince, king, commander, Imperial country, writer, poetry, literary works, art, culture, architecture, painting, building, gardening, ruling system, military actions.

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Introduction

It is not a secret for us that human history has faced with limitless number of heroes and heroines who had a great role in formulating different spheres of environment. A number of them effected on the development of literature and art, whereas others impacted on politics and military life. However, in this article we are going to identify achievements of Zahiriddin Muhammad Babur in various fields. In this case, as a tool we chose some of invaluable works created by Uzbek, Indian and English authors.

I. Early life and background.

Known as the famous writer Zahiriddin was born in Ferghana region on February 14, 1483. He was the son of Timurid Omar Sheikh Mirzo. However, Indian writer S.M.Jaffar indicated some misconception in his work "The Mughal Empire from Babar to Aurangzeb" that Zahiriddin was born on February 24, 1483. Babur was descended from Amir Temur on the father's side and Genghis Khan on the mother's side. In his veins he combined the blood of two great warriors of Central Asia, that is, he embodied the courage of nomadic Tatars and the qualities of civilized Arabs. Babur was not originally a Mongol. In his "Memoirs", he spoke little about the Mongols and always referred

to himself as a Turk. But it is strange that the state he founded in India became known in history as the "Mongol Empire". The main reason for this is that the Indians called all the Muslim invaders as "Afghans" and "Mongols".

II. First attempts as a king and commander.

After gaining the reign of father in 1494, Babur was forced to fight with his own uncles for the throne. As a result, Zahiriddin lost his lands for the sake of Shaibanids and then in 1504 "Tiger" established his new country in Khurasan and continued his reign as a king. Soon Kandahar and Herat lands were also conquered. Subsequently, while continuing his rule in Khurasan, Zahiriddin began to think of conquering India. In his youth, Babur had read and heard about the triumphal procession of his ancestor Temur to India. At that time Babur himself was planning to conquer the fertile fields, rich nature and vast plains of India. However, he could not fully state the reason why Babur put his family and his army in danger of occupying the territory of North India. Despite the fact that royal power was in the blood of Babur, he was more commonly known as a "born traveler" and his character determined his fate.

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Babur's first attempts in conquering India were in convenient time. Indian army was very weak and uncoordinated, Babur's soldiers, on the other hand, were very strong and well prepared. Babur could defeat Indian king of that time, Ibrahim Lodi's 100,000-strong army with his army of only 12,000, as Zahiriddin's men were well-trained and had a large number of artillery. Thus, on April 22, 1526, Babur's name was declared as a king of Dehli in the mosque. Now that the Afghan rule in India was over and the Mongol rule began.

III. Actions as a great ruler.

Zahiriddin Muhammad, who ruled Kabul from 1504-1526, established a centralized, strong state. He did extensive work on improving the country. He ordered to build big markets. It boosted both domestic and foreign trade. The release of new canals was a major factor in the regulation of dams. "Tiger" expanded the cultivated area, created new parks. He built monuments based on oriental architectural traditions. As a result, this contributed to the spiritual and economic value of the people.

A brilliant era began in India with the entrance of Zahiriddin to this land. Indian land reached its peak of development under the rule of Moghuls. It is clear from these thoughts that the Indian writer had a positive view of the activities of Babur and his descendants in India. Under their rule the land of India flourished in different spheres of science.

Babur served as king of India for less than 5 years, but his system of government during this period is seen as a period of strong energy, quick decisions, and agility, just like in his military campaigns. After taking the throne of Delhi, the common people rebelled against the rule of Zahiriddin because they preferred a tyrant to a foreign king. Babur's own people also offered to go back saying that the hot climate of India had a negative effect on their health, but the great king came out to them and gave a speech and said that he came to India to stay for a lifetime, nothing but death can separate from this kingdom and his speech lifted the spirits of all.

He restored Agra as the capital of his state and was able to turn it into a city of beautiful gardens with large palaces, baths, wells, and waterways; Zahiriddin ordered the renovation of mosques and other buildings there and introduced a high-speed mail system between Kabul and Agra. Babur divided his kingdom among his soldiers. Professor Rushbrook-Williams left the following fair opinion about Zahiriddin's ruling system: "Babur could inherit the country which could be united only with the help of monarchy. His Imperia possessed very weak politics". It is important to remember that Babur did not have enough time to introduce new laws and regulations in the country. If he had lived longer, he would have proved his abilities as a great manager. It is clear from these views that

while many foreigners, especially the people of India, regarded Babur as a great commander because of his many military achievements, they did not regard him as a great king and leader.

The Mongol Imperialism, a period rich in new ideas, was able to create good conditions for the flourishing of art and the development of literature. During two centuries of rule, the Mongol Empire became a real Heaven for poets and writers, historians and artists, philosophers, musicians and dancers, engineers and architects.

S. Lane-Poole described Babur's achievements as follows: "When he came to India, the way for the Imperial State was opened in the country, and his place in the field of literature is significant with his travels, his wonderful book "Memories". In Persian and Latin, Babur was a great poet, and in Turkish, he had his own style in poetry and prose. When we look at history, it is difficult to find a prince who is higher position than Babur in terms of genius and mastery of a complex path of destiny".

Babur ascended the throne of Delhi in 1526, but he was a stranger to India and always continued to feel that way. He came from the north, from Central Asia, which flourished under the influence of the Timurid Renaissance, and where the influence of Iranian art and culture was strong. He has always longed for a friendly community in Baghdad and Iran, and for pleasant conversations. Babur missed the snow and glaciers of the northern peaks, the flowers and fruits of Fergana. He described India as a very good country, despite the inconveniences he faced with.

Babur died 4 years after his arrival in India, and much of his time was spent in struggles and the relocation of the capital to Agra, where he used the services of architects called from Constantinople. At that time, Constantinople was under the rule of Sultan Suleiman the Magnificent, and construction in this city was at a high level. Babur was acquainted with a very small part of India, but he believed that at that time northern India was at a much lower cultural level. According to Babur, there was no shortage of skilled workers and art critics in India. But they lacked the ability to make mechanical discoveries.

Even when Babur came to northern India, the southern city of Vijayanagar is said to have been home to many works of art and culture by many European tourists. However, there was a cultural decline in northern India. The main reason for this was the large number of casualties during the Afghan invasion. Under the rule of the Mongols, who had a higher standard of living and culture than the Afghans, many changes took place in India, which brought the aristocratic lifestyle to this country.

Babur was a handsome man, a true Renaissance prince. He was a brave man, a traveler, a true lover of art, literature and good living conditions. (J.Nehru)

On December 26, 1530, the great king and commander Zahiriddin Muhammad Babur, the

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incomparable writer and poet, passed away this world forever. He himself bequeathed his burial at the "Aram Bagh" garden in Kabul.

IV. Literary activity as a writer and poet.

First and foremost, while describing Zahiriddin as a writer, we must mention about the "Baburnama" written by him throughout his life, which is the autobiographical work of the great leader containing life story. By collecting all his lyrical poetry, Zahiriddin created the "Kabul devon" in 1519, and the "Indian devon" in 1528-1529. The total number of poems created by the great poet is 400, 119 of them are in the ghazal genre and 231 in the rubai genre. He also co-authored the book "Mubayyin-i-Zakot", written in 1522 which includes tax rate that what amount of taxes should be collected according to the level of population.

Being a well-versed linguist, Zahiriddin created the book "Mukhtasar" dedicated to the science of "Arus" in 1523-1526, and it now serves linguists as a great source in linguistics. Babur, who was also interested in translation, translated the Hodja Ahror's "Volidia" from Persian into Turkish.

In addition, there is information that Babur wrote books such as "Harb ishi" in order to share his knowledge, skills in the military field and "Musika ilmi" to contribute to the development of music.

V. Achievements in art, architecture and gardening.

Babur was a great art lover. Architecture, poetry, painting, music, gardening, and the art of decorating books with various paintings reached to the peak of its flourishing under his rule. His interests were so strong that even in the heyday of his reign he could find time to engage in the arts. When he arrived in India, he did not like the buildings of Delhi and Agra, but he was amazed by the architecture of Gwalior. However, only one mosque in Panipat and the Jome Mosque in Sambhal which were built during his rule have survived till now.

VI. Conclusion.

In summing up, when we look through the human history, we can be sure that numerous kings, commanders, rulers; writers, poets; artists, painters; architects had an invaluable role in forming today's view of the world. However, the person who collected all abovementioned features in his priceless mind was Zahiriddin Muhammad Babur. In this article we attempted to research on a number of literary works, articles written by representatives of Uzbek and world literature. After the analysis, we came into conclusion that different authors had various thoughts about activities of Babur. Both positive and negative opinions about Zahiriddin's military actions, policy, literary and artistic activity are included in their books.

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DISTANCE EDUCATION SYSTEM AS A NEW FORM OF TEACHING

Abstract: In this article, the introduction of modern information and communication technologies into the educational process, in addition to traditional teaching methods, shows the factors that create a new form of teaching - distance learning.

Key words: Modern education, traditional teaching, form of teaching, distance learning, distance learning, interactive learning, independent learning, information technology, continuing education.

Language: English

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Introduction

The penetration of modern information and communication technology tools into the educational process has been a factor in the creation of a new form of teaching - distance learning in addition to traditional teaching methods. [1]

In distance education, the student and the teacher communicate continuously with each other using specially created training courses, forms of control, electronic communication and other technologies of the Internet. Distance learning, based on the application of Internet technology, provides access to the world information education network, performs a number of important new functions that have the principle of integration and interaction.

Distance learning provides continuous improvement of their skills to all those who wish to receive education. In the process of such teaching, the student will independently master instructional materials in an interactive mode, pass control, perform control work under the direct guidance of the teacher and interact with other Vertical Group students in the group.

Materials and methods

For certain reasons, distance learning is a convenient form of training for those who do not have the opportunity to study in full-time Departments of educational institutions, for example, do not require

health care, have the intention to change their profession or are older, intend to improve their skills.

In distance learning, different types of information and communication technologies are used, that is, each technology depends on the purpose and essence of the issue. For example, if teaching aids (textbooks, textbooks) based on the traditional printing method are based on the introduction of students with new material, interactive audio and video conferences are designed to interact between a certain period of time, e-mail is designed to establish proper and reverse communication, that is, to send and receive messages. While pre-tape-sealed video recording allows students to listen and view lectures, maximum communication, messages, assignments can be quickly exchanged over the network, allowing students to train through mutual feedback. [2]

Why did distance learning become necessary? - it is natural that the question arises. The answer to this question can be listed as follows:

- New opportunities in education (low cost of education, lack of dependence on time and place, etc.).
- Limited number of student admission to educational institutions.
- An increase in the number of those wishing to receive education.
- The emergence and development of quality information technology.

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- International integration.

The conditions and opportunities listed above indicate the need for distance learning.

1. In general, the purpose of distance education includes:

- To provide an opportunity for all students, students, those wishing to receive education in all regions of the country and abroad with the same education.
- the use of scientific and educational potentials of leading universities, academies, institutes, training centers, personnel training institutions, qualification improvement institutions and other educational institutions to increase the quality of teaching evazi.
- Provide parallel access to additional education with basic training and basic work activities.
- To meet the need for educators to be educated and to expand the educational environment.
- Create opportunities for continuing education.
- Ensuring the level of education on the basis of a new principle while maintaining the quality of Education.

Results

Summarizing the above, it can be said that the introduction of distance learning elements in educational institutions will bring all-round benefits. The higher education system has all the conditions for the introduction of this complex.

The advantage of distance learning is that the duration of study in it is determined by the student himself, that is, the student begins to study at a voluntary time, mastering the materials under the supervision of the teacher. Mastering is determined depending on the performance of assignments, tests. The faster the reader mastered the given program, the faster he will finish reading. If he can not master the program, he will be given the opportunity to work independently and continue his studies.

Achievements and disadvantages of distance education. Distance education has methodical, economic, social achievements and advantages, as well as shortcomings and disadvantages. Methodical achievements and advantages can be attributed to:

- Ease of lesson table. The reader can participate in the learning process at a time when he is satisfied;
- Easy access addresses. The student can participate in the educational process from internet cafes, houses, pubs, workplaces and other places;
- Comfortable reading pace. Education is conducted at the pace that students understand new knowledge;

- Convenient training plan. The curriculum can be organized for students in accordance with individual and state educational requirements;

- Accumulation of database. Ability to gather and use the knowledge of previous students;
- Visual comfort. Full use of multimedia capabilities;

- Involvement of qualified teachers in selective learning process;

- Persons in military service and others;
- The tools of distance learning system are as follows.

- Textbooks (traditional textbooks, electronic textbooks, manuals, spravochniki, etc.);

- (Computer) educational and methodical manuals on the network;

- Computer education systems in the usual and multimedia options;

- Audio and educational information materials;

- Video training-information materials;

- Remote laboratory practicals;

- Distance simulators;

- Remote information and knowledge base;

- Remote electronic box;

- Instructional expert systems-based instructional tools;

- Training tools based on Geoinformation systems;

- Virtual reality-based learning tools.

Also, as the main differences of distance education from the correspondence form of Education – constant (with the tutor) communication with the help of Telecommunications, we can cite the possibility of communicating with him operatively the questions that arise.

The task of the distance learning system: in the creation of distance learning courses, the expert can determine the training of the course, enter parameters and create an adaptivated test base in assessing the knowledge of students, as well as formulate.

Advantage of the training system:

- availability of different roles of users in the system;

- user-friendly interface;

- formation of individual training training based on the initial level of knowledge of the student;

- availability of the possibility of creating adaptive tests;

- ability to store student's results in a database and analyze, export;

- Possibility of organizing distance learning process through the system;

- Ability to organize Video conferences;

- Availability of Internet communication elements (Chat, forum, internal data exchange system).

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Based on the above considerations, the following conclusions can be drawn:

One of the basic principles of distance learning is expressed in the absence of any limits to the time in which students work with their tasks.

We can see distance learning as a new stage in the development of education, the fact that education based on the use of personal computers, video and audio technology, space and fiber technology are provided with information technology. The introduction of such elements of education into educational institutions is of every benefit.

Conclusion

Today, our society is developing and changing very quickly. The wide opening of the road to modern knowledge, the efficient use of new information technologies in improving education has become the demand of today. The educational system included such concepts as distance learning, internet, intranet, Multimedia Communication, Multimedia textbook, multimedia manual, multimedia library, multimedia instructional methods. Their high level of use, inclusion in them, implementation in the educational process adds a great deal to the training of young people who will have high knowledge and skills.

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PECULIARITIES OF PREPARING TEACHERS FOR THE DEVELOPMENT AND USE OF E-LEARNING RESOURCES

Abstract: This article outlines the problems and the causes of their occurrence in the development of means of information resources, including electronic educational resources (EER), ways to solve them, especially the preparation of teachers for use in EER training classes.

Key words: information technologies, electronic educational resources, professional competence, design of EER, assessment of EER, application of EER, professional training, methodological system.

Language: English

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Introduction

Today, it is difficult to imagine the field of education without informatics, information and computer technologies. In particular, e-learning resources (EER), which greatly help teachers to achieve their work efficiency in the conduct of lessons, also serve to make lessons interesting, increase the educational and pedagogical achievements of students [1]. Therefore, the issue of broad and effective implementation of EER in the educational process today remains one of the most pressing issues in the professional training of teachers of computer science and information and communication technologies.

It should be noted that today it is difficult to express the opinion that EERs are always used in the activities of teachers of computer science and information technology. According to research in this area, EERs used in the teaching process are used in traditional teaching methods, mainly for the purpose of "filling in the gaps." The pedagogical relevance of many developed and used EERs depends on the "conscience" of the authors of these programs, as many of these developments do not take into account today's requirements for informatization of education, theoretical and conceptual developments in this area, didactic methodology [5]. For this reason, it is

important to study the problems of the specifics of the development of e-learning resources for teachers and their preparation for use.

Indeed, EERs are often used in the traditional model of teaching in the form of a lecture-instruction consisting of slides, animated objects, and fragments of video material in order to develop learners' interest in learning. Training in this form is passive, although today the training of learners in the opposite way, that is, in an active nature, is on the agenda.

Main part

This situation with the use of EERs in teaching contradicts the views expressed in many psychological and pedagogical studies, which show the great importance of EERs for improving learning outcomes [2]. Information technology has a huge potential to overcome such situations and increase the efficiency and productivity of ETRs. In particular, EER is also able to shape the relationship of participants in the learning process based on mutual trust.

These shortcomings include the inefficiency in the use of EERs, the attempt to adapt EERs to the traditional learning environment, including the traditional goals, content, form and methods of teaching, the desire to use only the most obvious

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potentials of EERs, and especially the technical tasks of teachers in developing EERs. It should be noted that their inability to form correctly. These occur for the following reasons:

- Insufficient level of professional training of teachers involved in the introduction of EER in the teaching process;
- Lack of consistency of EERs within the boundaries of topics, sections and, moreover, a single subject in a particular subject;
- Lack of clear scientifically based measures for pedagogical examination of existing EERs;
- Insufficient development of the system of training teachers for the independent development of multifunctional EERs and the formation of technical tasks for the development of semi-functional EERs.

With this in mind, it is necessary to take into account the new goals of education in the development and implementation of EERs in the educational process. Today, such goals have been developed in the context of the demands of the individual, family, society and the state on the education system, given the growing potential of information technology. In order to achieve these goals, it is necessary to inform the public, including the education system, and to involve EERs in the educational process, which can incorporate the achievements of information technology.

As noted in almost all modern scientific research, at the level of teaching subjects, it is necessary to use information technology tools (including EERs) and train teachers who will be able to solve current professional problems. Particular attention will be paid to the creation of EERs that can meet the needs of modern education, with quality content and functionality appropriate to the individual learning systems of the subject, which provides for the achievement of the planned learning outcomes. As a result, the problem of creating appropriate professional qualities in teachers, as well as the creation of an information and educational environment of the modern education system becomes a topical issue.

g future teachers to use information technology in their professional activities and work in an individualized educational environment is carried out in two stages:

1. In the process of professional training in a higher education institution;
2. In-service training and additional professional training.

A competent approach is the main approach to the training of future professionals in the process of vocational training in higher education. According to this approach, the main purpose of training future specialists in higher education is to form in them general, professional, professional-practical and general cultural competencies. Therefore, in recent years, it is important for future professionals to create

certain components of competence in accordance with the requirements of the information technology era, and thus ensure the full readiness of the future specialist in the field of professional activity [3]. Among the types of professional activities of the future teacher, emphasis is placed on his pedagogical, project, research and cultural-educational activities. Among them, the components of the teacher's project activity in the context of the issue we are considering are important. The teacher's project activity (including the process of designing ETRs) involves a systematic approach, which consists of the following stages:

- identification and analysis of planned learning outcomes;
- determination of the required types of educational activities;
- design of learning situations and learning objectives;
- selection of teaching aids for the implementation of the required educational activities.

The process of professional development and additional training is characterized by the following features:

- Teacher training on the use of information technology, including ETR in the educational process is carried out on the basis of training and retraining centers (institutes) of the education system, retraining because they have sufficient information and communication tools and capabilities, pedagogical and technical directions; has the ability to effectively implement the training process;
- In the field of training and retraining of teachers in the field of introduction of information technologies in education, each region can develop its own concepts and programs for informatization of the education system in its territory, based on their capabilities;
- In-depth and basic computer training in the use of network information technologies and ETRs in retraining and advanced training of teachers, which has the opportunity to fully take into account the specifics of the use of information technology in the teaching of specific subjects.

In view of the above, it should be noted that the methodological system for developing ETRs, assessing their quality and preparing teachers for their use in the educational process must meet the following requirements:

- The content of the system of teacher training in the field of development and implementation of ETR in the educational process should be in line with modern educational goals;
- to supplement the methodological content of teacher training in conjunction with the acquisition of the theoretical basis for the design and application of ETR in the educational process, based on educational objectives;

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- The system of training teachers for the use of ETRs should be flexible and dynamic and take into account the areas of professional training;

- In addition to the three priority components for the development, application and evaluation of ETRs, another fourth priority component should be added - the design of a pedagogically based technical task for the development of ETRs;

- The content of the system of teacher training for the use of ETRs should have a fundamental basis;

- Teachers should be trained to ensure the transition from traditional methods of using ETR in the educational process to the independent activity of students;

- In order to increase the capacity of teachers to use ETRs in the educational process, it is necessary to establish a mutual exchange of methodological experience in the pedagogical community;

- The readiness of teachers for the effective use of ETRs in the educational process should be continuous and continuous;

- The concept of interdisciplinary connection in the use of information technology in professional activities by teachers should be formed.

Conclusion

In general, a promising direction in the training of teachers of informatics, information and communication technologies is the formation, development, selection and methodological application of science-based e-learning resources in the educational process, not only in the technical and technological aspects of working with information technology such as.

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THE ROLE OF THEORY AND PRACTICE IN THE DEVELOPMENT OF IDEOLOGICAL COMPETENCE IN STUDENTS

Abstract: In this article, the role of theory and practice in the development of ideological and ideological competency of students, their importance in the formation of socio-communicative competency in students are explained.

Key words: competence, idea, ideology, ideological training, ideological training, socio-communicative competency, ideological competency, theory and practice concept.

Language: English

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Introduction

By the end of the XX century, the intensive process of radical changes in socio-cultural, economic and political spheres all over the world led to a change in the educational paradigm. The growing role of knowledge, the revolution in information and communication technologies, the emergence of the labor market in the global environment, as well as the radical changes in the economy due to political changes, has marked new demands on specialists. Training of students as specialists with ideological-ideological competence is an integral component in the process of innovative education and training.

In the 21st century, the rapid pace of life, the growth of knowledge, global and national interests, the widening gap between material and spiritual life, require new reforms in the preparation of a harmoniously developed generation and in education.

There is no doubt that any reforms in the field of education will have a positive impact on the development of our society. Increasing the intellectual potential of the country is an important factor in training mature, competitive personnel who can meet the requirements of state educational standards.¹

Materials and methods

Within the framework of the science of "National idea: basic concepts and principles", the idea as a driving factor in the development of mankind, the expression of humanistic trends in creative ideas, the functions of ideology, the role of national idea and ideology in strengthening the independence of Uzbekistan, the main stages of the manifestation of ideas and ideologies in the history of mankind, the functions of developing ideological immunity and competence, ideological issues such as the socio-ideological foundations of ensuring the stability of society, changes in thinking and the role of the National idea in spiritual and educational renewal, institutional system of the development of the National idea are studied.

The development of ideological and ideological competence by students is associated with the ability to apply theoretical knowledge in practice, the close integration of educational concepts. Bringing up students spiritually, morally and physically harmoniously requires starting from raising the system of education to a qualitatively new level.

¹Mirziyoyev Sh.M. "We will restore the free and prosperous, democratic state of Uzbekistan together" (speech at the meeting of the chambers of the Oliy Majlis dedicated to the opening ceremony

of the post of President of the Republic of Uzbekistan). Tashkent-Uzbekistan» - 2016, 56 p.

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In 2017-2021, the following tasks have been defined in the program of measures on the strategy of actions on five priority directions of development of the Republic of Uzbekistan: education of young people with moral and physical perfection, raising the quality of education and training system from the ground up to a new boskich:

- education of self-sacrificing and patriotic young people with high spirituality, Katy life position, wide outlook;
- to protect young people from the influence of foreign ideas, to educate them in the spirit of loyalty to national and universal values, religious tolerance and harmony of the nation;
- to increase the personnel and prestige of pedagogical workers, to provide their material-spiritual and social protection;
- to raise the legal culture of young people, to prevent violations and crimes between them;
- the tasks of creating conditions for young people to regularly engage in physical education and sports, the formation of a healthy lifestyle among them are determined.²

Attention to education-attention to the future. Education is the most important system at the development stage. Total changes, updates are directly related to educational progression. In the phrase of the president of our country Shavkat Mirziyoyev, "we consider it our first duty to improve all the activities of the educational and educational system on the basis of modern requirements." In our country, attention is paid to the issue of education at the level of Public intimidation.³

Results

Since the education of young people in our country has reached the level of state policy, the basis of this is aimed at educating young people who are the founders of our future, who have an educated potential, who live with a sense of genius in the reforms carried out in the social, economic, political and spiritual spheres in our country.

To this end, the most important task of the government, relevant ministries and departments, as well as the entire educational system, our respected institutions and professors and teachers is to give a thorough education to the younger generation, to teach them physically and spiritually mature people. We will continue our state policy towards young people with no deviation and determination. Not only will we continue, but we will also raise this policy to the highest level that today requires.

Having a deep understanding of the essence and essence of the principles reflected in the national

ideology of our country, young people should fully understand the essence and essence of the ideas of peace, prosperity, people's well – being, a perfect person, harmony of the nation, tolerance of religion, social cooperation.

At the present stage of development of our society, the activity of young people in the spiritual sphere is an indicator of their conscious and creative realization of their active life position. Such a position-means to know the essence of the policy of building a free and prosperous, free and prosperous life in our country, to study deeply the profound attitude to social events, the priority tasks of the development of society, that is, to skillfully integrate theory and practice, to demonstrate an active attitude to Labor, high moral and moral qualities.

Education is one of the main factors determining the activity and spiritual appearance of a person. Through education and upbringing, a person is considered an active participant in the formation of social relations in society. Education is the formation of social needs. He not only acquires knowledge of the norms of conduct, but also seeks to follow them in order to get rid of stimuli or punishment, but also to translate them into the internal norms of behavior and apply them consciously in practice.

Middle Asian thinkers Farabi and Abu Ali Ibn Sina also paid attention to the importance of factors affecting human education. Farabi emphasized the importance of education and training in human perfection. There are two chances to become a "worthy person": an opportunity to receive education and upbringing. Through education, theoretical perfection is achieved, and upbringing is the path that leads to the creation of moral dignity and practical activity in communication with people ..."he says. Abu Ali Ibn Sina tried to shed light on the issues of ethics and moral upbringing on a philosophical pedagogical basis. He especially touched on the place of the parents in the upbringing of the family: "when a child is born, first the father should give him a good name, and then he should be brought up thoroughly... if good methods of upbringing are used in the family, the family will be happy," he put forward the idea.

While Abdulla Avlani stops on the subject of human Akli perfection, explains: "science is the glory of the world, the glory of the hereafter. Science is a sacred virtue for man, after all, science shows us our morality, our behavior as a mirror, makes our minds sharp as a sword, a man without knowledge is a fruitless tree kabidor" In his views, the scientist also emphasizes that knowledge is the most effective means of saving a person from ignorance: "Science will save us from the darkness of evil, bring us out into

² Resolution of the President of the Republic of Uzbekistan dated August 14, 2018 № PK-3907

³ Sh.Mirziyoev. We will continue our national development and path with determination and raise it to a new level. 1-volume. - T.: Uzbekistan» HMIY. 2017, 124-p.

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the world of culture, enlightenment, repel evil, corrupt deeds, do good deeds and good deeds. Today, our life, health, happiness, wealth are our lives, our chemistry, our enthusiasm, our world and the hereafter are connected to science."

To love the motherland in the minds of young people living in the present time, to absorb universal moral and spiritual values, to express their national identity; to educate compassionate, conscientious, anxious is one of the main tasks.

In person-oriented education - students as a subject must be able to demonstrate their personal experience and legal knowledge. Such experience dictates the use of their theoretical knowledge, which has a general and personal character, as an experience in practice.

Candidate of Pedagogical Sciences Z.Kasimova emphasizes that the priority of healthy conviction, confidence and national values in the candidate dissertation devoted to the pedagogical foundations of the formation of ideological immunity in the student youth is an important factor in the formation of immunity against foreign ideologies. For this, The Scientist writes, "It is necessary to arm oneself with the

basic concepts and principles of the idea of national independence, to accustom to the analysis and evaluation of life phenomena on the basis of the principle of secularism, science, to teach them to defend their views."

Another type of education in ideological education – the development of the ideological consciousness of the individual, the provision of socio-ideological activity, the formation and application of knowledge, skills and skills in practice, in a word, serves to increase the ideological culture in the activity of the individual.

Conclusion

In conclusion, the development of ideological-ideological competence in students' youth consists in the structuring of the physiological characteristics of young people, their mental and physical feelings, the effective use of theoretical knowledge, skills and skills acquired during their activities in practice, the role of education, the social environment, the activity in cooperation with public control and the formation of a sense of belonging.

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IMPROVING THE QUALITY OF THE EDUCATIONAL SYSTEM OF HIGHER EDUCATIONAL INSTITUTIONS BY MEANS OF THE INVOLVEMENT OF STUDENTS IN THE EDUCATIONAL PROCESS WITH THE USE OF ANALYTICAL POSSIBILITIES OF NEURAL NETWORK TECHNOLOGIES

Abstract: The goal is to improve the quality of continuing education in higher education institutions based on the use of neural network technologies, for analyzing images received from video cameras installed in classrooms. An analytical review of the current software solutions and approaches to the implementation of systems for recognizing emotions, including such stages as "Pattern Recognition" and "Processing of Visual Information", has been performed.

Key words: gesture recognition, continuing education, recognition of educated neural networks, matlab, differentiated approach.

Language: English

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Introduction

In the field of creating an effective human-machine interface and control by means of gestures, today there are a sufficient number of technologies: There are two categories of effectiveness of distance learning: 1. Distance learning should provide the greatest possible interactivity between the student and the teacher, feedback between the student and the educational material. 2. It is extremely important to provide highly effective feedback so that students can be confident in the correctness of their progress along the path from ignorance to knowledge [1].

Materials and methods.

Today, with the help of innovation, it is possible to introduce modern methods into the educational process, new solutions that can make teaching people with disabilities most comfortable. One of these methods is the artificial immune systems approach. Its use allows predicting the learning outcomes and efficiently managing the process of acquiring

knowledge in real time. The second modern approach is the possibility of using neurointelligent systems.

A neural network is a machine interpretation of the human brain, which contains millions of neurons that transmit information in the form of electrical impulses; it is a sequence of neurons connected by synapses [2].

One of the urgent tasks is the recognition of visual images. Machines capable of recognizing paper signatures, symbols and emotions, which greatly facilitate human labor and speed up the work flow, while reducing the risk of error due to lack of a human factor [3].

