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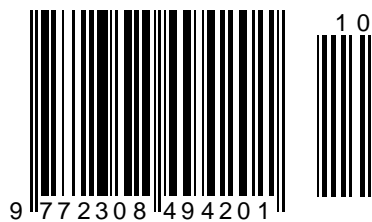
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SCIENTIFIC AND THEORETICAL BASES OF LOCALIZATION OF INDUSTRIAL PRODUCTION

Abstract: *In the context of import substitution, it is advisable to refer to the foreign experience of localization policy. It not only creates new jobs and production on its own territory, but also encourages the development of knowledge-intensive industries, fuels domestic companies, turning them into strong competitors at the global level, and guarantees national control over strategic industries. In the context of import substitution, it is advisable to refer to the foreign experience of localization policy. It not only creates new jobs and production on its own territory, but also encourages the development of knowledge-intensive industries, fuels domestic companies, turning them into strong competitors at the global level, and guarantees national control over strategic industries. In the context of import substitution, it is advisable to refer to the foreign experience of localization policy. It not only creates new jobs and production on its own territory, but also encourages the development of knowledge-intensive industries, fuels domestic companies, turning them into strong competitors at the global level, and guarantees national control over strategic industries.*

Key words: Localization, industry, competition, oil and Gas industry, economically effective, economically efficient, economically viable.

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Introduction

In the Wake of the 2008-2009 crisis, many economists feared that the world would be overwhelmed by a new policy of protectionism and a repeat of the wave of tariff restrictions launched by the Smoot-Hawley tariff act in 1930, during the great depression. This time, however, public authorities were much more restrained, avoiding traditional forms of protectionism (such as quotas and tariffs) and focusing on non-tariff restrictions (NTOs). These restrictions took various forms: complex customs procedures, high standards (packaging requirements), direct government subsidies, etc.

These tools also include increasingly popular localization requirements. These requirements are expressed in the share of the project that must be provided by local (local) companies (which brings these requirements closer to quotas), or in subsidies provided only to local companies. This may also

include requirements for the nationality of companies that are allowed to import certain goods or invest in certain firms and sectors of the economy (which can be called requirements for localization of ownership).

Historically, localization requirements have been used in various contexts. Over the past five years, the dominant motive has been the need to create new jobs in the domestic market, rather than in the global market. So, during the 2008 crisis, (as in 1933) the US Congress included the article "Buy American" in the "American Recovery and Reinvestment Act" of 2009. (providing a huge amount of financial incentives in the amount of \$ 787 billion). many other countries have done the Same. In these cases, public procurement and state-funded projects served as mechanisms for localization requirements.

But high unemployment and the need for financial incentives are not the only drivers of localization requirements. The development of new

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industries is also often used as an argument for encouraging local companies, especially in developing countries, interested in developing high-tech sectors such as information technology and renewable energy.

Regulated industries (such as air transportation, broadcasting, utilities, and telecommunications)," important "companies, and" strategic " industries are often subject to property localization requirements. In this case, when state-owned enterprises are privatized, only companies and citizens of this state can act as buyers. Similarly, when "important" companies are sold, foreign multinationals may be excluded from the bidding process. This was the case, for example, in the cases of the American oil company "Unocal" and the Canadian "Potash Corporation of Saskatchewan" .

In 2005, the Chinese "Chinese National Offshore Oil Corporation" intended to acquire "Unocal" for \$ 16-18 billion. The US Congress considered the deal a threat to the country's national security, and after submitting it to President Bush, the deal was rejected [Blustein].

Potash Corporation of Saskatchewan, the world's largest producer of potassium carbonate, was the target of an unfriendly takeover by the Anglo-Australian giant BHP Billiton in 2010. The Canadian government blocked the deal on the pretext that it would not benefit Canada [BHP Billiton...].

Data show that after 2008, not only developing but also developed countries actively resorted to localization projects to solve economic problems, such as creating new jobs, developing strategic sectors of the economy, and so on. The number of such projects among the leaders was the United States (second only to Brazil), which is at the forefront of economic liberalism and free trade. Moreover, the richer a country is and the less connected it is to globalization (in terms of the share of bilateral trade and accumulated direct investment in GNP), the more it has resorted to coercion in localizing production.

Localization requirements are an old defense mechanism that ensures the achievement of three major goals: creating jobs in your own economy, not abroad; fueling your national companies to turn them into global first-class competitors; guaranteed national control over "strategic" industries such as civil aviation, broadcasting, electric power, etc. [Local Content...]

We will analyze typical examples of the use of localization policies in developed and developing countries that relate to different sectors of the economy: agriculture, healthcare, information technology, automotive industry, etc.

Health sector in Brazil

The development of the health sector in Brazil is characterized by the "forced" localization of the production of medical equipment and medicines. One of the goals of this was to combine public and private companies in healthcare. Another goal was to support

the emerging industry and medical equipment firms. The third is to ensure public safety in the production of new medicines and preparations. Finally, the fourth was to ensure that medicines were available, especially for those suffering from serious illnesses.

Brazil is the largest healthcare market in Latin America. In 2009, \$ 142 billion of capital investment, or 8.8% of GDP, was directed to this sector. Expenditures on hospitals and medical care account for 5.6% of GNP, medical equipment outside hospitals accounts for 1.3% of GNP, and pharmaceuticals purchased outside hospitals account for 1.9% of GNP.

Until 2012, no Brazilian hospitals or medical services were owned by foreign capital. Foreign companies could not participate directly or indirectly in the Brazilian insurance system. However, foreign companies have played a significant role in the Brazilian market of medical equipment and medicines. Imported medical equipment accounted for 60% of the market in 2012. Imported medicines account for 24% of the market, while 70% of pharmaceutical products were produced by foreign companies in Brazil as part of localization requirements and other programs.

Brazilian imports of medical products have caused a growing trade deficit in this sector, which has increased from \$ 700 million in the late 1980s, up to \$ 8 billion in 2011 [Oliveira]. Approximately 75% of this deficit was accounted for by medicines. This was one of the most important prerequisites for the localization program.

Localization requirements can take many forms. The most direct and immediate form is the requirement that all materials and components in an investment project are supplied by local national companies. Indirect form – licensing requirements that give advantages to local companies or products of local production. The most sophisticated and subtle form of localization is apparently non-discriminatory regulation, which in practice results in discrimination against foreign companies or goods due to stricter checks and lengthy procedures for admission to contracts.

A large part of the mechanisms of localization in Brazil is of a direct nature.

In 2011 Brazil imported \$ 226 billion worth of goods and services, of which \$ 10 billion (or about 4.4%) was health care. At the same time, the country exported \$ 256 billion of goods and services, of which only \$ 2 billion (0.8%) belonged to this sector. Thus, the trade deficit in health care was \$ 8 billion, while the entire trade turnover of Brazil showed a surplus of \$ 30 billion.

Import protection was often used to encourage the development of certain industries. In the 1980s, Brazil imposed severe import restrictions in order to develop its computer business. By the end of the decade, the country had a network of various IT

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corporations. National computer production grew from less than \$ 200 million in 1979 to more than \$ 4 billion in 1990. [Botello]

Interventionist industrial policies, including localization requirements, received a new boost in 2003, when the government began to use exchange rate management as a priority economic tool. Now industrial policy focused on stimulating certain sectors of the economy related to new technologies [Domestic Industry...].

The health sector is one of these priority sectors. The state controls the sale of domestic and foreign medical products through a licensing system. The Ministry of health's national Wealth Surveillance Agency (ANVISA), which regulates these issues, was established in 1999 to protect public health. The licensing system creates significant time and price barriers for foreign companies to register medical products, which indirectly serves the localization policy.

A few years ago, Brazil announced a new public procurement program for hospitals. The main goal of the program was to create demand for domestic goods in order to increase employment. The long-term goal of this policy is to stimulate knowledge-intensive sectors of the economy.

In Brazil, 74% of the population depends on the state health insurance system and public hospitals. However, private hospitals (about half of them) account for 65% of all hospital beds in the country. However, they are better equipped and often provide better services. For example, private clinics have 44 MRI scanners and 20 CT scanners per million patients, ranking third in the world after Japan and Australia. Public clinics have only 3 MRI scanners and 16 CT scanners and per million patients and are at the level of Mexico and Eastern Europe.

As per capita income increases, more Brazilians are buying private-sector insurance policies. Thus, the number of private insurance contracts increased from 32 million in 2003 to 47 million in 2011, i.e. by 47% - and this is during a period when the country's population increased by only 9% [Medical Device...].

Brazil is critically dependent on imports for a number of medical equipment: digital radiography (63%), auxiliary medical devices (89%), wheelchairs and medical furniture (81%).

Regardless of where medical products are manufactured (in the country or abroad), in order to sell them on the Brazilian market, companies must register these products with the special Agency of the Ministry of health ANVISA and obtain a license. This procedure is borrowed from other developed countries, mainly Western Europe.

There are two registration procedures in Brazil: "Cadastro "for low – risk products and" Registro " for high-risk products. The choice between the first and the second depends on whether you need to obtain a "Good Manufacturing and Control Practice" (GMP)

certificate, which is a common practice for high-risk products. If a medical product is manufactured abroad, ANVISA employees are required to visit the place of manufacture. However, the Agency does not have sufficient funds and personnel to carry out GMP certification abroad in a short time. As a result, the average period for obtaining a certificate reaches 18 months or more, which is a hidden form of localization.

To speed up the process of product certification and approval, foreign companies began to localize their production in Brazil, either through the acquisition of Brazilian companies, or by building new factories from scratch. At the same time, the Brazilian government often encourages foreign companies by offering preferential loans and tax exemptions. However, industrial companies must obtain an environmental license to build a new plant, as well as meet other local requirements. The requirements may vary from municipality to municipality. It usually takes two months to obtain such a license, but in large cities this period can be up to a year. This practice encourages foreign companies to acquire existing Brazilian firms.

Thus, registration requirements do not openly discriminate against foreign companies, but the practice itself makes it difficult to export goods to Brazil and encourages their production on the territory of the country.

Pharmaceutical companies face the same difficulties when registering their products as manufacturers of medical instruments. In addition, the Brazilian patent regulation system requires that within three years after the introduction of a patented foreign drug on the local market, its production should be started in Brazil itself [Medical Device...]. If this condition is not met, the state can grant a license to a Brazilian company to produce an analog of a patented medicine in the country. All this seriously restricts the export of medicines to Brazil by multinational companies and is also an indirect form of stimulating localization.

The Brazilian government is putting serious pressure on multinational pharmaceutical companies to reduce their prices (through informal contracts, production of cheap generic drugs, government subsidies). For the same purpose, drug prices are often prominently printed in the media.

The results of the alternative license is one form of the more cheap of generic drugs. For example, in 2007, the government granted an alternative license to produce a generic version of the drug Efavirenz to Merck Sharp & Dohme as part of the national AIDS program. The Brazilian company Farmanguinhos / Fiocruz, which is managed by the Ministry of health, produces 2 billion units of generic EFV a year and plans to bring annual savings to \$ 900 million.

Another effective tool of the Brazilian state is the refusal to recognize foreign patents. So, in 2008, the

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patent of the American company "Gilead Sciences" for the production of its drug "Tenofovir" was rejected – on the grounds that the drug is not unique. At the same time, Brazil received the right to import a cheaper generic analog from India, which costs the patient almost ten times cheaper (\$158 per year instead of \$ 1,387). Since the analog is not produced on the territory of Brazil, this cannot be considered a form of localization, but there is a clear desire of the Brazilian government to provide the population with cheaper medicines by all available means.

As can be seen from the examples discussed, the Brazilian government imposes significant restrictions on foreign manufacturers of medical products. At the same time, the country's health sector is growing rapidly. By the size of the pharmaceutical market, for example, Brazil ranks 6th in the world. The Brazilian government is putting serious pressure on multinational pharmaceutical companies to reduce their prices (through informal contracts, production of cheap generic drugs, government subsidies). For the same purpose, drug prices are often prominently printed in the media.

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Wind power Canada

the policy of producing wind turbines in the canadian provinces of Ontario and Quebec is an example of clearly defined measures to encourage localization. The tool is quantitative requirements for increasing the percentage of localization. The goal is to encourage canadian industrial companies to create new jobs and create new industries.

According to the International wind energy Association, the capacity of this industry in the world doubles every three years, with an annual growth rate of 20%. In 2014, the total installed capacity of wind farms reached 370 thousand megawatts (in 2011-237 thousand megawatts). Currently, more than 100 countries around the world use wind power to generate electricity. In 2014, wind power accounted for more than 4% of global electricity production [a new record...].

For a long time, the development of wind power was determined by the five largest markets (China, the United States, Germany, Spain and India). In 2010, Canada joined the expanded list of leaders that ranked seventh in the world in 2014

The growth rate of wind power in Canada is even higher than in China, and second only to Brazil. Although Canada is a relatively new player in the wind energy market, about 60% of the country's electricity is generated from renewable sources, mainly water; 20% comes from nuclear power plants, 15% from coal – fired power plants, and 5% from gas – fired power plants.

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Rich natural resources allow Canada to keep electricity rates at one of the lowest levels in the world. In this indicator, the country is second only to Sweden

However, Canada will soon have to find new sources of energy to meet growing demand and compensate for retiring coal-fired power plants.

According to the calculations of the International Energy Agency, the country will need about \$ 200 billion of new investments in power generation, transmission and distribution capacities by 2030. Canadian provincial governments have already announced plans to invest \$ 115 billion in energy production over the next 20 years. The problem is to achieve a balance between the demand for electricity and the environmental burden.

As part of the fight against the greenhouse effect, Canada is rapidly developing renewable energy sources. Wind power was ranked second in the country after hydropower. The Canadian Wind Energy Association predicts that it will account for up to 20% of the market by 2025. This involves the installation of 22,000 wind turbines in the country [Poweringcanada's...].

Canada, as you know, is a Federal state consisting of 10 provinces and three territories. Regulation of electricity production, transmission and distribution is mainly in the hands of regional authorities. As a result, there are significant differences between individual regional electricity markets. At the Federal level, only the management of nuclear power is concentrated. All wind power projects require provincial approval and licensing, including site plans and municipal construction permits.

Significant inter – regional differences include electricity tariffs and prices. For example, tariffs for the residential sector in Montreal in 2011 were the lowest and amounted to 68.21 Canadian dollars per 1 thousand kW, while in the province of Ontario-127 Canadian dollars, and in Calgary – almost 150 dollars.