Neural network technology is used to analyze the conducted pair based on neural technologies. How during the pair, the neural network will track the involvement of students in the educational process, record what topic the teacher is teaching at this time and what the student's involvement in this or that information received [4].

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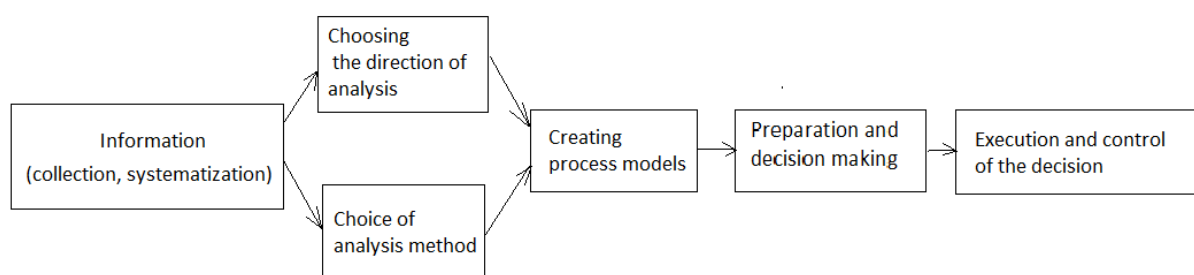
At the end of the lesson, the system will identify gestures and emotions, which the system will classify as negative (that is, the student does not understand what is happening on the pair) and the positive jelly understands what is happening on the pair. Then, using face recognition technology, certain body movements will be assigned to a specific student. And an algorithm will be proposed that will ask personalized topics for each student to work out the material that he does not understand.

In the course of this technology, it is planned:

1. make the educational process more personalized;
2. to improve the general level of students' literacy;
3. a differentiated approach (to use a task depending on the level of preparedness of students).

It should be borne in mind that:

Intellectual analysis, used for the above subtasks, currently has a wide range of mathematical methods and information technologies implemented on their basis. These include methods of multivariate statistical analysis (factorial, variance, regression, correlation, cluster, analysis, etc.), specific methods of intellectual analysis - artificial intelligence methods (artificial neural networks), decision preparation systems. Moreover, some of these methods or their combination can be used both for the operational analysis of the available data and for fundamental research of problems in a particular area of the educational process [5]. The general scheme of the analysis of the educational process using information analytical systems can be represented in the form of Picture 1.



Picture 1. Analysis and decision tree

For a practical assessment in the university of the capabilities of information and analytical systems in the implementation of this scheme at the level of the faculty link or the graduating department, the accumulated databases of the faculty on teaching a group of students from the first to the final year were considered [6].

The structure of the developed template for the model of using neural networks to improve the quality of education is justified by the fact that the main goal of educational institutions is to provide high-quality and relevant education, which directly depends on the organization of the educational process.

Conclusion.

Thus, the system of improving education using neural network technologies is an actual technology

today, and in a rapidly changing world, a huge number of information flows and the conjuncture requirements of the labor market, and modern realities, will inevitably require flexibility and individuality of the educational process. The speed of changes in the demand and extinction of certain knowledge will only increase with time, the continuity of the educational process, only this will be a guarantee of economic stability, both of an individual member of society and society as a whole, which in turn imposes strict requirements not only on students, but and to existing educational models. And to include in them the latest technological developments today in the field of the educational system.

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THE USE OF MULTIMEDIA TECHNOLOGIES FOR THE DEVELOPMENT OF INTELLECTUAL SKILLS OF STUDENTS

Abstract: The article reveals the possibilities of interactive tests created using multimedia technologies for the development of students intellectual skills. It also considers the use of interactive methods in the classroom as a factor in increasing students interest in the subject, which leads to increased skills in using information technology, time is saved, and more opportunities are created for consolidating and controlling knowledge. The study identified the main competencies for the use of interactive tests for the development of intellectual skills of students of pedagogical higher educational institutions

Key words: Information technology, multimedia technology, intellectual skills, interactive tests, logical thinking, imaginative thinking, multimedia interactive tests.

Language: English

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Introduction

At present, modern society places high demands on the intellectual viability of young professionals, regardless of the area in which they are employed. A graduate of a modern university entering an independent life in the conditions of the modern labor market and a rapidly changing information space needs to be a competitive employee.

An important task of the education system is the training of highly qualified specialists in demand on the modern market. In this regard, the urgent problem of training specialists who meet the requirements of the modern world, when students should not only gain professional knowledge, operational skills, but also improve educational and intellectual skills (for example, the ability to think creatively, independently replenish their knowledge in the process of work, improving their skills, quickly adapt to the changing conditions of the modern world, etc.).

The process of the students mental (cognitive) development is, on the one hand, through the assimilation of knowledge, and on the other, through the mastery of mental (intellectual) skills.

However, in working with students more time is devoted to the formation of a specific baggage of knowledge, and the development of mental abilities remains without proper attention.

This is confirmed by studies conducted in different samples, which indicate that intellectual skills are not sufficiently formed not only among schoolchildren but also among university students.

It is proved that the success of mastering intellectual skills does not depend on age, but on the type of training [1].

The use of multimedia tools in the learning process will trigger new forms of logical, mnemonic and creative activity. This can be seen as the historical development of the mental processes of the person.

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Education involves enriching students with the intellectual attributes of their culture. Multimedia can be seen as such an intellectual attribute inherent in many cultures. According to L.Vygotsky [2], intelligent tools can facilitate learning in several aspects.

Intellectual skills are manifested in the ability to acquire new knowledge independently, in self-awareness, in the development of appropriate thinking skills and abilities.

Intellectual skills are the ability to work with information and think effectively in modern society. These skills can include:

- the need to use existing knowledge and understand new knowledge.
- the ability to select sources of information for searching new knowledge (encyclopedias, dictionaries, media, and Internet resources).
- be able to find new knowledge (information) from different sources and in different ways (monitoring, reading and listening).
- be able to process the information obtained to obtain the required result (analysis, generalization, classification, comparison, separation of causes and results).
- transfer of information from one form to another (text, tables, graphs, graphs, illustrations) and selection in a convenient format. ability to present information in short or extended form in the process of information processing.

The transition to positive, constructive, scientifically grounded innovation changes in the education system of the republic has led to new problems.

One of these problems is to provide students with advanced technology to develop their intellectual skills.

Doing so will ensure that students can achieve effective results in their future creative, information and educational activities.

Pedagogical conditions for the introduction of multimedia technologies in education can include:

- Creation of a special learning environment aimed at improving the effectiveness of multimedia technologies;
- interactive presentation of educational information aimed at improving the quality of education;
- The use of multimedia technologies aimed at enhancing students' independence and creativity in learning innovation;
- The organization of teacher and student communication on the acquisition of new knowledge through interactive communication with the computer.

According to the famous psychologist O. Tikhomirov [3], in the field of intellectual activity development, the interplay of human, computer and multimedia technologies distinguishes three points:

- replacing;

- filling;
- reorganization.

Reviews literary

The following have been focused on the development of intellectual skills: G. Gelfman [4], J. Pajae [5], D. Shadrikov [6] and others.

Intellectual competence, in my opinion, is that key competency necessary for a future specialist, the mastery of which would allow him to constantly improve himself. According to V.P. Ivanova, "the constant increase of intellectual competence, the growth of individual identity of the mindset provides the formation of a culture of intelligence, a necessary condition for a harmoniously developed personality"[7].

The key basis for the development of professional competencies of a future teacher is his intellectual skills, that is, the ability to carry out various methods of mental activity: to analyze and synthesize, compare, classify and systematize concepts and facts, find a causal relationship, highlight the general, special, individual and other.

According to Olena Martynenko, "The modern pedagogical process requires a fundamental change regarding the teacher's role in co-operation with the students. He or she would act not only as the bearer of knowledge, but also as the organizer of their cognitive activity. A competent teacher is the main performer in the development of the intellectual potential of the entire nation.

Shifting emphasis on the formation of the subjective competences of pedagogical staff, which will increase the quality of their basic training in general"[8].

Professor Barry Fagin considers in his works the development of critical thinking with the help of computer sciences. According to Barry Fagin, the development of critical thinking determines a persons education. Critical thinking is an important skill for an educated society. Our experience of computer science teachers in an environment with a clear emphasis on critical thinking has prompted us to explore the relationship between them. We describe examples of how critical thinking skills can be developed as part of an informatics curriculum, and suggest future paths where the relationship between critical thinking and computer science is fruitfully explored [9].

Janet G. Donald also addressed the development of intellectual skills in higher education. In her work, Janet G. Donald revealed the phased development of intellectual skills.

Most approaches have, however, paid attention to certain aspects, for example, description or context. In critical thinking, one examines assumptions; in problem solving one lists facts. Exploration, questioning, and goal stating help to establish the general context or parameters in various approaches. All of the approaches refer to intellectual skills at

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greater or lesser degrees of generality. Several include different kinds of analysis: of elements; relationships; groups; or structures. Logic or reasoning is referred to frequently as inference, inductive reasoning, deductive logic, or hypothesis formation. The suspension of judgment and impartiality appear to be adjunct skills. One of the most frequently found skills is representation or visualization, where concepts, systems, problems, or procedures are designed, elaborated, restructured or invented. Finally, some process of verification is recommended in the form of seeking evidence or reasons, providing instances or examples, stating qualifications or limits, and using feedback [10].

methodology

Rapid changes in the education system will need to further strengthen the professional training of students in the modeling of the pedagogical process and the formation of the professional competence of future teachers. As a result of applying multimedia technology, which is an effective teaching tool, the student will be able to model the content of the teaching system in his or her future career, effectively and independently solve teaching and methodological issues.

Based on this, as well as our intellectual skills such as analysis, synthesis, generalization, abstraction, and specification on the problem under study, we regard our underlying intellectual skills as part of our research to educate students and enhance their development [11].

This became the basis for active discussion and search for new ways and conditions for developing the intellectual skills of future professionals. Such professionals should not only have general and modern didactics, theoretical and practical skills, and the ability to build different attitudes and relationships to meet new needs of the individual and society in the process, but also to use various innovative technologies, advanced technical and technological expertise, and advanced intellectual skills. Must have the ability to think, professionally oriented multimedia competencies.

In this case, the following are theoretical and practical guidelines for the training process:

- have the skills and knowledge to apply differential psychophysiology in practice;
- creation of information bases, websites, multimedia applications, Web design;
- interest not only in the development of learning material, but also in the development of "intellectual technologies";
- activation of purposeful mental activity; logical, spatial-image thinking aimed at the development and use of multimedia products with a developed complex of intellectual issues;
- development of logical connections;
- formation of the desire for independent learning;
- to master progressive methodologies [12].

In this case, it is advisable to use improvisation and technology. This method can be used to assess the grammar of test tasks. These test tasks force students to think logically to find the right answer or to think intellectually to find the right answer [13].

Control of students knowledge is one of the main elements of assessing the quality of education, an essential component of the pedagogical system and part of the educational process.

Control is one of the most important stages in the learning process. Its proper organization makes it possible to obtain information about the degree of assimilation of material by students, to adjust teaching process.

Testing is a specific system of tasks that helps students determine the level of development of knowledge, skills and abilities [14].

In pedagogy, test tasks have three interconnected tasks: diagnostic, educational and educational.

The diagnostic task is to identify students knowledge, skills and abilities. From the standpoint of objectivity, control of knowledge through testing is superior to other forms of pedagogical control.

The academic task encourages students to become more active in learning the material.

Educational tasks are reflected in the continuity and inevitability of test control. It organizes and directs students' work, helps them overcome their knowledge deficits, and develops a desire to develop their abilities.

Many methodological innovations are associated today with the use of interactive teaching methods and interactive forms of control. "Interactivity" means the ability to interact or be in dialogue mode. Consequently, interactive learning is, first of all, interactive learning [15].

Since the very idea of such training and control arose in the mid-1990s with the advent of the first web browser and the beginning of the development of the Internet, a number of experts interpret this concept as training and control using computer networks and Internet resources.

In terms of vocational education, these forms of control can increase the degree of cognitive activity of students; bring them to the creative level of applying knowledge and skills; increase learning motivation.

Interactive tests increase students interest in learning material. Ready electronic tests are not always appropriate for students in the classroom, program requirements, or training objectives. Therefore, the teacher should be able to create multimedia interactive tests with the use of software to develop students intellectual skills. Students can also be involved in designing tests.

Multimedia interactive tests help to enhance students knowledge in the subject. Students have the opportunity to answer specific questions not only by reading, but by visualizing them. They also learn with great interest the questions presented in audio and video or animation and try to answer them correctly.

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This allows multimedia interactive tests to be more effective than traditional tests in enhancing students knowledge. It is possible to develop students intellectual skills by enhancing their knowledge, that is by analyzing, synthesizing, summarizing, abstracting and refining them.

The automated system of student knowledge control includes the following multimedia software: My test, Hot Potatoes, ISpring QuizMaker and others.

Analysis of three of these programs shows that students have more opportunities to develop their intellectual skills in the following programs.

Table 1.

Intellectual Skills	My test	Hot Potatoes	ISpring QuizMaker
Analysis	+	+	+
Synthesis	-	-	+
Summarize	+	+	+
Abstraction	+	-	+
Concrete	-	+	+

As shown in the table above, the ability to develop intellectual skills from these programs by building various tests in the ISpring QuizMaker software is higher than in other programs.

iSpring QuizMaker has the following key features:

- ability to create networked tests (adaptive tests);
- assignments to identify one or more of the correct answers;
- test tasks aimed at filling in understanding;
- open test tasks;
- tasks aimed at identifying similarities;
- compliance tests;
- tasks to identify active areas;
- ability to create tasks to determine the correct sequence.

A window for entering students names and e-mails appears before the test. This information will be used to summarize the results of the student's test results and e-mail.

Of the listed tests, only one correct answer may be created, and tests with more than one correct answer can be created. Adaptation questions as a non-standard test, a test procedure for determining the order, a test for finding an active field. You will need to find a picture to match the answer given in the test below. Here, students learn not only the names of objects, but also their images.

Adaptation tests help students to develop their intellectual skills, that is through these tests students learn to analyze, synthesize, compare, and refine. Adaptation tests may also include tests such as finding a definition or a graphic representation of an object and finding information about it.

There are also tests to find the active areas of the image that are included, so that students have to look for and mark the answer to the question asked.

Examination tests help students to think. Students will need to identify the appropriate procedure for solving the problem they are trying to analyze.

These tests develop students skills in analysis, synthesis, generalization, concretization and abstraction. Through these skills, students can develop intellectual skills that will help them to think logically. results

Experimental and control groups were selected to carry out the pilot works and determine their effectiveness. Teaching students in the control groups was as usual. In the experimental groups, a lesson on "Multimedia Systems and Technologies" was conducted using the e-learning manual. Lessons from the test and control phase are the same, except for teaching methods.

With the help of the developed test questions at the Tashkent State Pedagogical University named after Nizami were tested for students of the first year of the bachelor degree in 5111000-Professional education (5330400 - Computer graphics and design). A total of 24 students participated in the experiment. Experimental and control groups were selected. Control of students knowledge in the experimental groups was carried out on the basis of multimedia interactive tests, and in the control groups using traditional methods.

In order to compare the learning experiences of the control and control groups, the mean scores on the

groups were calculated as $X = \frac{\sum x_i m_j}{N}$. Here xi is the learning rate (price) 2, 3, 4, 5; values. m_j - number of repetitions, N - number of students participating in the experiment.

The average value of the effectiveness of the learning process is the arithmetic mean of the scores of the experimental and control groups, that is, the coefficient of effectiveness.

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$\eta = \frac{X_E^{**}}{X_C^{**}}$ is calculated by the formula.

During the experimental testing, the educational process was monitored for the course “Methods of Teaching Computer Science”. The results obtained during the study are given in table.2.

Table 2.

Groups	Number of students		Level	Experimental group	Control group
	<i>Experimental group</i>	<i>Control group</i>			
KGD-102	12	12	"5" (excellent)	4	2
			"4" (good)	6	5
			"3" (satisfactory)	2	5

On these results, we calculate the average performance.

Mean values in experimental and control groups:

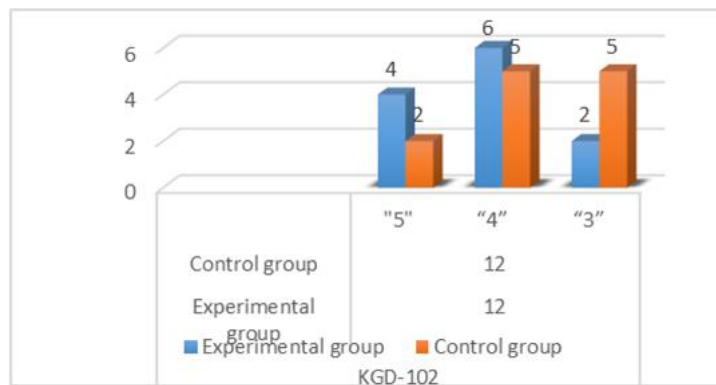
$$\overline{X}_E = \frac{1}{12} [4 \cdot 5 + 6 \cdot 4 + 2 \cdot 3 + 0 \cdot 2] = \frac{1}{12} (20 + 24 + 6 + 0) = \frac{50}{12} = 4,17$$

$$\overline{X}_C = \frac{1}{12} [2 \cdot 5 + 5 \cdot 4 + 5 \cdot 3 + 0 \cdot 2] = \frac{1}{12} (10 + 20 + 15 + 0) = \frac{44}{12} = 3,67$$

Efficiency ratio

$$\eta = \frac{4,17}{3,67} = 1,14$$

According to the results of theoretical training, the efficiency of the experimental group is 1.14 times higher.



Picture 1.

The obtained indicators indicate the effectiveness of the development of intellectual skills among students of pedagogical higher educational institutions based on the developed interactive test.

CONCLUSION

Using interactive methods in the classroom increases students' interest in the subject, skills in using information technologies increase, time is saved, more opportunities are created for consolidating and

controlling knowledge. Through the introduction of such interactive technologies in the learning process, you can improve the quality of the lesson and achieve accuracy when testing students' knowledge.

The use of interactive tests is aimed at the formation of educational-cognitive, value-semantic, informational and communicative competencies. Conditions are created that allow students to develop the ability to answer the question posed, set goals, make decisions, and formulate the answer. The

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competence of personal self-improvement is manifested in the aspect of intellectual self-development, emotional self-regulation, independence and self-esteem. The trainee masters the creative skills of productive activity, masters the methods of action in

non-standard situations, heuristic methods for solving problems. Thus, it is undeniable that the use of interactive tests is one of the ways to develop students intellectual skills.

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MATHEMATICAL MODEL OF CRYPTOGRAPHICAL HISTORICAL CODE ALGORITHMS TO DATA SECURITY

Abstract: This article focuses on the cryptanalysis of cryptology, focusing on the following issues:

Evaluate the durability of encrypted cryptograms using Encryption Techniques for Multi-Alternative Encryption. Analyze the interrelationships between existing encryption tools and learn how they are used in continuous encryption algorithms.

Key words: Cryptology, cipher, ciphergram, Enigma, cryptanalysis, cryptography, tolerance level, keys, reflections, hash function, symmetric and asymmetric cipher algorithms.

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Introduction

In order to be able to obtain accurate results in science, it is necessary to build a mathematical model of the object under study. In direct cryptography, the mathematical modeling of ciphertext, plaintext, and keywords can be helpful in solving a number of problems. In particular, the concept of the algebraic model of the cipher system was introduced by K. Shannon [1].

As you know, in cryptography, data is encrypted by linear decryption. In this case, the decryption is based on the decryption, and the decryption is called decryption.

Encryption consists of a set of multi-line decryption, in which data decryption is performed using keys. There is no value link between the key set and the lock set. Key selection naturally identifies the collection of all possible text sets from any set of open source texts. For any arbitrary argument, the calculation of this function is performed in the encryption rule, and the selected key is encrypted. The decryption value is determined by the function that collects all possible open texts from all possible sets of encrypted texts (based on the selected key). This process is performed in cryptography as an encryption

rule, and the decryption key is selected in the selected quality [2].

Let X, Y, K be the finite sets of possible values, ciphers, and equations, and let $E_k: X \rightarrow Y$ be the encryption rule with the K key. The set $\{E_k: k \in K\}$ is denoted by, and the set $\{E_k(x): x \in X\}$ is denoted by $E_k(x)$.

$D_k: E_k(X) \rightarrow X$ - $k \in K$ key encryption rule where $D = \{D_k: k \in K\}$ set.

If $k \in K$ $k = (k_{sh}, k_d)$, then k_{sh} is the encryption key, k_d is the decryption key, then E_k is the encryption function, and $D_{k_{sh}}$ is the decryption function.

The cipher satisfies the following conditions:

1. For any x and $k \in K$ let $D_k(E_k(x)) = x$ be equal;
2. $Y = E_k(X)$.

refers to a set of packages. [2].

In general, a cipher is a set of all possible encrypted texts (i.e., encrypted open texts), all possible keys (i.e., an object used for encryption), and all possible encrypted texts (characters generated by encryption).

In view of the above, it is worth noting the following:

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Condition 1 meets the single-value encryption requirement;

The 2nd conditional y Y means that the element x X and k K can be represented in the form of a gamoscale $E_k(x)$.

In general, it would be wrong to say that "for any k K i y $E_k(X)$ the equation $E_k(D_k(y)) = y$ holds." Otherwise, D_k is a function that does not change, and the function can change during the encryption process. Condition 1 shows that the function has the property of reciprocity. In other words, if the condition is met, then the following inequality holds for:

Produces a mathematical model that describes the basic properties of the original ciphers. Given the above, the original cipher can be equated with an algebraic model.

Endies, the probability model of the cipher can be entered, let the priority distribution of the probabilities be determined in the P and K sets. If the probability for an arbitrary and the probability for an arbitrary larva are determined, then the following equations hold [2]:

In cases where it is necessary to know the distributions P (X) and P (K), the probability model is used. It consists of a set of five, condition 1, 2, definition 1 and two probability divisions:

Probability properties of passwords are used for cryptanalysis and are used to decrypt passwords.

In most cases, the sets Y and X consist of combinations of individual levels of cards and sets, and in some natural LvaL1 equations.

will take place.

Here, A and V sets are usually called open-text or alphabetical fonts, or a sequence of open text and ciphertext letters.

Main Part

Here is a symmetric group to replace the set. Optional K key is defined by the following formulas in the alphabetical encryption and decryption rules for plaintext and ciphertext:

Here's how to put one together for use with your gates.

In general, to replace a cipher, Kesa represents a set of actions that make the set more valuable than the set. Encryption and decryption rules are defined for X, y Yvak K (kgateskari). The essence of modern cryptoalgorithms today is to replace them. From the above mathematical formulations, the following can be concluded.

The reflections may be different, but they are interrelated. Encryption for any location will eventually appear in the following tables. For bi-alphabetical substitution algorithms:

Table 1. Mathematical model of univariate encryption algorithms.

$x_i \in A$	x_1	x_2	x_3	.....	x_{n-1}	x_n
$E: x_i \rightarrow y_i$	y_1	y_2	y_3	.....	y_{n-1}	y_n

I mean, it looks like.

The allocation algorithm for a multivariate substitution function is as follows:

Table 2. Mathematical model for the general application of placeholder encryption methods based on various laws.

$x_i \in A$	x_1	x_2	x_3	.....	x_{n-1}	x_n
$E: x_i \rightarrow y_i^1$	y_1^1	y_2^1	y_3^1	.....	y_{n-1}^1	y_n^1
$E: x_i \rightarrow y_i^2$	y_1^2	y_2^2	y_3^2	.....	y_{n-1}^2	y_n^2
.....
$E: x_i \rightarrow y_i^k$	y_1^k	y_2^k	y_3^k	.....	y_{n-1}^k	y_n^k

The following new passwords are required:

- convenient and easy to use;
- reliable;

- the encryption and decryption process should not take long;
- and so on.

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Shrubs are still relevant today. Kirkgoff argued that ensuring the confidentiality of information should not be limited to the length of the key, but should also be considered in the operation of the algorithm. It has developed special requirements for military encryption devices. These are:

- Encryption of the encryption device should not cause inconvenience to other users involved in the network;

- I need to ensure the stability of the encryption device.

It is unknown at this time what he will do after leaving the post. During the war, the secret keys should be encrypted so that they can be stored in the same way.

Kirkgoffs says it's easier to keep secrets because it's natural to lose them during a war. Given that the process of changing the keys does not take much time and does not take much time to open the keys, it is easier to send them to users who are protected by a robust algorithm. During the Second World War, Enigmas encryption was one of the means of encryption issued and used directly by cryptograms.

Enigmas encryption is a technical tool that does not require the user to be specially trained. This convenience allows me to use it in emergencies as well.

Enigma encryption is one of the first electromechanical devices used to encrypt confidential data.

The light indicates the letter of the cipher. In our example, the letter "A" is changed to "G", and the next step is to change the letter "A" to "S".

The switching panel has an additional key function in Enigmas Encryption. In the switchboard, the letters of 26 talotinalfavit can be linked in 13 tajuft.

If we use the 3-tarot enigmas encryption tool in mathematical language, then Ye is the equation for encryption.

$$E = PRMLUL^{-1}M^{-1}R^{-1}P^{-1} \quad (5)$$

here,

R is the switching panel, U is the reflector, L, M, R are the rotors on the left, middle and right.

After pressing the letter button, the position of the right rotor will change to i, and the result will be as follows.

$$\rho^i R \rho^{-i} \quad (6)$$

where, r is the cyclic substitution.

In the same way, if we denote the change in the position of the right-hand rotors by j, k, then;

$$E = P(\rho^i R \rho^{-i})(\rho^j M \rho^{-j})(\rho^k L \rho^{-k})U(\rho^k L^{-1} \rho^{-k}) * (\rho^j M^{-1} \rho^{-j})(\rho^i R^{-1} \rho^{-i})P^{-1} \quad (7)$$

equality.

One of the main goals of this section is to study the cryptographic analysis of cryptograms and the separation of cryptographic analysis methods based on cryptographic methods based on cryptographic methods. In view of the main purpose of this study, the cryptographic tolerance of Enigmashfrvs has been examined below and some conclusions have been drawn.

Conclusion

In conclusion, it should be noted that the assessment of the cryptographic tolerance of the Enigma encryption tool, which is based on the methods of substitution encryption, is given in Table 3 below.

Table 3. Cryptocurrency tolerance of Enigma.

Assignment of elements	General formula	Value	Complexity
Number of elements in the alphabet	$P_m = mP_{m-1} = m!$	$P_m = m! = 26!$	2^{86}
Number of rotors	$A_{m!}^n = \frac{m!!}{(n!-m)!}$	$A_{m!}^n = \frac{26!!}{(26!-3)!} = 26!(26!-1)(26!-2)$	2^{216}
Rotation of rotors	$R = m^n$	$R = m^n = 26^3$	2^{14}
Switchboard	$C_m^k = \frac{m!}{k!(m-k)!}$	$C_m^k = \frac{26!}{2!(26-2)!} = \frac{26!}{2!24!} = 25*13 = 325$	2^8

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$E = m!(m!-1)(m!-2) \bullet m^n + (m-1) * \frac{m}{2}$	2^{238}
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The US-standard AES algorithm for data encryption has a complexity of 2128, 2192, 2256 in 128, 192, 256 bit. According to NIST experts, the AES encryption algorithm is 2256 times more complex than it is today. [4]

If other elements in the ASCII code are used as elements of the hyphens in the decryption algorithms, then the elements are 256! According to the Stirling formula,

$$n! = n^n e^{-n} \sqrt{2\pi n} \quad (8)$$

it is impossible to select all the possible elements. It should be noted that the non-existent cryptographic algorithm RS4 was created on the basis of self-knowledge. In the RC4 encryption algorithm, we can assume that the Enigma encryption tool uses a single bit. The level of complexity of the RC4 encryption algorithm is estimated at $256! \cdot 2562$ (approximately 21700).

These explanations can be applied to quantum cryptography, which is expected to be implemented in the near future. Historical Enigma indicates the existence of a robust, symmetric cipher algorithm using mathematical representations of encryption.

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ADVANTAGES AND DISADVANTAGES OF ONLINE EDUCATION

Abstract: In this article, the advantages and disadvantages of online learning, the benefits of distance learning, distance learning tools, distance learning technologies, their types and definitions, distance learning, quality analysis of educational and pedagogical distance learning technologies are described.

Key words: technology, multimedia, multimedia tools, telecommunications, innovation, online, online education, online courses, distance learning, distance learning.

Language: English

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Introduction

At a time when the education system is gaining a completely new content, it is necessary to re-analyze the content of each subject, to radically reform it on the basis of ensuring its continuity and continuity through the stages of education, and to approach it from the point of view of life. 'ladi. One of the key factors in reforming the education system in Uzbekistan is the introduction of modern information and communication technologies in these processes.

Today, computer technology is becoming one of the fastest growing industries. Computers are slowly entering people's lives. That is, it is difficult to imagine an active worker without a global Internet, and an intellectual without a computer in the workplace.

Laws and regulations are designed to explain the knowledge and skills imparted to our youth in new ways. This is because young people now need to plan their activities so that they can find the information they need to solve the problem, see the model of the object or process being studied, and have sufficient skills to make effective use of new technologies.

The Internet is advantageous with the following options: access to information, access to news, knowledge, reading, acquaintance with advanced technologies and experiences, quick resolution of business relationships, knowledge of consumer demand and problems, product price control capabilities. It also forms the basis for data

transmission, reception, management and imaging, as well as online learning. We will discuss with you the advantages and disadvantages of online education.

Important advantages:

No boundaries, no restrictions. In addition to geographical constraints, time is one of the challenges students and teachers face in learning. During full-time education, space limits group participation.

Interest. To make the online course interactive and fun using multimedia, the course has been designed in this way, or more recently, gamification techniques have been developed.

Economic efficiency. Textbooks become obsolete over time, and there is no need to constantly buy new publications in e-learning. Companies and organizations can use technology to increase the efficiency of daily tasks, and the use of the Internet is a necessity. The multinational corporation is increasing its opportunities to work with people from other countries and practice together. This issue is successfully addressing the issue of e-learning.

Considering all the advantages of e-learning, it also has some disadvantages. Choosing practical skills from online resources can be a daunting task.

Main part

Insulation. Even when the e-learning auditor is told that remote access is easy, adaptable, and affordable, students may feel isolated. This is because online learning tells the student that they can really

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feel completely alone. With the development of technology and e-learning, students can actively interact with teachers or other students using tools such as video conferencing, social networking, and discussion forums.

Health problems. E-learning requires the use of computers and other similar devices, which means that eye strain, misbehavior, and other physical problems can affect students. Once the online course is up and running, you will need to send in the correct position, table height recommendations, and recommendations for regular breaks.

Distance education is a set of educational services based on special information education for a wide range of the population, based on the means of distance learning information exchange (satellite communication, television, radio, computer, etc.).

Advantages of distance (online) education

Of course, distance education cannot solve all the problems of education, but the use of new information technologies can solve a number of problems in higher education.

- ✓ Save on tuition;
- ✓ Ability to choose the reading feature;
- ✓ No territorial restrictions on study;
- ✓ Variety of types and means of study;
- ✓ Learn more about new information technologies;
- ✓ Study of subjects not available at nearby educational institutions;
- ✓ Use of educational programs and courses of prestigious universities.

Distance learning tools. Distance education uses traditional and innovative teaching aids based on the use of computer technology and telecommunications, as well as other new information technologies. In the language of modern education, this is called "software and hardware for education."

The software and hardware introduced for distance learning should address the following pedagogical objectives:

- ✓ Ability to study independently and take computer tests;
- ✓ Facilitate the delivery of educational materials;
- ✓ Work with students and interact on a team basis.

Distance learning technologies

Interactive technologies. Interactive distance learning technologies are based on an individual-oriented learning model and focus primarily on the acquisition of knowledge and skills. The disadvantage of this technology is that it is not designed to interact with classmates. The brightest example of interactive technology is case technology.

Collaborative learning technologies. Collaborative learning technologies focus on

developing thinking skills (analysis, synthesis, assessment) and apply teaching to study groups. This technology class is designed to be used in small groups.

Communication networking technologies allow for the creation of a multi-functional, team-based, interactive and diverse virtual learning environment for sending information. In this virtual environment, the interaction of students is controlled by the teacher.

Technological platforms. By distance learning technology platforms, we mean a set of software and hardware tools for distance learning services, including the management of learning procedures and distance learning. Today, distance learning technology platforms differ in the following main forms - TV technology, case technology, network technology.

Distance learning technologies need to be easy to simplify in order to be effective and replace the traditional audience learning system.

TV technology. TV technology is based on the use of the television system to provide students with teaching materials and to organize regular teacher-tutor consultations. It is also possible to organize "live" classes using satellite TV and teleconferences.

Case technologies. Case technologies are based on the use of mant, audio and multimedia teaching materials (cases) and constant advice from the teacher for students to learn independently.

Network technologies. Network technologies are used to provide students with teaching and learning materials at various interactive levels and from teacher and student interactions from telecommunications networks. Network technologies are divided into asynchronous and synchronous types.

Distance learning is a form of education based on information and telecommunication technologies, such as distance and full-time education, which includes the best traditional and innovative methods, teaching aids and forms.

Distance learning is an education system based on new information technologies, telecommunication technologies and technical means. It is a system that requires the learner to practice more independently, providing the learner with learning conditions and communication with the teacher based on certain standards and educational rules. The learning process does not depend on when and where the learner is.

Distance education is an educational complex based on the means of distance learning, which provides educational services to all segments of the population and foreign students using a special information environment. So distance learning is a process in a distance learning complex. Distance learning and distance learning have their own characteristics, pedagogical system, needs and goals.

Distance education differs from traditional education by the following characteristics:

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Flexibility - The ability of the learner to learn at a time, place and speed that suits him or her.

Modularity - The ability to create an individual or group curriculum from an independent set of independent study courses - modules.

Parallelism - The ability to carry out educational activities in parallel with work, that is, inseparably from production.

Comprehensive - The ability of a large number of students to access large educational resources (e-library, data and knowledge base, etc.) at the same time. It is an opportunity for a large number of students to communicate with each other and with the teacher through communication tools.

Economical - Efficient use of training areas, equipment, vehicles and training materials, gathering training materials, putting them in order and organizing a large number of references to this information obtaining reduces the cost of training specialists.

Social Equality - Access to equal education for all, regardless of the student's place of residence, health or financial status.

New role for the teacher - Distance learning expands and renews the role of the teacher in the teaching process. Now the teacher is required to coordinate the learning process, constantly improve the subject in accordance with the news and innovations, to deepen the level and creativity.

Quality - Distance learning is not inferior to full-time education in terms of quality of education. It is

possible to improve the quality of the organization of the educational process by attracting local and foreign teaching staff and using the best teaching aids and control tests.

Conclusion

E-learning teachers and institutions need to foster a sense of community among students who use the Internet. It allows students to interact with each other and with instructors, as well as with resources to enhance the learning experience.

Students should be aware of the information they will receive from virtual learning, including their preferred communication method and basic curriculum materials. For example, a teacher may prefer students to complete an assignment via e-mail, while another teacher may choose to use e-learning instead of a site.

The interactive teaching method requires a method of activity, as well as a method and topic of brainstorming from the students. Students will be able to watch virtual video courses online, as well as watch full course work in offline mode, allowing them to understand a particular topic or gain skills. E-learning allows students to study anywhere, anytime. Allows you to study from anywhere, from a computer or mobile device and connected to the Internet, whether at home, on vacation or between work breaks.

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TECHNOLOGICAL PROCESS OF CREATION OF ELECTRONIC EDUCATIONAL RESOURCES

Abstract: Electronic educational resources are an integral part of a modern training session that improves the quality of students' knowledge. Therefore, the article analyzes the stages of development of electronic educational resources that allow to manage the educational process, take into account the individual characteristics of students and create their own teaching materials.

Key words: electronic educational resources, pedagogical technology, educational process, multimedia, interactivity.

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Introduction

The development of information and communication technologies (ICT) has led to the possibility of creating a new generation of hypermedia electronic educational resources (EER).

There are two main directions of informatization:

1) informatization of the education system, that is, ensuring universal computer literacy, automation of workplaces and the introduction of information systems.

2) informatization of the educational process, that is, the use of a computer as a means of increasing the effectiveness of training.

The invention of a multimedia computer has expanded the possibilities of presenting educational information by combining text, graphics, audio and video information, animation, user feedback, and interactivity in one user product.

In modern domestic pedagogical science, there are different concepts of the content of education, the roots of which go back to the past, in the theory of formal and the theory of material education (V.V.Kraevsky). Each of them is associated with a certain interpretation of the place and functions of a person in the world and society [1].

Traditional group teaching methods are not sufficient to eliminate the constantly emerging deficit of knowledge and the acquisition of skills (A.A. Zolotarev), therefore, it is necessary to use a problematic approach, to connect active activity methods, taking into account the characteristics of the student's personality.

Main Part

ICTs are universal for solving these problems because have advantages over paper and other technical teaching aids:

multimedia presentation of the material provides visualization of an integral inaccessible image at a convenient pace, sequence and form, which is especially effective at the initial stage of training, navigation individualizes training, is indispensable for solving problems and repetition in preparation for control;

productivity frees from routine and forms an information culture through automation: search in large databases, calculations, presentation of results;

modeling makes up for the lack of equipment and reagents, is safe and indispensable in the study of the micro- and macrocosm, social processes (and the organization of virtual laboratories;

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interactive replaces the prompt reaction (consultation) of the teacher and is necessary for self-study, individual training and control with the preservation of parameters and the accumulation of results for a reasonable and objective scoring of training.

communication through the network connects with students, teachers, external consultants, remote (unique, harmful) equipment.

According to experts, ICT training makes it possible to increase the effectiveness of demonstrations in lessons and lectures by more than 50%, practical and laboratory classes in natural sciences by at least 30%, the objectivity of monitoring students' knowledge - by 20-25%.

EER reduce the time of mastering, optimizing educational activities due to structuring, clarity of tasks, prevent the lag of those who missed classes, provide additional materials to increase the level of development of those who wish, enhance motivation through individual settings, adaptation, different types of emotional perception of information, mental activity and game situations [2].

Progress in groups of students using educational ICT is higher on average by at least 0.5 points (with a five-point assessment system) compared to traditional ones.

In the transition to an information society, characterized by a constant increase in the volume and role of knowledge, the ease of updating and replicating the EOR, the productivity of work as a teacher with a multimedia projector, and students with a classroom and home computer, the teacher needs an information culture with the ability to use ICT in the educational process, transferring accent of activity from a repeater to researcher - consultant.

The use of modern and promising technologies of multimedia and "virtual reality" is advisable not so much to support traditional forms and methods of teaching, but to create variable methods that implement the psychological and pedagogical impact of a long-term nature. It is advisable to focus these techniques on:

- development of visual-figurative, logical and operational thinking;

- education of information and legal culture;

- formation of skills for independent acquisition of knowledge;

- the formation of skills in educational experimental and research activities.

At the same time, the above ICT capabilities are implemented within the framework of computer teaching methodology (not only methods of programming educational activities and testing, but educational computer modeling and design with information, analytical, design and technological capabilities for creativity) with the accumulation of achievements by the student in a compact electronic portfolio [4].

When creating educational materials, pedagogical goals are at the forefront, for example, to achieve high quality teaching for a specific course under existing financial, material and technical, personnel, group, time or other restrictions. They rely on the capabilities of ESM [5]. The goal of creating a new generation of ESM is a qualitative and quantitative breakthrough in the field of ICT - supporting learning by providing free access to ESM.

The tasks of creating an ERM:

- Unification of ESM in accordance with the relevant federal standards.

- High level of ESM multimedia.

- Centralized storage, maintenance and provision of access to ESM for all participants in the educational process, including via the Internet [3].

Conclusion

Active use of EER in the implementation of educational programs of basic general and secondary (complete) general education in institutions of general, primary and secondary vocational education in the subject, including:

- creating conditions for independent work on educational material, allowing the student to choose a convenient place and time of work, as well as the pace of the educational process;

- deeper individualization of training and provision of conditions for its variability;

- the ability to interact with models of the studied objects and processes; with virtual images of the studied objects and phenomena (cognitive graphics); the ability to present unique information by multimedia means;

- the possibility of automated control of knowledge, skills and abilities;

- structuredness and the ability to automatically search for information;

- the possibility of distribution on local media: selected EUM from the aggregate content of open multimedia systems, together with the implementation program, are easily transferred to a CD;

- expansion of training modules along the axes: the inclusion of a new topic, new pedagogical methods in new options [1].

The tasks are implemented according to the strategy of informatization due to the modularity of the structure of the ERM and the allocation of EEM - independent educational objects (described according to the SCORM 2004 specification):

- interoperability: the ability to transfer objects created by one set of development tools or platform to others and use without changes (investment protection);

- Ability to compose courses from EUMs, flexibility when used in different contexts (reuse of objects).

The developed ESM will provide a meaningful basis for informatization of general education in order

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to radically increase its accessibility and quality, since will allow you to get systematized content on the subject, which can be used and supplemented with

separate modules and expanded with new educational sections both at the federal, regional and local levels.

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ANALYSIS OF PROGNOSTIC AND BASIC COMPETENCIES OF PRIMARY SCHOOL TEACHERS

Abstract: This article examines staffing issues, particularly the competencies of primary school teachers. Emphasis is also placed on areas of competence such as prognostic, baseline and professional. It was noted that the attitude of primary school teachers to their work should meet the requirements of the state standard. Because primary education is the foundation of everyone's education.

Key words: primary education, prognostic, basic and professional competence, competency assessment.

Language: English

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Introduction

It is well-known that one of the urgent tasks of today is to carry out large-scale reforms, study their experience and achieve new achievements in all spheres of life in order to take a worthy place among the developed countries of the world. Although international cooperation in various fields is bearing fruit, the comprehensive strengthening of the primary education system, the elimination of existing shortcomings, commitment to the profession and professionalism are the key to success. It requires teachers to show initiative, entrepreneurship, creativity and independence. Primary education is a period when education is the basis of the younger generation. For this reason, the primary school teacher is required by the *State Education Standard* to develop children's ability to think logically, intellectual development, worldview, communicative literacy and self-awareness, free thinking, others. to understand their point of view, to encourage them to acquire the skills to express their opinion fluently orally and in writing. In other words, in order to eliminate the monotony of the teaching process in the primary

school, to ensure the diversity of the teaching process, to introduce a wide range of advanced pedagogical and innovative technologies. trying to create and implement applications is a requirement of the present time. A competent approach to education is aimed at making a professional effort in the same informed society and training a modern teacher who is able to teach students in accordance with the requirements of modern society.

In general, the training of a future primary school teacher is a complex and multifaceted process, and the teacher's personal qualities, competencies, which are important for future professional activity, are defined by the state education standard (DTS) and the lim direction is aimed at shaping in accordance with the qualification requirements. Professional competence consists of basic and special competencies. At this point, it makes sense to answer the question of what is competence. *Competence is a broad concept that the ability of an individual to have a certain level of skill or ability or experience. It can be used for many aspects of one's life, including education.* The concept was first introduced to education through a 1972

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report by a commission headed by E. For, a UNESCO organization. However, there are still many opinions and comments on its true meaning. The first is the ability to apply theoretical knowledge in practice. It can be said that competence is not the ability to put theoretical knowledge into practice. The second is to differentiate competence from knowledge, skills and competencies. This is also a misinterpretation of competence.

The knowledge, skills, and competencies identified in the curriculum are themselves systematic elements of competence. The development of prognostic competencies in educators requires the

application of advanced pedagogical practices and modern teaching aids, the most effective methods and approaches. It should also be noted that the formation of basic education competencies comes through a wide range of knowledge, skills and competencies. Each subject has its own place and significance. In order to form the basic educational competencies, first of all, they should be integrated into the curricula and programs of each course or module. including in preparation for reprint. Only then will primary school teachers develop core competencies. The characteristics of the competencies corresponding to the primary education system are as follows:



Picture 1.

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These competencies can be acquired by students if the following conditions are met: the active nature of teaching; the educational process is aimed at developing independence and responsibility for the results of their activities; creating the conditions for gaining experience in achieving the goal. Competency building is :

- ❖ the study of goal setting and planning to achieve activities;
- ❖ learn to find important information using open sources (such as dictionaries, textbooks);
- ❖ improve teamwork skills, express opinions;
- ❖ contribute to the overall result;
- ❖ take responsibility for the work performed; develop skills of independent creative work;
- ❖ learn to apply knowledge and skills in real situations; tasks such as inculcating self-control skills.

Taking into account the general criteria for assessing the content of competence:

- ✚ readiness to demonstrate competence (ie motivational aspect),
- ✚ acquisition of knowledge in the context of competence (ie cognitive aspect),
- ✚ experience of demonstrating competence in different standard and non-standard situations (i.e. behavioral aspect), d) attitude to the content of competence and the object of its application (value-meaning aspect),
- ✚ the process is the result of emotional volitional management and demonstration of competence.

Therefore, primary school teachers need to ensure the following main objectives: to develop the student's personality, his creative abilities, interest in reading, the formation of desire and skills to read; fostering a sense of morality and aesthetics; mastering the system of knowledge, skills and abilities, experience in the implementation of activities; maintaining and strengthening the physical and psychological health of students; supporting student individuality. In the modern education system, a competent approach ensures the quality of education, serves to increase student engagement. The role of the teacher is important. In order to increase the effectiveness of primary education, teaching materials and educational technologies should be selected in accordance with the goals and objectives of education. Only then will students, as well as teachers, be able to effectively develop basic and scientific competencies. In this process, the teacher needs to constantly enrich their professional knowledge, to be equipped with information and pedagogical technologies. Today, secondary schools require comprehensive universal knowledge and skills, as well as the experience of independent work and the formation of a system of personal responsibility of students, that is, the basic competencies that determine the quality of modern education. There is currently no generally accepted definition of competence. Basic competencies are

universal competencies in nature and application. Basic competence is the ability to read, the ability to develop oneself. It is the ability and skill in any field of activity, the ability of a person to perform various tasks. They are formed within each subject. The formation of basic competencies remains the main goal of teaching today, as it allows the student to realize their academic success. The primary school teacher should have a clear idea of the economic knowledge and skills that students need to acquire in order to be able to adapt economic knowledge to the content of the subject. Given that today's student is yesterday's kindergartener, and that the contingent of students includes pre-school children raised at home and in the family, the teacher is required to take a separate, differentiated approach to them.

The process of improving and updating the prognostic competence of primary school teachers includes: professional training; organization and management of pedagogical processes; be aware of scientific advances; mastery of modern pedagogical and information technologies; humanization and democratization of education; be able to direct education to the individual student; preparation for innovative activities based on the national orientation of education. Theoretical knowledge of how to organize a lesson or lesson should be enriched with practical skills. However, today's modern educator:

➤ *have a well-developed scientific thinking, professional knowledge, ie a deep knowledge of their subject, a master of pedagogical communication, pedagogical psychological and methodological knowledge and skills, and be able to analyze various pedagogical situations;*

➤ *have the ability to choose didactic methods and means of pedagogical influence, to use a combination of monodidactic systems;*

➤ *be able to apply in practice associative-reflexive, behavioral, internalizing, developmental, neurolinguistic, programmed and suggestive learning technologies;*

➤ *must have a high level of pedagogical skills, including communication skills, in-depth mastery of the rules of pedagogical techniques (speech, facial, limb and body movements, facial expressions, pantomime, gestures).*

In conclusion, the role and importance of primary education in our country during the period of reform, that is, in the system of continuing education, has increased to a high level. The material and spiritual ideology of teachers has increased. They need to ensure that students have a constant interest in science and learning in the learning process, in line with the requirements of the new era. At the same time, we believe that the analysis of teachers' prognostic and professional competencies and the corresponding incentives not only increase the teacher's passion for the profession, but also ensure the quality of the lesson.

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ON THE ISSUE OF COVERAGE OF THE PROBLEMS OF KARAKALPAK LITERATURE IN THE KARAKALPAK PRESS

Abstract: Karakalpak literature is the main source of regional journalism in Karakalpakstan. In the first days of the appearance of the press in Karakalpakstan, the main backbone of the editorial staff of local publications were prominent writers, poets, and writers. In this article, the author tried to find out the special role of literary themes in the modern Karakalpak press. In addition, the author has analyzed a lot of materials of literary specialists. based on this, the article presents the main thematic areas of literary topics in the regional press.

Key words: Regional press, literature, audience, mass media, classical poets.

Language: Russian

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К ВОПРОСУ ОСВЕЩЕНИИ ПРОБЛЕМ КАРАКАЛПАКСКОЙ ЛИТЕРАТУРЫ В КАРАКАЛПАКСКОЙ ПРЕССЕ

Аннотация: Каракалпакская литература является основоположником региональной журналистики в Каракалпакстане. В первые дни появления прессы в Каракалпакстане основной костяк сотрудников редакции местных изданий составляли видные писатели, поэты, литераторы. В данной статье автор попытался выяснить особую роль литературной тематики в современной каракалпакской прессе. К тому же автором были проанализированы множества материалов специалистов литераторов, на основе этого в статье представлен основные тематические направление литературной тематики в региональной прессе.

Ключевые слова: Региональная пресса, литература, аудитория, СМИ, поэты классики.

Введение

УДК: 070

У истоков появления прессы в Каракалпакстана стояли видные каракалпакские поэты, писатели и специалисты литераторы. Потому что, в начале появления прессы в регионе к подготовке азам журналистики не были адаптированы местные вузы, поэтому в редакциях в основном трудились писатели и поэты. Помимо этого, большой объем в газете отводилось к прозе, стихам и материалам освещающие литературный процесс.

В советский период были некоторые сдвиги в преобразовании прессы, но и здесь был виден

почерк видных литераторов Каракалпакстана, не хватало профессиональных журналистов обучавшихся именно по специальности журналистика в факультетах журналистики. Тот период можно охарактеризовать как гибрид литературы и журналистики.

Понятно, что у истоков мировой журналистики, в том числе Российской стояла литература. Потому считалось что журналистика и литература всесторонне взаимосвязаны. Например: в словаре Н.Абрамова высказывается такое мнение: «литература» такой синонимичный ряд: «письменность, словесность, печать, пресса, беллетристика, журналистика» [1]. А в словаре С.И. Ожегова и Н.Ю. Шведовой

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журналистика понимается как составная часть литературы: «журналист – литературный работник, занимающийся журналистикой» [2], «журналистика – литературно-публицистическая деятельность в журналах, газетах» [3].

На первый взгляд в годы независимости литературная тематика утратила былую славу в прессе, но с другой стороны в современной прессе литературная тематика стала освещаться в другом ракурсе и имеет другие, более расширенную задачу. Пресса знакомит читателей с литературными шедеврами каракалпакской литературы. В этом вопросе специалисты литераторы играют большую роль.

В ходе нашего анализа мы пришли к выводу, что при интерпретации вопросов современной литературы наряду с писателями и поэтами активную позицию занимают специалисты литераторы. Это даст возможность всесторонне и объективно освещать современные проблемы каракалпакской литературы.

Стоит отметить, что в прошлые периоды исследователи литературы работали в идеологическом вакууме, поэтому творческие работы многих классиков каракалпакской литературы были интерпретированы неправильно и искаженно. А в годы независимости наши исследователи получили простор для творческой деятельности и искаженные ранее факты были проанализированы всесторонне и даны конкретные выводы по их содержанию. Глубоко интерпретированные материалы исследователей освещались в региональных печатных СМИ. Короткую тематическую направленность освещенных в газетах можно характеризовать так: литературная критика, анализ литературных процессов, рецензии посвященные юбилейным датам.

В доказательство наших мнений можно привести материал Пердебая Нуржанова “Коп кырлы, алуан сырлы адебий тулга” (Многогранный и много таинственный литературный человек) [4]. Материал посвящен столетнему юбилею узбекского писателя Айбека. К слову автор всесторонне избегает сухости изложения фактов, большое внимание уделяет человеческой натуре писателя.

Посвященные юбилейной дате писателей и поэтов материалы имеют большое значение для аудитории. Потому что, освещая деятельность и творчество великих и выдающихся писателей и поэтов прошлых лет у читателя рождается историческая память и читая такие материалы читатели газеты мысленно вспоминают автора и творческие работы.

Материалы посвященные юбилейным датам имеет несколько преимуществ, наряду с творческой деятельностью освещается и человеческий облик автора, героя статьи. Потому

что, многие читатели до этого может, не знали о писателе и поэте так глубоко как рассказывает автор материала. А газета всесторонне знакомит с героем материала. С другой стороны в общественно-политических, массовых газетах нет таких ограничений по возрастному показателю. Потому, материалы доводятся по всем слоям общества.

Важно отметить, что в нашем объекте исследование в таких газетах как «Еркин Каракалпакстан», «Каракалпакстан жаслары», «Устаз жолы» сформированы постоянные авторы, пул исследователей. К ним можно отнести Ж.Базарбаева, К.Смамутова, А.Пахратдинова, К.Жаримбетова и других. К тому же в газетах есть постоянные авторы освещающие актуальные вопросы каракалпакской литературы, но среди них мало исследователей литераторов, основной костяк авторов составляют исследователи других научных направлений.

Например: кандидат философских наук У.Кудайбергенова в рубрике «Илимпаз минбери» (рубрика ученого) в статье «Бердак мийрасы хам миллий философиялык айрым маселелери» (Наследие Бердаха и некоторые вопросы национальной философии) [5]. Автор статьи анализирует философское мировоззрение поэта классика каракалпакской литературы Бердаха. По мнению У.Кудайбергеновой, наследие Бердаха имеет не только литературную ценность, но в них поднимаются самые актуальные вопросы жизни и интерпретируется философская точка зрения. Примеры из статьи: «Четыре вещи смысл жизни. Прежде всего, справедливый человек, знай это!» - пишет Бердах. Смысл жизни это – почва, вода, воздух, пламя. Из них возникает человек».

Хотелось отметить, что у автора не было цели систематизировать вклад классика к философии, но она правильно выбрала тему и связь философских мыслей поэта и литературный смысл его строк.

В статье доктора филологических наук А.Пахратдинова “Аяпберген шайыр хам онын заманы” (Поэт Аяпберген и его эпоха) [6] выбрана цель показать историческую ретроспективу. Автор в статье связывает исторические моменты с истиной того времени. Например: «Все народное богатство, его творческое наследие, уделено особое внимание к интеллигенции того времени. Поэтому в начале века поэты того времени, Кулмурат, Абдикадир, Казы Маулик, Аяпберген талантливые творцы восхваляли новую власть и его вождей». Цель автора понятна с первых строк статьи, но интерпретируя творчества поэтов, автор принял одностороннюю позицию. Это противоречит журналистской этике.

На страницах каракалпакских газет освещаются материалы, в которых отмечается связь литературного наследия с искусством,

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культурой и другими направлениями науки. В основном эти материалы подготовлены хорошо знающие две отрасли или работавшие несколько в этой отрасли специалистами. К тому есть несколько причин, во первых, культура, история, философия тесно взаимосвязано с литературой, во вторых, исследователи анализирующие эти направления исследуют влияние литературы на эти отрасли.

Например: директор национального музея Бердах в статье «Бердах – миллий маданиятымыз тымсалы» (Бердах – основа национальной культуры)[7]. Стоит отметить, в науке исследуется и сравниваются два направления. Цель этой статьи была отметить вклад Бердах в культуру. Но в статье мы не нашли конкретные факты и не увидели аргументы основанные на строках поэта.

В газетных полосах освещаются материалы затронувшие спорные моменты возникающие в литературоведении. По нашему мнению также должны написать специалисты литераторы и исследователи этого направления. Потому что, знают основу проблемного вопроса, поэтому в таких материалах имеет место с научной точки зрения аргументированные мысли и идеи. Это повышает достоверность материала.

Примером можно показать материал К.Байниязова “Ажинияздын тамгалы хасасын бурынгы калпине калай келтиремиз?” (Как можно вернуть палку Ажинияза в прежнее состояние?)[8]. Правду говоря, каждая деталь классика имеет историческое значение. Потому, что эти и другие вещи говорить о жизни поэта. Например: «Палку 12-декабря 1991-года в музей подарил внук поэта сын Кызбий Жубатхан. Из-за отправки сотрудников краеведческого музея на сбор хлопка, мы не могли найти место положение Ж.Шамуратова. К тому же из-за показа палки в выставке мы не могли брать в руку палку и отметить особенность. По нашему мнению палка размером два метра. Значит, палка Ажинияза не полностью попала в музей и в выставке показа половина экспоната». Видно, что автор чтобы доказывать свои догадки ставит гипотезу. В журналистских материалах ставится гипотеза, чтобы доказывать и отвергать её автор использует официальные и неофициальные источники. В этой статье доказывает свою гипотезу использует свои «Дала жазулары» и мнений потомков поэта.

Автором был взят курс, он достоверно открывает завесу тайны, которое дало бы нашим исследователям пищу для размышления. Достоверность вызывает у читателя доверие, без которого авторский пафос останется невостребованным; в замечании писателя и журналиста А.П. Чехова «правдиво, то есть художественно» [10]

Стоит отметить, в годы независимости были большие преобразования во всех отраслях страны, в том числе в каракалпакской литературе. Эти изменения мы видели и прочувствовали на страницах печатной периодики. Потому, каракалпакской литературе требовалось интерпретация исторических фактов в современных реалиях. Особенно требовалось анализировать произведение классиков каракалпакской литературы.

В ходе анализа мы выяснили что, печать стала развиваться по требованию аудитории, это позволило освещать материалы в других ракурсах. Литературная тема является основной тематикой печати. Влиявшим на это фактором можно отметить формирование в стране идеологии независимости. В этом месте, отмечая большую роль в развитии каракалпакской литературы идеологии, мы хотели бы отметить мнение первого Президента И.Каримова о духовности: Духовность – сложное, многоаспектное явление, требующее учета исторических условий, особенностей национального менталитета [9].

Исходя из выше сделанных анализов можно прийти к таким выводам и отметить следующие тематические направления охватывающие литературную тематику в каракалпакской прессе:

- Юбилейные даты. Такие материалы в основном освещаются в жанре рецензия накануне юбилейных дат классиков как Бердах, Ажинияз и Кунходжа;
- Историческая истина. В советское время на эту тему была цензура. Поэтому, многие произведения считавшиеся не подходящими к историческим реалиям, стали интерпретироваться по новому;
- Тематика исследований произведений классиков как наследие общества. Например: литературное наследие стали исследоваться как часть философии, истории и других направлений.

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AJINIYAZ KHOSYBAIULY'S WORLD OUTLOOK AND THE ISSUES OF YOUTH EDUCATION

Abstract: This article tells about the religious direction of Sufism, mainly the doctrine of Sufism suggests that it has a great influence on the historical and cultural, mainly spiritual development of all mankind, on the prosperity of civilization. The content of the poet's works says that love or attachment to someone is understood in two ways. Tasawwuf doctrine emphasizes that it was God who created the world. Tasawwuf doctrine, on which Ajiniyaz relied on, often touched upon general social viewpoints and juridical problems which ensure the development of philosophical thoughts and fit the humanity.

Key words: social, philosophical, cultural.

Language: English

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Introduction

Ajiniyas believed in Sufism and paid great attention to humanism; this can be seen from his equal treatment of people of different ethnic origins and religious denominations. The poet brought up the issues of tolerance in religion as he believed that according to the Tasawwuf doctrine not only the followers of Muslim religion but also the whole humanity is valuable. In his poem "Dildarym" (My Beloved) he also analyzed the social circumstances in other countries and said: "Muslims are being burden to Russia" [4:15] which is a clear proof of it.

The thinker wanted all the humanity to live in abundance, and thought that it was compulsory for every law-abiding citizen to support the whole world in its efforts to live in sufficiency and prosperity.

In spite of religious confrontations and differences, Ajiniyaz expressed his humanistic feelings saying that there were people in Russia who were like his countrymen, and the social life was not easy for them either.

According to the poet neither religious nor national differences can prevent peoples from making friends with one another and having fraternal relations. Proceeding from this idea, in his work "Demishler" (They Say), he said respectful words

about the prophet Jesus Christ and his mother Mary, the book Evangel and Jews, and underlined that even if peoples belonged to different religions, they were created by God and have one and the same source of origin. Saying, "We are human being of one origin," [5:] he put forward the idea that religious differences must not generate unpleasant ideas among humans.