The largest installed wind power capacity was in Ontario in 2014 (2,855 MW). The production, transmission and distribution of electricity in the province is regulated by several structures at once. Ontario Power Generation Inc. (OPG), which is entirely in the hands of local provincial governments, accounts for 70% of the province's electricity generation. Approximately 97% of electric networks are also owned by the state-owned Hydro One Networks, which serves 1.2 million consumers.

Ontario authorities make extensive use of the feed-in tariff, an economic and political mechanism designed to attract investment in renewable energy technologies (including wind). This mechanism is not unique to Canada: it is used by about 50 countries around the world, including the United States, China, India, and others. It is based on three main factors:

- guarantee of network connection;
- long-term contract for the purchase of all electricity produced;
- surcharge on the cost of electricity produced [Mendonça].

Under this mechanism, the government of Ontario guarantees adequate prices, network connectivity and a long-term contract with a green energy producer, which together makes large investments in the industry profitable. This mechanism was launched in 2009. At the same time, the government of Ontario began to seek investment in the manufacturing industry related to "green" energy. Here, the state relies on a policy of encouraging localization. It requires that when equipment is supplied, the minimum level of locally produced goods and services ranges from 25% in large wind power projects to 60% in solar power projects [Feed-in...].

Despite accusations of violating WTO rules, the province of Ontario has made significant progress in attracting large-scale investment in renewable energy. According to a number of experts, the localization incentive mechanism has attracted \$ 30 billion in new investment [Ontario...]. The largest project under the province's green energy development program is a complex of four wind and solar clusters worth \$ 6.7 billion, built by the South Korean company Samsung.

In the power industry of the province of Quebec, which ranks second in the country in terms of installed wind power capacity, the dominant position is occupied by the local state monopoly "Hydro-Quebec". To build new wind power here, you need to get a number of permits [Wind Energy...].

Quebec is dominated by hydropower, with a market share of 97%. However, already in the mid-2000s, wind power was considered an important addition. According to the energy development strategy "Quebec Energy Strategy 2006-2015", it was planned to introduce 100 MW of wind stations for every 1000 MW of new hydro capacity [Using Energy...]. By mid-2015, the total installed wind capacity in the province reached 2.5 thousand MW.

The provincial authorities announced that they are trying to get the maximum economic effect for municipalities and the region as a whole through the mechanism of enforcement of localization. This mechanism includes requirements that 30% of the cost of wind turbines is generated in the municipalities of the province and 60% of all costs are deposited in the province of Quebec [Using Energy...]. These costs include site and environmental research, the cost of wind turbines, and total construction costs, including transporting the turbines to the construction site, testing them, and putting them into operation. Such a mechanism, according to the authorities, should help attract investment in industrial enterprises for the production of turbines and create appropriate jobs.

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LOCALIZATION OF PRODUCTION AS A TOOL OF MODERNIZATION

Abstract: *In the context of import substitution, it is advisable to refer to the foreign experience of localization policy. It not only creates new jobs and production on its own territory, but also encourages the development of knowledge-intensive industries, fuels domestic companies, turning them into strong competitors at the global level, and guarantees national control over strategic industries. In the context of import substitution, it is advisable to refer to the foreign experience of localization policy. It not only creates new jobs and production on its own territory, but also encourages the development of knowledge-intensive industries, fuels domestic companies, turning them into strong competitors at the global level, and guarantees national control over strategic industries. In the context of import substitution, it is advisable to refer to the foreign experience of localization policy. It not only creates new jobs and production on its own territory, but also encourages the development of knowledge-intensive industries, fuels domestic companies, turning them into strong competitors at the global level, and guarantees national control over strategic industries.*

Key words: *Localization, industry, competition, oil and Gas industry, economically effective, economically efficient, economically viable.*

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Introduction

China's automotive industry. Localization requirements have been an integral part of China's policy of stimulating the development of the automotive industry for more than 30 years. Since the early 1980s, when China declared the automobile industry one of the most important drivers of economic growth, the state has subsidized the industry and encouraged joint ventures with foreign investors to increase production and acquire the necessary technologies. After the country joined the WTO in 2001 China has removed localization requirements from official documents and legislation; however, in terms of requirements for foreign ownership of property, financial instruments and government "recommendations", the localization policy remains alive and well. Requirements for increasing the share of national capital in the ownership structure are not regulated by WTO rules.

In 2009 China has overtaken the United States in total car production to become the world's largest

manufacturer. In 2011, production reached 18 million units, or 24% of global output. The increase in car production and production capacity is motivated by growing demand, especially in the inner regions of China.

Before the arrival of foreign companies in China, there were more than 100 car manufacturing firms in the country, each of which produced a small number of cars or trucks. In 2011, Chinese brands such as Cherry and FWA, accounted for 42% of the market, Japanese – 19%, Europe – 18%, U.S. – 11% Korean 8%. As in other sectors of the Chinese economy, state-owned companies have a dominant position in the automotive market.

China's rapid economic growth has created many problems, including increased oil consumption and environmental destruction. The demand for oil, which was also driven by the rapid growth of the automobile fleet, increased at a rapid pace. Dependence on imported oil increased from 8% in 1995 to 54% in

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2010. At the same time, environmental pollution has created serious health threats.

To solve these problems, the Chinese government has declared the development of high-tech industries a priority, which is recorded in the decisions of the 12th CPC Congress and the so-called foreign investment Catalog. In this Catalog, all industries are divided into four groups: stimulated, restricted, prohibited, and permitted. Foreign investment in stimulated industries is encouraged by the state to increase the share of foreign capital in the ownership structure, reduce government intervention, and reduce taxes. The catalog shows the Chinese government's desire to open up the market more and encourage foreign investment in knowledge-intensive manufacturing, new technologies, alternative energy and environmentally friendly production. At the same time, the government restricts foreign investment in industries with high levels of environmental pollution and energy consumption, as well as in the export of natural resources.

In the automotive industry, the Chinese government has shifted its focus to producing energy – efficient vehicles-powered by alternative fuels, hybrid, electric traction, and fuel cells. In 2012, the government announced an increase in production of electric and hybrid cars to 500,000 in 2015 and 5 million in 2020 [30 million...]. To achieve this goal, the Chinese government has included the production of such cars in the list of stimulated industries. Traditional Assembly production, on the contrary, was moved from the list of stimulated to the list of allowed. In addition, the list of incentives includes the production of critical components for new energy-efficient cars, including certain types of batteries.

Automobile joint ventures are subject to restrictions on foreign ownership (it should not exceed 50%). There are no such restrictions on manufacturers of spare parts, with the exception of some components of new energy-efficient cars, such as electric batteries.

A number of barriers and incentives, along with high tariffs on automotive components, have pushed foreign manufacturers to localize the production of such components in China, rather than exporting finished cars and spare parts from their own countries. As a result, one car produced in China contains an average of \$ 1,155 worth of imported parts. This is significantly less than in countries with a free market for automotive components. The total is higher in the UK at \$ 10,853 per car, followed by Canada (\$9,156), Mexico (\$6,638) and the US (\$5,897). Germany, France and Spain import components for \$ 4,737, \$ 6,285 and \$ 6,279 per car, respectively. Japan has the lowest figure (\$705 per car), while India (\$813) and South Korea (\$945) are close. The low level of imported components in cars produced in China, Japan, South Korea and India reflects the presence of clear and hidden barriers to international trade and investment in this industry.

There is a similar pattern in the import of finished cars. For 18.5 million cars produced in the country in 2011, imports to China amounted to only 1 million, i.e. less than 6%. In contrast, imports in the UK account for 86%, in Australia for 85%, and in France for 82%. In most countries of the world, the share of imports reaches 50% or more, but in China, Japan, South Korea, India and Thailand, imports account for less than 10% of the automotive market. All this is the result of China's cautious but purposeful policy of stimulating its own production of cars and their main components.

Oil and gas industry in Nigeria

In Nigeria, localization policies focus primarily on supply and employment in the oil and gas industry, which is largely controlled by foreign companies. The immediate and obvious goals are to encourage the creation of a national oil and gas industry and to increase employment among Nigerian citizens. Since the oil and gas industry is not regulated by WTO rules, Nigeria does not have conflicts with this organization over localization policies.

The oil and gas industry plays a key role in the Nigerian economy. Proven oil reserves are 36 billion barrels. According to this indicator, the country ranks second in Africa after Libya, and in terms of daily production (2.45 million barrels) – the first place on the continent. Approximately 96% of the oil produced is exported and only 4% is processed domestically. Oil and gas account for 86% of the country's exports by value, including 70% for oil (\$61 billion). The largest consumer of Nigerian oil is the United States (38% of the export market), followed by India (11%), Brazil (7%) and the Netherlands (5%).

According to the IMF, the country's oil exports account for 60% of all government revenues. According to the Nigerian Constitution, all levels of government participate in the distribution of oil revenues. First, revenues go to the Federal budget. From there, the first tranche (13%) is sent to the oil-producing States as an operating grant. The remaining 87% is distributed between the Federal government (52.7%), state governments (26.7%), and local governments (20.6%).

There are various market players in the oil and gas industry. In 2010, joint ventures with international oil companies accounted for 84% of the total volume of oil produced; production sharing companies accounted for 14%; and independent players accounted for 2%. Foreign corporations wishing to start a business in Nigeria must either set up joint ventures or operate on a production sharing basis. The share of foreign capital in both companies cannot exceed 49%. The largest foreign company in Nigeria is Shell Petroleum Development Company (SPDC) – 29% of the country's oil production, followed by Mobil (28%) and Chevron (16%). The oil and gas industry is regulated by the Nigerian petroleum

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Corporation (NPCC), which is an active player in the market. For example, its share in SPDC is 55%.

The Nigerian oil and gas industry is highly dependent on imports of goods and services at all stages of the value chain. The country spends \$ 8 billion annually on imported services in the field of construction, engineering, equipment purchases, seismic exploration, and so on. More than half of these imports are from the United States. According to the Nigerian government, the oil and gas industry imports 95% of its industrial needs.

Relations between foreign companies and their Nigerian partners have a long history dating back to British colonial rule. Nigerian policy has tried to strike a delicate balance between maximizing rents from national natural resources and attracting foreign capital to extract and distribute these resources. The government's approach to finding this balance has changed over time. For a long time, the state tried to stimulate domestic production by restricting imports. Since the mid-1970s, Nigeria's trade policy has shifted from using tariffs to quantitative import restrictions.

In 2010, the country adopted the "Nigerian Oil and Gas Content Development Act" (CDA). This is the most stringent attempt to encourage the process of localization, or "nigerianization" [Nigerian content...]. The law covers all issues related to local "content" in the oil and gas industry. This is especially true for regulators, operators, contractors, subcontractors, Alliance partners, and other entities involved in engineering, production, and other transactions in the Nigerian oil and gas industry. In a broad sense, this legislation implements three main policy directions: it encourages the localization process, defines the reporting requirements of companies (or operators), and creates a special regulatory and Supervisory body. In addition, the CDA formulates a detailed set of obligations for oil and gas companies.

The Law explicitly States that the pre-emption right should apply to the domestic, Nigerian component in oil and gas operations. The principle of pre-emption applies to the recruitment of personnel, the procurement and delivery of goods and services, contract bidding and selection procedures.

In addition to the preferential right to hire local staff, the law requires that all Junior and mid-level management positions be held only by Nigerians. Companies can recruit foreigners for no more than 5% of all available positions. Moreover, a foreigner can stay in any position for no more than four years, after which his place must be taken by a Nigerian.

The conclusion of a contract cannot be based solely on the principle of minimum price. If a national Nigerian company is able to perform this work at a price that exceeds the minimum by no more than 10%, it has an advantage. In addition, preference is given to a company that has a 5% higher share of local Nigerian staff than a competitor, if the difference in the contract price does not exceed 1%.

Special measures apply to deliveries. The CDA specifies in detail the mandatory minimum localization for each project for each type of goods and services. For example, a 100% localization level is required for the supply of pipeline systems, hoists, steel pipes, and sheet steel. An exception is allowed only if the capacity of the respective companies is insufficient. In these cases, the government may authorize the import of the relevant parts, but not for more than three years.

In some sectors of the economy, the CDA sets exceptionally high barriers – for example, in the financial sector, where 100% of "General banking services" must be localized.

Aware of the complexity of achieving such goals, the legislator sets special plans for foreign investors to achieve certain levels of localization. The Law States that within 60 days from the beginning of each year, each operator must provide the Nigerian localization development and monitoring Board with an annual Nigerian Content Performance Report covering all of the operator's projects and activities during the reporting year. In addition to the annual report, each operator must provide: an employment and training plan, an R & d plan, a technology transfer plan, a legal services plan, a financial services plan, and an insurance services plan. These plans require the operator to report on the current level of localization in all relevant areas. If the required level of localization is not available, it is recommended to develop a time schedule for achieving it.

The Nigerian localization development and monitoring Council, established by law, has the authority to "direct, monitor, coordinate and implement the articles of the Law". This Council is funded by a 1% tax on the value of all industry contracts.

Two-thirds of Nigeria's oil reserves are located offshore. Offshore oil production requires high-tech design, construction, management, and repair. The CDA emphasizes and highlights the requirements for localization of all stages of deep-sea oil production. For example, legislation requires that in the process of technical design and engineering of deep-sea equipment, 60% of the personnel are Nigerian citizens. In addition, 60% of the construction of offshore structures (measured in tons) should be localized. Once a drilling well is operational, 75% of the management must be of Nigerian origin. If expertise is required, 45% of consulting services should also be localized. Finally, 75% of repairs should be provided by local companies.

The localization policy is also aimed at the supply of equipment necessary for underwater drilling. In 2012, ExxonMobil's subsidiary, Mobil Producing Nigeria, was the first to start manufacturing three platforms in Nigeria [NNPC...]. These platforms, however, are designed for drilling on land, not on the shelf, which is much more difficult in

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technical terms. However, the government of Nigeria believes that within 3-5 years, at least 25 leading foreign engineering companies will open production of equipment and its components in the country. Thus, in the medium and long term, Nigeria will be able to almost fully meet its needs for oil and gas equipment through local production.

The first success in localizing the production of oil and gas equipment stimulated Nigeria's intention to extend the ideas of the CDA law to other sectors of the economy – in particular, telecommunications (ICT), which generates annual revenues of \$ 8 billion. Similar ideas are gaining popularity in other African countries.

structural expenses;
- stimulating economic growth;
- protection of American companies from unfair competition from foreign companies receiving subsidies;
- strengthening national security by stimulating the development of the domestic metallurgical industry.