The great clergy of the past taught us not to subject to torture even ants, be polite to a man even if he belongs to a different religion. Man, whoever he is and whichever religion he belongs to, cannot be regarded as a human being if he is engaged in cruelty and causes sufferings to people. Therefore, the poet addressed the Padishah in his poem "Bolmasa" (Otherwise) requiring he and his officials should treat his subjects humanely, especially the followers of Tasawwuf doctrine.

In the poem he said:

Mollalar khun shegip khatlaryn yazr,
 Boyninda fotasy, darwish el gezer,
 Bash-bashyna bolyp pukhara tozar,
 Har yurtynyng patshasy adil bolmasa.

Mullahs will write letters living in hardship,
 Dervishes will wander from village to village,
 The common people will be impoverished,

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If the Padishah of a country is not honest. [4:85]

He asserted that not only will the common people suffer, but also the clergy who belong to Sufism doctrine and dervishes travelling from village to village suffer heavily if the Padishah rules the country dishonestly as a dictator.

He warned that the mullahs who did not tolerate the despotism started to look up in the holy book the regulations of the Sharia, and the devout followers of Sufism denomination were also suffering hardships from dishonesty of the Padishah. He also criticized some padishahs¹ who spared neither rank and file nor the religious people who belonged to Tasawwuf teaching.

According to the logic of the thinker's poem "Demishler" (They Say) Sufism is being in love with God, choosing the way which leads to the Creator by devoting one's life wholly to God. This doctrine means understanding and loving God with the help of one's soul's feelings, shrewdness of soul, and internal spiritual experience. Therefore, Sufism is the doctrine which explains that the love of God is understood little by little, by enlightening the soul, but not the phenomenon which can be seen and observed directly and listened to in order to understand. Because "The doctrine against God will disappear" [4:98].

In Sufism, liking and falling in love mean the yearning and longing for the Creator's face. This is considered as holy feeling; the love of God and of the creatures created by the Creator, people, is the phenomenon peculiar to each human spirit, personality.

In Ajiniyaz's works love itself and loving somebody are understood in two meanings. The first is the love of the most beautiful and peerless object God, and yearning to live in the Paradise, the eternal place of beauty with him, seeing his face, taking pleasure under his rays. With this end in view, one should make efforts to reach the status of an oriyp (scholar) to know God with the help of science and wish to live with him. Ajinyas had seen many such scholars who had reached that status. In his poem "Ellerim bardy" (I Have a Country) he said about advanced religious scholars who had perfectly mastered the doctrine of religious scholarship and managed to visualize God.

The second kind of love is the love peculiar to people, the love of a man for a woman, the love of a woman for a man i.e., falling in love with the good qualities, features, and beauty of humans created by God, in doing so understanding the beauty of the universe. Even in these phenomena, are present the elements related to the feelings of love towards God. Eventually, both kinds of feelings boil down to love of the Creator. As there are signs of great humaneness, love and compassion, holy words and love of God in people's mutual love for each other, and treating one another with adoring passion. The person who follows

the rules of Tasawwuf teaching adores man as much as he adores God. Because man is the creation of God, and there is a spirit of God in the spirit of man, therefore; the love of man for woman or the love of woman for man is the mutual understanding and meeting of spirits. The interfering of God's spirit in the humans' love affairs the poet described as follows:

"Ashykh mashukh ushyn zhanydan kesher,
Mudam yshkhy otyna ortenip pisher"

The lover does not spare his life for his beloved,
Always burns in the fire of love. [4:80]

According to the poet the spiritual feelings that man has during love is closely related to each person's own stamina.

The poet believed that although the feeling of love in someone observing Sufism doctrine is connected to love of God, its certain part is activated when a human being falls in love (a man falls in love with a woman, and vice versa) with another human.

So he wrote: "Yshkhy otyna tusken zhigit mart bolar" (The enamoured man is usually brave) [4:28].

Besides he asserted that love arouses excellent feelings, will, enthusiasm, especially one's spirit. Moreover, he believed that love arouses in Man unseen powers and the love of young people towards each other is like the love for God and they are mutually complementary. Therefore, the poet thought that the love between people had a great power and glorified passionately the love between two young people. His description of human beauty, especially the beauty of women "Seil etip beishten shykhkan" (Coming out of paradise to take a walk) [4:16] is obviously resulted from the influence of the Sufism doctrine describing the love of God.

In fact, God treats all living beings and the dead with mercy and care. It is his duty as the Creator. Therefore, people always should improve their manners and behavior by acquiring excellent qualities and manners peculiar to God in order to come closer to him. As the love of God and coming nearer to him start with acquiring his excellent qualities and implementing them regularly in your own behavior. In accordance with Tasawwuf doctrine, the spirit is the power, inspiration, which comes into Man's soul from outside. The spirit constantly leads Man to excellence, develops his mind, inserts in him humanistic features and makes him subtle and beautiful.

The greatness of Man depends on the highness of the spirit. The humanistic quality of man is defined by his level of spiritual development, and the spiritually developed man dominates the men whose humanistic qualities are low.

According to poet's opinion, the man who believes in God and thinks that all his activities are watched by God, and tries not to make mistakes in his life, has few drawbacks. Sometimes, when he acts impolitely by chance, he remembers The Lord at once,

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and acknowledges his mistake, repents of what he has done and makes prayers. Furthermore, he takes an oath not to act in such way anymore. Acknowledging one's mistakes and repentance is the main feature of Tasawwuf teaching. If a man commits misconduct, showing arrogance, he should repent of his misdemeanor. Repentance is acknowledging one's fault, retreating, withdrawing, and regretting sins. This means that a man is capable of reeducating himself. If someone tries to show repentance, it means that he has started to reeducate himself and will get a great power and spirit to get rid of sins. Repentance is a rather impressive instructive feeling, as consciously understanding of humaneness and longing for the good act together in it. Therefore, the poet said as is mentioned above: "Taube khylyp tasaddykh khyly baryngdy" (Repent and praise what you possess) [3:134].

In the poems: "Gham Jeme" (Don't Worry), "Khal imdi" (Remain), "Naghmetullanyng atasynyng Ajiniyazga aithkany" (What Naghametulla's Grandfather told Ajiniyaz) and others he said that the depression of the spirit is much more harmful condition inflicting sufferings on man. Depression of spirits impels people to see only negative, ugly things. It makes them have little chance for the future and puts them off struggling for existence. People who always try to work in order to get God's beneficence never fall into depression. Such people have great spiritual power which relieves all their sufferings. The poet felt that man should always bare in his mind that he should agree to all acts of God and live according to the Sacred Writings. In addition to it, he should behave himself well and do good using the will endowed upon him. In his poem "Nasiyat" (Advice) he said: "Be perfectly ready to be a devout man, spend your days by doing good" [3:137]. The poet also pointed out that a devout man should admit all acts of God, and try to be noticed by him by way of noble acts. In order to achieve this goal man should always be a loyal Muslim. By speaking out such opinion the poet carried out the task aimed at enriching the people's mutual relations with noble manners.

Ajiniyaz always remembered that everything had the beginning and the end, cause and effect, therefore; he acknowledged that if there was the beginning of life and the creation of all animate and inanimate things in the world, there was also the end to all of them i.e., the existence would come to an end so would social being.

In accordance with Tasawwuf doctrine the Earth is created by God. The God has the authority over the natural world, the existence. Because everything in the heaven and the earth belongs to God (Surah Ibrahim, ayah 2). According to the law of creation, there will be doomsday. The doomsday - the last day is the end of the world. It is the time when the existence in the world will come to an end and the doomsday sets in.

In order to describe the idea of doomsday in full, he gave information about four archangels of God. He said that the archangels differ from human beings in that they didn't have their own will, hence did whatever God ordered them to do. He said that one of them was Israfil (Surah Nahl, ayah 50). This archangel, according to God's order, will sound the trumpet on the Day of Judgment, heralding the end of the world. Due to the sound of the trumpet, a strong gale will appear. As a result a great commotion will take place, the world will be turned upside down, and the sun will go out and will move from its orbit. The stars, which have lost their light, will crumble into fragments. Tall mountains will be flying in the sky. Seas and rivers will brim over and join together. The sky will lose its usual appearance and turn into mess. On that day, the dead men resurrect and rise from the dead, and will be interrogated, with their sins and good deeds being weighed on the scales. They will be sent either to the hell or to the paradise with Munkar waiting for them at the gate to the Paradise and Nakir waiting at the gate to the hell. Knowing this well, Ajiniyaz in his poem "Bolmasa" (Otherwise) said:

"Akhyr bir kun bolur akhyr zamany,
Israfil surgini iykharlar daghny"
Eventually, there will be doomsday,
The hardships caused by Israfil will destroy the
sins - [4:86]

Sufis were interested in the structure of the universe, in spiritual differences among peoples, in the idea that people were the greatest living being created by God and were busy with studying the world, civilization, relations of individuals, and with the formation of an advanced, perfectly educated man. While the great discoveries and achievements made by man were in the center of their focus, the spiritual and psychological feelings of a living man, especially his internal purity, his excellent qualities and leading his life in order to be a unique man to be found only once was the most important of all.

On the basis of his belief in the world relying on Tasawwuf doctrine, the poet spoke against the social inequality of his time, dishonest ruling of the state, invading of one country by another and strictly criticized such activities in his poems "Bozatau" and "Analar" (Mothers). According to Ajiniyaz, the Lord created man clever, advanced, ready for most trials of life, and capable of learning secrets of nature. It is wrong of a man created perfectly to be dull and cruel. God endowed him with the ability to work using his wisdom. Taking into consideration this fact, the poet said that no one in the world has the right to be conceited, to vent his indignation on others, to bend them to his will and make them follow his commands, to force them to withdraw their words, and make them do what they do not want to do². Such people are considered to be against the Creator, and having contributed to making evil and cruelty on the earth.

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Therefore, Ajiniyaz argued against social inequalities, the despotism of padishahs and noblemen in his poems “Endi” (Now) and “Bozataw”. He brought up democratic and humanistic issues stating that all humans are equal before God, human rights of people cannot be higher or lower, but equal, one must treat the poor, the weak and orphans humanely. “Everyone was not equal,” he said in his poem. Thus, under the influence of Sufism, the poor layer of the population started to strengthen their social status. Moreover, Sufism was close to farmers’ and cattle breeders’, craftsmen’s and educators’ and ulema’s everyday concepts, and their goals for the future.

He, especially, talked about vital social and political interests of this layer of the population and described their dissatisfaction with the rich’s and high-ranking officers’ unjust treatment of the poor and cruelty towards them. He demanded that the rich respect the poor and help them. In his poem “Ne Bilsin” (How does One Know?) the poet said: “Charity suits rich” [4:95]- and added that one of the peculiar features of the rich is humanity, generosity and they should take care of the poor and distribute some portions of their riches among the poorest.

The poet said that people should always be charitable and merciful as these qualities belong to God, everyone should develop these features in him, and live by making “ordinary people glad and happy” [4:135]. Especially, every man who has opportunity should help the poor, alleviate their burden, and get involved in charity. “If everyone does not do good” [4:86], disgusting things will spread. He explained that by practicing good and noble activities people can prevent trouble. Therefore, their mutual relations should be based on humanity, and he believed firmly that eventually these good deeds will have a good impact on the world.

Ajiniyaz thought a great deal about the sources of social violence and injustice. He knew well that agitating the representatives of one social layer (oppressors) against the representatives of another social layer (the oppressed) meant supporting one type of violence against the other. If one class strips violently another class of power, whether it wants or not, whether it understands or not, it turns into the class of oppressors. As these activities are the struggle for political capital, the real social justice is far from them. That is to say, it relies on a feudal rule under which a powerful side will exist. Ajiniyas, who relied in Tasawwuf philosophy, did not admit this rule considering it as inhumane. Because this theory produces violence to violence, oppression to oppression giving birth to the feelings of revenge, jealousy, and greediness among people. As a result, real humanistic feelings start to lessen, the human’s longing for the God and for advanced knowledge decreases. Keeping this in mind, Ajiniyaz supported the unity of the nation in the poems of “Dildarym”

(Love), “Demishler” (They Say) and spoke against splitting up into small groups.

Apart from this, in most poems, the poet reiterated that wealth might be the source of both positive and negative actions in people. The man, who became wealthy, must spend his wealth on the right things. Sometimes, a large amount of wealth may corrupt people who are less tolerant and have little education. When his wealth increases, man may become so arrogant that he may act badly and go beyond the limits of wisdom and justice. The arrogance of the rich people and their unjust activities have negative influence on the poor. As a result, hate of the rich and segregation may take place. Keeping this in mind, Ajiniyaz in his poems “Bolady” (Will Be) , “Oterseng” (You Will Pass), “Armani Dynya” (The World Full of Wishes), and others brought up the ideas of not allowing such phenomena. He called upon the leaders of the country to prevent segregation and to govern the country fairly.

The thinkers democratic requirements laid down before high ranking officials and the rich, and his open criticism of greedy clergy, of some sufis not following the doctrine of Tasawwuf, but abusing it in their own favour, was worthwhile the attention. When Ajiniyaz could not help tolerating some religious figures’ neglect of religion, he said: “Some of them consider themselves as sufis while behaving obnoxiously” [4:69]. The poet also warned that everybody who chooses the way of Sufis must follow the requirements of Tasawwuf teaching, otherwise any wish to be accepted by God will be declined.

In the poem “Oterseng” (You Will also Pass) the poet expanded on his dissatisfaction with the behavior of some religious figures who were behaving contrary to the Islam rule. Pointing out: “Mullahs who are as nonbelievers as Kafirs, always falsely use the word Allah,” [4:57] - he exposed the perfidious actions of some religious figures. He warned that those actions were not worthy of the Ulema, that unpleasant conduct of the clergy would bring about population’s protest and disrespect of religious authorities, and emphasized that their using the religion as a mask and making speeches under the guise of the religion was a great offence.

Addressing some of the believers and the faithful, he told them that they should not forget about the next world, being strongly interested in the pleasures of this world which is temporary and full of injustice. Therefore, do good, your honest activities to increase the amount of your devoutness in this world will come in handy to you in the other world. These opinions of his were expressed in the poem “Bolmas” (Won’t Be) :

Kelha konglim bul dunyagha beganmi,
Yalghanshynyng bir dam pursaty bolmas,
Akhyt bolsang akhybetin gham aile,
Iymandyn ghairynyng paidasy bolmas.

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My soul don't submit to this world,
This world is temporary,
If you are wise think of the consequences,
Godless man is useless.

In this poem he explains to people that only man's charitable and humanitarian deeds will help him pass without any hardships the questions of the next world which are asked to separate the honest people from sinners, and called upon people to be cautious and pay special attention to these aspects of life in this world. Proceeding from this point of view he warned the people who had forgotten the other world being engrossed in the pleasures of this world and advised them not to lead a one-sided life. He believed that the people, who consider the transient world as the pleasurable place for their souls, disturb other people's life, get knee-deep into sin, furthermore, do not follow the religious rules, will open the door to mistakes and will not be properly prepared for the other world.

Lahatke kirseng ekki malek,
Sennen saual sorap bilmek,
Zhuabyn berseng zhekme-zjek,
Aishy-hasiret kore yurseng

At the entrance to the other world,
Two angels will ask you questions,
If you answer the questions correctly,
You will enjoy yourself [1:141].

The poet let people know beforehand about the rule that if you one cannot answer correctly the two angels' questions, it will be difficult for him, therefore, one should follow Muslim traditions in his life, then his life in the other world will be easy. Warning people of the consequences of failing the angels' questions he wrote:

Korseng gorning azabyn,
Shegip zhuz myng alem daghyn,
Azaplaryn kore yurseng.

You'll see the hardships of the other world,
Suffering from thousands of problems,
You'll always be in trouble [1:141].

He further explained not to forget to practice all rules and regulations of humanity then you will be satisfied with both this and that world.

Tasawwuf doctrine, on which Ajiniyaz relied on, often touched upon general social viewpoints and juridical problems which ensure the development of philosophical thoughts and fit the humanity. The poet used his works as a tool to spread among people

universal values, spiritual highness, and the feelings that evoke love for the civilization and man. Especially, he was the supporter of science and knowledge which enrich man's spiritual world, and advocated the idea of developing various kinds of art, literature and music on the basis of universal values, free thinking, and equal rights.

According to the poet's assumptions, Sufism doctrine leads the humanity to the common public stream of spiritual life, helps them to live according to the right plans for the future, and strive for the progress. As result of the demand of the majority of the representatives of the clergy, Sufism put limits to officially registered (made into law) religious stagnation and to the activities of dogmatic clergymen who use the Koran and Sharia rules without taking into consideration the real situation.³

In the poems "Demishler" (They Say), "Koring" (See) and others he especially kept in mind the oppositional sides of Sufism doctrine, its striving for democratic requirements and spiritual education, scholarship and enlightenment, and its calls for humaneness, work for the sake of people.

Ajiniyaz was the advocate of using the rules and regulations of Sufism doctrine adapted to the conditions of people's life. He strove for uniting it skillfully into a whole unit without causing damage to the Islam religion and its traditions. He evaluated the Sufism doctrine as the source ensuring the improvement of people's spiritual development, as a strong sociopolitical power acting as a catalyst of the country's goal to achieve a prosperous life.

Sufism doctrine is important not only in the Islam world, but also in the whole world. It has had a great role in the historical-cultural, especially, spiritual development, and thriving of the civilization of the whole world. It spread education, science and enlightenment activities among population, deepened the content of the ideas of humaneness and others conceptions. It has had a great impact on people's spiritual thinking, mode of life, education, customs and traditions and complemented their content. It also served a great deal in improving people's self-consciousness, in putting in order their social life and lifestyle. In fact, the main idea of the Sufism doctrine was ensuring the humanity to reach full happiness, its mastering of the real humaneness taking example from religious and human values. Admitting these requirements and directions of Sufism as a source for his views, Ajiniyaz became a great Karakalpak poet and thinker and managed to develop the Sufism doctrine further using it creatively.

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ABOUT THE FEATURES OF INDUSTRIAL POLICY OF PRODUCING QUALITY AND AFFORDABLE PRODUCTS TO CONSUMERS IN THE REGIONS OF SFD AND NCFD

Abstract: The article reflects the author's belief that the conflict of interests around the importance of planning in the organization of production, in a certain world, is associated with the crisis of self-economic thinking. The domination of one-sidedness and the absolutization of quantitative methods inevitably lead researchers to empiricism and utilitarianism, to an unjustified measure of simplification required by the method of mathematical calculations. Opinion supersedes knowledge, subjectivity and objectivity. The planning format should correspond to the specific social status of the economy. Its goal is to create favorable conditions for human development, therefore, planning must perceive the person as the main capital, the goal of the movement, and not only and not so much its factor. It is futile to make planning dependent on market exposure. The market must be planned as part of total planning. Neoliberalism is dangerous in its desire to separate the subjects of production and distribution. The system-forming factor of social development is ensuring high-quality growth of consumption, and all the forces of society should be equally interested in this : the owner of the means of production, the consumer and the state. The state to effectively manage, you need control over production, the question is, what should it be? Special attention is paid to the management methodology and the socio-cultural aspect of planning.

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Key words: competitiveness, demand, quality, availability, innovation, digital technology, economic policy, industrial policy, Union of Federal, regional and municipal branches of government, quality growth, consumption, domestic and international markets, socio-cultural aspects, planning, profitability, profit, financial stability, stability, purchasing power.

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Introduction

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Planning belongs to the fundamental features of the history of human life, characterizes the essence of rationality in the form of consciousness. Man, to become homosapiens, went through the evolutionary path of 2.5 million years. Our ancestors were homohabilis, homoerectus, direct predecessors who failed to take advantage of intelligence, African homosapiens, non-ardelans, Cro-Magnons, the Altai form of homosapiens, and possibly many other forms.

Reasonableness is not only the main feature of the quality of a modern person, it indicates the vector of development of the species. Labor, sociality arose in the process of natural changes, therefore, one should not be surprised that once upon a time there were "skillful people" who were replaced by "upright people" who assimilated the stable characteristics of "skillful people". The merit of homosapiens is that, developing his rationality, he was able to give the development of labor the form of labor activity, and the quality of social life to social ties. Labor activity has become the basis of human history, society - a form of its organization, rationality - a driving force.

It is not enough to be reasonable, one must realize the total significance of the mind as the ability to cognize and control activity. All crises in history are a product of the crisis of the rationality of consciousness, its cognitive ability and social responsibility. The concepts of "consciousness" and "intelligence" are different. Reasonableness is a sign of a species, consciousness is a sign of a social subject, which can be a person, community - marriage, family, social group, historical form of community. At the same time, consciousness and rationality differ exclusively within the framework of their historically established unity, they define the dualism of human nature, protect man as a product of evolution and serve as an instrument for his further development.

In rationality, the power of our knowledge, consciousness is a means of knowledge management, it directs and limits activity in the mutual interests of social subjects and natural conditions for the implementation of activities, therefore science is both a special form of knowledge and a social means of regulating the possibilities of applying knowledge.

The need for science is due to developing labor. Labor in the world of living beings before the human formation remains unchanged and is regulated by instincts, conditioned reflexes. The highest achievement of knowledge at this level is intelligence. Understanding, which opens access to knowledge of the laws of relations and changes, has gained relevance with the possibility of sustainable transformation of the environment. Science ensures the effectiveness and safety of human participation in the development of reality, both natural and social. Together with philosophy, it is designed to embed human reality into the logic of world development.

Activity management is an initial requirement for the sustainability of human existence in the developing world. Scheduling is a versatile activity management function. Conflicts in understanding the importance of planning activities are explained by the interpretation of the concept itself, and are primarily of verbal origin. Even Plato and Aristotle realized the epistemological peculiarity of the concept as a form of human knowledge. The concept, in contrast to figurative thinking - intelligence - generalizes a range of specific phenomena, therefore it also presupposes its own characteristic expressiveness. Only a word can form a concept. It is with the verbal expression of the concept that numerous difficulties in achieving understanding are associated.

We define a general phenomenon not directly, but indirectly through the concept created by consciousness. The concept is revealed with the help of words. The importance of the verbal tool in scientific cognition prompted famous thinkers in the 1920s and 30s to organize a special study of the possibilities of the word as a way to formulate scientific understanding. The linguistic trend in the positivism of the stated problem could not be solved, but it made it possible to comprehend its significance for science. The transformation of science in the process of scientific and technological revolution in the middle of the twentieth century into a direct productive force has shown that the correct interpretation of the content of a concept in words is also significant for managing the practical application of scientific creativity in economic activity.

The success of the critics of the Soviet system of managing the national economy, on the wave of which they tried to put an end to the socialist gains in

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planning, was largely the result of elementary pseudoscientific speculation in the content of basic concepts, successfully superimposed on the provoked objective difficulties and the low level of mass economic and political thinking - the habit of waiting "instructions from above", hopes for the prudence of statesmen. The 1990s will go down in national history not only as a time of another political turmoil, socio-economic crisis, but also as a test of national identity, a harsh time of its cleansing from various kinds of temptations. You must rely exclusively on yourself. Everyone in the West, East, South of Russia should have the status of partners in solving global challenges, it is not wise to ignore the experience of others, but you need to follow the common path in your own way. You can only believe in yourself, regularly checking your achievements against the direction and plans of development, this is a strategic postulate.

As for the practical course of implementing the political strategy, the situation has also cleared up. Without planning, there is no sustainability in development. You need to understand the multidimensionality and scale of planning. The organization of production in all its scales requires planning. Socialism and capitalism should be viewed not as alternatives to social progress, but as different planning systems for socio - economic development.

Socialism cannot be historically one-dimensional, since it is historically prepared and must absorb the national specifics of development, and capitalism is just as diverse. Socialism and capitalism have a common production platform, they require the industrialization of the economy. K. Marx and F. Engels viewed socialism as a solution to the contradictions of an industrially developed economy. It is possible to deny planning as a tool of socio - economic development only in one case when the content of the concept of "planning" is distorted.

The modern world economy has a global, more precisely, integrated look, thanks to the fact that it has become industrial by the third millennium. Along with industrialization, the inconsistency of the organization of production and the forms of its stability was revealed. Hence the permanence of crisis phenomena. The erection of competition and freedom of the market to an absolute has led to the fact that they ceased to reckon with the magnitude of losses from the struggle of all against all. Japan, having borrowed the specifics of the socialist practice of the Soviet Union, opposed the principle of participatory management to the ideal of competitive struggle for survival. Japanese analysts have rightly identified the advantages of consolidation in creativity over the desire to defeat a competitor at any cost. Participation does not negate the importance of competitiveness, it gives competition a cultural expression.

Competition in the field of activity is a refined form of struggle for survival. It is regulated by law,

but the moral value of the social organization of human life is suppressed in it. Competition in the absence of dominance in the relationship of solidarity inevitably leads to disunity, conflict and, as a result, to the strengthening of the functions of law due to the weakening of the position of morality.

Physics recognizes four forces: electromagnetic, gravitational, strong and weak interactions. By analogy with nature in modern social life, one can also distinguish strong and weak interactions. Strong provides morality.

The fact that moral interaction is really strong confirms the way to maintain it - self-control of the consciousness of the individual and all group subjects that form society. The weakness of the legal interaction of social subjects with each other and with society as a whole requires the organization and functioning of a special state institution. The Neanderthal man, like the Cro-Magnon man, was already intelligent and socialized, moreover, in physical status he possessed greater strength, but he could not stand the competition and died out. One of the versions of anthropologists claims that the Neanderthal's weak link was his lack of communication. Social relationships should serve as much of the realization of the potential of homosapiens. Competition in the economy reproduces subjective originality, in particular, the uniqueness of the individual, and, in a sense.

All the outstanding learned economists of the nineteenth century were noted in the history of philosophical thought. This fact is indicative. It illustrates the specifics of economics. Its subject is the processes on which the personal and social life of a person is based. The attempts of liberal economists to isolate economic activity and oppose it to political activity is nothing more than the desire to bring capitalism beyond their own understanding of social progress in the recent past - to stop social history at its bourgeois level.

Neoliberal ideologues refuse to support the logic of a democratic approach to understanding history. When the democratic movement was formed in England and France, its founders represented capitalism as a way to resolve social and political contradictions. Feudalism has exhausted its historical resources, argued the democrats, and must give way to a social system that is more historically dynamic, capable of meeting social needs to a greater extent. Bourgeois society, following this pattern, will also become obsolete over time, but in the old feudal tradition it will cling to the lost right to represent a social perspective.

It is easy to see that less and less propaganda uses the terms "capitalism", "bourgeois society", replacing them with "industrial", "new industrial", "post-industrial", "technotronic", "information" societies. The concept of "mode of production" is simplified in liberal interests to "form of organization of

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production", and political economy is minimized into economics. The goal of such a transformation is to transfer economic thinking to the level of technical concepts, which will simplify economic methodology, limiting itself to mathematical calculations and models.

The main thing is to remove the burden of political responsibility from economic theory, to separate economic reflection from state concerns. Property relations and distributions are camouflaged, their disparities are transferred to the section of technical problems. The meaning of the outstanding achievements of economics is distorted. So, A. Smith's justification of the need for freedom for subjects of production activity is reduced to freedom of competition, while the Scottish scientist also had in mind freedom of cooperation for producers, which is especially significant in relation to small and medium-sized production. Cooperation develops economic planning.

In light of the current tensions in international relations, the projection of political constraints on economic relations seems to be an extremely significant measure to understand the concepts of "governance", "organization" and "planning". It is on them that the revision of the classical political and economic scientific heritage is focused.

Control theory in general form was formed by the end of the 1950s, when, after numerous experiments using differential equations and the calculus of variations, modifications of classical theories and methods, it was found that the seemingly different problems of engineering activity and economic change have a common mathematical description. Management as a specific subject-oriented activity presupposes the need for a high level of organization of the process, which is impossible without the inclusion of planning, built on scientific calculations, in the activity.

The problem here is not at all Hamlet's: "to be or not to be !?" Problem: what kind of planning should be? At a time when the producers were artisans and guild organizations, production was very small, so everyone planned according to their possibilities, planning was not among the urgent problems. The situation changed radically with the Industrial Revolution. Production has become massive, the time has come for competition for the market for raw materials, sales, and labor.

Reflecting the changes that have taken place, planning has changed in all its modes of action and forms of manifestation. Hence the differences in the attitude to planning among producers and in economic theory, which is going through a difficult time in its history. Bulgakov's professor Preobrazhensky taught: revolutions, in order to be successful, must begin and ripen in the minds of people. The writer's observations confirmed the events of the crises of the 21st century.

Critical researchers were uncomfortable even before the newest crises; they came close to understanding that economic recessions, recessions that significantly hinder social progress, are not caused by external factors: financial adventures, political and military conflicts, infectious pandemics. Their reasons are in the contradictions of production itself, in particular, the ineffectiveness of management, the conjuncture caused by political considerations that run counter to the laws governing the movement of the economy. The immeasurable number of Nobel laureates among economists, approaching the number of physicists who have developed a modern scientific picture of nature, only once again convinces of the stability of the crisis of economic theory.

The manifold increased interest in Europe in K. Marx's "Capital" demonstrates disappointment in the research talent of contemporary economists. Europeans are not embarrassed that the scientific analysis of A. Smith, D. Ricardo, K. Marx, J. St. Mill, was carried out within the limits of the requirements of the classical period of the history of science, which replaced the non-classical, giving way to the post-non-classical. The essence is not in the names, it is in the changing ideas about the specifics of scientific knowledge.

Scientific knowledge is fixed in theory, but not every theory has the quality of scientific character. The development of science is, from a methodological and epistemological point of view, a change in the rules for achieving the quality of the cognitive process. "... The growth of scientific knowledge, wrote one of the most authoritative experts in the field of epistemology, K. Popper, is the most important and interesting example of the growth of knowledge. In considering this question, it should be remembered that almost all problems in traditional epistemology are associated with the problem of the growth of knowledge. I am inclined to state even more: from Plato to Descartes, Leibniz, Kant, Duhem and Poincaré, from Bacon, Hobbes and Locke to Hume, Mill and Russell, the development of the theory of knowledge was inspired by the hope that it would help us not only to learn something about knowledge, but also to make a certain contribution to the progress of knowledge.

The German specialist drew attention to an important change in the vector of movement of scientific and philosophical knowledge. In the initial period of the history of science and philosophy, when a scientist and a philosopher most often acted as one person, there was a conviction that the subject of study was objects of interest, or the knowledge about them that had already been obtained in experience - ideas, images, concepts. A new interpretation came from Berkeley, Hume: it is necessary, in the name of achieving objectivity and the significance of knowledge, to investigate not thoughts, opinions,

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views, but logical signs of judgments, statements and proposals.

K. Popper commented on this shift of interest in the following way: "I am ready to admit that this replacement of Locke's" new method of ideas "with a" new method of words "was undoubted progress, and it was urgently needed at the time." However, K. Popper refused to recognize the "new method of ideas" as the main method of epistemology, explaining his opinion by the one-sidedness and vulnerability of its use. We were forced to recall the thoughts of K. Popper by the following consideration: the classics of political economy began with a real-life subject, trying to discover its stable characteristics, developed concepts that reflect these signs, tried to "glue" them into a system describing a change in the state of the object of research, rested against the contradictions of ideas and reality, they discussed, relying on the real practice of the analyzed phenomenon.

Capital was then industrial capital. Financial capital was just being formalized into an independent system. Political economy did not reflect speculation, but virtual phenomena; it served the real movement. The vector of industrial and economic progress coincided with the ideology of those who were interested in it. The transformation of victorious capitalism turned out to be in the interests not so much of society as a whole, but of a certain part of it, by the way, also torn apart by the specifics of interests.

Economic theory, which has a connection with the activities of social subjects, began to lose the need for objectivity and therefore moved from the position of analyzing ideas to analyzing the forms of their expression. The methodological equipment of economic analysis has also changed. Quantitative analysis has supplanted the quality of the scientific synthesis of primary information. Conceptual analysis was replaced by linguistic exercises and semantic research under the plausible pretext of overcoming the ambiguity of concepts. Not a single science has appeared as many new terms as in economic theory.

The formation of new words is a natural phenomenon for science, but in each case, the legitimacy of neologisms is needed. Physicists, mathematicians, chemists, as a rule, make do with the accumulated stock of verbal expression of concepts. In economic theory, there is a kind of competition - who will come up with a new word more and faster, so the description of real phenomena is not concretized, but blurred, complicating the understanding of the subject.

The concept of "planning" generalizes the functioning of subjects of economic activity, the scale of its movement and much more. Planning can be within a single enterprise, then it is not a political element of management - it is determined by the management based on the economic situation; sectoral, on this scale it already has signs of a political phenomenon. Planning is divided into directive -

mandatory for execution and indicative, that is, conditional, allowing you to count on preferences. Distinguish between current and long-term planning. But, regardless of its nature, planning is a universal management tool in the systemic organization of activity - cognitive, practical, synthetic.

F. de P. Hanika - professor at the University of Khartoum, gave a course in Cambridge. In the book "New ideas in the field of management" on the example of drawing up financial estimates, he identifies three main points in resource management and in all planning comes first. Moreover, he begins the final chapter "Operations Analysis" with "Improving Management Technology" and concludes: "A group of new methods based on network analysis and used in the planning and regulation of complex projects is rapidly evolving."

On the crest of the scientific and technological revolution wave in 1967 in the USA, the well-known analyst and government official J. Galbraith publishes the monograph "New Industrial Society". Interest in the views of a specialist is evidenced by a rare fact: just two years later, Galbraith's book was translated and republished in the USSR with a foreword by N.N. Inozemtseva, CM. Menshikov and A.G. Mileikovsky.

The reflections of J. Galbraith are still interesting and relevant, therefore, in the context of our preface, we cite fragments of his text selectively, but relatively completely. J. Galbraith asserted: "Of all the words in the lexicon of a businessman, words such as planning, government support and socialism are least pleasing to his ear. Discussion of the likelihood of these phenomena occurring in the future would lead to the realization of the amazing extent to which they have already become facts. It would also not have been without a statement of the fact that these terrible things arose at least with the tacit consent of the industrial system or as a result of the fact that it itself needed them."

J. Galbraith sees the future not in confrontation, but in convergence: "Thinking about the future, the scientist wrote, would also reveal the importance of the trend towards convergence of industrial societies, no matter how different their national or ideological claims may be. We mean convergence due to approximately similar planning and organization systems. Convergence is associated, first of all, with the large scale of modern production, with large investments of capital, perfect technology and with a complex organization as the most important consequence of these factors. All of this requires control over prices and, as much as possible, control over what is being bought at those prices. In other words, the market must be replaced by planning. Large-scale industrial production requires so that the sovereignty of the market and the consumer is largely eliminated." Further, J. Galbraith makes an even more imperative conclusion: "The industrial system does not have the ability to regulate aggregate demand - the

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ability to provide purchasing power sufficient to absorb everything it produces. Therefore, she relies on the state in this area. " The economic policy of the government of Boris N. Yeltsin was determined not by the international experience of political and economic reforms, but by the circle of liberal advisers from the United States, who went bankrupt in their own country. Those who had a chance to listen to Gaidar's speeches in the substantiation of the economic redistribution of society were constantly surprised at their terminological richness and unintelligible effect. Gaidar was aware of the adventurism of the economic program, its grave consequences for the people and national history.

It was not by chance that J. Galbraith devoted a separate chapter to education and emancipation, reminding university professors of their professional responsibility for the social consequences of their inaction. Professional education, by its systemic position, should form an understanding of the essence of economic and political processes among specialists. It is dangerous to replace education with enlightenment and training, it is designed to create conditions for the formation of the worldview position of the individual: "Not a single intellectual, not a single artist, not a single teacher, not a single scientist has the right to allow himself the luxury of doubting his responsibility. Nobody, except them, can take upon themselves the defense of the goals that are essential for our time, "concluded the American politician, concerned about the fate of the world.

Social and cultural aspects of planning run through the entire history of improving the quality management system for production and manufactured goods. It is easy to trace how the scale of the approach to quality planning changed from the first experiments of F. Taylor, A. Fayol, G. Ford Jr. and A. Sloan through the research of A. Maslow's needs, V. Shuhart's proposals, E. Deming's management program, K. Ishikawa's addition to I. Juran's recommendations, F. Crosby, A. Feigenbaum and the achievements of Soviet specialists. In the history of quality management, the importance of two factors has become clearer than in the rest: firstly, the dependence of quality on planning excellence, and secondly, the need to consider planning not only in the technological aspect, but also in a broad socio-cultural aspect, in order to involve all spiritually in production activities. -the physical potential of the individual.

Two centuries ago, the French sociologist and economist Proudhon decided to understand the origins and causes, and at the same time in the minds of the disadvantaged under the conditions of capitalist accumulation. He expounded his thoughts in the book "The Philosophy of Poverty", to which K. Marx responded with his monograph "The Poverty of Philosophy", which was pretty much forgotten. Marx showed the dependence of socio - economic research on the philosophical maturity of analysts. By that

time, K. Marx and F. Engels were actively introducing a new view of philosophy, declared in K. Marx's "Theses" about L. Feuerbach. Philosophy cannot be only a form of contemplative worldview, philosophical reflection should serve as a tool for understanding the worldview and methodological foundations of human activity in its entire spectrum from cognition to transforming reality.

We have already noted the stable connection between leading political economists and philosophy at a time of intensive bourgeois progress. This progress was contradictory, unevenly distributed, but it was, because there was a philosophy of bourgeois development. Economic science relied on philosophical methodology and scientific discoveries. The leader of progress was industrial capital, focused on the construction of real production facilities, the use of scientific and technological achievements. In the twentieth century, capitalism has changed significantly, its ideologues have lost their former confidence in a prosperous future. Empiricism supplanted rational thought, and with it came utilitarianism in its most primitive expression. The reorientation resulted in a spiritual crisis noted by all outstanding thinkers - K. Jaspers, M. Heidegger, Z. Freud, P. Sorokin, K. Popper, B. Russell, J.-P Sartre.

Planning has a world outlook scale, it is a function of rationality, which took shape in human consciousness. Let us repeat: such fundamental signs of consciousness as the ability to abstract and generalize in combination with anticipatory reflection of changes in reality intersect precisely in the need to plan activities. Otherwise, the knowledge of the laws of change, the delayed effect of actual action loses its meaning.

Planning can also be understood as the realization of freedom of action. The question: what kind of planning ensures the effectiveness of activity is solved in theory, but the reality of planning is determined by politics, and politics only partly coincides with logical necessity. If politicians really strive to make the development of production high-quality and efficient, then they must expand planning to a total scale, find a balance in the structure of investments, thinking, first of all, about enhancing human potential. In order for human capital to work and become profitable, it needs corresponding accumulations. This is the law of normal capitalism. There are examples of the implementation of economic policy focused on the planned development of the human factor. Let's refer to the Chinese modification of the principle of inclusiveness developed by D. Acemoglu and J. Robinson. The Chinese concretized the ideas of the authors of the project in ways of achieving common goals: by putting human resources development as a priority; a focus on achieving full employment; professional development of employees, social security and sustainable promotion.

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In the proposed monograph, the authors concentrated on the analysis of the planning experience, the reasons and conditions for the efficiency of production development, depending on which planning should be the locomotive of progress in the real sector of the economy. Theoretical research is combined with critical analysis of specific practical

results. In the established tradition, the materials of the monograph represent various political ideologies and economic positions, and the form of presentation is designed to make the content "information for thought", to awaken a creative attitude to what is read.

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EFFECTIVENESS OF SCIENTIFIC WAYS OF KNOWING SOCIAL AND CULTURAL FOUNDATIONS OF ECONOMIC PLANNING, PRODUCTION OF COMPETITIVE AND POPULAR PRODUCTS

Abstract: Production management, including standardization, should be carefully prepared with maximum reliance on the reserves of professional culture of specialists, but the dynamics of running production management is desirable to entrust the technical programs and tools. So everything will be more reliable. But technical management has its weaknesses. Among them: a high level of energy dependence, computer security is not absolute, the requirements for personal abilities of specialists in terms of personal and team responsibility increased, sometimes up to exclusive. Problems in production, as a rule, create people, but it is in the absence of qualified specialists there are the most serious problems. Technical standardized management is not a panacea. The authors formulated the rules of standardization. Basic, in their opinion, their two. First, standardization should be carried out in three directions, linking them into a complex - to determine the standard of the product within its functional purpose, taking into account a broad understanding of the safety of use; to regulate the production process and to form a consumer attitude to the product. The consumer is a full participant of standardization. Without proper consumer interest in the product, the product will not be in demand on the scale necessary for its sustainable production. Second, standardization of production is carried out on the basis of conceptual understanding of its

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position in the system of specific historical conditions, as it is due to the quality of the stage of economic development. No matter how it is perceived by the consciousness, it is necessary to put up with it. Third, the product must be in demand not exclusively, but on a mass scale, otherwise the production will cease to be mass, will waste its quality. The authors considered that the range of products of mass demand in the USSR was not great, but the quality of consumer goods satisfied and allowed the manufacturer to solve its problems. Departure from the standards of production developed in the USSR allowed to expand significantly the range of goods, at the cost of quality loss. Increasingly, in stores and advertising there are Soviet brands that were not in the USSR them, as ordinary products. Apart from the fact that digital production is built on the basis of physical impact on the object and requires a standardized re-quality. History known as the history of quality management, essentially there is a history of standardization of production, concretization of quality into sample production.

Key words: production management, technical management, standardization, digital production, identified and production management, consumer, commodity, assortment, quality, economic development.

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Introduction

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The need for standardization, potentially inherent in the development of production, was revealed gradually, in proportion to the state of production. Its abstract form was loaded with concrete content. The process of becoming a standard was similar to the work of a master tailor, who first took the measure in the absence of any material signs of the future product, made the first fitting of something not very clear to the customer, and only at the end showed the product that embodied the concreteness of the image. This was also the process of ascent of the original purpose of standardization to its concreteness, which is recorded by modern scientific and information sources. The functions of standardization changed, and its content as an instrument of economic activity management also evolved.

Standardization as one of the basic techniques of economic policy drifted from the quality of the finished product to the production of a product that ensures its quality. The wind in the sails of standardization was blowing from another important concept of political economy-production efficiency. While efficiency was determined by customer satisfaction with quality and price, standardization managed quality. The standardization was based on the regulation of the parameters of the technology of its production. Samples of products agreed by manufacturers' associations with regulators ruled the ball. The situation was fairly balanced, but its stability was determined by the technological specifics of manufacturing.

Progress allows stagnation within certain limits. Just as there are vast areas in the mountains, so in the history of production - areas of active professional activity there are lull in the movement. They are natural, since they correspond to the social state as a whole. The middle ages was not a sleepy Kingdom, as

it is depicted in school textbooks, it simply reproduced itself equidistant, without jumps. At this time, humanity was gaining energy of action, creating approaches to obtaining critical values of impulse energy in various spheres of activity. The peculiarity was that in the social life of Europe and not only, religion prevailed, and in the political - absolute monarchies, carefully protecting the movement from any perestroika. The public mind was dominated by a sense of satisfaction with the success achieved, forced to tolerate troublemakers within the confines of the increment vector created by religion. No faith could become an impassable barrier to social progress. When this happened, however, the changes took place in the religion itself. Christianity entered the middle Ages as a single faith, and came out unfurled like a fan.

The peculiarity of the middle Ages affected the subsequent development of history. Modern times (XVII-XIX) could not come immediately after the Middle ages. It took a transitional historical stage – the "Renaissance". It was necessary to clear the socio-cultural and political conditions for the free and independent movement of scientific knowledge, the methodology of scientific knowledge, education, and technological progress.

In the XVII-XVIII centuries, the development of scientific knowledge is out of the control of the Church. By this time, the completion of the formation of science as an independent field of culture is attributed. In Europe, there are associations of scientists, science management bodies. Scientific knowledge is being transformed into technical creativity on a new scale. The engineer becomes a "scientist Builder". Technological progress is crowding out manual labor. The factory is replacing the manufactory - a new way of organizing production and labor. Production is becoming mass-produced, so it is more affordable.

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Accessibility requires a different quality. Quality comes to the fore mass product. It should be and be inexpensive. The place of the named consumer is replaced by the x consumer, which can be anyone. Previous quality control capabilities are being squeezed by new tasks.

In Russia there was a common saying: "Cheap and angry." Young people are unlikely to understand its essence, so let's explain: the product does not have to be expensive to be in demand, but not every product will be demanded, but only the one with the signs of a quality product. In modern times the saying has been given a modern form of expression: "A quality product - at a reasonable price."

The change in the nature of production forced a change in the philosophy of standardization. Standardization of product quality by result has been replaced by standardization of production of a quality product. The "synthetic idea" of sample control is gone, the "analytical idea" has come: all production and the product itself are decomposed into components - nodes, parts, operations to the last screw, seam, nut, forced movement and take everything under control. Keep differences to a minimum, and maximize versatility. Such a thing for the masters of workshops and manufactories could not be dreamed of in the worst dream.

Main part

Skill is closed to originality, it is unique. Even the master himself can not fully decompose the process of making his product. Creativity only begins with a General set of tools, actions, and order, but it reveals itself in the fact that it is impossible to construct a "constructor" from a set. The mind acts according to logic, so there is a possibility and need for rationalization. The innovator does not invent, his thought is focused on bringing the invention to its hidden perfection. The mind, and only the mind, jumps from the known to the unknown. The creative power of man is concentrated in it. Hence the name of the species - "sapiens".

Both manufacturing and factory production combine creativity with rationality, but they do it differently. The workshops were the first to create. The master was the Creator, the apprentice and the apprentices provided the conditions for the master's inspiration to manifest. At the factory, the master is the organizer of work on the production of an approved sample, essentially the head of the operation for assembling the product, or, if it is particularly complex, its individual parts. Creativity and production are separated, so that there is no temptation to depart from the scheduled and controlled order. And in this order, you do not need to use unreason, on the contrary, only by following a rationally separated and fixed order can you maintain the pace of production when it is mass. The power of mass production is in the availability of goods to a wide

range of consumers. And no state will deviate from the philosophy of satisfying mass needs. Quality here is the price for mass production, which all participants in the process are forced to pay.

The history of mass production shows how the solution to the problem of quantity quality was sought. This history is not a series of events and actions, but first of all, the logic of resolving contradictions written into the historical process, the history of economic policy, which should be perceived as a higher school of Economics. After passing through the historical experience in your mind, you can escape both romanticism and liberal illusions in the management of economic activity.

The beginning of the studied history confirmed the natural character of the development of economic progress. History began where production was more Mature, the importance of science and technical creativity was more in demand, and the political situation was more democratic in England. In this regard, we once again call for the help of Britannice: "Industrial revolution", the process of transition from an agricultural economy to an industrial one based on machine production. It began in England in the 18th century. Technological changes included the use of iron and steel, new energy resources, the invention of new machines that increased output, including the Jenny spinning machine, the development of the factory system, and important inventions in the field of transport and communications, including the steam engine and the Telegraph)... The industrial revolution mainly took place in England from 1760 to 1830, then spread to Belgium and France. Other countries temporarily lagged behind, but when Germany, the United States, and Japan built a strong industrial base, they surpassed England's initial success. The countries of Eastern Europe lagged behind in development until the beginning of the 20th century.

The description of the industrial revolution, apparently, was prepared with the mass consumer of information services in mind, and is perceived, from a professional point of view, critically. There is no essential assessment of economic development, and the beginning - the transformation of England from an agricultural country to an industrial one-looks somewhat strange. England for a long time relied on its own agrarian Foundation, in which the transition to industrial foundations occurred not without complications, as well as in industrial production, it is enough to recall the well-known Pro-test movement of the "ludites". At the same time, we can trace the historical path of industrial revolution in Europe and beyond.

We are interested in just what the author did not finish telling, relying on professional logic and ingenuity. The industrial revolution led to the mass scale of production and the necessity of dividing labor into the depth of technological progress. Skill was replaced by performance discipline, and the internal

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motivation of the master gave way to an external urge. The industrial revolution led to an economic revolution. The method of production has changed, starting with the source of strength and internal motivation in achieving the quality of the product and ending with the priority in the new method of production technical division of labor. The organization of production has steadily become a leader in the economic theory and practice of economic activity management. The art of the master was replaced by the art of the dispatcher, the importance of technological discipline, the ability to count and read, and to take risks in order to win increased.

The period of economic history that followed the Industrial revolution is usually divided into two stages. At the first stage, mass production of the classic model developed. We call it classicist to emphasize the uniqueness of the stage of maturity. Maturity as a stage of development, regardless of what exactly has reached it, is characterized by transparency of the essence. The essence comes out of the shadow of the phenomena that hide it, reveals itself almost as it really is. All the most perfect, the best is presented at the stage of maturity. At the same time, the disadvantages and costs of development look more contrasting.

At the Zenith of mass production classics, its philosophy was formulated quite clearly and enticingly for the consumer: the buyer should save time on making a purchase, the store is not the best place for a responsible person to live, so that it is so, it is necessary to concentrate the maximum assortment in one place. We don't know who was the philosopher who helped economists define the essence of shopping, because its anonymity is carefully protected, but exclusivity was not a modern philosopher. The mission of trade was presented methodologically flawed, without a systematic approach. The lure turned out to be like a lure.

Economic science can be separated from politics, however, even the supporters of making it to the economy comes from the fact that we are talking about the economy and not extravagance. The implementation of the philosophy of product availability in one place implies unjustified neither economically, nor humanitarian, nor environmentally huge costs. It was not possible to write them off and they put all their weight on the cost of goods, significantly raising the price and undermining the possibility of mass access to the market.

The foundations of the philosophy of mass production were laid towards the end of the XIX century by famous specialists in the field of management: F. Taylor, A. Fayol, A. Sloan, G. Ford, Jr. They also have the initial experience of developing the theory of production management, in particular, the idea of the system-forming value of quality management through the standardization process. In

the XIX and the first half of the XX century, the issues of humanizing the economy and protecting the natural conditions of social progress were not included in the first line of relevance, so they were usually ignored when solving production problems.

The situation changed abruptly towards the end of the second Millennium. Economic planning and design became dependent on higher-level relationships. Solve the question of how to live on? Without an answer to the question: will there be life? Illogically. Management specialists thought about the historical logic of providing consumers with the formula "here and now". B. S. Aleshin, L. N. Alexandrovskaya, V. I. Kruglov, a.m. Sholom and many others opposed mass production with the type of production called "lean production" - a prudent, expensive production. Having decided that it will not be so mass, since the focus on market research can still remove an undue burden on production, it will make production targeted. It is not clear why they came to the conclusion that it will cease to be mass.

Mass production did not initially become a brand, it merged with the essence of production. Production will not be able to be otherwise in the foreseeable future. Naturally, in parallel with mass production, artisanal and individual co-exist-heirs of workshops and Manu-textures, however, unlike their ancestors, who are not limited in technology to hand tools, and actively use scientific and technical products. "Prudent production" - this is really a good trend for a more adequate form of continuing mass production.

In its former form, mass production looks decidedly out of date in the twenty-first century. Among the global challenges: "energy conservation", "resource conservation", "concern for the state of the natural environment", "global warming", "protection from the destruction of the ozone layer", an economic philosophical strategy is being developed independently. What kind of humanism is this? The very participation of science and philosophy in the development of mass production, which, as has been repeatedly noted, was of the most important importance in the cause of social progress, allowed to create hundreds of millions of jobs, increase purchasing power, make people learn, improve their skills, enjoy civilizational achievements, gain freedom in national and transnational space, etc., was undoubtedly a significant factor. But we should not forget that science and philosophy are initially perfect in comparison with existing knowledge - mythological, everyday. Their strength is not in what they have already done, but in what they can do if they are not allowed to.

Pythagoras also explained that he is not a sage and is not all-powerful, his goal is to understand how wisdom works. At the origins of economic science there were prominent representatives of philosophical thought who were able to understand the essence of

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the matter and give a forecast of development within the limits of historical concreteness. They thoroughly understood the present, determined the nature of the upcoming movement, developed a scientific methodology, and the philosophical foundations of scientific knowledge as a private search within the framework of the General.

Science and philosophy are not allowed to guess and search for truth in the Scriptures. Their job is to analyze what has grown. Much has grown in the nineteenth and twentieth centuries, but more has just begun to grow. These sprouts were not adequately evaluated. The natural environment seemed an endless storehouse for thinking. Dialectics could not be completed in time with a systematic approach.

"Zena production" is not an alternative to mass production, but only its next stage of improvement. The essence in case of a successful transition will remain the same, and the costs related to excess will be reduced. Understanding the real essence of a "prudent, sparing" economy is important for developing a valid economic policy.

The effectiveness of economic policy is primarily determined by how well the quality of existing production is assessed. It would seem that there is no need to update the apparent dependence, when everything should be clear to everyone without it. Let's explain: evidence is a dangerous state of consciousness. In it, the essence of what is happening is often seen as a rod submerged in water. Even a mirror shows its character in a reflection, so what should the mind that thinks in a reflection do?

Physical reflection is devoid of intent, and reflection in consciousness is a way of understanding, therefore, along with the object of reflection, the state of consciousness - experience, interest-actively participates in reflection. An example is the categorical rejection of bourgeois economic thought in the twentieth century from the political essence and even from the bourgeois orientation. At the dawn of capitalism, the term "bourgeois" was an honorific. It reflected the revolutionary restructuring of the economy, social relations, and the transition to democratic freedoms. Everything was clear – the time of feudal social structure has developed its historical resource and is obliged, according to the social progress, to give its place to capitalism - a more perfect social structure. The concept of "bourgeois" has historically been included in the definition of the most effective "great French bourgeois revolution". Then why in the XXI century do Russian liberals shamefully hide the term "bourgeois" in relation to the definition of the state of the economy and its reflection in economic science? The reference to the objectivity of scientific knowledge is inappropriate, since it is not science that is defined, but its object. Scientific knowledge and scientific methodology in this context strictly preserve their objectivity. Science is applied to

a historically specific object and gives it a scientific understanding.

No one and nowhere officially declared the end of bourgeois history. If this were to happen, it would be necessary to open a new Chapter of social progress, which was attempted in 1917. The attempt was defined as historical arbitrariness, unlawful violence against the history of capitalism, which required the totalitarian nature of the social structure, violation of individual rights, freedom of expression, and so on. in a word, capitalism has survived and has not gone away. But try to find the term "bourgeois" in the democratic media and modern scientific journals in relation to the economy. What is it that prevents the phenomenon from being called adequately? - Historical lo-geek.

History is a naturally developing process of changing phases (stages, formations, civilisations, epochs, etc.). Capitalism replaced the feudal structure of society, the basis of which was the agricultural and artisan type of economy, built on manual labor, non-stationary commodity market, shop and factory organization of production. Management went through standardization, focused on the certification of the final product, rather than the manufacturing process. No matter how perfect capitalism is, its perfection is historically regulated. Sooner or later, contradictions will "eat" his perfection and he will give up his place.

What will follow? This is still a mystery to science, but it is absolutely clear that it is vitally important for the bourgeoisie and those it contains to re-classify the historical status of capitalism from concrete historical to non-historical, i.e. universal. Remove the problem of the future society, transfer it to the technical level of regulation, including through standardization.

Rate for lean production – a knight's move. It is intended to show the humanitarian and environmental reserves of the bourgeois economy and draw attention to the need for a new paradigm of development within the existing economic platform – the bourgeois mode of production. We cannot share the satisfaction with the transition to "rational production" of a number of authors of the late XX – early XXI centuries, when research was carried out on various grants, including the Soros Foundation, and the products of science were presented in a technical spectrum free from ideological influence. In political economy there can be no freedom from politics. Dependence was in the period of socialist history, and it continues after. Self-determination of the state of the domestic economy as the most convenient course. What we are moving away from has become clear since 1991. Try to find out where we are headed, but we are going exactly there - in the bourgeois mode of production, not calling it technological industrialization, the digital economy. And we will be there in the end, so we must clearly understand that all technical solutions have a

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political nature, just in some cases it sticks out like donkey's ears, and somewhere it is hidden for intermediary actions.

The bourgeois economy was born as an alternative to artisanal, manufactured production, which could not be mass-produced, but was technologically very high-quality. The quantitative ska-chock was supposed to affect the quality, which forced the management to take a course to ensure the acceptable quality of the product. The only possible vector here is the creation of standard conditions for obtaining high-quality products in bulk. The heterogeneity of mass demand caused a wide range of product quality, which was reflected even in the scale of national and TRANS-national planning.

In Western European countries, products are marked for consumers from the Eastern part of the continent and specifically for Russia. Quality, and along with quality and standards, are largely determined by the political map. Standardization as a technical technique is really necessary and reasonable as an economic policy tool, but only outside the system understanding. In a systematic view, it has political ears that, like donkey ears, how much not to hide, will come out.

Let's go back to the paradigm of "efficient production". At first glance, writes B. S. Aleshin and colleagues, it may seem that it is all about the widespread implementation of the so-called "just in time" system, in which products are produced only when they are needed for the next stage of the production process, and only in the amount necessary for this. However, a closer look shows that it is not just a matter of organizing production under this system. It is necessary to rethink the logic and technology of production, which inevitably leads to changes in mentality or, as is now often said, to a change in the culture of the organization.

In the first approximation, one gets the impression that the metamorphosis of standardization is inevitable in the conditions of development of efficient production. As long as the RP exists only as a project, you can indulge in reflection, the subject of which should be the main thing in any business, regardless of its scale and significance – the quality of the process and product.

If we think strictly logically, the concept of "quality" is a specific philosophical category. In philosophy, it is the second in order, following the concept of being, and reveals the essence of being. In all non-philosophical reasonings, quality is modified, acquires a concrete-objective, very often sensually-concrete definiteness. Economic science and production practice are no exception. The difference can be felt by comparing the understanding of quality in philosophy and beyond, focusing on the human explanation of what quality is. Quality, in the words of a famous German philosopher, is "that which is lost, the object ceases to be co-combat". The

philosopher has the right to define quality in this way, because he takes the object in its abstract form. In an abstract form, the object exists conditionally, so the object also ceases to exist conditionally, taken in the system of philosophical abstractions. A product ceases to be a product only for a Philo-Sophist when it is devoid of consumer value. But who is going to organize the production of something that no one needs? This can only happen in a madhouse, and not in a real production.

The definition of the quality of philosophical phenomena allows for a human formulation. The cause has one quality, the effect has another. Losing its quality, the consequence may become the cause of new changes. It does not disappear, but only transforms according to the natural order of movement. An accident that has been deprived of quality becomes a necessity; a possibility becomes a reality or an impossibility. The product assumes, as a necessity, the absence of the manufacturer's own needs in it- it is manufactured for sale on the market; and as an add-on (if you are preparing it for sale), it must have something that someone really needs, that's what they came to the market for. A product really ceases to be a product when it doesn't have what someone else needs except the manufacturer. Only such a "product" is not a standard of commodity production. In production designed for the market, the philosophical concept of quality is concretized in terms of the reality of the product and looks like a standard. This explains the fact that the entire history of quality management in the XX and XXI centuries was developed in the form of mass production standardization.

The modern history of production management focuses on managing the quality of product production and is carried out through improving standardization. This should guide the assessment of the economic efficiency of management. And we should start by clarifying the concept of economic efficiency. The reason for this is that there is an increasing tendency to separate economic efficiency from the systematic functioning of the economic block of public life.

Scientific economists sequestered the methodology of knowledge and management to mathematical support, trying to implement the failed idea of Comte in the XIX century to make each science simultaneously a philosophy. One of the attempts of this kind, Karl Marx called "the poverty of philosophy", for which the bourgeoisie is not destined to pay, and not those who serve it, to pay a certain amount to consumers. Therefore, the increment dynamics looks stable: the rich get richer even in a crisis, while the rest of us float on the actual waves of economic movement. As those who are in a hot air balloon in distress, try to reset the ballast to make it to the desired location, and current economic theorists of the movement seek to detach from the economy, they believe, not market, enrolling in infrastructure

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activities aim-ing directly on the development of human capital, and thus claimed that human capital is the main source and reserve increments of the economy.