The ARRA incentive package includes \$ 62 billion in investments in the transport and water infrastructure system. Of this amount, it was planned to spend \$ 39 billion on land infrastructure (\$28 billion on high – speed highways), \$ 6 billion on water resources and \$ 8 billion on water supply and water treatment systems. Investment in transport and water infrastructure has long been seen as a means of stimulating immediate demand for labor and, in the long term, productivity growth [Copland...].

The localization policy has been raised to a new level. If earlier the use of foreign steel was allowed in cases where the use of domestic steel led to "unjustified costs", now this is allowed only when the

use of domestic steel leads to an increase in costs by more than 25%. In addition, domestic steel must be 100% American. In other words, it is prohibited to use imported cast iron billets for the final production of finished steel pipes.

Many critics claim that the "Buy American" program violates WTO rules and other international agreements of the United States. However, the relevant articles of the WTO and trade agreements are flexible. This includes the multilateral public procurement agreement (GPA), which entered into force on January 1, 1996. The current members of the Agreement are Canada, 27 EU member States, Hong Kong, Iceland, Singapore, Switzerland and the United States. The Central idea of the Agreement is to open the state supply market to international competition only for companies of the participating countries. This does not apply to Brazil, China, India, Mexico, and Russia, which account for half of American steel imports.

WTO rules significantly restrict the application of localization policies in cases where a country that has signed an Agreement on public procurement opens up public procurement to foreign competition for certain items or uses subsidies to encourage investment. However, the resolution of disputes on this issue in the WTO technically takes up to three years. Therefore, the number of cases where localization requirements have been used since 2007 is much higher than the number of resolved disputes (approximately in the ratio of 117:3). For those countries that are outside the framework of such agreements, there are broad prospects for using this tool to activate economic policy and the economy as a whole.

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USING INTERACTIVE METHODS AND MODERN INFORMATION TECHNOLOGIES IN DEVELOPING TEACHING

Abstract: Problems of communicative teaching in vocational education have gained prominence in the conditions of growing importance of foreign languages in recent decades as a result of globalization and internationalization. Orientation to new goals in education requires the change of methods and forms in academic activity. A language teacher should master modern methods of teaching, using interactive technologies, which are particularly suitable for intensive teaching of students. The combination of the traditional intensive teaching technology and modern interactive methods is important for the effective teaching of foreign languages in higher schools.

Key words: Foreign language, interactive method, information technology, multimedia resource, communication skills, communicative competence.

Language: English

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Introduction

Nowadays, the importance of teaching a foreign language effectively has grown significantly in the world, especially in developing countries, such as Uzbekistan. A complex of measures is being taken to intensify English learning in Uzbekistan. Among them is raising teaching standards at all stages of education, which means improving both teachers' proficiency and methods of teaching. As it is known, today there is an important shift from passive to active learning.

Therefore, special attention is paid to strengthening the technological aspects of specialist training and implementation-centered approach to the learning process where the student takes an active part in cognitive activity. Foreign language teachers must find ways to increase the level of students' involvement in the process of studying, to raise their motivation for learning languages. One way to reach these goals is using interactive technologies at classes. It helps to develop students' creativity, imagination,

increase their cognitive interest in studying foreign languages and improve their communicative skills.

The term "interactive learning technology" is usually connected with computer or multimedia learning, as it implies interactive dialogue with real partners and direct exchange of messages. But this notion is wider and means collective cognitive activity where all participants interact, exchange information, solve problems in atmosphere of real collaboration, estimate their own actions [2]. The problem of using the interactive methods of teaching foreign languages at the higher educational establishments was also studied by R. Blair [3], S. Martinelli, L. Konoplianyk [5], H. Stern [6], E. Polat [7], M. Taylor [4] and others. Interactive learning technologies include clearly planned learning results, interactive methods, tools, and forms stimulating the learning process, cognitive and mental conditions and procedures for achieving planned results [8]. Thus, interactive technology comprises a scope of interactive methods that a teacher uses in his work. Modern methodology defines method as a way to reach a goal. There are

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different points of view at the classification of interactive learning methods.

Interactive technologies of teaching foreign languages are based on activity-based approach and comprise the use of interactive teaching methods, including non-situational (dialogue) and situational (game, simulation, analysis of situations, auction ideas, etc.); organic combination in the educational process of various learning tools (electronic and paper-based information), innovational (distance-learning) and traditional forms of education on the principles of the appropriateness of their implementation and complementarity [8]. The basis of interactive learning is a direct dialogue student – teacher, student – student, students – guest. It can be one lesson, a series of lessons or the whole course. Such classification reflects the main features of interactive methods of teaching foreign languages: activity, collectivity and situational training activities; developing students' reflective skills, attention, imagination, observation, innovative thinking; educational consistency, logic, critical thinking and creativity, efficiency, curiosity, cognitive independence and persistence in achieving goals. Teaching learners bases on modern pedagogic and informational technologies, interactive methods became important task of period. The term “technology” is derived from greek, “techne” – “skill” and “logos” – “concept”. “Educational technology” means “teach with the highest experience” or “the art of teaching”. Modern pedagogical technology is to organize teaching process correctly. It is confirmed that modern interactive methods are more useful and preferable than traditional method in teaching process.

Analysis of Subject Matters

The difference between traditional and interactive methods: in interactive method learners work individually, give their opinions freely, they work with teacher as a partner. In interactive method the partnership is created between teacher (organizer, observer and controller of teaching process) and student (reader, learner, inquirer in teaching process). Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge.

In the first case teacher sends information and the learners receive it. The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching. As we know that methodological approach in teaching foreign languages may be divided into three groups. They are Passive methods, Active methods and also interactive methods. If we speak here in the first place about the passive methods, it should be noted that in Passive methods a teacher is in the centre of teaching. He plays active role but the learners are passive. Control can be carried out by

the way of questions, individual and control work, tests etc. It may be useful when it is used by an experienced teacher.

Secondly, in Active methods learners are also active. Their role and activity is equal in the process of interaction. Learners may ask questions express their ideas with a teacher. The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during the lesson. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson.

Firstly, teachers should know the main purpose and main objects of teaching, then they should manage the class and activate learners.

Teaching with modern technologies demands following consistency:

1. Learners work on the certain planned theme themselves.
2. Learners subject to discussion the theme
3. Learners can participate as a partner to choose teaching methods
4. Learners are provided with experience of sharing ideas.

In modern technological approaches learners reach a conclusion themselves and measure each others. Certainly, we can't do all these at once, we may use all of in practice day by day. The only unforgettable and important task as a teacher is – to teach learners thinking independently during English lessons.

In order to get good result in teaching process, we may use following methods:

1. *Value of thoughts.* This method is intended for senior classes' pupils, it gives an opportunity for pupils to declare their thoughts and ideas freely. This method is used for senior classes' pupils after the lessons.

2. *Funny riddles.* Using riddles in teaching is important because, while learning riddles pupils try to find unknown words' meanings and then they find answers of riddles.

3. *Brainstorming.* It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freely. Various variants of solving the problem are usually given here.

In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not criticize them. Instead of this he inspire the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and then analyzed.

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4. Discussion. This type of interactive method requires to study teaching material on the theme before starting discussion. After having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion.

The forms of organizing group work are the following:

- a) *theme is selected (chosen);*
- b) *learners must have learnt the chosen problem;*
- c) *groups are formed;*
- d) *teacher gives instruction and announces the time;*
- e) *controls the activity of learners and if it is needed, helps and stimulated them.*
- f) *at the end of the discussion one representative of each group makes presentation.*

5. Cluster. The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word. For ex.: Then teacher gives a task to make up word combinations with the word "book": my book, a good book, an interesting book, a nice book, etc.

This method involves all the learners into active work and forms of motivation. It can be effectively used in improving monologic speech habits and skills [11].

6. Role playing. Role playing is also one of the activity used in teaching innovative methods. They are made to improve the efficiency of teaching. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits.

During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims because some life situation are modeled here for teaching.

7. Multimedia learning. This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners. By using information technology as an innovative teaching and learning strategy in a

problem based learning teacher tries to motivate learners to active knowledge through real life problems.

8. Cooperative method of training Cooperative training is a form of mutual training of students. To "cooperate" in the framework of the educational process means to work together, pooling their efforts to solve a common problem. Each "cooperating" student fulfills his/her specific part of the work. Subsequently, the students have to share the gained knowledge. The essence of this method is: "Everyone reaches his/her educational goals only if other team members reach theirs".

Research Methodology

There are five components of cooperative training which become tools in solving the tasks of this method:

1. Positive inter-relations. The participants work together in a team. The entire team has one and the same goal. All must reach the goal collectively, relying on one another.

2. Individual responsibility. Everyone must help others to reach the goal.

3. Mutual communication. Each member of the team must listen respectively to others.

4. Communication skills. It is important for each participant to cultivate the skills of listening to others, helping, finding out, verifying, understanding, and making inquiries. These skills help solving problems and resolving conflicts, strengthen communicability, trust and teach to manage.

5. Gradual working out the skills. The purpose of the lesson is to expand the ideas of students concerning the types of clients, to generate their interest in psychological counseling, and to promote the development of communicative skills. The duration is 40-60 minutes. The plan of the teaching session: participants receive figures of different colors, one per person.

Advantages of using multimedia learning:

Positively influence on forming speech habits and skills. An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap -up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students. Teaching foreign languages through short video clips The system of exercises for teaching grammar based on interactive methods for developing speaking skill.

Also, teachers are all the time looking for different ways of increasing the quality of their teaching. At present the use of computers and new technologies has become an important aspect of foreign language learning. They have enabled the language teaching community to redefine some of the strategies and concepts of teaching and learning. In

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this climate computer based distance learning courses have emerged. Sometimes e-learning is also used in the so-called blended learning. The research concentrates on the perception of the term blended learning, its possible model, reasons of its exploitation and contribution. This done by applying a comparative and contrastive research methods together with WebCT environment for creating e-learning courses. Furthermore, one of the representative blended courses is introduced and evaluated.

The main results are exemplified, such as improved pedagogy, increased access flexibility or increased cost effectiveness. The relevance of this theme in the present time is so important in all sphere of education. In modern world the introduction of information technologies take part in the modernization of educational-pastoral process, activate brainpower of our learners, help to develop our teachers` creativity. You have a chance to teach remote your learners, also it develop the system of constant education and all of them raise the effectiveness of educational system. You can use the information technologies not only in the definite sphere of education like Informatics, engineering program and others but also in teaching Mathematics, English, Physics, design of buildings, architecture and many others spheres. Nowadays the information technologies improve the life of people. They ease the life of the modern society because it becomes easy to get any information from any sphere of education (scientific, social, industrial, political, historical etc.). One of the priority of the direction of informatization process of modern society is a system of methods, processes and program-technological means.

Information-technologies have the following potential:

1. Do the teaching more effective using all kinds of learners perception in multimedia, audio and video lessons.
2. Organize cognitive activity of learners during the educational process.
3. Involve to the process of active teaching the children who differ with their skills and style of studying.
4. Give the opportunity to the capable students to make the new computer program.
5. Give the students free time to work individually, get any educational information they want to study. The main valuable sides of using information technologies are they can create the most multimedia, interactive atmosphere of studying with great opportunities where both teachers and all learners can take part active and develop their knowledge skills. This method of teaching too differs from the usual means of teaching. It helps to learners not only get a lot of knowledge but also develop their intellectual, creative skills and create independently

something new, work with different source of information.

Analysis and results

As we know the functions of computer can register the facts keep and send a big capacity of information, group, do any functions you want. But to some extent there are some problems. For example, every person takes in the information differently, it depends on his/her ability of perception. After some weeks some learners achieve a great success but others are left behind. It of course depend on their level digesting. At this time there will be difficulties for teachers as they can not continue their teaching as usual because they 504 must be in the same level of knowledge. Teacher must be more careful before giving the tasks on computer because the learners shouldn't work like soldier by given task, they can create their own versions of sums or exercise. Give them the opportunity to be creative. If you can interest the learners, they can find more interesting facts, versions or information which may interest not only you but also the other students too. As a result they can get and give more interesting facts. And also don't load the learners too much. I think the teachers have to have the information culture, be ready of using information technologies in teaching and technical equipments of university or educational institutions.

By many specialists` opinion computers can not substitute the teachers because there are some cause. One of them is the aim of developing the communicative skills as computer cannot substitute the human communication and understand the human thought. As an English teacher I can say that the using of ICT in our English lessons are very affective. I usually use the video or audio lessons, Internet resources which very interest all of my students. By these lessons they try to understand and retell what they heard or saw, so by this way they can practice their speech. By Internet recourses the students can take phonetics lessons to improve their pronunciation, grammar knowledge. They can make friends by Internet and communicate with them, take part in different foreign conferences, Olympiads and charts.

Also we use interactive practical methods like different games which enrich students` vocabulary. Computer specialists develop and maintain the computer equipment and software programs that form the basis of the Internet. They make up the majority of professional and related occupations, and account for about 34 percent of the industry as a whole.

Computer programmers write, test, and customize the detailed instructions, called programs or software, that computers follow to perform various functions such as connecting to the Internet. There by, taking part in the process of teaching, the ICT and teachers improve the quality of education. The using of given methods activate the process of teaching, increase the interest of students` to the studying

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discipline and effectiveness of educational process, let to achieve to a great deepness of understanding the educational materials. In one side, the collaboration of

teachers and ICT make the educational discipline more obtainable for understanding different students` knowledge level.

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LINGUOPSYCHOLOGICAL CHANGES IN AN ADULT WHEN LEARNING A FOREIGN LANGUAGE

Abstract: The article points out peculiarities of teaching a foreign language to grown ups. Some problems of distinguishing the most effective methods are being discussed. Some helpful rules of successful learning are being specified. Pedagogical and androgical teaching rules for productive learning of a foreign language are defined; some aspects of the solution of this problem are identified.

Key words: successful learning, productive learning, generalized method, competence-based approach, adult learner, mature.

Language: Russian

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ЛИНГВОПСИХОЛОГИЧЕСКИЕ ИЗМЕНЕНИЯ ВЗРОСЛОГО ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Аннотация: Статья указывает на некоторые особенности преподавания иностранного языка взрослым а так же на особенность взрослых как отдельной лингво-психологической класса обучающихся при овладении иностранным языком. При этом, взрослые как никакая другая группа обучающихся нуждаются в формировании данного качества личности на высоком уровне. Дискутируются некоторые проблемы выявления наиболее эффективных методик обучения взрослых. Приводятся полезные правила успешного обучения андро-студентов. Определяются педагогические условия для продуктивного и эффективного изучения иностранного языка взрослыми, выявляются аспекты решения данного вопроса.