It is surprising how experts, fascinated by the term "humanization of production", read statistics. "Learning is becoming the norm of life," the authors of the study guide "Philosophical and social aspects of quality" enthusiastically state. The average cost of American companies for training is about 1, 5% of the salary Fund. Once this one and a half percent was an indicator of special attention to something. There is just a division of profit by the residual value.

So, let's highlight the essence of our thesis: standardization from the very first steps of its history had the purpose of defining and stabilizing quality. At first, the product itself, since there was no special chance to influence the technology and organization of production, but with the transition to mass production, when the value of the organization of production significantly increased as a result of the activity, the direction shifted to the manufacturing process. Standardization of production has come to the fore. It was believed that if the production organization meets the requirements of the developed standard, the result will be high-quality.

Turning the switch to standardizing production from the outside seems to be a justified action. In fact, where to get not the quality of the product, when there are only quality actions around. Naive people are convinced that it is enough to combine high-quality alcohol with high-quality water, and you will get high-quality vodka. Chemists have a different opinion. They claim that in order to obtain a high-quality alcohol-containing drink, it is still necessary to observe the order of combining water with alcohol in order to properly start the reaction.

Shop and partly manufacturing production were subordinated to the quality of the product. Manual labor was low-productivity, but highly mobile within the skill range. This is why creativity is always involved in the product. The quality of the product completely subordinated the technology and organization of production. It is pointless to fantasize about the topic: would Stradivari or Amati have changed the sample if they had experienced difficulties with manufacturing? They would not deviate a step from the idea of its material objectification, they would look for a solution in production and find it. The nature of mass production of any type is quite different – wasteful and wasteful. If a product that is recommended for mass production cannot be prepared without a serious restructuring of production and requires serious expenses, it is easier to involve innovators in order to "improve" the product in the interests of production.

As an illustration, we can cite the Soviet experience. Consumers knew that Prime shipments would be perfect, but the further they went, the worse

it would get. German car manufacturers are among the most qualified, but they also falsified engine performance, confessed, and were fined approximately. Similar cases have been repeatedly noted in the practice of Japanese manufacturers. Unfortunately, this is even worse in the Russian Federation. The main reason for the flourishing of corruption.

We must understand the dual function of standardization. It combines technology with politics. Its importance for improving production is objective - it is the only main way to move the economy forward, but, at the same time, it is also the main means of objectifying economic policy, so the objectivity of standardization has been and will be oriented by political interests. Standardization can be managed (and should be!), and therefore can be manipulated.

When the President of the United States came to power, Trump took measures to withdraw the country from the Paris agreements on environmental policy, despite the complication of relations with European partners, especially sensitive to the effects of environmental changes-the continent is small, population crowding and production is large. Trump is a man of business and business policy for him is the essence of politics. Everything else must be subordinate. Trump has taken on the task of rebuilding the economic life of his country, and he will build standards based on purely American interests, without straining infrastructure processes, which trump refers to the state of the natural environment. Through the technical form of standardization, its political essence is manifested.

And the last argument in favor of the dialectical perception of standardization - the President of the Russian Federation declared the creation of digital production as a Central economic task. Since the time of the Pythagoreans, numbers have been a symbol of ultimate abstraction. the number loses its objectivity and is replaced by a number, but not chaotically, but quite definitely. A single figure is pointless. Another de-lo a certain combination of numbers, it, with the help of a certain code, recreates the object in its most accurate expression, which opens up almost unlimited possibilities of identification and management. Due to the transfer of actions to a sphere independent of the subjective factor, the emotional and motivational component of the subject activity, the costs of professional readiness of the specialist, is removed from management. As they say: nothing personal, only in the interests of the case. It is bad when the role of the individual is underestimated, even worse when the fate of the common cause depends on the individual.

Production management, including standardization, should be carefully prepared with the maximum reliance on the reserves of professional culture of specialists, but it is desirable to entrust the dynamics of running production to technical programs

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and tools. This way everything will be safer. In June 2018, the Russian icebreaking fleet was supplemented with the most modern Arctic-class diesel vessel for conducting caravans along the Northern sea route in the annual re-press. Height-with a five-story house, the main engine power is 45,000 HP. The ship is operated by 19 people, which may be more convincing in favor of the advantages of technical production management. But technical management has its weaknesses. Among them: a high level of energy dependence, computer security is not absolute, and the requirements for personal abilities of specialists in conditions of personal and team responsibility are increased, sometimes even exclusive. Problems in production are usually caused by people, but it is in the absence of qualified specialists that the most serious problems arise. Technical standardized management is not a panacea.

Let's try to formulate rules for standardization. In our opinion, there are two main ones. First, standardization should be carried out in three directions, linking them in a complex : to define the standard of the product within its functional purpose, taking into account a broad understanding of the safety of use; to regulate the production process and form a consumer attitude to the product. The consumer is a full participant in standardization. Without proper consumer interest in the product, the product will not be in demand on the scale necessary for its sustainable production.

Second, the standardization of production is based on a conceptual understanding of its position in the system of concrete historical conditions, since it is determined by the quality of the stage of economic development. No matter how it is perceived by the mind, we must put up with it. The product must be in demand not exclusively, but on a mass scale, otherwise the production will be mass-produced and will waste its quality.

The range of mass-market products in the USSR was not great, but the quality of the consumer's product satisfied and allowed the manufacturer to solve its problems. The departure from the production standards developed in the USSR allowed us to significantly expand the range of products at the cost of quality. More and more often in stores and advertising there are Soviet brands that were not in the USSR at all , being ordinary products.

Concepts are expressed only in words, they can not be translated into numbers, unlike products. Once again, we note that the concepts of "quality" and "standard" are related as General and particular in the characteristic of the phenomenon. You can only really manage quality with the help of words, and the word, by definition, generalizes the reflected phenomenon and removes its sense-object concreteness, making it difficult to have a practical impact, reducing efficiency. By defining the quality of an item, we only limit it and specify the management, setting the

management vector and goals. For management to become practical, it is necessary to have not an image of the subject, but its subject expression. Here you need a subject or an adequate sensory, digitized sample, which after technical processing takes the form of a program of practical action. Digital production is built on the basis of physical impact on the object and requires a standardized quality reality. The history known as the history of quality management is essentially the history of standardization of production, the specification of quality in the production model.

The first experience of control intervention in the production process in order to give it stability and a certain increment can be found in the activities of workshops, individual productions, schools of masters. Most of the famous sculptors of the Renaissance tried to work in the offices of stonemasons, directly in the places where the material was extracted. They searched the quarries for the right texture to create an image. It was then that the joke appeared: a masterpiece is easy to make - you need to remove all unnecessary, superfluous, but first you need to find the basis. In the shops in the interests of quality craftsmen thoroughly tested products were observed during the manufacture of the work of journeymen actively at-talked to the secrets of students, selecting from them the most capable. Despite the fact that each product was individual, made by a master, it passed through an internal control, followed by an external one from the city's workshop organizations. In the future, this work will be defined as a phase of rejection.

It was much richer in content, synthetic, more like a "selection" than a "cull". Creativity moved the masters, the masters studied no less than the students. They were looking for paint, soil, Foundation, ideal images and ... they were wrong. Creativity does not spare anyone-neither the great nor the beginners. Had to work for all, especially the masters, by sticking. The concept of "marriage" is not as simple as it seems from the outside. Marriage is not always in sight, the masters got its hidden forms, which manifest over time. "Culling" was not an act as in mass production, but a technology. Today it is difficult for us to look beyond the achieved horizon in the development of mass production. What is clear is that its "rational" form is still more a direction of development than a phase. However, the logic of progress, built on continuity, does not exclude a return to some part that is characteristic of the shop organization. Mass participation should not be a hindrance to creativity. It will eventually reveal a variety under the General "roof" of multiple results. Therefore, it is necessary to carefully study the production process that has been perfected in the shop form.

Modern culling as an action aimed at standardization dates back to the last quarter of the XIX century. The beginning acknowledges the

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experience of plants S. Colt, I believe that there is a ro-was born the idea of "standard quality". If we evaluate the system of our version of "quality-standard", it was a subconscious embodiment of Hegel's conclusion about the dialectic of the ascent of knowledge from the abstract concept of quality to the concrete concept of "standard" of product quality.

The Colt was assembled without pre-fitting parts. Specially trained controllers performed pre-calibration and rejected the non-condition, thus speeding up the main-Assembly part of production. The experience of S. Colt at the beginning of the next century was developed in the automobile production Of G. Ford and G. Leland ("Cadillac"). G. Ford, by introducing conveyor Assembly, removed the control of components from the conveyor, logically considering that such work should be done earlier. As a result, the "input control" of compliance with the standard calibers was replaced with "output control" at the adjacent production, which cleared the main production from defects and made it qualitatively cleaner.

Further, the process of standardization went on by improving the achieved, it included the theorists F. Taylor, A. Fayol., And M. Weber. In Alliance with the managers they identified the basic principles of scientific approach to mass production organization: system approach to management; personnel management; delegation of responsibility; scientific labor rationing. The developed production management system went down in history as the Ford-Taylor production system. Having undeniable advantages, the Ford-Taylor system also contained serious defects that had long been "dormant" in its potential. The development of production in the new socio-political conditions of activation of social-democratic interests inevitably pushed the Ford-Taylor system into a dead end. This was also facilitated by technological progress, the process of turning scientific knowledge into a direct productive force. The desire to implement by all means the principle of not allowing defective products to reach the consumer could not but lead production into a technological structural crisis.

This was also driven by the lack of a clear understanding of quality and standard in management theory. They were changed instead of being considered in development. The most noticeable and sensitive was the identification of quality and standard in the field of mass-consumer goods production, where the concept of product quality reflects the dualistic nature of the product.

A product intended for subjective, more precisely, subjective use by a person or a social group must be of objective quality-physically and subjectively-to satisfy the consumer with its physical quality. It is naive to believe that only by advertising the physical perfection of a product, you can cause the consumer to like it. Such a consumer must be

subjectively non-existent. Interest in the physical quality of a product can be generated by demonstrating its capabilities, but this is not enough to generate interest in the need to buy it. The product must capture the buyer's feelings, and this process is irrational, deeply intimate in nature, expressing the consumer's individuality. Especially if the consumer is attached to a significant assortment, is picky and fastidious.

The quality of consumer goods is not reduced to a system of physical parameters, but it exists as a kind of core in their quality. And just as the atom is not limited by the presence of a nucleus, so the quality of such goods is not limited by a system of physical characteristics. In contrast, the standard is a purely physical phenomenon and requires a clear description in physical units of measurement. The concept of "product quality" should go through the market, and the "product standard" should be defined in terms of scientific and technical creativity.

Subconsciously, the differentiation of the concepts of "quality" and "standard" came to the end of the first quarter of the XX century, when they felt the insidious absolutization of control over the standard compliance of products. In high-tech, complex production, the share of supervisors exceeded one third of the employees employed at the enterprise, which significantly increased the load on the cost of goods. The price has increased, but the quality has not improved in accordance with the price increment. The buyer was paid for the previous level of guarantees. Quality has become a drag on production efficiency. In fact, there was a contradiction between standardization and efficiency. We had to think about how to improve the physical model of the standard - about new materials, original design and technological solutions. Standard - technical image of product quality. And just as the quality of a product described in words depends on the knowledge and ability to use them, the standard is determined by the capabilities of technical modeling of the concept of quality. The understanding of quality is evolving, and the technical model of the quality standard is also changing. Thinking has its own language and technical creativity has its own language, which is intended to serve as a translator from a scientific language into a technical language that is understandable to production. At the same time, the translator must have a good sense of the organizational and technological possibilities of production, so as not to absolutize the meaning of the idealized model. The image of the model is significant when it fits into the image of production, otherwise the above situation will arise. Good intentions will bring the organization of production to hell condition.

When the desire for total organization of quality control came into conflict with the total goal of improving production efficiency and it became clear that the conflict could not be resolved by any other

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method, V. Shukhert, who worked in the technical control Department of the American firm "Western electric", suggested shifting the focus of quality management to organizing the dynamics of the production process. Innovation In. Schuchert's point was that he looked at production and the quality of production as movement and in this context understood the main thing as movement: first, achieving stability, and second, the inevitability of

deviation from the direction of movement (figure 1). Translated features of the movement on tasks to ka-quantitative result, we got two conclusions: the desired quality can be achieved only under conditions of steady movement of production, therefore, it is necessary to stabilize the production of certain quality parameters (1), and the quality is a generalized process, which really represents a variation. Variations must be enclosed within certain limits (2).

Upper control border
 The line of the desired quality
 Lower control border

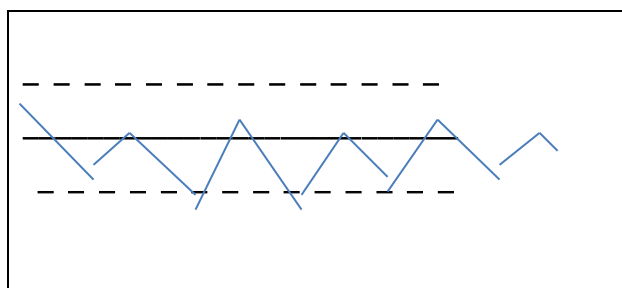


Fig. 1 quality graph

The task of achieving the quality of production has acquired V. Shukhert technical appearance and meaning: it is impossible to avoid variations in the parameters of the resulting quality of products, you need to try to reduce the variation. The quality criterion is the stability of production in the static sense, that is, the convergence of variations with the Central line. One of the most important factors in solving the problem V. Shu-Hert called the restructuring of personal interaction-cooperation, team organization.

V. Shuhart first approached the interpretation of the standard in mass production, presenting the quality of production and of goods statistical form, implying a certain fluctuation, which is called tolerance. V. Shuhart not introduced the concept of statistical model of the standard, but it need formed the basis of his innovative ideas. B. S. Aleshin and co-authors compared the quality management systems of Taylor and V. Shukhert in a table (figure 2), which clearly shows how far management thought has progressed.



Comparison of systems	
Taylor System	Shewhart System
<ul style="list-style-type: none"> Establishing product quality requirements Manufacturing of products Product inspection Administrative impact on the performer (fines, dismissal) 	<ul style="list-style-type: none"> Process quality planning Execution of works (process) Control of process characteristics, use and analysis of control cards Exception for special reasons
	
Each element is performed by different people, which is accompanied by a conflict of interest.	Each element is executed by a team that has a common goal-reducing variation.

Fig. 2 Comparison of Taylor and V. Schuchert systems

V. Schuchert tried to give quality management a human face. He stressed the importance of internal, including personal, motivation. But he did not seek to radically change the position of the worker in production. The alienation of the individual remained essentially the same, so the motivation was supported mainly by the financial assessment of the activity. Researchers of V. Shukhert's experience clearly overestimated its content, introducing into the

characteristic such reaction of employees as "joy from getting results"; "pleasure from teamwork, recognition of merits by colleagues and management of the enterprise"; "feeling of importance", etc. Adequate it to say that the method of V. Suharto forced managers to learn what is called the Humanities-governmental knowledge.

The restructuring of the quality management organization has become more significant. The

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technical control departments were replaced by the quality audit service, which is focused on checking the effectiveness of the quality assurance system through selective control of individual small samples from the total batch of products.

The next step in improving the standardization of production was the concept of "quality management" by E. Deming. It was formed and optimized for almost half a century, from 1950 to 1992. Based on the ideas of V. Schuchert, E. Deming formulated three basic "pragmatic axioms":

- all production activities are reduced to a standard technical process and contain reserves of improvement that need to be identified and mobilized;
- * production has two standard forms of existence: stable and unstable, so the solution of specific (current) problems is ineffective, it is necessary to direct the vector of managerial activity to fundamental changes;
- the main responsibility for a failure in the development of production should be assumed by the top management.

The doctrine of E. Deming is well known, it has received wide practical application. We would like to draw attention not so much to the structural divisions that make up the concept, but rather to emphasize the

question: what does Deming owe his resounding success, which contributed to the effectiveness of the application of the provisions he developed in the real economy?

The years of E. Deming's creative work fell on two crucial events in the world economy. First of all, the project designed for the omnipotence of technological progress turned out to be a myth. The history of science was repeated in the age of Enlightenment, when it seemed that humanity had found a full-fledged substitute for religion in the face of science. Science is universal knowledge, it will solve all problems. It is only necessary to expand the consciousness of the masses face to science, and to make education scientific and universal. E. Deming first realized and warned that the view that mechanization, automation and computerization will make a breakthrough in the field of sustainability of production quality belongs to the sphere of difficulties in solving the problem of effective quality management, as well as the mood to achieve positive results in the shortest possible time. E. Deming proposed his philosophy in the form of a "chain reaction" (figure 3).



Fig. 3 "Chain reaction" (by E. Deming)

Comparing the management philosophy of V. Shukhert and E. Deming, to see how much the economy and economic theory depend on the trends of social development. V. Shukhert reflected in his concept the socio-political and cultural mood that developed after the crisis caused by the First world

war. Europe and the United States and Canada were having a hard time recovering, because the war of annihilation called into question the dignity of democracy. At the same time, a certain part of thinking humanity tried to rethink the situation and save the image of democratic transformations,

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believing in the power of the creative principle of homo sapiens.

Economists of the first half of the XX century felt a crucial role in the development of production of the human factor, questioned the rate of Taylor, Ford, Fayol on the technical factor. Before the concretization of the human factor in human capital was still half a century, but, as in nature, in society, cataclysms are more harmful than useful. Revolutions are really locomotives in history, with the correction that it is not the time factor that forms the core of the revolution. Revolutions, whether in industry, technology, science, culture, or social organization, are first and foremost in total, the process of changing the previous quality to a new one. Revolution is identical with the quality of transformation; it makes ideals the standards of practical life. The time factor of revolutionary transformations is secondary and is determined by the concreteness of historical reality. But one thing is important in history-the decisive power of man as a primary historical factor. History is a process of human creativity, though not always successful. Still, even then, there is no one to correct, except the person.

The merit of V. Shukhert and E. Deming was that they stood on the platform of classical political economy, did not succumb to numerous "temptations" - technical, statistical and other. Their logic was characterized by a belief in the historical power of human subjectivity as an individual. Having weighed on the "scales" of history the technique and creativity of the individual, they confirmed that the growth of capital is carried out by a person. Technology is both existentially and functionally dependent on the individual.

And here time worked on the side of E. Deming. The time has come for Japan's rebirth.

The war destroyed the country's economy, but did not undermine the samurai spirit. Japanese nature has taught them to hold the blows of fate. The national will was ready to restore the country to its former greatness in the Pacific region, and the residents of the "rising sun" state were well aware that the path of rebirth lay through the industrialization of the destroyed production potential. They just didn't know how to implement it. At the very end of the 1940s, leading Japanese specialists United in the Japanese Union of scientists and engineers – JUSE. Within the Union, a group emerged that aimed to study the industrial experience of the United States. It established the relationship between progress in quality management and increased productivity. We tried to understand the mechanism of established communication.

The informal leader of this group was K. Ishikawa is the future initiator of the "Japanese miracle". JUSE in 1950 invited E. Deming to get better acquainted with the technology of American industrial development, but, unlike the Russian

reformers of the 1990s-noughties, the Japanese themselves were well prepared. They did not expect a miracle from the Americans, but "information for reflection".

Ishikawa concentrated his thoughts in three conclusions:

- all experimental engineering work must be determined by a statistically adequate. In order to increase the level of knowledge of statistical methods of analysis, at the initiative of JUSE, the industrial faculty of the University of Tokyo introduced a mandatory course "how to use experimental data";

- * dependence on imports of raw materials and food can be overcome only by increasing and expanding the range of exports, and there must be a clear focus on the production of high-quality products, so as not to waste resources;

- it is necessary to reorient the minds of specialists and society as a whole to the management of high-quality high-tech products. Japan did not have an alternative in the way as the financial reserves do not allow you to plan for a total modernization of production. E. Deming was invited to go to the goal not in the American way, but in the Japanese way, moving not from big finances, but from the national mentality, in which the culture of work occupied the most important place.

Domestic demoreformers failed together because they knew what to get rid of, but they did not know how to do it in a civilized way and, most importantly, what to replace it with, based on the Russian specifics of reality. The Japanese have already decided what they will do. They only needed a concrete road map, which is why they called on E. Deming as a Navigator or pilot. E. Deming was paid for lectures by the Japanese, and our "foremen" were paid by sores. The Japanese saved the national prestige, while our people cut down the national historical roots and stole wherever they could. It is not surprising that the Japanese 30 years later (by the beginning of the 1980s) produced 40% of the world's production of color TVs, 75% - transistor receivers and 95% - video recorders. Russia thirty years later still can not restore the destroyed potential.

The ideas of Deming, Ishikawa, and Juran were realized, confirming the importance of counter-courses of the national interest movement and innovative, creative, and creative thinking of unbiased, honest specialists. The "Japanese miracle" is a product of interaction of scientific thought, critical analysis of the production experience of advanced economies and features of the Japanese national identity. Ishikawa, Deming and Juran happily met in the very place and at the time when the situation matured and objectively – it was necessary to save and return the economic potential of the country and subjectively-the Japanese nation has a high and United responsibility for its image. Only the Japanese team that lost the 2018 world Cup match in the last seconds.

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I cleaned up my locker room and left a note in Russian with a single word: «Thank You». Of course, this fact has no direct relation to the subject of our research, but it is indicative as a characteristic touch to the national character.

Stations are decision stages, where certain actions are performed in the sequence specified by the movement organization. Components of the problem at the stages of Development. Juran called them "basic phases." The Scheme Th. Jurana is still relevant as "information for reflection". We give it (figure 4).

Stage of solving the problem	Components of the problem (phases)
Development of the main provisions of the project	1. drawing up a list of problems and identifying priorities. 2. Defining the composition, responsibilities and powers of working groups
Diagnostics	3. Analysis of symptoms 4. The articulating versions 5. Verification versions 6. Identifying the causes
Finding solution	7. Search for optimal solutions 8. Development of necessary measures 9. Overcoming resistance 10. Implementation of solutions
Retention of achieved results	11. Checking the effectiveness of implementation results. Regular comparison of the achieved results with the planned ones.

Fig. 4 phases of problem solving (by Y. Juran)

The philosophical concept is revealed in the verbal form of definition. The word has a special meaning here. Words should be few and many, even so much that they convey the essence of the quality. The essence of quality is not what is indicated in the guidelines, not a list of essential features, but their systematic coexistence. The quality of the product plays – indirectly through the identity of a physical substratum – the nature of the market as structure of the two subjects – producer goods and consumer goods (the sellers are infrastructure and do not count). A commodity is only something that is needed by someone other than the manufacturer, therefore, along with the physical component, there is a consumer interest in the quality of the product as a superstructure above the physical basis of the phenomenon.

It is impossible to manage a philosophical category; it is used to develop a route of practical action, as a Navigator of movement from an idea to a subject (organizational) result.

The quality of the product, after a balanced determination, must be translated into the form that corresponds to the production process, expressed in symbols of technical management of production, and turned into a standard. Then the history of standardization begins. The concept of "quality" is revealed in dialectics and is governed by dialectics. The concept of "standard" implies management at the production level. It is described physically, chemically, biologically, ecologically, hygienically and, finally, mathematically. At the level of the standard, a model is formed – physical and mathematical, and a systematic approach prevails. The future of standardization management is in the system approach.

Let's illustrate this with an example of a product produced by light industry enterprises. The assortment of products is so diverse and significant that the possibility of skeptical perception of our example is close to zero and there is enough reason to neglect it.

Let's start with quality as the highest form of abstraction when defining a product. Quality is that the absence of which makes an object pointless from the point of view of its existence. Those who are in the places of sale of light industry products, at exhibition demonstrations, have a feeling that the vector of creativity is one – to create something different, unlike. The fan has limitations, and creativity has no limits. The feeling is false, the limit is hidden in diversity, as Thales said: "everything is in one". We must always remember this and keep the quality in creativity in the form of a collecting orientation. Shoes, socks, stockings, tights are not similar to each other in appearance, but they are all of the same quality - they serve as clothing for the legs and hands, that is, they are clothing in the broad sense of their quality. The head, individual parts of the head, face, and torso have their own clothing. There are different levels of clothing – internal, external. Legprom protects the person and ennobles his appearance. It so happened that the evolution of man, having deprived him of much of the natural means of protection, forced him to solve the problem artificially.

Manufacturers in search of a new product must be guided by the requirements of typical product quality, due to the quality of the item. Clothing should contribute to the preservation of natural forces (health), protect from the effects of harmful factors, be, if possible, light, elastic, do not constrain movements in their natural expression, breathe with

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the skin, minimize the disadvantages of physical development and be mass accessible.

Then the second level of the concept of product quality is formed, which ensures its consumer appearance. This "quality" has a subjective basis, represents the spiritual development of the consumer, his personal status. The subjective side of the product

quality complements the objective quality of the substrate, it tells it what the product would lose its consumer significance without. Combined in a General image, the objective and subjective sides of the product quality represent the subject specificity of quality (figure 5).

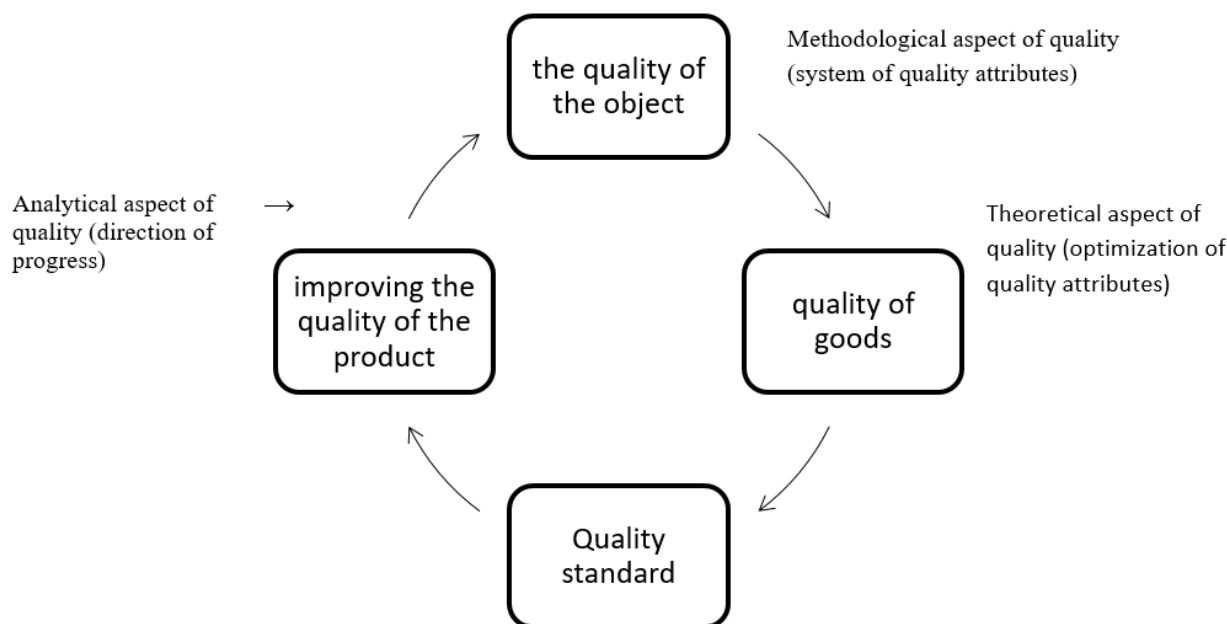


Fig. 5 Route of ascent of quality in the process of reproduction.

In this capacity, the philosophical interpretation of quality is combined with an economic and technical representation. Quality, loaded with commodity specifics, is transformed into a production standard that assumes technical and mathematical expression in the form of a quality model. The circle of movement of quality from the abstract to the concrete expression is exactly half completed. The second part of the product quality history begins: comparing the product with the ideal one, improving the standard (model) in accordance with the quality requirements of the item.

Man became aware of his intelligence and its advantages much later than homo sapiens. The understanding of reasonableness seems to have been influenced by the development of economic activity, specifically, in the historical period when the process of diversification of socially important labor began – producing labor significantly displaced gathering, from among the hunters of products of purely natural origin, those who tamed and managed domestic animals, and farmers who first tested the design potential of reasonableness were distinguished.

It is still extremely problematic to build a productive way to get the desired result in the conditions of the domination of the natural order that was established long before your appearance, and in

the early period of the history of human activity it was almost hopeless. Nevertheless, it was then that what can be defined as proto-planning or arch-planning was born. Man has turned on the reserves of his intelligence.

Reasonableness – the ability of a person within the framework of systemic relations with the natural environment to complete the animal (biological) form of subordination to nature not only by the art of adaptation, but also by transformation.

Planning was born in the process of mastering the advantages of human intelligence. And here it is necessary to clearly dialectically contrast intelligence and consciousness as the specific characteristics of modern man. Reasonableness is primarily a biological feature, consciousness is its concrete historical development in the conditions of the social form of human life, a kind of way to realize the potential of reasonableness. In this connection, the systematic use of the concepts "consciousness" and "intelligence" differs. "Intelligence" is part of consciousness as a tool for building the latter. Intelligence has separated man from the totality of biological species, consciousness has allowed him to develop into a modern man and build his own human, social structure of relations, thanks to the ability to anticipate and plan, and by

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planning, to anticipate possible – desirable and undesirable-results.

Planning is an attribute of an activity, one of its qualitative features. It is twice as qualitative: both as a qualitative sign of activity, and as a measure of the level of perfection of activity. The art of planning shows the active side of homo sapiens. To a certain extent, this is a sign of the highest state of activity. Attempts to contrast planning and creativity are nothing more than a desire to limit the universality of planning, to simplify the nature of human intelligence. It is also a mistake to contrast planning with freedom of competition. Both creativity and competition are ways of manifesting activity, so they must contain all its attributes. Another thing is that the General is realized through the special and therefore in its reality is specific, concretized. S. V. Kovalevskaya ventured to the original solution of the problem of describing the rotation of a solid body with a shifting center of gravity-aerobatics in mathematics, according to the Paris Academy of Sciences, available only to L. Euler and J. Lagrange, planned her actions both in terms of subject and time, meeting the deadline. Even the ancestors of the current apologists for the fight against the planned economy - the pioneers of the development of the riches of North American lands – cowboys, who are considered to be free from everything, planned their actions within the limits of available knowledge.

In 2019, the world economy grew by three percent, the EU economy added about 2 percent, and did not lag behind its Western neighbors and the Russian Federation. The indicators can be qualified as satisfactory based on the conclusion of science that the basic indicator of social development in the conditions of ecosystem tension caused by exploiting technologies in industrial and agricultural production is the stability of growth, and not the absolute value.

Slowing down the growth in production may not be desirable in the context of present, present existence, but it is necessary as a temporary measure. It is more important for modern humanity to buy time, to give nature hope that the global nature of the environmental problem can be solved without a global cataclysm. Both nature and humanity have reserves. Now it is important not to increase the pace of production development, but to have time in the "reserve time" to develop sparing technologies and rebuild production on them, especially material and energy-intensive, with open cycles. The fate of humanity will depend on how intelligent it really is. It seems that homo sapiens is being tested for survival again, with the difference that this time it has forced nature to test itself for viability. Climate change is already calling into question the advertised possibilities of technological progress to protect people. Humanity as a whole does not yet feel this danger, but it already frightens the inhabitants of

certain places, regions and continents, who recently looked prosperous.

The analysis of the situation is directly related to the Russian Federation. We will also have to move in a short time from the idea of absolute mass production and gigantomania in the centers of sale of goods to the relativity of subordination of the economy to the principle: "meet the customer's needs here and right away." The manufacturer must know his customer "in person", only then will the production costs acquire a rational scale and everyone will be happy: nature, the producer, the consumer. The functions of trade will also change, and it will become an industry that provides direct communication between the consumer and the manufacturer. The market will be forced to invest in science in order to have a real picture of the state of the market, to know the trends of the current movement of interests, consumer purchasing power, to be ready to promptly provide routes of goods from "porch to porch", to solve logistics tasks on the ground in real time. The "consumer society" will gradually return to the "production society", and consumption will again be closely linked by the public consciousness with participation in production. Fake labor – the product of the virtual part of "production" - will be reduced, fake workers will be legalized and will work for their own future.

Big science, through systematic analysis, is designed to determine the optimal rate of economic growth on the scale of national, regional, continental and global progress, and not a phantom "world government" acting in narrowly accumulative interests.

At the beginning of the third Millennium, the most urgent question is how to optimize the organization and management of production development in the priority of consumer interests and environmental safety.

In underestimating the strategic scope of planning, there are evils born of an understanding of reasonableness, and ultimately defects in the reasonableness of those who are behind attacks on the universality of planning. In relation to planning, one can easily trace, first, the lack of panoramic thinking, and secondly, its ideological orientation to the narrow format of utilitarianism as a perverse pragmatism.

The ideological pluralism that replaced the Communist ideology must be considered critically. The right to work is not the same as guaranteed employment. With the right to work, you can remain unemployed and complain has no legal meaning. Something similar is observed with ideological pluralism. The guaranteed right to adhere to the ideological concept that is closer to the values of your consciousness is blocked in the information society by ownership of the official and most significant sources of information. The Internet with its "toys" is portrayed as a competitive means of ideological monopoly, but in reality it is not. It is fair to compare

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ideological pluralism to a large river, for example, the don. A large river is not born big, it is made by it as small rivers and streams flow into it, the traces of which are dissolved. Rostov-on-don, by and large, is not on the don, but on the totality of water sources United in the Don. Only, all these sources will remain anonymous in Rostov. To the question: what is the river? The answer will be short: Don, and it will be on the map.

Pluralism is usually dominated by one thing that reflects the balance of power provided by economic interests and financial resources. Now the mass media, General and professional education programs, and pop-cultural practices are inducing the formation of a worldview in the direction of liberal values. At the same time, few people say that modern liberalism is not the democratic one, under whose banners the Europeans stormed the citadels of absolutism, and the bourgeoisie of the XVIII – XIX centuries won the historical right to build social relations required by the specifics of capitalist organization of production.

The founders of political economy as a science - A. Smith, D. Ricardo, D. Hume, J. Sismondi were based on the systemic value of labor in any production system, and were the first to realize the increasing importance of the qualification component of labor in connection with the scientific and technical equipment of the industrial form of labor organization, which manifests the reasonableness of human status. Capital, in order to reach its potential, had to grow in freedom of promotion, and the freedom of capital movement had a prospect only in the conditions of freedom of the subject of labor, its social independence, formalized in legislation and guaranteed by a new type of state. They were socially oriented liberals, the concept of "people" for them had a concrete historical meaning of the totality of people whose lives were determined by the development of production. Science, the subject of which was the organization and meaning of production and economic activity, was expected to protect the producer from arbitrariness.

The revolutionary bourgeoisie emphasized the value of fairness in distribution – remuneration in any form should be tied to the quantity and quality of labor, and the place in the managerial hierarchy of production. It is no coincidence that A. Smith drew attention to the fact that the correlation between productivity growth and remuneration is widely violated. In the spirit of the times, a Scottish scholar attributed this to the moral decline of property owners. Sismondi, in his famous work "New principles of political economy" (1819), argued in favor of regulating economic competition and the balance between supply and demand, and initiated social reforms as a law of production development. His ideas were later guided by the classic of the XX century, J. M. Keynes.

The outstanding achievements of the classics of political economy should be attributed precisely to

what the learned economists, who guard the interests of the present heirs of the revolutionaries – the bourgeois of the XVIII-XIX centuries, strive to carefully disguise:

- * the fundamental position in the production of labor that can be specifically measured in the product produced;

- * development of the theory of value in relation to such work;

- * freedom of the producer as a necessary condition for the development of production;

- productivity is a crucial factor in the development of production, and the improvement of labor productivity is due to the division of labor, which also facilitates the introduction of scientific and technical achievements into production;

- the goals of the economic movement are only partially located within the development of production, the main goal is determined by the systemic position of production itself in the life of man and society. Production is a tool for solving problems of social and personal development, therefore planning should be socially and culturally oriented.

It is interesting that all the leading theoretical economists of the EIGHTEENTH and early NINETEENTH centuries were noted in the history of thought as philosophers. So far, no one has tried to explain this fact, apparently believing it to be irrelevant. Vainly. The combination of philosophy and Economics in research turned out to be a tradition of later times – Proudhon, dūring, Marx, Engels, mill, Spencer, the list can be continued. The essence of the explanation of this Union is in the specifics of the epistemological and methodological purpose of philosophy and science. Philosophy is more focused on the discovery and definition of development problems, science-on ways to solve them. Hence the normative nature of scientific knowledge. A. Smith and his contemporaries saw first of all the problems of the economic movement, that is, they showed their philosophical talents, then took up their scientific understanding.

The need for planning in the economy was initially discussed exclusively in the context of its optimization, because planning was provided for by the rational nature of the organization of production. Planning was a phenomenal expression of management, and management was an attribute of production. In the names of numerous studies of D. Ricardo, which served as material for his heirs-worthy and doubtful, there is no word "planning", but the content of the works is built as a superstructure over the process of planning appropriate actions of the economic order. Especially the British economist D. Ricardo was interested in pre-planning - a set of calculated operations of thinking that preceded planning at the stage of determining the subject actions-choosing the direction and nature of

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participation, and when evaluating the results, when planning subsequent actions.

The freedom of economic choice was not opposed to planning by either S. Smith, D. Ricardo, or Sismondi, and planning was not considered an action incompatible with economic freedom. They interpreted freedom within the framework of the political conditions of life, that is, in the spirit of the ideological positions of the class that solves the historical task of changing the socio-political, economic and cultural structure of social relations. It should be noted that a certain degree of progress was also characteristic of the methodological foundations of scientific research. They contained some limitations, but it is not difficult to see that these defects were actively overcome when it came to scientific calculations.

Unlike most of their descendants-current scientists of Economics, the classics of economic science sought to involve in economic analysis not so much mathematical methods and narrow content of the concept, but rather the fundamental categories of economic science. Their talent built a theoretical basis for science-specific analysis. In essence, the progress of scientific economic knowledge in the twentieth century was a superstructure on this basis, and what came out from above is more like the tower of Pisa.

Intensive discourse on the content of basic political economic concepts in the NINETEENTH century is not difficult to explain, the birth of a new theory requires methodological advances. To understand what the mechanism of pendulums of the clock should be, Huygens had to independently complete mathematical analysis in six directions. A. Smith, being a pioneer in economic theory, solved methodological problems and could not divide the purchased labor with the spent. Smith's mistake Was corrected by d. Ricardo, explaining that his predecessor did not notice that the cost of the product should be taken into account and the cost of production and operation of equipment. At the same time, D. Ricardo himself did not consider the cost of producing raw materials.

And Sismondi, and Smith, and Rikordo the cost was estimated by the relationship the main things. Historically conditioned relationships of people remained for them as if on the sidelines. Hence the inconsistency in understanding the political essence of industrial relations and their class character. For them, production was a stage where the production scenario unfolded as a relationship of partners. Some had the capital, others were able to do things. Everyone-part of the common cause. In this combination, the political essence of the economy is reduced to the basis of organization, development planning and distribution, that is, simplified to the level of expertise, moral responsibility and decency of the participants.

What does the above have to do with the theory and practice of modern planning? Straight. The

previous analysis serves as a basis to assert that the effectiveness of the practical part of planning is directly dependent on the quality of theoretical understanding, which reflects the natural nature of the origin and development goals of production. The quality of the planning theory is determined by the methodology of its political and economic equipment. Planning shows the level of depth of knowledge of the economic process that requires management, and the degree of reasonableness of management actions. The latter needs special explanation.

Intelligence, as a phenomenon, has a double interpretation. In the philosophy of the past time and in the new century, "intelligence" was understood and is understood as an independent phenomenon that implements the identity of thinking and being, for example, in Hegel, the expression of this was an absolute idea; or it is considered as a unique ability of the subject - the highest level of the ideal ability to reflect reality. The characteristic of this level is determined by the adequacy of reproduction by thinking of what is happening outside of it.

Reasonableness is a guarantee that you can get a perfect copy of objective reality. The task of thinking with intelligence is to transform an opportunity into an appropriate result. The process of cognition-reflection of reality by thinking is natural, so it can and should be planned. Here the main condition for obtaining a product is to conform actions to the nature of the object. There are many obstacles on the way to the truth, both related to the specifics of the planned action and the specifics of the thinking itself. Thinking is capable of knowing the truth, but it also tends to move in a false direction, which may be a delusion, or may be deliberate in order to fit the result of someone's interests, or be the result of moral dishonesty.

Most of the flaws in the search for the right solutions to economic problems have fundamental foundations, they are associated with a single-sided understanding of the functions of economic research, in particular, the sequestration of the political essence of economic science. Planning as a tool is considered on a utilitarian scale, allowing you to simplify the process, leaving out everything that is not directly related to production.

The essence of economic transformations in Russia in the 1990s and their continuation in the "zero years" of the twenty-FIRST century was to remove responsibility for social development from the economy, which meant contrasting the economy with social policy. Politics is the business of the state and its institutions, and the new owners should only be engaged in production. In addition to what was traditionally considered non-economic, there was no less than what was traditionally referred to as the economy. All the additions were taken out by the new owners for "staff", considering all this to be production support, in other words, its infrastructure. And so we grew up sort of oligarchic capitalism:

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mastering with the help of the state's most cost-effective property, outright theft through raids, the induction with the help of his people in a state of political activity in the direction of the objectification and legitimization of the "new economic policy".

Corruption is not the abuse of official authority in their own interests and not providing for bribes profitable economic projects, corruption is the fusion of business and government. Such a rich country as the Russian Federation could not become poor in ten years due to irrational economic policies and miscalculations in the organization of planning. Poverty did not come for economic reasons, it was the result of the usurpation of power by political clans that expressed the economic interests of those who wrongfully became the owners of national wealth. According to clearly understated statistics, at least 71 percent of the resources are currently controlled by one million owners, and 140 million even the remaining 29 percent can not be counted on, because the economic "reforms" that began in the 1990s are continuing.

Economic violence was carried out under political and ideological cover. The demreformers carried out a gigantic Scam, masking their actions by the need to fight decisively against the centralized planning model. Realizing that their own practice and theory was doomed to failure, the initiators of the collapse of the socialist economic system of the image was in a hurry to get to use by the people of this great country and scattered around the world, hoping to find shelter from its enemies.

The "scholarship" of the reformers was so high that it did not suggest to them the most elementary thing - the idea of socialism has long since become a political program in various parts of the world, including government parties. Socialism attracts by its concentrated expression of the logic of social progress and the meaning of the systemic position of production. The concreteness of socialism reflects the specificity of historical time and national history. In the socialist orientation and organization of production, the systematic beginning of social life - the dialectic of the individual and society-is crystallized.

Society is a form of reality of human existence, but the reality of human existence exists and develops only thanks to the three hypostases of the individual. Social history begins with the individual, he is its main subject of promotion, and it is the goal of social progress. Production is intended to be the economic base of social practice aimed at creating socio-cultural conditions for the comprehensiveness and harmony of the human personality.

The economic policy that defines the image and purpose of planning may be different, but all this political and economic diversity is ultimately decomposed into two sets of actions. The first row is formed by programs that Express private interests and

focus on the social benefits of representatives of these groups. Typical cases of such economic plans are the political programs of trump in the United States and Macron in France. These programs are real, but not historical. They focus on one side of production - stimulating its growth, but do not define the other - the final goal of the system status of production. The systemic place of production in social progress is being deflated. Let's repeat: production is a way of personal development. Through participation in production, the individual earns the reality of his existence and it is natural to wish that the way of his existence is development as the only opportunity to realize potential talents.

In terms of the genius of Hegel, economic planning is divided into "real" and "reasonable", aimed at creating conditions for personal satisfaction with their development, and "situational", that is, beneficial to those social groups that create this situation in their private, rather than historical interests. Such a reality is possible, but it lacks the "reasonableness" that reveals the logic of social progress. Here you can get temporary and private satisfaction, for which all other generations will have to pay handsomely.

Actual history will necessarily pave its way through this kind of economic "blockages". But the "tax" of historical logic on the illogicality of human economic activity is very high. When they say: "measure it seven times, then cut it off", then, in comparison with the "tax" on the unreasonableness of economic policy, this ratio seems modest. There are calculations showing that for every year of "market" - criminally arbitrary planning practices-the country can pay for an eighteen-year recovery.

The "pawnbrokers" of the 1990s did not win the planned economic development on a national scale. They were more active than the "masters" of the 1980s, confirming an old truth: history requires an active attitude. Naturally, the difficult history of the Russian Empire and the USSR did not deserve the continuation described above. Russia's economic status had to be activated in a different way. Russia will have to spend a lot of effort and money to restore its international prestige. Politicians like to write about how bad Americans and NATO deceived the first Presidents of the USSR and the Russian Federation. Much less common are analytical materials showing how Gorbachev and his company and Yeltsin and their associates deceived those in the world who looked with hope at the fate of socialism in the USSR and not without reason counted on an Alliance with the new Russia.

It would be interesting to go step by step along the route of the "road map" of the reformers of the 1990s, if only in order to bring their heirs to reason, who, two decades later, are not appeased by the current political liberals. Follow how they were looking for a replacement for the previous practice of

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economic planning, completely ignoring not only the national identity, which could somehow be explained, but also the specificity of the historical process. In search of a possible model, domestic engineers and economists went through States from all continents. However, it is still unclear what should happen after the "transition period" ends. What economic order we have to prepare for. The arrow is able to transfer us to capitalism, however, here we are a century and a half late, and to socialism, which seems to have renounced. Let's try to analyze the current situation the situation, using objective grounds.

Despite the differences in particulars, economic reformers remain within the General framework of the goal – to clear the planning of economic construction from social aspects. If the banners of the revolutionary bourgeoisie were written *liberte*, which gave the name to liberals and demanded that the state grant civil liberties in full, the liberals of the new generation want to get freedom by removing the state from active participation in the development of production through planning and control. They are trying to decentralize the management of the economy, remove social responsibility from economic activity, forcing only the state to be socially responsible, while doing everything possible to prevent the actions of the state that lead to an increase in the social burden on the economic system profit. As a matter of fact, liberal - leaning economists strive for a special freedom and privilege of their status within the state. Any objectively reflecting analyst will see a clear historical illogism: the founding liberals, who laid the Foundation of the liberal ideology, clearly identified the main value of liberalism – equal freedom for all, as a necessary condition for social responsibility, and their successors in the twenty-FIRST century are eager to be free enough to not be responsible for social progress. By and large, this is nothing more than a 180-degree reversal of the model of social inequality. Social equality is built not only by the state as political subjects, but also by all other subjects of society. Even more than the state, they are obliged by their social status to be responsible for the exercise of constitutional freedoms. Redundancy in the liberal interpretation of the foundations of social relations can easily be forgiven. Smith, convinced of the system-forming status of morality, but after it became clear that morality has a historical appearance and is formed under the active influence of the economic basis, is not a unitary entity – several varieties of morality operate simultaneously in society, it is immoral to separate the economy from direct participation in socio-cultural improvement, positioning its progress as a self-movement, and plan to purge it from the socio-cultural load. The idea of "infrastructure" is possible and expedient acquisition of science, but not in the case of the economic movement.

Human intelligence has its own special history, but it is absurd to deal with it separately from

biological evolution and the sociobiological continuation of natural history. Before human intelligence appeared as the special intelligence of liberal economists infected with the idea of reformation, it was itself a derivative product of labor activity, that is, the formation of economic reality.

The actual history of the mind is embedded by a natural historical process in the history of the development of what was eventually called the economy, therefore, the socio-cultural progress that reveals the potential of human intelligence must belong immanently to the economic movement. The concept of "superstructure" does not characterize some artificial structural addition to the main structure, it helps to understand the architecture of a monolithic structure. How not to portray the first floor and second don't call first, you won't be able to get rid of its structural unity, the second will be considered on the first and second will, thanks to the first: not the first, there will be no second. But the first without the second is quite independently real. Labor history has a natural beginning in the life of animals. It was in the world of animals that nature "worked out" the model of human reality and "realized" that without achieving a socio – cultural effect in such practice-psychological progress; the transformation of intelligent thinking into conceptual thinking through the development of abstract ability; the establishment of the significance of a holistic perception of the world based on imagination and the strengthening of the social value of responsible behavior - that is, the formation of intelligence, labor will not be able to realize its potential. The history of labor, developed into a history of production, which became the special object of scientific analysis, which gave the subject of Economics is the story of a single interdependent process, *sostoyaschego* activity and its social and cultural support.

The problem can only be the extent to which the socio-cultural factor is economic?

Trying to be smarter than everyone else, liberal economists were both above science and above the achievements of a philosophical understanding of the reality of human existence. In the interests of business, they decided to reconstruct the logical structure of the system of social existence that has developed historically. To simplify the basic part of the social structure – to separate economic activity from socio-cultural activity, regardless of the objectivity of relations or the regularity of development. To this end, the reformers came up with a new scheme – to close the socio-cultural sphere to the state.

The state does have this function, but it is not the only responsible social entity. Intelligence and sociality are the immanent attributes of all that constitutes social life. An attempt to get rid of "super – economic " loads, referring to the need to rationalize and optimize the structure of relations - to change the directness of relations to mediate; economic policy –

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we are taxes to the state, it works out socio-cultural responsibility for us-is a typically egoistic move. The goal here is obvious, and it is, unfortunately, not to make production more perfect, but to pay less for the right to produce, leaving yourself a larger margin. One example to illustrate: the first libraries, cultural institutions, and in many places schools in Siberia appeared only with the construction of the railway and with the help of the railway. Builders, railway workers and railway managers considered these activities do not burden the infrastructure, on the contrary, for them it was the Messiah of a new kind of transport. Compare what Russia received from the reform of railway management in the 1990s-2000s: only in the 1990s, the length of Railways in the Russian Federation decreased from 87,200 km to 86,000 km. The reformers did not build anything, they closed traffic along the rockade roads, sections connecting settlements formed on the sites of large-scale development of wood and peat, with the main course; they stopped the maintenance of socio-cultural development of residents, including railway workers. Thousands of localities and millions of people have lost their steady access to regional and regional socio-cultural benefits. Planning turned exclusively in the direction of switching to full self-financing, which meant one thing- "optimization of the economy" by reducing expenditures, primarily "non-productive", which included the socio-cultural complex. In words – in speeches and publications – the leaders called for mobilizing reserves to create sufficient conditions for the development of "human capital" as the main resource for the progress of production, but in fact it turned out to be quite different. The official apparatus did not deprive itself of the advantages of socio-cultural support. Full self-financing in the Russian Federation during the full transition to the new economy was extremely simple in the planned context: not so much to increase labor productivity through scientific and technical equipment of production and the creation of socio – cultural conditions for the growth of human capital, but to "optimize" expenses. Before the reforms of the 1990s, there was a long queue "for the driver", the reform reduced it and led to a deficit. There are many places, especially in Siberia, Transbaikalia and the far East, where the railway service would be depopulated if people had other jobs.

Railways are our main national mode of transport. Russia and the Soviet Union grew Railways, built them actively socio-cultural equipped, thinking about people. Socially and culturally equipped people-value in the state number 1, even Catherine the Great complained: I would be happy to build an enlightened society, but we do not yet have an enlightened people. Planned railway construction since the 1840s; Nicholas I personally appeared as a domestic hamlet-solved the problem:" to be or not to be " Railways. The court dissuaded the Emperor,

persuading him that the Railways from Europe will roll revolutionary evil spirits, and in General our climate makes railway construction unprofitable. Scientists and entrepreneurs, cultural figures actively advocated for the railway future of the country. The destinies of economy and culture were still United in economic policy, revealing the dialectic of interdependence in planning economic and socio-cultural interests. The reforms in Russia in the 1990s were economic in motivation and purpose, but they were essentially political reforms. It was only possible to redistribute state property between enterprising businessmen within 10 years, relying on the full support and patronage of the state.

Conclusion

B. S. Aleshin and his colleagues restored the" road map " for the revival of the Japanese economy as one of the world leaders in the quality organization of production . We are more interested in the lessons of movement of Japanese specialists to the goal. They are quite enough to not pass by, but this is a feature of our fans to steer the economy on the American lotsiyam after Gaidar and his students. They do not like it when something does not want to move in the rut of a liberal economic theory that weans the state from production. So, what does the Japanese experience teach (it teaches, that is, directs thought, and does not write prescriptions):

- * quality is time, years of consistent, strenuous work, coupled with the need to collect and analyze creative approaches;

- * quality is the product of interaction with the consumer based on partnership relations of mutual respect. The consumer is understood very broadly, including all participants in production;

- the totality of the participation in achieving quality results;

- systemically established audit control;

- a key role in ensuring the sustainability of the quality of work of masters and foremen, their continuous retraining in various forms, including special programs of national and regional television;

- special attention to the mobilization of physical, moral and creative abilities of employees;

- * promotion of quality and its key importance for the development of production;

- finally, what infuriates liberal managers is the need for a consistent state economic policy, especially in the production of export products; mandatory state certification of products for other countries.

Attempts to sell non-certified goods outside the state are considered contraband. State support for exports, assistance in promoting goods to the world market. As a final touch in the Japanese quality management program, it is advisable to consider the idea of dividing problems into sudden and chronic, proposed by Y. By Juran. It is not possible to foresee all possible problems in planning and therefore it is

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not necessary. It is enough to have mobilization reserves that ensure the stability of the movement. The goal should be chronic problems that have become part of the organization-in fact, disorganization – of production. Chronic problems are often latent, as if they are adapted by production. It is no secret that there is no waste-free technology, so tolerances are a natural state of quality management. Orders, resolutions, appeals, slogans are powerless here. Once chronic problems have become part of the organization of production, then overcoming them must be carried out within the established order. Juran presented the process of solving chronic problems as a kind of "road map" of traffic with four junction stations. Stations are decision stages, where certain actions are performed in the sequence specified by the traffic organization.

In the 1970s, Japan's expansion in world markets reached such a scale that the "Japanese miracle" appeared to the United States as a "Japanese threat". The success of Japan in the production of high-quality and relatively (with the Americans and Western Europeans) inexpensive products in the range of high technologies made it necessary to re-actively engage in the theory of quality management. The time has come for the author of the program "Zero defects" F. Crosby. Taking Deming's experience as a basis, Crosby developed his "Thirteen points". The development of Crosby's ideas was the program of A. Feigenbaum. As a result, Total Quality Control (TQC) was formed, from which all subsequent quality standardization systems grew. Was it finally possible to build a unified basic model of quality management based on the standardization of organizational and managerial actions? Yes, the comprehensive program was developed and tested by international practice. As for its systematic assessment, we would refrain from a positive conclusion here. There is still a lack of clarity in the interpretation of the concepts of "quality" and "standard".

International standards ISO 9000-2000, domestic GOST 10 57189 2016 / ISO/TS 9002-2016 is a linear continuation, that is, in fact, a rationalization of what has been achieved. It is necessary to Refine the methodological foundations of the theory of quality and standardization in accordance with the new requirements formed at the stage of post-non-classical development of science. First of all, separate the concepts of "quality" and "standard" in order to find out the hierarchy of their relations and combine them in a new approach to solving the problem of quality management. For clarity, we will repeat: "quality" is a philosophical category, its use in a non – philosophical context-scientific, scientific-practical, practical – is a logically legitimate phenomenon with the clarification that it will not bring direct pragmatic benefits. It is necessary to descend from the height of philosophical generalization to the level of practical action, to

transform the concept of quality, filling it with a specific content that reflects the specifics of the subject activity, in our case, the production of commodity products in mass production. The philosophical concept is revealed in the verbal form of definition. The word has a special meaning here. Words should be few and many, even so much that they convey the essence of the quality. The essence of quality is not what is indicated in the guidelines, not a list of essential features, but their systematic coexistence. The quality of the product plays – indirectly through the identity of a physical substratum – the nature of the market as structure of the two subjects – producer goods and consumer goods (the sellers are infrastructure and do not count). A product is only something that someone needs, other than the manufacturer, therefore, along with the physical component, there is a consumer interest in the quality of the product as a superstructure above the physical basis of the phenomenon.

It is impossible to manage a philosophical category; it is used to develop a route of practical action, as a Navigator of movement from an idea to a subject (organizational) result. The quality of the product, after a balanced determination, must be translated into the form that corresponds to the production process, expressed in symbols of technical management of production, and turned into a standard. Then the history of standardization begins. The concept of "quality" is revealed in dialectics and is governed by dialectics. The concept of "standard" implies management at the production level. It is described physically, chemically, biologically, ecologically, hygienically and, finally, mathematically. At the level of the standard model is formed, both physical and mathematical, and is dominated by a systematic approach. In the system approach, the future of standardization management. Let's illustrate this with an example of a product produced by light industry enterprises. The range of products is so diverse and significant that the possibility of skeptical perception of our example is close to zero and there is enough reason to neglect it. Let's start with quality as the highest form of abstraction when defining a product. Quality is that the absence of which makes an object objectless from the point of view of its existence. Those who are in the places where light industry products are sold, at exhibition demonstrations, have a feeling that the creative vector is the same – to create something different and different. The fan has limitations, and creativity has no limits. The feeling is false, the limit is hidden in diversity, as Thales said: "everything is in one". We must always keep this in mind and keep the quality of our work as a guide. Shoes, socks, stockings, tights are not similar to each other in appearance, but they are all of the same quality - they serve as clothing for the legs and hands, that is, they are clothing in the broad sense of their quality. The

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head, individual parts of the head, face, and torso have their own clothing. There are different levels of clothing – internal, external. Legprom protects the person and ennobles his appearance. It so happened that the evolution of man, having deprived him of a significant part of natural means of protection, forced him to solve the problem artificially. Manufacturers in search of a new product must be satisfied with the requirements of typical product quality, due to the quality of the item. Clothing should contribute to the preservation of natural forces (health), protect from the effects of harmful factors, be as light and elastic as possible, do not constrain movements in their natural

expression, breathe with the skin, minimize the disadvantages of physical development and be massively accessible. Then the second level of the concept of product quality is formed, which provides its consumer appearance. This "quality" has a subjective basis, represents the spiritual development of the consumer, his personal status. The subjective side of the quality of the product adds to the objective quality of the substrate, it tells it what the product would lose its consumer significance without. Combined in a General image, the objective and subjective sides of the quality of the product represent the subject specificity of quality.

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THE SIGNIFICANCE OF KHANAFI MASTERPIECES WRITTEN IN THE 12TH CENTURY IN MOVAROUNNAKHR

Abstract: This article is devoted to investigation of scientific activity of great khanafi lawyers of Movarounnakh in 12th century like Burkhoniddin Marginani, Iftikhoruddin Tokhir al-Bukhoriy, Alouddin Samarkandiy, Alouddin al-Kosoni. This article provides information concerning analysis of structure, methods, chapters along with topics of popular masterpieces of these scientists, which are significant nowadays. This article has data about the role of these works in Islamic law as well.

Key words: Islamic law, Islamic lawyer, fetwa, source, kazi, doom, interpretation.

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Introduction

The foundations of the state and law of Uzbekistan - the foundations of national statehood were very ancient and strong, with a long history.

The rich culture of our region with an ancient history has been perfected over the centuries by the creativity of our ancestors, who were scholars of science, rising to the highest levels of enrichment and development, becoming an invaluable heritage not only for us but for all mankind. The First President of the Republic of Uzbekistan I.A. Karimov admitted on this: "The invaluable heritage of scholars of the past has shaped the spiritual consciousness and way of life of many generations, and it still has been impacting"[1].

As the first president of Uzbekistan I.A. Karimov rightly noted, "Since the advent of Islam on earth, for centuries, hundreds of scholars and scholars from various countries of the world have had engaged in Islamic jurisprudence"[2].

These were the Movarounnakh jurists who, with their great works and legal theories, expanded the fields of Islamic law and made a great contribution to the comprehensive development of the science of jurisprudence.

After the time of the mujtahids, the faqihs of Uzbekistan have made remarkable scientific

achievements not only in the period of criticism and history, but also in the period of imitation.

It is known that in the XII century in Central Asia, including Movarounnahr, began to appear influential factors for the development and perfection of the science of jurisprudence. One of these factors, as noted by A. Muminov – it was the establishment of the Karakhanids state during this period. The strengthening of autonomous governance in central cities has led to an expansion of the sphere of influence of prince groups. This created real conditions for the implementation of the norms of jurisprudence. They turned Bukhara and Samarkand into real centers of science. The faqihs of Nasaf, Marv and Fergana also worked in these cities"[3].