Ключевые слова: успешное обучение, продуктивное изучение, обобщённый метод, компетентный подход, взрослый студент.

Введение

Сегодня неоспоримы два тезиса: иностранные языки становятся всё важнее и особенно легко они постигаются в молодые годы. Но огромное количество взрослых людей предпринимают усилия для продолжения своего образования по языковой вертикали, начиная изучение иностранных языков в зрелом возрасте. Это связано с происходящими в мире глубокими интернациональными процессами либерализации общества, расширением международной торговли и возможностей сотрудничества с иностранными

партнёрами в области экономики, политики, культуры и ростом туризма.

Все кто преподают иностранный язык для взрослых очень часто слышат “у меня проблема с...” (временами, с запасом слов, произношением, восприятием на слух и т.п.). Проанализировав все возможные препятствия на пути изучения иностранного для взрослых мы определили их в четыре группы: 1) когнитивные; 2) психологические; 3) языковые; 4) объективные. [1]. Именно когнитивными трудностями чаще всего встречаются при обучении взрослого обучаемого. Взрослый уже перестает принимать

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иноязычную информацию в 35 лет на курсах иностранного языка для взрослых, запоминать новые слова ему в 10 раз сложнее чем ребенку и поэтому начать учить иностранный язык с нуля для взрослого очень сложно. Разница в изучении иностранного языка для взрослых и детей действительно большая и существенно, однако, какие подходы и методы используют профессиональные преподаватели для обучения этого контингента изучающих иностранный язык. Все люди разные, но психологические трудности в изучении иностранного языка для взрослых оказывается довольно однотипными.

Самый распространенный можно назвать страх сделать ошибку в речи в конкретный момент или неудачи в изучении иностранного языка. Для взрослых очень часто удобно не говорить вовсе чем с возможной ошибкой. Отсюда вытекает и вторая психологическая преграда-зацикленность на правилах. Из-за страха сделать что-то не по правилам мы часто забываем о главном [2].

Цель нашей методики иностранных для взрослых не следовать правилам. Мы предлагаем для взрослых студентов другие методы и способы изучения иностранных языков. Именно правильный подход к изучению иностранного с нуля для взрослых, а не упорное повторение не нужных упражнений и правил поможет вам переступить через психологические преграды.

Анализ предметных вопросов

Однако именно взрослые испытывают повышенные трудности при изучении иностранного языка, что главным образом связано с имеющимся безрезультативным предыдущим опытом изучения иностранного языка и с высокими требованиями к срокам обучения. Отсюда и возникает необходимость определения педагогических условий эффективного изучения иностранного языка взрослым. Успешное решение данной проблемы обусловлено, по крайней мере, двумя аспектами: 1) теоретическим изучением специфических особенностей обучения взрослых и формированием на основе этого принципа, практическое применение которых станет с условием успешного обучения взрослых иностранному языку и 2) выбором научно-обоснованной методики обучения иностранному языку взрослых в условиях дополнительного образования.

По мнению психологов, с возрастом улучшаются показатели логической памяти по сравнению с механической, но хуже становятся показатели кратковременной памяти. Положительным фактором является взаимосвязанность и скоординированность функций, что может компенсировать отдельные недостатки. Например, развитое логическое

мышление, накопленный опыт, умение выводить умозаключения и суммы предъявленных знаний поможет восполнить объём кратковременной памяти. Лингвистический опыт – это совокупность всех знаний языкового характера, как в родном языке, так и в иностранных языках. Опыт может оказывать как положительное, так и отрицательное воздействие на эффективность обучения. Недостаточный словарный запас в родном языке, особенно в профессиональной области, будет затруднять понимание и успешное усвоение лексических, а также грамматических конструкций.

Особую значимость в обучении взрослых приобретает мотивация, которая находит своё выражение в побуждении человека к действию, в мобилизации его внутренней энергии, в направленности его действий и поступков.

Не вызывает сомнения, что обучение взрослых требует специфической организации учебного процесса и особых форм педагогического и андрогогического общения.

Требования и спрос взрослого обучаемого к результативности учебного процесса весьма высоки, и они вызваны не только ближайшими личными и профессиональными мотивами, интересами и потребностями, но и тем обстоятельством, что специалист склонён соизмерять эффективность своей профессиональной деятельности с результативностью учебного процесса. Работа с взрослой аудитории, состоящей из специалистов высокой квалификации, требует внимания к личности каждого обучаемого, учёта его социальной роли в жизни и обществе.

Правильно организованное педагогическое общение позволяет интенсифицировать учебный процесс и повысить речевую активность обучаемых. Для создания оптимальных условий лингво-психического комфорта в процессе обучения следует стремиться к естественному не формальному общению, которая характеризуется дружеским участием, эмоциональной отзывчивостью и вниманием к собеседнику. Тон обращения должен быть предельно доброжелательно, доверительным, заинтересованным к взрослым студентам.

Одним из факторов интенсификации в этих методиках выступает принцип коммуникативности, предполагающий создание на занятиях ситуациях реальной коммуникативной деятельности, в ходе которой не преднамеренно усваиваются необходимые языковые средства. Это предопределило необходимость владения всеми видами речевой деятельности: говорением и пониманием на слух речи, а также чтением и письмом и правильно встроенным произношением. Главной задачей метода обучения иностранному языку взрослых

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является овладение в условиях жесткого лимита времени иностранным языком как средство общения и средством познания. Для этого необходим минимум словарного и вообще языкового материала, которым должен овладеть обучаемый для полного участия его как личности в процессе общения.

Отбор словарного материала для курса обучения взрослых языку происходит по частотно-тематическому принципу, по их семантической стоимости, сочетаемости. Что касается грамматических явлений языка, то они все находят отражение в курсе обучения. В работе с взрослыми обучающимися полностью оправдывает себя когнитивно-коммуникативный метод, то есть обучение через познание, осмысление и понимание системы языка. Чистая имитация и репродукция может дать положительные результаты только в начальном этапе. Наиболее полно отвечают объявленным целям такие методики. В основу которых лёг личностно ориентированный подход. К практикуемым в настоящее время личностно ориентированным технологиям относятся: обучение в сотрудничестве, метод проектов, «портфель обучаемого», интернет-технологии, то есть речь идёт о формировании обобщённого метода овладения иноязычной речевой деятельностью, который получил сегодня название «компетентный подход». Это означает формирование различных компетенций: не только передача определённой суммы знаний, а формирование мнения, отношения, а также умения и желания дальше совершенствоваться. Что особенно важно при обучении взрослых.

Методология исследования

Следуя за И.А.Колесниковой и С.И.Змеевым в изучении особенности преподавания взрослым, мы склонны считать, что в условиях системы непрерывного образования изучение иностранного языка должно обязательно сопровождаться самостоятельным обучением. В связи с этим, можно говорить об актуальности формирования учебной самостоятельности взрослых на высоком уровне. Для описываемой категории учащихся о владение иностранным языком не представляется достаточным при нескольких часах аудиторных занятий, при этом мы знаем, что сформированные к определённому возрасту личностные качества каждого из таких учащихся формируют особую форму восприятия включаемого в классе иноязычного учебного материала. Эффективное и полноценное обучение иностранному языку взрослых возможно лишь тогда, когда взрослые обучающиеся самостоятельно тренируют изучаемый материал, восполняя недостаточность иноязычной практики,

демонстрируя стремление к самосовершенствованию.

Должное внимание необходимо обращать на такие междисциплинарные понятия, как «внимание», «память» и «мышление», которые при обучении взрослых приобретают специфический окрас, ведь именно эти категории обуславливают иноязычный образовательный процесс.

Внимание оказывает влияние на обучение взрослых иностранному как ни какой другой фактор, в связи с чем, его следует считать основополагающим. Вслед за Э.Г.Азимовым и А.Н.Щукиным мы рассматриваем внимание как такую форму психологической деятельности, при которой учащийся сосредотачивается на определённом реальном или идеальном предмете в данный момент времени.

Ряд западных и мировых исследователей выдвигает мнения о том, что внимание взрослого необходимо считать динамической стороной создания, способностью человеческой психики сегментировать на конкретном предмете.

Некоторые учёные рассматривая данное понятие в педагогике и методике преподавании языков описывают его как способность обучающихся концентрироваться на конкретном объекте в процессе изучения этого объекта, при том, что данный процесс нацелен на более точное и полное овладение материалом.

По мнению многих ведущих мировых учёных-андрологов, взрослый обучающийся имеет ряд отличий от обучающегося ребёнка. Основные из них следующие:

1. Взрослый обучаемый осознаёт себя самостоятельной, самоуправляемой личностью и имеет большой жизненный опыт (в том числе учебный или научный);

2. Обладает высокой конкретной изначальной и материальной мотивацией к обучению, которая обусловлена возможностью решить свои профессиональные проблемы при помощи учебной деятельности;

3. Взрослый обучаемый всегда стремится к немедленному практическому применению полученных навыков знаний и умений в повседневной и профессиональной жизни;

4. Взрослый обучаемый всегда предъявляет повышенные и качественные требования в отношении конкретики и результатов обучения.

Помимо внимания особой характеристикой, которую необходимо учитывать для достижения успешности обучения взрослых иностранному языку, является **память**.

Человек не может вести свою жизнедеятельность без использования памяти. Так как память всегда является формой психического отражения, она отвечает за функции фильтрации а так же запоминания, сохранения и дальнейшего

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воспроизведения определённых элементов собранного человеком опыта. **Запоминание** представляет собой базовую ступень работы памяти.

Сохранение представляет очень активный процесс, целью которого является удержание, закрепление и сохранение осваиваемой информации.

Воспроизведение - это процесс выхода сохранённого в памяти материала.

Важным фактором, детерминирующим психолого-возрастные особенности взрослых, является **мышление**.

В рамках методики преподавание иностранных языков имеет смысл рассматривать **языковую андрогогику**, представляющей собой раздел методики, направленный на изучение различных способов эффективного управления процессом формирования и развития иноязычной коммуникативной компетенции у взрослых обучающихся.

В мировой практике не существует оптимального варианта обучению иностранному языку взрослому поколению. В педагогике существует несколько принципов подачи учебного материала взрослому обучающему.

1. Добровольность занятий, если уроки станут обязанностью, то они могут быстро надоесть взрослому человеку;

2) мотивацию взрослого человека, им нужно строить карьеру, они осознают, что иностранный язык понадобится им в профессиональной службе, если ему будет интересен процесс обучения, человек сам будет стремиться к занятиям;

3) комфорт, при обучении комфорт важный момент для обучения иностранного языка, это сильно зависит и от конкретного возраста, и от его характера. Если занятия проходят естественно, то взрослый человек легко начнет осваивать материал. Если мозг взрослого человека сопротивляется к изучению возможно ему не подходит данная методика обучения;

4) последовательность обучения. Нет смысла нагружать взрослого человека правилами и грамматикой, хорошо будет учить вместе специальные слова и специфические задания;

5) настойчивость, взрослый человек должен осознать что вступил на не легкий путь изучения иностранного языка. Когда не будет никаких видимых результатов, педагог должен поддерживать взрослого обучаемого и вместе с ним преодолеть трудности обучения.

В практике существует несколько критериев организации занятия по иностранному языку взрослого человека. Форма обучения должна быть направлена на усвоение как можно большего количества лексических единиц, развитие языковых и коммуникативных навыков. Формы занятия могут быть следующими:

– ежедневные 35-45 минутные занятия сопровождаемые речью на иностранном языке;
– занятия два раза в неделю 60-70 минут с перерывами для специфических игр;
– специальные уроки или “тематические занятия”;

– встречи с носителями языка и занятия на рабочем месте обучаемого иностранному языку.

На всех уровнях подачи материала осуществляется принцип коммуникабельности, все служит достижению цели. Самостоятельное употребление иностранных речевых единиц, должно предшествовать их пониманию на слух, что приводит лингвистическим закономерностям усвоения языка.

Для обучения иностранному языку взрослого человека существует некоторые методы по обучению иностранному языку:

Ассоциативный метод. Взрослым людям с их развитым миро-знанием этот метод очень подходит. Его суть в том, что изучаемая фраза или слово укореняется с каким-то очень ярким образом.

Коммуникативный метод. Оно называется лексическим подходом обучает язык через общение и обсуждение. Можно на иностранном языке обсуждать как прошел день, куда ходили на выходные.

Аудио-лингвальный и аудио-визуальный методы. В основе этих методов разно-темные диалоги, разучивая которых, взрослые люди легко учатся говорить.

Метод погружения. Взрослые люди смотрят фильмы без перевода, слушают песни, воспринимая таким образом оригинальную иностранную речь. Лучший способ общаться с носителем языка, который не сможет отвечать по-русски. Метод погружения учит думать на иностранном языке, способствует овладением хороших навыков [5].

В андрогогическом возрасте при обучении иностранного языка взрослый человек прежде всего учится общению на чужом языке. Основным упором для этого делается на то, что человек понимал иностранную речь и мог адекватно реагировать на нее.

На долго сохранять внимание взрослого человека на много сложнее поэтому, занятия по иностранному языку не должны превышать 50-60 минут. Как правило, занятия должны проводиться два три раза в неделю. Уроки иностранного языка в взрослой аудитории сильно развивают мышление, внимание, память, наблюдательность и хорошо готовит человека к работе к своей специальности [6].

В процессе обучения взрослой аудитории к иностранному языку важная роль отводится дополнительному осознанию усваиваемых лингвистических форм и правил.

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Анализ и результаты

В процессе обучения иностранному языку с улучшением памяти и работоспособности мозга, возвращается прежние информационные и лингвистические запасы, которые были утрачены или повреждены с приходом андрогогического возраста. Для успешного изучения иностранного языка конечно можно постараться и своими силами. Для этого они должны хорошо владеть своим родным языком и использовать известные методики разработанные специалистами по обучению андростудентов.

Если вы хотите, что бы занятия проходили легко и комфортно, а подход к обучению был системным, выберите педагога-профессионала, которые используют самые современные

методики. Таким образом методики обучения взрослого человека к иностранному языку равно, как и его преподавания различны.

Отсюда следует следующая особенность, состоящая в том, что взрослые обучающиеся способны осознанно выбирать продолжение образования в зрелом возрасте. Психолого-физиологические особенности включают самосознание, саморегуляцию, самокоррекцию и экономическую независимость, знание прав и законов в обществе сформированность системы морали и нравственности. Также обособляет их от более юных возрастных групп обучающихся наличие опыта в бытовой, социальной и профессиональной сферах жизни.