According to Turkish researchers, there were about 300 faqihs during this period, more than 150 fiqh (legal) works, 20 fatwas (collections of fatwas) were written, the bulk of which belonged to 98% of the Hanafi school.

In the invaluable works created during this period, the introduction of new volumes of information into the traditional shell of Hanafi jurisprudence was done in three ways:

1) Comments were written on the works of Mohammad ibn Khasan al-Shaybani at the level of "Zakhir-ar-Rivaya";

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2) New independent books on jurisprudence have been compiled;

3) The fatwas of the faqihs of the previous period and contemporary were collected in digests.

Marginoni's "Kitab al-Hidaya fi sharh al-Bidoya" is a textbook which summarised the works in this field[4].

Al-Hidoya, a valuable legal work by Burhaniddin Marghinani, is of great theoretical and practical importance due to its conciseness, perfection, and comprehensive study of the Hanafi school in a comparative manner with other Sunni schools.

Burhaniddin Marghinani was able to find numerous solutions to a wide range of legal issues within the Hanafi school. Although he did not have the authority to do ijtihad directly and independently, he made extensive use of analogy, especially the second type of analogy, qiyas qafiy or istihsan, in the creation of his scientific and legal works[5]. For this reason, some scholars have called Marghinani "al-Mujtahid fil-mazhab," meaning Mujtahid according to the several scholars[6].

According to Marghinoni, knowledge comes from three sources. The first is the "Nass", which is the verses of the Qur'an and the hadiths of the Prophet Mohammed (peace be upon him Allah), which are the source of Shari'ah judgment. Second, the mind and thinking. Third, the information that is formed in the organs of emotion (perception) is considered artistic, that is, acceptable without any evidence.

In Hidayah, the scholar uses a comparative approach to the discussion of jurisprudential issues and compares the theories of different sects. It is based first on the Qur'an, then on the Sunnah, and then on consensus and comparison. If the comparison does not help to solve the problem, the production (comparison is reduced). If solution is not found, conclusions draw based on customary. Burhaniddin Marginoni's focus on comparison as a mental source in solving problems, as well as his reliance on production and tradition, opens up a wide range of possibilities in solving legal problems. In addition to prayers, he evaluates legal issues related to the practical life of people, among other things, by these criteria. He conducted logical analysis. He makes extensive use of deduction and scientific analysis. He examined each issue in a comparative manner between different madhabs, drew conclusions, and at the end of the analysis he mentioned the opinion which he found most favorable and prioritized it. Therefore, it is appropriate to call Al-Hidaya as the philosophical analysis of Islamic law[7].

Sources provide information about three works of the scholar. They are Kitab an-Nisab, Hizanat al-Waqi'at and Khulasat al-Fatawa. Ismail Pasha Baghdadi said that scholar also had a work called Hizanat al-Fatawa[8].

Haji Khalifa also wrote in his Kashf az-Zunun: Hizanat al-Fatawa is a work by Iftikhoruddin Takhir ibn

Akhmad al-Bukhari as-Sarakhsi al-Hanafi. He also mentioned that "he is the owner of "Khulosat (the Summary)". "Hizanat al-Fatawa is a great book and it has very few copies"[9].

Iftikhoruddin Takhir al-Bukhari did not say anything about his work Hizanat al-Fatawa. The scholar only mentioned Kitab an-Nisab, Hizanat al-Waqi'at and Khulasat al-Fatawa. Therefore, the existence of the scholar's work "Hizanat al-Fatawa" remains problematic..

Iftikhoruddin Tahir al-Bukhari's Khulasat al-Fatawa is a short copy of the books Kitab an-Nisab and Khizanat al-Waqi'at.

The scholar used a unique style in writing the work. He divided the work into books, the books into chapters, and the gender into genres, and the genres into varieties, using the phrase gender, which is not observed in any play. The introduction to each book details what issues are covered in the book, how many chapters it consists of, which topics are covered in which chapters, and which issues are covered in the chapters on gender.

The order of writing the chapters of the book is arranged differently from the books of general Hanafi jurisprudence. They begin with the "Book of Purification" and end with the "Book of Shuf'a" (Right of Purchase).

The general order of Hanafi jurisprudence books, on the other hand, usually begins with the "Book of Purification" and ends with the "Book of Feroiz".

Khulasat al-Fatawa quotes the rulings, norms and fatwas of the scholars of Iraq, Balkh, Bukhara, Samarkand, Margilan, Sarakhs and many other cities, taking into account the local conditions and traditions of the region. .

Iftikhoruddin Takhir Bukhari's "Khulasat al-Fatawa" is an important source in the history of Islamic jurisprudence, and its role in the scientific, theoretical and practical development of Hanafi doctrine is one of the great achievements not only in Central Asia, but in the entire Muslim world. This is because this work served as a source for jurisprudential works of the Hanafi school created in later periods.

This work of the scholar is one of the largest and most reliable sources in the field of fatwa. The work was used as an important source in the practical work of faqihs, judges, muftis from the time of the scholar to the first quarter of the last century. Of course, there were always copies of this work in the libraries of that time, and those who were interested in many legal issues found answers from this work. When the jurists debated a ruling on an issue, the answer was stated in the Khulosat, and a jurist unanimously accepted the ruling without refuting it. Therefore, this work attracts researchers who are still conducting research in the field of Islamic law.

The author's work "Khulasat al-fatawa" has come down to us, and today in the libraries of Muslim countries and libraries of our country have preserved ancient copies of different centuries. In the

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Manuscripts Fund of the Academy of Sciences of the Republic of Uzbekistan Inv. № R: 8868, 6505, 8427 and a total of eighteen Arabic manuscripts of the work are available. Some of them are one-volume and some are two-volume, and both volumes are combined in one book.

Iftikhoruddin Tahir Bukhari is one of the third class of mujtahid scholars to deduce any nass from the madhabs. When the names of the mujtahids of the Hanafi school are mentioned, it has said: "Al-Khassaf, al-Tahawi, al-Karhi, Shams al-aimma al-Khalwani, Shams al-aimma as-Sarakhsi, Fakhru-Islam Bazdavi, Burkhaniddin Makhmud ibn as-Sadr Al-Zakhira wa'l-Mukhit and Shaykh Takhir ibn Akhmad Sakhib al-Khulasat al-Fataawa, Fakhriddin al-Qazikhan, Ibn Khumam, and other jurists, both in terms of method and in terms of "Furul fikh (application of Shariah in certain areas)", are incapable of contradicting other scholars. But they are scholars who can make judgments on issues that have not been written about it based on their methods and rules"[10].

Iftikhoruddin Takhir Bukhari, a jurist who commented on his academic degree, said: The author of the "Summary" is one of the greatest scholars to be trusted. Therefore, it is obligatory to follow his words and narrations. The scholars' faith in Iftikhoruddin Takhir Bukhari became so strong that they began to follow his words in matters of jurisprudence"[11].

Another great scholars of the Mawarounnahr school of jurisprudence are Alouddin Mohammed ibn Akhmad Samarkandi (d. 1145) and Alouddin al-Qasani (d. 1191).

Alouddin Mohammed ibn Akhmad Samarkandi studied jurisprudence from Abul-Main Makhuli and Sadrul-Islam Abul-Yusr Bazdavi and was admitted as a great scholar of his time and made an important contribution to the development of Hanafi jurisprudence. His book "Tukhfat al-Fuqaha" is of great interest in Hanafi jurisprudence and has been the subject of many commentaries. In addition to Samarkand jurisprudence, Alouddin was a follower and disseminator of the teachings of Imam Abu Mansur Moturidi as one of the great representatives of the Hanafi school in theology.

According to sources, she had a daughter named Fatima, a scholar with the authority to issue fatwas, who had collaborated with her father in the field of jurisprudence.

The period of Alouddin as Samarkandi and his daughter Fatima bint Muhammad lived in the second half of the XI century and the first half of the XII century. During this period, tensions between the representatives of various sects, especially the Hanafi Shafi'is, intensified in Mowarounnakh.

The first information about Alouddin as Samarkandi and Fatima bint Muhammad can be found mainly in the introduction to the work of Alouddin al-Qasani's disciples - Alouddin al-Qasani and in the book "Kitab al ansob" by Asamani (d. 1167). In the

books of the Hanafi madhab, the information is given in a short order. For example: Ibn Qutlubugo, Tashkuprizoda, Kafavi, Haji Khalifa, Lankavi.

Our analysis shows that the Hanafi madhab is widespread in the Mowarounnahr region, and many great and potential representatives and imams of the sect have reached the level of perfection, both in the field of faith and in the field of law. They created important legal works based on the works of Abu Hanifa and his talented students Muhammad ibn Hasan Shaybani, the books "Zahirur-Rivaya" by Abu Yusuf, "Kitabul-Hiraj", which formed the legal and ideological basis of the Hanafi school who have made a worthy contribution to its development and prosperity. For example, eight of the great jurists of Mawarounnahr wrote scientific works in the field of jurisprudence under the name of al-Mabsut. Among them were Fakhru-Islam Al-Bazdavi Mabsuti in 11 volumes, Shaykh al-Islam Mohammed ibn Husayn al-Bukhari al-Hanafi Mabsuti and Shamsul-aimma as-Sarakhsi Mabsuti in 15 volumes. These works are an invaluable legacy covering many areas of Islamic law, including family and marriage, crime, property relations, and international law.

At the current stage of development of our society, in the process of strengthening the spirituality of the Uzbek people, including religious literacy, scientific analysis of the above-mentioned areas of Islamic law, especially the rules of family relations, is becoming a social necessity. This is because it is very important in practice to study the social nature of the norms of family relations in Islam and the scientific analysis of the absolutely wrong views of the fundamentalist currents in family relations and its negative social consequences.

Concepts such as justice, duty, obligation in family relations, relations between spouses, parents and children and relatives, the basic requirements arising from universal moral values, defined in the verses of the Qur'an and the hadiths, as well as in the works of our jurists analyzed above distorted during the reign of the totalitarian regime.

Therefore, in the norms of Islamic law, the general social aspects of family relations, socio-historical foundations, its cultural, spiritual, legal features, the main sources of Islam, classical jurisprudence books, including Fakhriddin Qazikhan's "Fatavoi Qazikhan" written in the XII century by scholars from our country, Burhoniddin "Al-Hidoya" by Marghinani, "Tuhfat ul-Fuqaha" by Alouddin al-Samarkandi, "Khulosat ul-Fatawa" by Iftikhoruddin Tokhur al-Bukhari "Al-fikh an-Nafi" by Abul Qasim al-Samarkandi, "Badoi us-sanoi fi tartibish-sharoi" by Alouddin Qasani. Scientific research and comparative study of customary law on the basis of such works as "industry and order" are very important today in the context of religious and political ideological struggles. Because Islamic law is now considered a form of customary law, it is well

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known that its level of influence on the people is profound.

In Mowarounnahr, for more than a thousand years, the Shari'a-fiqh laws, which have played a key role in the legal regulation of social relations, include the registration and annulment of marriage, mutual legal relations between spouses, parents and children, guardians and trustees, and obligations. the rules of the relationship related to the guarantees of their implementation are perfectly regulated in all respects. In their works, the faqihs also sought to harmonize certain legal norms with local conditions.

In conclusion, one of the important tasks facing researchers is to study the legacy of our mature scholars, who in the twelfth century developed the Islamic sciences in all respects and left their great works. Because the heritage of many other scholars, such as Burhaniddin Marginoni, Iftikhoruddin Tahir al-Bukhari, Fakhruddin Qazikhan, Alouddin Samarkandi, Alouddin Kasani, are important sources in the history of Islamic jurisprudence. is one of the great achievements in jurisprudence. This is because the scientific heritage created during this period served as a source for jurisprudential works of the Hanafi school of thought created in later periods, and even until the first quarter of the last century it was used as an important source in the practical activities of faqihs, judges and muftis. Because the rules in these works, which are based on the conclusions of the

Hanafi school, are as lenient and convenient as the laws of this madhabs, taking into account the local traditions of the peoples, they are widespread in most Muslim countries, including judges (civil, marriage, family) and other disputes used these resources effectively in solving.

Hence, in Mowarounnahr, the science of Hanafi was further developed by the efforts of the scholars we have analyzed in the direction of Hanafi. Another important aspect of this period seems to be the development of not only one branch of Islam, but many sciences related to it. Therefore, the works created during this period still attract researchers who are conducting research in the field of Islamic law. It would be useful to find out more about the lives of our jurists and to study their impact on the political and social life of Mowarounnahr at that time, as well as the important aspects of their works from today's point of view.

As the president of Uzbekistan Shavkat Mirziyoyev said in his petition to the Parliament on January 24 this year, "... We must deeply study the heritage of our enlightened ancestors. The more we study this spiritual treasure, the more we will find the right answers to the many questions that still concern us today. The more we actively promote this priceless wealth, the more our people, especially our youth, will realize the value of today's peaceful life".

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IDEOLOGICAL AND LYRICAL INTERPRETATION OF THE TOPICS OF FREEDOM, MOTHERLAND AND ENLIGHTENMENT (ON THE EXAMPLE OF POEMS PUBLISHED IN “AL-IZAH” MAGAZINE)

Abstract: This article examines the poetic texts in the literature of the magazine "Al-Izoh", published in Tashkent in 1917-1918. In particular, the beautiful artistic expressions of the themes of independence, the struggle for independence, the development of the Motherland, science and enlightenment are analyzed. The historical situation in Turkestan in the early twentieth century is also assessed. The connection between the lyrical protagonist and the creator's own "I" is also revealed.

Key words: Motherland, development, union, Independence, science, enlightenment, gnosis, education, nation, intelligentsia, school, faith, belief.

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Introduction

It is known that from 1870 to 1917 in the "Newspaper of the Turkestan region" were published works of art of various genres by local writers. From 1906 to the beginning of 30s newspapers and magazines such as, "Taraqqiy", "Samarkand", "Sado Turkiston", "Oyna", "Al-Isloh", "Yurt", "Kengash", "Hurriyat" published examples of poets of national revival, Jadidists and scholars' works.

Al-Izah, founded on June 19, 1917 by the "Ulamo Jamiyati" as its propaganda tool, is one such periodical. By May 5, 1918, 31 issues of the magazine had been published, the first of which was reported to be a magazine devoted to **religious, scientific, literary, and political** topics.

Indeed, the contents of the issues of the magazine in our possession confirm the above message. Along with many religious, jurisprudential (legal), historical-social, political-enlightenment

articles, there are also literary texts, which are found almost exclusively in poetic form. The magazine published a total of 28 poems (26 Uzbek, 1 Persian-Tajik, 1 Arabic) mixed in aruz, finger rhyme, which were created in such genres as ghazal, tarkibband (as composition), masnavi, murabba, muhammas. Most of the poems were published in the current Cyrillic alphabet in the pamphlet of historian M. Zikrullaev "Taraqqiyot va hurriyat ishqida"¹.

These poems were written by such well-known Jadid intellectuals as Vasli Samarkandi, Karimbek Kami, Siddiqi Khandayliqi, Tavallo, as well as Abdullah Makhdom, Mulla Nasriddin Mulla Karim oglu, Tursunmuhammad Alam Turkestani (Gurbatiy), Shukriy-Sharaf, Mulla Sadiq Imanquli. In addition to this religious scholars, teachers, as well as employees of the magazine "Al-Izoh": Awliyotali Mubashirkhan, Abdulkadir Tashkendi shared their own works with editors.

¹ In the work of progress and freedom. Poems in the pages of Al-Izah magazine. - Tashkent: Tashkent Islamic University, 2016. - 64 p.

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Sirojiddin Siddiqi is an intellectual, theologian, historian, translator and poet, who has a deep understanding of the religious and social issues that need to be addressed in Al-Izah, and the most painful points of his region. He uses nicknames such as "Siddiqi" and "Khandayliqi" while referring to commentators such as "Faqr", "Makhdum", and "Zahid" in front of his name. His regular participation appears in the first issues of the magazine. His poems "Toza adabiyot", "Izhor Haqiqat", "Taronai Islomiy", "Saylov'g'a da'vat" are his works, which are not found in the works of the poet published to this day².

In the early years of his career, Sirojiddin Siddiqi, who followed the path of classical literary traditions, like other contemporaries, dramatically changed the theme of his work. His poem "Taronai Islam" is also an example of social lyricism, written with a high pathos, a strong belief in freedom, a spirit of exaltation.

Under the slogan "Ey millat (O Nation)", he warns the people of Turkestan that the time of struggle has come. The poet, who had high hopes for the February Revolution in Russia in 1917, firmly believes that there will be progress in everything the nation does:

Bu dam qon yig'lama, mullolar o'ldi yoring, ey millat,

Ki bul kun tobt ravnaq, mahv o'lan osoring, ey millat.

*Yo'l olg'on erdi sui inqiroza ko'broq osoring, Bihamdillah, rivoj avjiga mindi qoring, ey millat.*³

(Definition: Oh my nation, don't cry, mullah are your friends today,

Oh my nation, Your traditions thrived, today.

They were supposed to be lost, however, it didn't happen)

Although this work is written in the "mafoiylun" rhythm of the aruz, in contrast to traditional lyricism, changes in the system of images, such as "millat (nation)", "Vatan (homeland)", "vatandosh (compatriot)", "obodlik (prosperity)", "mullo (mullah)", "taraqqiy (progress)", "tamaddun (civilization)" are the main characters. It can also be seen in the example of this poem that words such as "g'am- qayg'u, shodlik, shirin guftor, anvor, g'amxor, xazin ovoz, bemor" are common concepts in romantic lyrics, but in the text in a completely new way, the nation's grief, the mournful lament of the

compatriots, served to express the inner experiences of a free citizen who was ill under oppression:

G'amu qayg'ularing chekmak bilan oh umrlar, erdim

Shabixuni jafodin zor o'lub bemoring, ey millat.

(Definition : I have lived my life with your sorrows, oh nation,

I was ill with unexpected struggles of your nights, oh nation)

Qulog'imga Sifohonu Iroqidan kelur xo'broq,

Hazin ovozila har soridin guftoring, ey millat.

(I hear your voice of grief better than Sifohuni Iraq, oh nation)

Taraqqiy avjida shodon yashab minba'd obod o'l,

*Vatan ahlini shod etsun go'zal atvoring, ey millat.*⁴

(Definition: Live happily in the heyday of progress, be prosperous,

Let the people of the homeland rejoice and do good, O nation.)

In the following verses, it is understood that Freedom and Independence are not simply achieved by desire, for which every citizen raises the beacon of truth and calls on a glorious servant to act.

Haqiqatjo', haqiqatgo' bo'lub har bir vatandoshim,

Yurub bosh ila bo'lsun shonli hidmatgoring, ey millat.

(Definition: I wish every of my compatriots be truthful, and be your glorious servants to help you, oh nation)

As always, the people of creativity were the first to pave the way for changes in the consciousness of the nation, renewal in thinking with their impressive works. As a result, the efforts to build a national statehood, albeit slowly, seem to have increased the political and legal knowledge of the people. In particular, the July issues of Al-Izah, along with articles on the nature of elections, their political significance, public activism and independent voting, will include Siddiqi's poem "Saylov'g'a da'vat (Call to Elections)"⁵ In the simple and extremely heartfelt verses, it is clear that the nationalist Uzbek intelligentsia was one of the first to take practical action for the sake of modernity, the future of the Motherland, the freedom of the people. The poet's understanding of the political climate in the country with all its subtleties was reflected in his work. B.

² See: Siddiqi Khandayliqi. Navbahor. Ghazals. Doston. Stories. Notes. Prepared by: B. Kasimov et al. - Tashkent: Publishing House of Literature and Art named after G. Gulom, 1984. - 248 p.; Siddiqi Khandayliqi. Selected works. Collector, preparer, publisher, commentary and dictionary authors: B. Kasimov, R. Javharova. - Tashkent: Manaviyat, 1998. - 304 p.; Asad Asil. Sirojiddin Makhdum - Sidqi Khandayliqi (novels, ghazals) -

Tashkent: G. Gulom Publishing House of Literature and Art, 2019. - 280 p.

³ Sirojiddin maxdum Sidqi. "Taronai Islom". "Al- Izah, July 15, 1917. №4. 61 p.

⁴ Sirojiddin maxdum Sidqi. "Taronai Islom". "Al- Izah, July 15, 1917. №4. B 61 p.

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Kasimov rightly assessed the poems of the poet of this period: *"These works, written and published in 1916-1917, are important in observing the changes in the national consciousness of our people, determining the gradual entry of the idea of independence and the struggle for it".*⁶

*Eshitmoqdasiz ushbu saylov ishin,
Yetushti bu ish fursati, bas, yaqin.
(Definition: You hear about the election, it's very close time for it)*

*Kelingiz yetib tog' ila bog'dan,
Bu so'zg'a quloq soling, ey ahli din.
(Definition: Our people, come here, (from where you live), and listen to my words)*

*Kerak ushbu vaqt ichra olmoq huquq,
Demangkim, bu ishni qilurimiz keyin.
(Definition: We should take our law, and don't say that we will do it later)*

*Bu ish o'tsa, yo'qtur qazosi aning,
Ki avlodimizg'a bo'lur ish qiyin.
(Definition: No later time for this, if we don't do it our generations will suffer)*

*...Bu ish borasida bo'lub muttafiq,
Yig'lmoq kerak aylashib jo'shi om.
(Definition: For this job, we should gather and come up with one idea)*

*Bu ishni agar aylasak dastgir,
Yashar barcha avlodimiz shodkom.
(Definition: If we do this now (election), our all generations will live happily)*

A total of 4 bytes, 24 bytes, the recurring bytes of this tarje'band are even more significant as they encourage the people to unity, solidarity and hard work:

*Bu ish to'g'risida tirishmoq kerak,
Bo'lub bir tanu bir jon, kirishmoq kerak.
(Definition: we have to work hard on this job, It is necessary to be one soul and body).*

Accordingly, it is known that the editors of the magazine were particularly active in the July 30, 1917 elections. In the 5th issue of Al-Izah, the "E'lomnoma (Declaration)" calling on the population to participate in the elections, in particular, following words were included: "Of course, it is the duty of each of us to go to the polls and fulfill the duty of religion for the opposition of our country and for the protection of our religious and secular rights".

Mullo Sodiqli Imanquli's poem "Haqqoniyat" and "Iltijo" by Muhammad Yunus, he composed under

"Ramzi" pen-name, one of the representatives of the Tashkent literary community, were published in the magazine. They have a strong writing mood among Muslims, criticize those who disobey Islamic morals and laws, and tell the truth about the shortcomings that led to the country's tragedy:

Mullo Sodiqli Imonquli:
*...Bo'ldi g'olib zulmati bid'at shar'iyyat nurina,
Qop'-qorong'u bo'ldi, anvari hidoyat qolmadi.
(Definition: Heresy wins over shariah lights, It's dark here, no place for a guide (a right path))*

*...Xubbi millatni qilur da'vo, o'zi mulhid⁵ erur,
So'zlarinda, ishlarinda bir sadoqat qolmadi.
(Definition: They claim to make a nation, but they are apostates,
There is no devotion left in their deeds and words)*

*...Shar'ning tahqiri ila millat nechul olg'a ketar,
Ne ajab, bunlar ichinda zi daroyat qolmadi.⁶
(Definition: How can people go forward under the oppression, No wonder there is no knowledge left between them)*

Muhammad Yunus Ramziy Toshkandi:
*Hayratda ahli islom, yo Rab, zabun bag'oyat,
Lutfu tarahhum⁷ aylab qilg'il O'zing inoyat.
(Definition: The people of Islam are amazed ,
Ya Rab,
Help us and have a mercy on us)*

*Jahlu fasodu g'aflat olam yuzini tutti,
Daf'ig'a qo'shish etmas bir sohibi diroyat⁸.
(Definition: The rage of ignorance gripped the face of the world,
Can no one go against it that is aware)*

*G'am aylab elni ma'yus, mayv o'ldi arzu nomus,
Bo'ldi xaroba, afsus, necha ulug' viloyat.⁹
(Definition: The grief make people sad, no proud and shame,
How many great districts are destroyed)*

The hard life of the people at that time, the sufferings of the government's injustice, show how natural it was that poetry, full of motives such as tender feelings, love-filled groans, beauty, sophistication, and expressions of language, turned the subject sharply. Literary critic N.Khalikova writes about the legitimacy of the changes in the principles of literary representation: "... It should be noted that before the events of 1916, no social reality was reflected in the literature on such a large scale. The

⁵ Mulhid- an apostate

⁶

⁷ Tarahhum- pity, care, blessing, mercy

⁸ Diroyat- mind, notice with knowledge, awareness

⁹

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formation of a realistic image on the basis of social reality was also a new phenomenon".¹⁰

However, Sodiq Imonquli's:

Boshda shopqa, belda zunnor, orqada rus poltasi,

Bu musulmondur demakg'a bir alomat qolmadi.

(Definition: Hat on the head, waistband on the waist, an axe on shoulders, there is no reason to call him a Muslim)

such verses that the worldviews of some religions are still stuck in the old stereotypes, stagnation and inability to see the future are, in fact, the vices that have led the nation to the abyss. The thinker-scientist M. Behbudi also wrote with regret in the magazine "Oyna" that the nation is surrounded by such small problems and the original meaning is not formed.¹¹

One magazine's most active reporters and poets is Sayyid Ahmad. He used the nicknames "mudarris", "mullah" before his name, and sometimes "Vasliy", "Vasliy Samarkandiy" pen-names. Most of the poems in the magazine are his contributions. Undoubtedly, the examples of poems that have increased the historical-scientific, literary and spiritual value of the pages of "Al-Izah" are "Taraqqiy haqinda", "Vatan haqinda", Mullo Tursunmuhammad Alam Turkestani's "Jamiyati ulamoya izhori tashakkur va odati juhaloya ibrozi tanaffur", Avliyotali Mubashshirxon's "Hurriyatga xitob asarinda itob va javob" works. Indeed, they reaffirm that the most frequently addressed topics in the first quarter of the last century were: Homeland independence, freedom, national development, and endless hatred of oppression.

Vasli Samarqandi enumerates a number of factors for the development of homeland:

Hosil o'la hikmat ila davlatda taraqqiy,

Qur'onu ahodis-la shariatda taraqqiy.

(Definition: Prosperity in the country with the harvest of wisdom,

Shari'a is developed by Qur'an and hadith)

Har millatu har qavm taraqqiy talab aylar,

Islom ulumi vera millatda taraqqiy.

(Definition: Every nation and every tribe requires for development,

Islam gives this change for a nation)

The achievements and successes, discoveries and inventions that have been made in science, technology and medicine all over the world in recent centuries show that they were sciences written in the Qur'an 1,300 years ago. The poet believes that the

progress of every people and nation is in the study of science based on the holy book of Islam.

The radif ghazal "Vatan" (Motherland) is remarkable for the depiction of the perfect lyrical hero, who sincerely loves his homeland, longs for a prosperous life in his homeland, and is ready to sacrifice his life.

In the ghazal, the Motherland is described as a beautiful soul of a living person, a gift from the Creator to the human race:

Har bir kishig'a ma'dani ehson erur Vatan,
Zero, mahalli rohati inson erur Vatan.

(Definition: Homeland is a gift and a peace place for every person of it)

Mahfiy emaski, har kasa joni erur aziz,
Go'yo tirik kishig'a go'zal jon erur Vatan.

(Definition: it's not a secret that a soul is dear for everyone and the homeland is like a soul for people)

After all, a human being, no matter what position he holds, whether he is rich or poor or has any profession, lives in his homeland, and for him the homeland is a source of peace, a place of bliss, like heaven, the status of heaven. The poet, who wishes his compatriots happiness and prosperity, in the next place prays for the fulfillment of the greatest dream of his heart:

Yo Rab, maorif ila qil obod shahrimiz,
Ma'mur o'lsa mujibi shukron erur Vatan.

(Definition: Ya Allah, make our country prosperous with enlightenment, if it's needed, Motherland is the place of thankfulness)

Avlodimizni ayla ulum ila oshino,
Mushtoqi ilmu hikmati iyqon erur Vatan.

(Definition: Make our generations be friends with knowledge,

Motherland is in need for this)

Anvori ilmdan Vatan ar bo'lsa fayziyob,
Zavqu nishotu ayshlarga qon erur Vatan.

(Definition: Education makes our land joyful, Our land is sick of diversions)

Har qancha javr etsa vatandan chekinmazam,
Zeroki, javri boisi irfon¹² erur Vatan.

(Definition: I don't leave my country no matter oppression and suffering, Because Motherland is the place of enlightenment)

¹⁰ Xoligova N. The period of national awakening is an artistic interpretation of the liberation movement in Uzbek poetry (On the example of works reflecting the events of 1916). Can.philo.scien. diss ... Tashkent, 2009. - B. 86.

¹¹ Look:

¹² Irfon – Knowing, recognizing (with mind); education

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All the Jadids and intellectuals of the nation who were active in the early twentieth century were right when they saw the country's success in the first enlightenment. The sympathy and solidarity with them is obvious in the above lines of Vasily Samarkand's work. The poet, who cleverly understands that the administration of the country, the prosperity of the country is in the development of education, welcomes the acquaintance with science, firmly believes that the joy will last forever in the Motherland, which has gained grace, prosperity and civilization from the light of knowledge.

The analysis revealed that the lyrical works published in the magazine were full of Islamic enlightenment, national feeling, and patriotic poems. Also, another phenomenon that has been tested for

many centuries is that the peoples of the East have always been acquainted with poetry. Influencing their consciousness with beautiful words and wisdom has often had positive effects.

Although the authors wrote their poems in aruz, poems dedicated to the events of Labor (in aruz), the traditional poetic expressions, and the use of poetic arts are undoubtedly reminiscent of examples of classical literature. However, the artistic expression of socio-political reality required changes in the structure of genres and the system of images, socialization in artistic interpretation, individual perception, new methodological directions, and a realistic image based on journalistic expression. These were signs of new literature.

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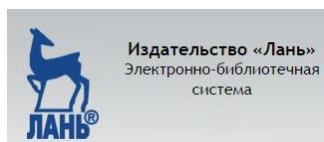
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