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COMPARATIVE SEMANTICS OF PARENTAL (FATHER AND MOTHER) LEXEME PROVERBS IN ENGLISH AND UZBEK LANGUAGES

Abstract: This article examines the semantics of proverbs related to parents (father and mother) in English and Uzbek on the basis of reliable linguistic facts, reveals the similarities and differences of the thematic group paremas analyzed. English proverbs with the lexeme “parents”, “father and mother” are analyzed in detail.

Key words: English, Uzbek, proverb, parema, meaning, parental, parents, component, thematic group, English people, Uzbek people.

Language: English

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Introduction

Every language has a gem of folk wisdom, a source of instructive information that has been passed down from generation to generation. In science they are called paremiological units (paremia). Problems of paremia and paremiology have been studied by British and American paremiologists such as A. Taylor, W. Mieder, A. Dandes, B.J. Whiting. Proverb is a genre of folklore; short and brief, figurative, grammatically and logically complete, deeply meaningful. It has a certain rhythmic shape. Over the centuries, it has been polished among the people and has taken on a concise and simple poetic form. It is well known that proverbs have a plan of meaning and a plan of expression. If the plan of meaning is a semantic characteristic of a proverb, the plan of expression is its structural description.

The factual paremiological material collected by us is the basis for the division of English and Uzbek folk proverbs into a number of thematic groups. Among them, the thematic group "Father and mother lexeme proverbs" is distinguished by its specific features. The category father and mother lexemes in English and Uzbek proverbs come in a one parema. In some of the paremiological units, the word parents

(father and mother) occur as a component of the proverb.

We grouped these proverbs into a separate group.

In the centuries-old culture and pre-determined moral characteristics of the English people, respect for parents is glorified and disregard for them is strongly condemned. The proverb emphasizes this: Honor the father and the mother.

In the centuries-old Uzbek spirituality, the mother is seen as a loving, selfless, self-sacrificing, father is intelligent, head of the family, a breadwinner, parents are as two wings of a bird, and it is both an obligation and a duty for children to respect them. is pronounced: Онангни куёш билсанг, отангни ой бил;(If you know your mother the sun, know your father the moon), Отасини оғритган эл ичида хор бўлар, онасини оғритган парча нонга зор бўлар(The one who hurts his father will be oppressed, the one who hurts his mother will be poor), Она кулса, хона тўлар, ота кулса, ғаминг кетар(If the mother laughs, the room fills, if the father laughs, the grief disappears).

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Analysis of Subject Matters

According to P. Bakirov, "in a number of Uzbek folk proverbs, fathers are intelligent and mothers are kind people: uzb: Ота – ақл, она – идрок", (Fathers are intelligent, mothers are wise), uzb: "Ота – биллак, она – юрак", (Father - wrist, mother – heart), uzb: Она – меҳрибон, ота – ғамғусор", (The mother is kind and the father is sad). uzb: "Оналик уйнинг ори бор, оталик уйнинг – зари", (The mother's house has a shame, the father's house has gold). uzb: "Онанг ўлди – отанг ўлди" (Your mother is dead, your father is dead). (the proverbs are italicized by us. - O.U.). [Bakirov P. Hadiths and proverbs about the holy mother, wife and children // Bulletin of Khorezm Mamun Academy. - Khiva, 2017. - №3. - Б. 74–79. (P.76)].

There is a group of paremiological units that argue that the mother is more sacred than the father, that she is greater, and that she is the most virtuous person for the children (even from a genetic point of view): uzb: Топганингни отангга бер, йиққанингни онангга бер; (Give what you find to your father, what you collect to your mother), uzb: Онаси яламаганга отаси қарамас (if the mother does not care, so does the father), uzb: Ота кетса, катта хона бузилар, она кетса – оила; (When the father leaves, the big room is destroyed, when the mother leaves, the family); uzb: Олтин бошли отанг билан қолгунча, паҳмоқ бошли онанг билан қол; (stay with your fluffy head mother until you stay with your rich father); uzb: Отаси ўлган олти кун йиғлар, онаси ўлган олтмиш йил; (A man whose father has died weeps for six days, and his mother dies for sixty years;); uzb: ; Отангинг мол дунёси билан қолгунча, онангинг пилта савати билан қол (stay with your poor mother until you stay with your rich father); uzb: Отадан олтов бўлгунча, онадан икков бўл; (Be two children from the mother until the father has six children).

There are proverbs about the greatness of the father and his dominance in the family, that he was the first leader in the house: uzb: Ота қарғиши – ўк, она қарғиши – дўк; (The father's curse is an arrow, the mother's curse is an threat),

uzb: Ота сўзи – пичок, она сўзи – қумалоқ, (The word of father is a knife, the word of mother is sand).

In the collection of Uzbek proverbs there are also parems, which are part of the composition "parent", as a component which means "father and mother of the child". Even if the most precious things in the world come together, they cannot be parents. uzb: Олтин, кумушнинг эскиси бўлмас, ота-онанинг баҳоси (Gold, silver will not be old, there will be no parental value), uzb: Ота-онанг давлатинг, фарзандларинг – савлатинг; (Your parents are your wealth, your children are yours); uzb: Ота-онанг – чин дўстинг; (Your parents are your best friends), uzb: Ота-онанг – борлигинг, яхши хотининг – давлатинг; (Your parents are your world, your good wife is your

wealth); uzb: Асил парчанинг баҳоси бўлмас, ота-онанинг – қариси. (There will be no price of the original piece, the parent will not be old).

Research Methodology

Parents are example for children, so it is emphasized in English proverbs that they are similar to their parents:

From good parents comes a good son; Like parents, like children.

In the Uzbek people, parents are the creators of children, they are repeated in their children. Uzb: Тоғ ердан ўсиб чиқар, одам – ота-онадан; (A mountain grows out of the ground, a man out of his parents); uzb: Дарахтига қўра – меваси, ота-онасига қўра – боласи. (According to the tree - the fruit, according to the parents - the child). Parents are people who serve the interests and happiness of their children. The slave and maid components were involved in these proverbs.

Uzb: Отанг қариса, кул олма, онанг қариса – чўри; (When your father grows old, do not take slave, when your mother grows old, do not take maid), uzb: Отанг кул – энанг кул, (Your father is slave is your mother is slave). The following articles report news that the upbringing received from parents is different and that its importance for the life of a boy or a girl is unequal. Uzb: Ақли – қиз ақли; (If the mother is clever, the girl will be clear).

There are English proverbs, like the proverbs of other nations, show that children are like their fathers: Like father, like son.

The idea that paternal love for children is above all material and spiritual things is given in paremia: No love to a father's

The difference between boys and girls from their parents is reflected in the following narrations: uzb: Онага ўхшаб қиз туғилмас, отага ўхшаб – ўғил; (A girl is not born like a mother, a boy like a father;); uzb: Отага тортиб ўғил туғмас, онага тортиб – қиз

The answer to the question of when a child knows the value of father and mother can be found in these proverbs. Uzb: Ота бўлмай, ота қадрини билмас, она бўлмай, она қадрини билмас; (Without being father, you not know the value of father, without being mother, you do not know the value of mother);

Uzb: Она қулфатин она билар, ота қулфатин ота билар. (The mother knows the mother's sadness, the father knows the father's sadness).

There are many figurative proverbs about parents, in which the content expressed is conveyed through zoonyms, ornithonyms, phytonyms.

This type of parema is characterized by structural homogeneity.

In the English paremia with the zoonym "Cock", "sow", "cow", "dog", it is emphasized that parents should be example for children: As the old cock crows the young one learns, The young pig grunts like the

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old sow, Like cow, like calf, We may not expect a good whelp from an ill dog, In the Uzbek language, these meaningful proverbs include the zoonyms "lion", "mouse", "horse", "tulpar", "dog", "snake" and "scorpion": uzb: Арслон боласи арслон бўлар, сичкон боласи – сичкон; The child of a lion will be a lion, the child of a mouse will be a mouse; uzb: ; От боласи – от, ит боласи ит бўлар; A child of a horse is a horse, a child of a dog is a dog; uzb: Илоннинг боласи – илон, чаённинг боласи – чаён. The child of the snake is the snake, and the child of the scorpion is the scorpion.

The following English articles, in which ornithonyms and phytonyms are involved as a component, state that "as the parents are, so are the children; Children are like parents. Such bird, such egg, Eagles do not breed doves, As the tree so the fruit, The apple never falls far from the tree.

Examples of Uzbek paremas with phytonym components confirm the above idea: uzb: Дарахтга кўра – меваси, ота-онасига кўра – боласи; According to the tree - the fruit, according to the parents - the child; uzb: Олма олмадан ранг олади; Apple takes color from apples, uzb: Олмадан – олма, довчадан – довча

From apples- apple, from rabbit – rabbit.

Some zoononymous proverbs express the figurative meaning that "a bad children can be born from a good parents": Many a good cow has an evil calf.

The Uzbek proverb believes that a bad child can be born from a good parent or, conversely, a good child can be born from a bad one. In the first case it is difficult to accept it, in the second case it is not suitable: uzb: : Яхшидан ёмон туғилса, эли топилмас, ёмондан яхши туғилса, тенги топилмас.(

Uzbek parents always think about their children during their lifetime, praying to Allah and wishing only goodness for their children: uzb, Ота-она дуоси ўтга, сувга ботирмас, (Parents's spell protect to sink into water, and burning in the fire).

The moral axiom, which is always mentioned in Uzbek families from childhood, is reflected in the following proverbs: uzb: Ота-онангни хурмат қилсанг, бошқалардан хурмат кўрасан, (If you respect your parents, you will be respected by others).

Not feeling the presence of a parent, not appreciating it is a big mistake, or rather a sin: uzb: Ота-онасини танимаган тангрисини танимас.(He does not know god who does know his parents). English proverbs with this content were not included in our analysis. Uzb: Ота-она тахт эгар, бахт эта билмас ,(parents can give wealth to their children but cannot make them happy) The proverb suggests that parents can provide all the material and spiritual things for their children, but that children's happiness depends on themselves.

Man is equated with the father who teaches you and mother equated with who teaches profession in wise Uzbek people. Uzb: Илм устози – ота мақомида, хунар устози – она мақомида.(the teacher of knowledge is father, the teacher of profession is mother).

Mother and child are closely related to each other in the Uzbek ethnos: uzb: Она – дарахт, бола – мева;(Mother is a tree, child is a fruit), uzb: Бола – лой, она – кулол; (child is clay, mother is pottery); uzb: Бола соғлиги – она бойлиги, (Child's health is mother's wealth). The division of responsibilities between mother and child is considered in the paremas.

There is a beautiful proverb among our people Uzbek people: uzb: "Она билан бола – гул билан лола "," Mother and child – are with flower and tulip".

Indeed, if the mother and child are healthy, the family will be peaceful, there will be blessings in our life, and there will be productivity in our work. " (P. 295) [Mirziyoev Sh. We will build our great future with our brave and noble people. - Tashkent, "NMIU of Uzbekistan, 2017. - 448 p.]

Analysis and results

In English society, there are proverbs about the strength of maternal love. Mother's love never ages. Nothing in the world is equal to a mother's kindness: A mother's love is best of all.

In some English proverbs, the image of the mother is conveyed through metaphorical wisdom, and in them the abstract concepts are figuratively concretized: Poverty is the mother of health, Trust is the mother of deceit, Love is the mother of love, Trade is the mother of money, Experience is the mother of wisdom.

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LINGUAL ANALYSIS OF SOME PAREMIOLOGICAL UNITS COMPARISON IN UZBEK AND ENGLISH LANGUAGES

Abstract: *phraseology is an integral and richest part of any language. In idioms we see historical signs of language formation, find unique features of culture and education, which significantly influenced the development of language. Idioms have an original character, it is very difficult to find analogues in the language of translation. For example, along with purely national idioms in English and Uzbek phraseology, there are many international idioms that help to find appropriate meaning in translation. The phraseological fund of any language is a complex conglomerate of native and borrowed idioms with a clear dominance of the first ones. Some idioms retain stylistic elements - representatives of previous eras, reflecting the priorities of the time. The phraseological structure of Uzbek and English languages is very various, but have similar meaning. The considerable part of it is made by units with national and thematic semantics. In article in comparative aspect semantic properties of idioms of the Uzbek and English languages are considered.*

Key words: *idioms, phraseology, English languages, Uzbek language, analysis, comparison, linguistics.*

Language: English

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Introduction

Uzbek language has developed along history of the Republic of Uzbekistan. During this time it collected a great number of phrasological units, which people found successful, interesting and still have used them. So there was a special section of linguistics- phraseology, a set of stable expressions of independent importance.

Learning English is widespread worldwide and nowadays English knowledge and speaking skills is a need of reality. Knowledge of English phraseology makes reading both publicistic and fiction more understandable and extremely easier. The reasonable use of idioms makes speech more expressive. The English phraseological units, which are not translated verbatim, but have same meaning as in Uzbek ones as rethought, strengthens motivation and have greater effect in learning English language. "By idioms, as with the help of various shades of colors, the information aspect of language is supplemented by a

sensual-intuitive description of our world, our life" V.A. Kabulianskiy suggested in his book "Concise dictionary of modern English idioms" By learning a foreign language, a person simultaneously interconnects two national cultures: native and foreign one. Good knowledge of the foreign language is impossible without knowledge of its idioms.

Phraseology is an integral and richest part of any language. In idioms we see historical signs of language formation, find unique features of culture and education, which significantly influenced the development of language. Idioms have an original character, it is very difficult to find analogues in the language of translation. For example, along with purely national idioms in English and Uzbek phraseology, there are many international idioms that help to find appropriate meaning in translation.

The phraseological fund of any language is a complex conglomerate of native and borrowed idioms with a clear dominance of the first ones. Some idioms

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retain stylistic elements - representatives of previous eras, reflecting the priorities of the time. Phraseological translation involves the use in the translation text of stable units of varying degrees of proximity between a unit of English language and the corresponding unit of Uzbek - from full and absolute equivalent to approximate phraseological correspondence. In order to talk further about this method of translation, we will give a definition of the phraseological equivalent. Phraseological equivalent - it is phraseologism on translation language, by all indicators equal to the translated unit.

Generally, regardless of context, it must have the same idea and stylistic meanings, that is, there should be differences between the relative idioms in terms of meaning content, stylistic relation, metaphoricality and emotional-expressive colour, they should have approximately the same component composition, have a number of the same lexicalgrammatical indicators: combination (for example, with regard to the requirement of odorality/inanimity), belonging to the same grammatical category, usage, connection with contextual words-satellites; and another is the lack of national colour.

Analysis of Subject Matters

The mere affiliation of idiom with internationalism is not enough to ensure its correct translation. First, not all "international units" included in English are available in Uzbek. Secondly, despite the same path of translation - calculus, there are still minor formal differences between equivalents (phrase - complex word, sentence - non-sentence construction, different suffixation, etc.), and this sometimes makes the translator very difficult to find out analogues. For example, the Uzbek equivalent of "*qo 'yniga qo 'l solmoq*" in English "to have a finger in every pie" - a translation of the sentence design (which is much more common in the Uzbek language). Third, although comparatively rare, equivalents may be greater than one and then the translator cannot automatically replace his unit with an equivalent.

The word formed in the meaning of a phraseological unit comes from the use of the word in whole or in part. For example, trying to understand someone's thoughts is like figuring out what it is. As a result, free combinations are combined to express other content that is similar to what is understood, and the device becomes an idiom. Or "having a finger in pie" as idiom phrase can see the same attitude.

The same phraseological unit can be both composite and expressive. This phenomenon is quite common and occurs mainly by changing the proportion of the structure in phraseologism. For example, "*ko 'nglini ko 'tarmoq*" in English "cheer" is a phraseologism with a built-in compound; but this does not happen in English because its meaning has changed radically: She took great care of everything - took care of children

From the above-mentioned examples, it is clear that the expression of a phraseological unit should take into account not only the lexemes contained therein, but also the morphemes of their presence as a permanent component of the phraseological unit. Because morphemes, along with lexemes, are the internal grammatical structure of idiom. Only parts that are added in connection with speech are not part of the plan of expression of the idiom. For example, "*shumliging o 'zingning boshingga yetsin*" - "let your ideas be in your head" when you say that a phrase should be understood as a structure to express idiom, stylistic expression, lexemes and morphemes; This is added in connection with compound speech in phraseologism as a cross section; Hence it is not included in the structure of expression of idiom.

Research Methodology

In the scientific study of idioms, a general method of distribution in linguistics can be used. Structural and semantic features of idioms have been studied in more detail using the method of distribution. In addition, when studying idioms, it is necessary to take into account their semantic and structural peculiarities with regard to the structure of the content of the language and the structure of its expression. When considering the composition of phraseological units, it is necessary to take into account the types of connections between their components, the nature of the connecting words, using the method of similarities.

In this work we consider idioms as nominative unit of both languages related to the word in semantic and grammatical way with specific formability, stability and reproducibility. It is a combination of two or more words expressing a single meaningful concept. In any language, phraseological units are distinguished, having one type of semantics - a value of work. These units, on our view we can be characterized as popular and most used ones.

The category of work is one of the basic cultural universals, which reflects the picture of each nation as a whole, and the linguistic picture of the national language in particulars. Comparison of language tools reflecting the universals of different languages, will allow to compare language structures, discover similarities and differences. This circumstance that makes relevant the subject of our research work.

We analyzed a number of idioms of the Uzbek and English language with the categorical meaning "work", selected from phraseological dictionaries of Uzbek and English.

get/go/set to work (on smth) - ishga kirishmoq.
a bad workman quarrels with his tools - yomon kosib bigiz tanlar.
out of work - ishsiz, bekor.
many hands make light work - ko 'pdan quyon gochib kutilmas .

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*no bees, no honey, no work, no money –
mashaqqatsiz baxt kelmas, mehnatsiz taxt kelmas
care killed the cat - ish qaritmaydi, balki g'am
qaritadi.*

*such carpenters, such chips - mol egasiga
o'xshamasa, harom o'ladi.*

*if you agree to carry the calf they'll make you to
carry the cow - yog'oshning bo'shini qurt yer;
daraxtning mo'rtini qurt yer.*

*burn the candle at both ends - kuchini bekorga
sarflamoq, kuch berib ishlamoq.*

*burn the midnight oil - kechasi bilan
uxlamasdan ishlamoq.*

Thus, if languages go back to one original source with their borrowing, one can talk about the figurative and stylistic similarity of such idioms, which have become so familiar for both Uzbek and English that we do not think about their origin. However, translation from language to language often changes. This is such an interesting phenomenon for English and Uzbek language. So we see the difference of images in the following idioms:

*To make a mountain out of a molehill -
pashshadan fil yasama.*

*A piece of cake – Oddiy masala.
dun's the Mouse - aha, qo'lga tushding-mi, ajab
bo'ldi!*

*has the cat got your tongue? - nima tilingizni
yutib yubordingizmi?*

off one's own bat – nima bolsa bo'lar.

To sum up, A comparative typological analysis of the phenomenon of idioms in English and Uzbek phrases made it possible to draw the following conclusions:

Phraseological units in Uzbek are subdivided into two types: phraseological unity and phraseological merge, in English language are subdivided on phraseological unity and phraseological fusion, phraseological combinations or collocations.

In both languages, phraseological units are known to be grouped according to their semantic properties and meanings.

In terms of meaning, phraseological units are essentially two types: pronouns and expressive expressions, and they are analyzed in both languages,

and they are mostly grammatical or verbal expressions for expressing words and actions.

Thus, the phraseological units in each language have their own linguistic features. But in both languages, phraseological units serve as a unique and rich part of language. Multi-valued phrases help enrich vocabulary and language and combine meaning with emotional meaning.

Analysis and results

Idioms can not seen only as a separate part of a linguistics, that can be used, or not used, because they form an essential part of a general dictionary of both languages. At present, it is very important to monitor the replenishment of the Uzbek and English phraseological fund, because idioms appear at great speed, which is due to the development of branches of science, the introduction of new technologies, political games and military conflicts, the influence of which is also essential for English and Uzbek people.

At present, the formation of idioms is important by rethinking stable phrases of a nonidiomatic nature, i.e. terminological combinations from the field of science, technology, sports. Such combinations are easily metaphorizable and as a result of figurativemetaphorical use obtain stable meaningful values, gradually acquiring all signs of idioms, adding their structures.

So we looked at the main ways and means of translating idioms in English and Uzbek languages. We have seen that related problems are considered differently by different linguists, different methods of translation are recommended, divergent opinions are found. Different approaches may be needed in different situations.

But the main role here belongs to the personality of the interpreter itself. The interpreter must feel part of the culture in the language of which a text is translated, must be embedded in it, must make the only possible and at the same time unique version of the translation. To do this, the interpretation needs to integrate into his thinking the vast body of realities of foreign culture, and to present other people's thoughts as clearly and freshly as they were expressed, while fulfilling all the power and wealth of the native language.

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DISCUSSIONS IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY AS A FORM OF DEVELOPMENT OF THE METHODOLOGICAL COMPETENCE OF STUDENTS

Abstract: The article describes the experience of working on the development of methodological training for future mathematics teachers based on a discussion lesson.

Key words: education, teacher, lesson.

Language: English

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Introduction

To successfully solve the problems of mathematical education of students in the secondary education system, it is necessary to equip future teachers in the system of higher pedagogical education with basic competencies that contribute to the acceleration of the process of professional development of a mathematics teacher. The subject of the main activity of a mathematics teacher is teaching mathematics. It includes: the content of the school course in mathematics, the cognitive activity of students and innovative ways of organizing it. The main competencies of future mathematics teachers are: 1. General theoretical knowledge: - mathematics as a science and as an academic subject; - trends in the development of general mathematical education and the tasks of teaching mathematics; - features of school textbooks, curricula, programs in mathematics and the State Standard of the new generation; - content lines, key problems of the subject of school mathematics; - the content of the educational material of the sections of school mathematics (number system, algebra, mathematical analysis, geometry); - mathematical problems and their functions. 2. Knowledge about didactic principles, methods and means of teaching and their implementation in teaching mathematics. 3. Knowledge about traditional and innovative forms, means and methods of organizing teaching mathematics and their application. These

competencies are the basis and should act as a means of professional development of future teachers, necessary for solving the main problem of teaching mathematics.

The process of professional development of future teachers requires strengthening the effectiveness of professional-mathematical and methodological training of a mathematics teacher in the system of higher pedagogical education. Effective training requires purposeful work to introduce future mathematics teachers to the main types of professional activities of a mathematics teacher [1, p 98-100].

One of the important problems of modern society is the problem of communication between people. A future specialist will be able to achieve success in his professional activity and learn to work harmoniously with colleagues only when he has a high level of communication culture [2, p 79-82].

When preparing a discussion lesson, we are guided by the following basic requirements: the content of the lesson should be adequate to the essence and structure of the innovative pedagogical activity of the mathematics teacher; it is necessary for students to complete special tasks aimed at developing innovative professional and pedagogical skills and abilities, as well as professionally significant qualities of the personality of an innovator teacher [3, p 167].

Next, we present the development of a lesson organized by the work of a discussion on the topic

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"Modern approaches to teaching mathematics at school" for the course "Technologies of teaching mathematics and design", introduced into the curriculum of pedagogical higher educational institutions in Uzbekistan.

The purpose of the lesson:

Educational:

- forming an information culture, the ability to process information;
- systematization of theoretical and practical knowledge on the problem of teaching mathematics at school and their application;
- to teach to determine the purpose of the activity; select information in accordance with a specific purpose; build a chain of justifications; find counterarguments; present material consistently.

Upbringing:

- education of a scientific worldview, the ability to clearly organize independent and group work;
- education of the ability to choose the possibility of using these programs at various types and stages of the lesson;
- the formation of the ability to listen, respect the opinion of the opponent, analyze the judgments of the opposing side.

Developing:

- development of students' cognitive interest, the ability to generalize, analyze, compare;
- development of thinking;
- development of analytical and synthetic thinking;

- to contribute to the formation of self-assessment, to develop the ability to oral and reasoned statements on the issues of teaching mathematics, applying the theoretical knowledge gained in practice.

Learning results:

Ability to adequately use speech means for discussion and argumentation of one's position;

Skills are formed to ensure the organization of their educational activities, goal setting, planning, forecasting, planning, control, correction, assessment, self-regulation;

Develop social competence, the ability to listen and engage in dialogue, participate in collective discussion of problems, build productive cooperation with peers;

They develop the ability to correlate actions and events with accepted ethical principles, knowledge of moral standards.

1.1. Theoretical comprehension of educational material or updating of basic knowledge:

1. The personality of the teacher.
2. Content of educational material. Methods, forms and principles of teaching.
3. Innovative technologies.
4. Stages of a modern lesson.

1.2. Lesson methods: lesson discussion, group work.

1.3. Lesson control form:

Table 1. Criteria for evaluating participation in the discussion

| Assessment | Assessment criterion |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "excellent" | A meaningful review of the chosen topic is given, based on modern data, examples from science and practice are used, illustrative material, statistical data, questions proposed for discussion are relevant at the present stage of development. During the discussion, the ability to clearly formulate and defend one's own point of view, to give convincing arguments to substantiate it, was shown. |
| "well" | The review of the chosen topic is quite complete, built on the basis of modern data, practical examples are used, the questions proposed for discussion are relevant at the present stage of development. During the discussion, the ability to formulate and substantiate one's own point of view is shown. |
| "satisfactorily" | A superficial overview of the chosen topic is given, examples or statistics are given that partially illustrate the current situation, questions corresponding to the topic of discussion are proposed for discussion. During the discussion, the ability to formulate one's point of view on certain issues of the discussion is shown. |
| "unsatisfactory" | The review of the chosen topic is fragmentary, examples and statistics are missing or based on outdated material, the questions proposed for discussion do not reflect current problems in the area under consideration or do not correspond to the topic of discussion. The student finds it difficult to formulate his own opinion on the issues discussed or cannot provide arguments to substantiate his position. |

1.4. Chronological map of the lesson:

- 1) Organizational moment (3 minutes).
- 2) Preparatory stage (12 min).
- 3) The main stage (60 min).

- 4) Final stage (5 min).

1.5. Independent work:

Exercise 1. Create a modern image of a teacher according to these criteria 3-4 words. Group work.

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Exercise -2: A) Find proverbs, sayings about the teacher and the teaching profession. B) Write down the statements of philosophers, teachers, writers about the social role of the teacher in society, about the requirements for the teacher. Individual work.

Exercise - 3. Choose a topic for the course in mathematics and draw up a lesson structure by types and types of lessons. Work in pairs.

Course of the lesson:

I. Organizational moment. The teacher informs the topic of the lesson, the type of lesson: discussion lesson, reveals its meaning, acquaints students with the tasks that will be given to them during the lesson, with the lesson plan. The teacher plays a huge role in organizing a discussion lesson, he:

- establishes the order;
- formulates the problem of discussion;
- explains the task;
- summarizes statements;
- includes the action of passive students;
- reveals disagreements.

II. Preparatory stage.

Actualization of theoretical knowledge.

Students answer questions prepared by the teacher for an introduction to the topic, for working on new material.

Division into groups. The teacher announces the division into groups. The optimal group size is 4-6 people. In a group of two or three people there will not be enough diversity of opinions, and if there are more than 6 participants, then not all participants will have time to express their point of view.

Discussion rules. Before the beginning of the lesson, students are drawn to the memo to the discussion participant:

- Before speaking, define your position clearly.
- Check if you understand the problem correctly.
- Listen carefully to your opponent. First, find contradictions in his reasoning, then state your thoughts. Criticize not opponents, but ideas.
- Remember that the proof and the best way of refutation are the exact and indisputable facts.
- Do not forget that in addition to facts, there are ways to explain them. To argue honestly and sincerely, not to distort the thoughts and words of

comrades. When proving and refuting, speak clearly, simply, distinctly, precisely, try to speak in your own words.

Discussion teacher rules:

- involvement of all students in the discussion;
- everyone has the right to express their point of view;
- all positions are subject to discussion;
- compulsory summing up of intermediate and final results of the discussion.

It will not be superfluous to remind students of an ancient Indian aphorism: "Do not be too rude, nor too stubborn, nor too soft, nor too inclined to prove, nor too angry. Stubbornness repels, gentleness causes contempt, excessive evidence offends, blind faith makes it funny, disbelief leads to vice" [4,].

Features of the seminar-discussion is a collective form of student work. Seminar-discussion involves a collective discussion of a problem in order to establish ways of its reliable solution. The seminar-discussion is held in the form of dialogical communication of its participants.

The techniques used in the dispute are usually divided into loyal (correct, acceptable) and disloyal (incorrect, unacceptable). When the participants in the discussion set themselves the goal of establishing the truth or reaching agreement, they use only loyal methods. If someone resorts to disloyal methods, it means that he is only interested in winning the dispute, and at any cost. For such an opponent, a discussion is not an opportunity to investigate something, to understand something, to answer some questions, but a means of expressing and asserting one's own ambitions. One should not enter into an argument with such a person, because discussing with him is like speaking Russian with a foreigner who does not know a single Russian word: a lot of time and effort will be spent without any meaning and result [5, p 253].

The roles of the actors in the panel discussion may vary. In the process of discussion, each of the participants fulfills a specific role and strictly follows the responsibilities assumed along with the role. To be effective, the assignment of roles should be done in advance and the same teaching should test all roles throughout the year. The roles should be as follows:

Table 2. Functions of the actors in the discussion workshop

| Actor | Work performed |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaker | Expresses in a concise form the essence of the protected point of view, position |
| Co-speaker | Arguments, substantiates, illustrates the position of the speaker, can present statistical information, facts |
| Opponent | Expresses his own point of view on the issue under consideration (different from the one chosen by the speaker) and provides counterexamples and counterarguments |
| Expert | Responsible for the comparative analysis of arguments and counterarguments, determines their reliability |

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|---------------|--------------------------------------------------------------------------------------------|
| "Provocateur" | Asks "controversial" questions, gives unexpected examples - initiates a general discussion |
| Assistant | Provides logistic support (posters, diagrams, diagrams, etc.) |

III. The main stage. *Speeches of students of the discussion group 1.*

Discussion topic: "Modern approaches to teaching mathematics at school."

Key discussion points:

1. The personality of the teacher.
2. Content of educational material. Methods, forms and principles of teaching.
3. Innovative technologies.

4. Stages of a modern lesson.

Question-1. Speech by the speaker. Question one "The personality of the teacher"

The expert announces the topic, the time limit for the presentation, the name of the group and introduces the speaker, co-speaker, assistant, leads the discussion. The speaker presents his point of view on the first issue.

Table 3. Qualities of a professional teacher

| | |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| citizenship; | (social responsibility; the willingness of the individual to actively, energetically contribute to the solution of social problems); |
| love for children; | (humanism, benevolence, sensitivity, responsiveness, attentiveness, sincerity, politeness, etc.); |
| optimism; | (belief in the strength and possibilities of positive development of the student); |
| justice | (honesty, conscientiousness, ability to act impartially); |
| sociability | (pedagogical tact, communication skills); |
| exactingness to yourself and to children | (responsibility, organization, self-criticism, conscientiousness, truthfulness, discipline, pride, self-esteem, rationality, modesty, initiative, activity); |
| altruism | selflessness (disinterested concern for the welfare of others); |
| volitional qualities | (purposefulness - "goal reflex", in the words of I.P. Pavlov; endurance, self-control, poise, perseverance, energy, determination, patience, courage); |
| tolerance | tolerance, condescension to people; |
| pedagogical observation | (insight, pedagogical vigilance); |
| empathy | the ability to understand the inner, mental (emotional) state of the student and empathize with this state not only in words, but also in deeds; emotional responsiveness) - advice number 4 V.A. Sukhomlinsky from the book "100 Tips for a Teacher"; |
| intelligence | (charm, spirituality); |
| modernity | (the teacher has a sense of belonging to the same era with the students); |
| dominance | (efficiency, the tendency to lead, taking responsibility for others, the ability to lead); |
| creativity | (creation). |

Communication skills are one of the most important conditions that activate and energize a developing personality [6, p17]

We are close to the positions of the existential trend in philosophy on the issues of creative self-development of the individual (N.A. Berdyaev, M. Buber, A. Camus, V. Frankl, etc.), which determine the condition of self-realization a certain constructive dialogue, communication, contact with another person, perceived in its entirety. We believe that only in interaction with the world does a person develop and acquire his essential characteristics, or, as W. Frankl said: "If a person wants to come to himself, his path lies through the world" [7]. We consider creative self-development both as a process of subject-subject

interaction ("I - I" - communication with myself), and as a process that in one form or another is addressed to someone or something ("I - ANOTHER" - communication with another), other people ("I am SOCIETY" - communication with the collective) or the world around ("I am the WORLD" - how I explore this world, how I see it) [8]. Therefore, in the communicative-creative component, we consider the communication component as equivalent to the creative one and inextricably linked with it. As noted above, the need to highlight this component is due to the fact that creative activity for self-development imposes its specific requirements on the person performing it, that is, it assumes that a person has a special kind of properties that determine the

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characteristics of his relations with others. We call these properties communicative abilities, since the ability is a property associated with the successful development / implementation of activities [9, p 672]. Communication skills are one of the most important conditions that activate and energize a developing personality [10, p 17].

Opponent's speech. Expresses his point of view, which is different from the one chosen by the speaker and gives counterexamples and counterarguments.

The word "provocateur" is passed on. There is a discussion on new unexpected ideas. The expert stops the discussion, draws conclusions.

Exercise - 1. Make up a modern image of a teacher according to the following criteria 3-4 words.

- 1) The teacher must be:
- 2) The teacher must be able to:
- 3) Outline the psychological traits of a person as an individual:
- 4) Teacher in the structure of interpersonal relations:
- 5) Professional personality traits of the teacher:
- 6) The appearance of the teacher:

It is necessary to educate a hardworking, competitive person. If everything is clear with the characteristic "hardworking": it is important for students to cultivate such qualities that they love work and know how to work, then the concept of "competitive" requires clarification. A competitive personality, as shown by special studies, is not one quality, but an integral characteristic, which includes the following properties and personality traits: 1) a high level of performance; 2) striving for a high-quality end result; 3) stress resistance, the ability to overcome difficulties; 4) creative attitude to business, work; 5) striving for professional self-improvement; 6) the ability to make responsible, sometimes risky decisions; 7) sociability, the ability to cooperate, collaborate, co-create; 8) the ability to quickly master

a new business; 9) the ability for self-education, self-realization, self-development [11, p 331].

Exercise -2:

1) Find proverbs, sayings about the teacher and the teaching profession.

2) Write down the statements of philosophers, teachers, writers about the social role of the teacher in society, about the requirements for the teacher.

Question-2. Speech by the speaker with the speeches of the next question. Methods, forms and principles of teaching.

The content of the educational material is not only a certain amount of theoretical educational material, but also a set of tasks, tasks and exercises, as well as information about the value of subject knowledge and how to use it in solving various problems from life.

For example, the content of a lesson in grade 8 on the topic of quadratic equations may be as follows:

1. Theoretical material.
2. Examples of solving quadratic equations by the formula.
3. Let's check knowledge (test).
4. Crossword puzzle.
5. This is interesting (additional information about solving quadratic equations).
6. From the history of solving quadratic equations.
7. Test yourself (solving a quadratic equation in problems).

The content of the training material is based on the following principles:

1. Scientific character.
2. Systematic approach.
3. Realization of the principle of historicism.
4. Availability.
5. Visibility.
6. Reflection of interdisciplinary connections.

Table 4.

| METHODS, FORMS AND PRINCIPLES OF TEACHING | |
|-------------------------------------------|------------------------------|
| METHODS AND FORMS | PRINCIPLES |
| Personality-oriented attitude; | Availability; |
| Cooperation technology; | Visibility; |
| Modular learning technology; | Continuity; |
| Problem learning; | Sequence; |
| Game technologies; | Continuity; |
| Multilevel learning technologies; | Openness to new experiences; |
| Collective form of training; | Multilevel; |
| Group form of training; | Compensation (substitution); |
| Individual form of training; | Variability; |

Opponent's speech. Expresses his point of view, which is different from the one chosen by the speaker and gives counterexamples and counterarguments.

The word "provocateur" is passed on. There is a discussion on new unexpected ideas. The expert stops the discussion, draws conclusions.

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Exercise-3. Write down any 2 teaching principles and define your own.

Question-3. Speech by the speaker with the speeches of the next question.

Table 5. Innovative technologies

| Educational technologies | Examples of using |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Differentiated learning | Tasks of various difficulty levels. |
| Developmental learning technologies. | 1. Lectures, seminars. |
| Project learning technologies. | 2. Credits. |
| Information and communication technologies. | 3. Presentations. |
| Technology for enhancing the activity of students on the basis of schematic and symbolic models of educational material. | 4. Lessons-workshops. |
| Methods of interrelation of subjects of humanitarian and art history cycles. | Information and research projects. |
| Game technologies. | 1. The use of electronic publications, Internet resources. |
| Health-saving technologies. | 2. Development and presentation for lessons, lectures-presentations. |

After discussing the issues at the meeting by the rapporteur, representatives of the opposite side state their opinions, giving positive or negative arguments on the main issues. Further, the word "provocateurs". After discussions, the entire audience is given an assignment.

Question-4. Speech by the speaker with the speeches of the next question. Stages of a modern lesson. Assignment to all listeners: fill in the columns of the table as the report progresses.

Table 6. Lesson structures proposed by M.I.Makhmutov

| № | Lesson steps | Time |
|------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------|
| 1. Lesson structure for learning new material | | |
| 1. | The organizational stage. | 1-2 minutes |
| 2. | Setting the goal and objectives of the lesson. Motivation for learning lesson activities. | 5 min |
| 3. | Knowledge update. | 1-5 min |
| 4. | Primary assimilation of new knowledge. | 20 min |
| 5. | Initial test of understanding. | 10 min |
| 6. | Primary anchoring. | 3 min |
| 7. | Homework message and instruction. | 5 min |
| 8. | Reflection (summing up the results of the lesson). | 2 min |

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| № | Lesson steps | Time |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------|
| 2. The structure of the lesson for improving knowledge, skills and abilities | | |
| 1. | The organizational stage. | 1 min |
| 2. | Homework check. Updating the basic knowledge and skills of students. | 5 min |
| 3. | Communication of the topic and purpose of the lesson. Motivation of the learning activity of students. | 3 min |
| 4. | Primary reinforcement in a familiar situation (typical) in a changed situation is constructive. | 15 min |
| 5. | Creative application and acquisition of knowledge in a new situation (problematic tasks) | 15 min |
| 6. | Homework message and instruction. | 4 min |
| 7. | Reflection (summing up the results of the lesson). | 2 min |

| № | Lesson steps | Time |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------|
| 3. The structure of the lesson generalization and systematization of knowledge | | |
| 1. | The organizational stage. | 1 min |
| 2. | Setting the goal and objectives of the lesson. Motivation for learning lesson activities. | 3 min |
| 3. | Knowledge update. | 3 min |
| 4. | Generalization and systematization of knowledge. Preparing students for generalized activities. | 10 min |
| 5. | Replaying on a new level (reformulated questions). | 15 min |
| 6. | Application of knowledge and skills in a new situation. | 5 min |
| 7. | Control of assimilation, discussion of the mistakes made and their correction. | 5 min |
| 8. | Formulation of conclusions based on the material studied. | 3 min |

| № | Lesson steps | Time |
|-----------------------------------------------------------------------|---------------------------|-------|
| 4. The structure of the lesson control Knowledge Skills Skills | | |
| 1. | The organizational stage. | 1 min |

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| 2. | Setting the goal and objectives of the lesson. Motivation for learning lesson activities. | 3 min |
| 3. | Students doing work. | 40 min |
| 4. | Reflection (summing up the results of the lesson). | 1 min |

| № | Lesson steps | Time |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------|
| 5. Structure of the Knowledge Skills Skills correction lesson | | |
| 1. | The organizational stage. | 1 min |
| 2. | Setting the goal and objectives of the lesson. Motivation for learning lesson activities. | 1 min |
| 3. | Analysis of common mistakes and gaps in knowledge and skills and recommendations for their elimination. | 11 min |
| 4. | Students working on mistakes. | 30 min |
| 5. | Reflection (summing up the results of the lesson). | 2 min |
| 6. | 1. Structure of the ZUN correction lesson | 1 min |
| 7. | The organizational stage. | 1 min |
| 8. | Setting the goal and objectives of the lesson. Motivation for learning lesson activities. | 11 min |

| № | Lesson steps | Time |
|--------------------------------------------|-------------------------------------------------------------------------------------------|--------|
| 6. Structure of the combined lesson | | |
| 1. | The organizational stage. | 1 min |
| 2. | Setting the goal and objectives of the lesson. Motivation for learning lesson activities. | 2 min |
| 3. | Knowledge update. | 3 min |
| 4. | Primary assimilation of new knowledge. | 5 min |
| 5. | Initial test of understanding. | 5 min |
| 6. | Primary anchoring. | 15 min |
| 7. | Control of assimilation, discussion of the mistakes made and their correction. | 10 min |

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| | | |
|----|-----------------------------------|-------|
| 8. | Homework message and instruction. | 2 min |
|----|-----------------------------------|-------|

Exercise - 3. Choose a topic for the course in mathematics and draw up a lesson structure by type and type of lessons. Work in pairs.

The "discussion" ends with a teacher acting as a speaker. You should not strive to ensure that all the proposed issues are discussed equally. One of the questions will be the most acute and the main controversy may go around it. The main objective of the lesson is to demonstrate the skills necessary to participate in the discussion of educational tasks.

IV. Final stage. The teacher summarizes the topic of the seminar, summarizes the lesson. Grading speakers and individual works.

Conclusions on the article. Discussion is one of the most effective technologies for organizing extracurricular activities of students, since this form activates students, develops thinking and speech, reveals the creative potential of a person.

Discussion is one of the forms of communication, a fruitful method of resolving controversial issues and at the same time a kind of cognitive method that allows you to better understand what is not fully clear and requires justification. A variety of forms of group discussions will allow developing a creative approach to business, instilling independence and responsibility in students.

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DEVELOPMENT OF INDEPENDENCE OF STUDENTS IN LESSONS- CONFERENCES IN UNIVERSITIES BASIS FOR DEVELOPMENT OF METHODOLOGICAL COMPETENCIES

Abstract: The article describes the experience of working on the development of methodological training for future mathematics teachers based on a lesson-conference.

Key words: the technique, the teacher, the lesson.

Language: Russian

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РАЗВИТИЕ САМОСТОЯТЕЛЬНОСТИ СТУДЕНТОВ НА УРОКАХ-КОНФЕРЕНЦИЙ В ВУЗАХ ОСНОВА РАЗВИТИЯ МЕТОДИЧЕСКИХ КОМПЕТЕНЦИЙ

Аннотация: В статье описан опыт работы по развитию методической подготовки будущих учителей математики на основе занятия урока-конференции.

Ключевые слова: методика, учитель, урок.

Введение

Ташкентский Государственный педагогический университет имени Низами по направлению «Методика преподавания математике» проводит курсы методического характера на 3-4 курсах: «Методика обучения математике», «Методика решения математических задач», «Технологии обучения математике и проектирование». Все эти курсы имеют цели, задачи, содержание и особенности построения курса. Конечным результатом изучения курса должна стать педагогическая готовность студентов к обучению школьников математике, основные требования к математической подготовке учащихся по годам обучения и критерии оценки знаний, умений и навыков учащихся, основные формы организации учебного процесса.

Дисциплина «Методика решения математических задач» на 3-курсе, обеспечивает формирование и развитие знаний и умений в

соответствии с государственным образовательным стандартом РУз, содействует формированию фундаментальных практических знаний математики и развитию умений различных способов решений примеров и задач. А также способствует развитию умения научного анализирования изучения теоретико-практических основ деятельности будущих специалистов. Курс содержит лекционных занятий 64 часа, практических занятий 148 часов, 116 часов самообразования [1, с. 12]. Дисциплина «Методика преподавания математике» 3-курс, обеспечивает приобретение теоритических основ методики преподавания математики как педагогическая наука, его методы исследования, методическая переработка материала, дидактические принципы в преподавании математике. Курс содержит 56 часов лекций, 28 часов практических занятий, 42 часа семинара, 24 часа лабораторных занятий, 120 часов самообразования [2, с. 9].

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Предмет «Технологии и проектирование обучения математике» 3-курс, является обеспечение развития профессиональной подготовки будущих учителей математики а также привитие им необходимых умений и навыков в проектировании и осуществлении инновационной среды в обучении математики. Курс содержит 44 часа лекций, 52 часа практических занятий, 22 часа семинара, 68 часов самообразования [3, с. 9].

Мы будем говорить о дисциплине «Технологии и проектирование обучения математике».

Основные задачи данного курса:

- систематизация, обобщение и углубление педагогических, психологических, информативных и математических знаний;
- обоснование роли инновационных технологий в многоэтапной системе математического образования;
- обоснование совершенствования образовательного процесса в соответствии с требованиями дня;
- обучение студентов к планированию научно-методических, учебно-методических, организационных работ;
- изучение современного подхода к организации и моделированию проектирования педагогической деятельности;
- обучение проектирования педагогической среды а также вооружение студентов способами и методами совершенствования организации учебного процесса математики;
- формирование способностей студентов в проектировании и использовании на практике проектирования процесса обучения математики перспективных средств обучения;
- научить оценивать и анализировать педагогические процессы и их результаты;
- при помощи развития аналитических, критических, творческих, самостоятельных способностей подготовить будущих учителей математики к проектированию процесса обучения математики.

На лекционных занятиях подаётся теоретический материал, суть и содержание педагогической технологии, цели, задачи и результаты её применения. На практических занятиях рассматриваются их применение. В тематике проектирования рассматривается проектирование педагогических технологий по темам содержания учебников общеобразовательных школ или академических лицеев. Студенты создают проект урока математики по педагогической технологии.

Задача курса выпустить будущих учителей математики умеющих проводить инновационные уроки в общеобразовательных школах и академических лицеях. Так какими

методическими компетенциями мы вооружим студентов? Что они будут знать перед уходом на педагогическую практику? Можно ли применять все технологии в математике? Как правильно подобрать ту или иную технологию для получения нужного результата? [4, с. 103]

Форму проведения практического занятия по курсу «Технологии и проектирование обучения математики» на тему «Инновационная педагогическая деятельность» в виде урока-конференции рекомендуем организовать как «тематический урок-конференция» с применением метода «диспут» [5, с. 135]. Процесс такого практического занятия предполагает выбор конкретной темы с 5 или 6 подтемами для студентов-докладчиков и обязательное обсуждение каждого доклада со стороны студентов-участников конференции. Таким образом, такая организация практического занятия охватывает и элементы игровой технологии, а точнее «ролевой игры», где разыгрываются роли: ведущий (преподаватель или студент), докладчики, участники конференции, эксперт-специалист (преподаватель или 2 студента по выбору преподавателя или студентов).

Процесс предварительной подготовки к уроку-конференции является обязательным и состоит из четырех этапов[6].

На первом этапе преподаватель определяет тему урока-конференции и конкретизирует вопросы (подтемы) для докладов и обсуждения. Предварительно ставит задачи перед докладчиками (выбору докладчиков можно подходить по разному: по выбору преподавателя, по желанию самих студентов-докладчиков и т.д.) и дает рекомендации по подготовке материалов доклада с учетом времени. Так как студенты уже владеют многими необходимыми навыками, их выступления должны быть своего рода мини-проекты, работа над которыми занимает обычно одну - две недели.

Правилами написания текста доклада преподаватель заранее знакомит студентов. Написание полного текста выступления, особенно в случае начинающих ораторов, обеспечивает уверенное изложение материала. А для заново разрабатываемых тем даже опытные выступающие обычно составляют полный текст. При этом можно руководствоваться следующими правилами:

1. Пиши полный текст для недостаточно хорошо усвоенного материала, это способствует углубленному освоению темы.

2. Написанный текст дай прочитать коллегам. Учи их советы и замечания.

3. Приближай текст к разговорной речи. Используй несложные обороты, короткие

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предложения, постановку вопросов и ответы на них.

4. Путем корректирования текста добивайся соответствия выступления интересам различных категорий слушателей в одной и той же и в различных аудиториях.

5. К написанию текста приступай после составления окончательного плана.

6. Начиная писать текст с центральных разделов темы. Потом переходи к второстепенным и далее к введению и заключению.

Следует избегать такой достаточно распространенной ошибки, особенно среди начинающих ораторов: запись текста выступления в тетради, да еще на обеих сторонах тетрадных листов [7, с. 27].

На втором этапе преподаватель подбирает необходимые материалы — те, которые он порекомендует студентам. По каждой теме он, по возможности, стремится порекомендовать несколько источников, среди них книги, периодические издания и интернет-ресурсы.

На третьем этапе преподаватель выбирает студентов-докладчиков. Чаще всего преподаватель сам делит студентов на группы, которые будут готовить свои выступления, но можно доверить это и самим студентам, также можно выбрать в последовательности по журналу с начала или с конца списка студентов, или можно выбрать по жребию. Выбрав докладчиков по 2 на один вопрос, группа получает свое задание и рекомендации по его выполнению. Можно поручить группам самим выбрать тему из большого списка, можно предложить вытянуть жребий, наконец, преподаватель сам может предложить тему каждой конкретной группе.

Четвёртый этап, урок-конференция начинается со вступительного слова преподавателя или студента, сообщает тему занятия, раскрывает его значение, знакомит с планом проведения и поочередно предоставляет слово студентам, что готовили выступления и также знакомит с работой слушателей. В конце подводятся итоги работы.

Участие в конференциях позволяет студентам отрабатывать умения отстаивать и доказывать свою точку зрения, опровергать чужую, находить выход из трудных коммуникативных ситуаций.

Урок -конференция может проводиться как в начале изучения темы (раздела), так и в середине и в конце.

Нами был разработан урок-конференция на тему «Инновационная педагогическая деятельность» проводимый на 2 курсе студентов педагогического университета направления методики обучения математики.

Структура урока такова:

Цель занятия:

Образовательные:

- организация процесса освоения понятий: новое, новшество, инновация, деятельность, инновационная деятельность, педагогическая деятельность, инновационная педагогическая деятельность;

- формирование конкретных представлений о теоретических и практических основах, этапах инновационной педагогической деятельности.

-адаптировать информацию к выбранной теме;

Воспитательные:

- выявление личностных, индивидуальных качеств студентов;

- умение работать в малой группе, культура общения в группе;

- тренировать умение выступать перед слушателями, отстаивать свою точку зрения;

Развивающие:

- развитие умения нахождения, подбора, анализа, адаптирования информации;

- развитие аналитико-оценочной компетенции в процессе анализа сравнения классификаций педагогических инноваций;

- развитие мыслительных процессов анализа, сравнения, конкретизации, коммуникативных компетенций при участии в обсуждении и аргументировано защищать свою точку зрения.

План занятия:

1. Организационный момент (5 мин.).

2. Конференция «Инновационная педагогическая деятельность» (70 мин.).

3. Подведение итогов урока (3 мин.).

4. Задание на дом (2 мин.).

Темы докладов, вопросы для обсуждения:

1. Основной термин: деятельность, педагогика, педагогическая деятельность, инновация, инновационная деятельность, инновационная педагогическая деятельность, новое, новшество.

2. Понятие инновационной педагогической деятельности (схема 1).

3. Алгоритм и этапы инновационной педагогической деятельности.

4. Критерии инноваций. Примеры.

5. Классификация педагогических инноваций (таблица 1).

6. Классификация педагогических инноваций по А.В.Хуторскому (таблица 2).

Вопросы для обсуждения заранее подготавливают докладчики-студенты.

Источники доклада: Педагогический словарь, толковый словарь, Википедия, Студопедия, Судопедия, Инфоурок.

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Задания для самостоятельной работы вне аудитории:

1. Студентам-докладчикам заранее даются кейс-задания по сбору информации и визуального материала в виде схемы, граф органайзеров, таблицы или мультимедийных презентаций.

2. Всем студентам ознакомиться с теоретическим материалом по таблице «Инсерт».

Ход занятия:

I. Организационный момент.

Преподаватель сообщает тему занятия, раскрывает его значение, знакомит студентов-слушателей с заданиями с которыми они должны справиться, с планом проведения занятия. Выбирают из группы 2-3 студентов-экспертов, которые будут оценивать доклад и выставлять им баллы. Выбираются «экспертами» студенты которые хорошо знают тему, имеют дополнительные знания и сведения, могут более обширно анализировать доклады выступающих студентов. Выбор «экспертов» может провести сам преподаватель, или студенты выдвинуть кандидатуры, или студенты сами себя могут выдвигать в эксперты, также можно по жребию выбрать из выдвинутых кандидатов.

II. Выступления студентов-докладчиков.

Начинают свои выступления докладчики, время доклада и задания слушателям и их оценивание не должно превышать 10 минут, докладчики должны кратко и ясно донести информацию, они могут сделать свои выступления при помощи презентаций, таблиц, схем, диаграмм. Презентация или доклад не должен быть пересказом. За зачитывание и дословную передачу оценивается в 0 баллов. За время выступления студенты слушатели внимательно слушают и запоминают информацию, по мере доклада, докладчики задают задания чтобы они могли фиксировать, анализировать, сравнивать или отвечать на поставленные вопросы, заполнять таблицы, схемы и т.д. затем докладчики собирают задания, проверяют, оценивают и объявляют оценки слушателей. За 2 минуты до окончания

отведенного времени эксперт показывает табличку «2 мин», а по истечении времени - табличку «Стоп», после чего доклад считается завершённым.

Вопрос-1: Основной термин:
деятельность, педагогика, педагогическая деятельность, инновация, инновационная деятельность, инновационная педагогическая деятельность, новое, новшество. «Докладчики» объясняют свою тему, дают определения основным терминам. Хорошими приемами привлечения внимания, а также активизации слушателей, способствующими налаживанию и поддержанию обратной связи с аудиторией, являются следующие: Размышление вслух. Данный прием состоит в том, что выступающий задает вопросы самому себе и, рассуждая на глазах у слушателей, намечает и рассматривает возможные варианты ответов на эти вопросы, дает им обоснование: анализирует ответы, ищет и находит убедительные решения. В этом случае перед слушателями как бы раскрывается «кухня» мыслительной работы выступающего [7, с. 41].

После окончания доклада выступающие могут задать активизирующие вопросы. Выступающий задает вопросы самим слушателям, если это, конечно, возможно. Вопросы при этом должны содержать элементы проблемности. Они должны требовать обоснования, сравнения, сопоставления, выводов, которые в целом вполне доступны слушателям.

Задание 1. Работа в паре: сделать сравнение по диаграмме Вена по двум терминам. Например: инновация и новшество, деятельность и педагогическая деятельность, инновационная деятельность и инновационная педагогическая деятельность.

Проверка заданий, оценивание и объявление оценки слушателей со стороны докладчиков.

Вопрос-2. Понятие инновационной педагогической деятельности.

Докладчики по схеме разъясняют понятие «Педагогическая деятельность».

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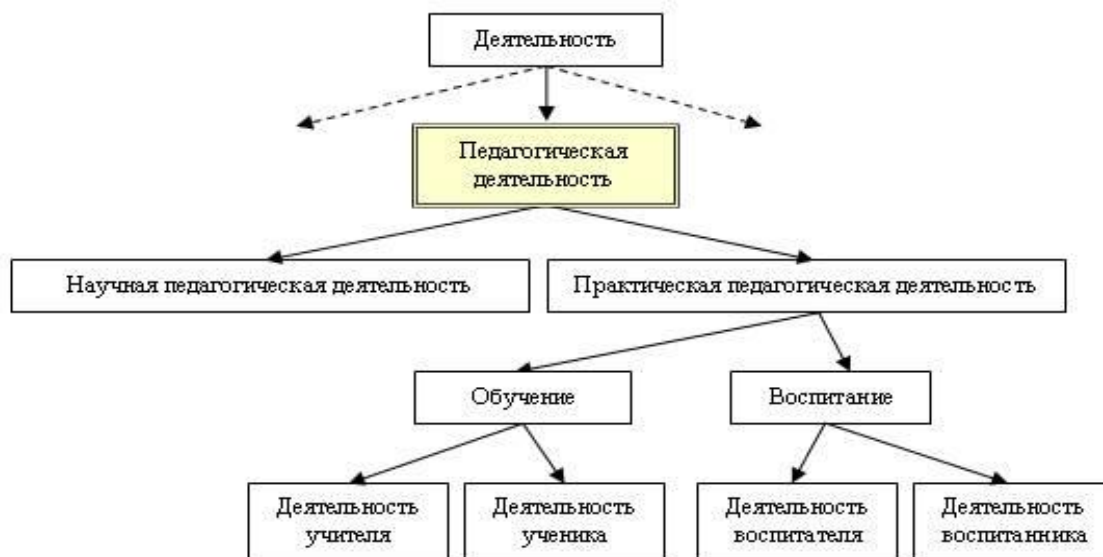


Схема 1.

Задание-2 для слушателей. Сделать схему на понятие «педагогическая инновационная деятельность учителя математики».

Проверка заданий, оценивание и объявление оценки слушателей со стороны докладчиков.

Вопрос-3: Алгоритм и этапы инновационной педагогической деятельности.

Докладчики-3 рассказывают алгоритм проведения инновационной педагогической деятельности по диаграмме «Как?».



Схема 2.

Все этапы объясняют на основе примеров.

Задание-3. Студенты рассказывают алгоритм проведения инновационной педагогической деятельности учителя математики по диаграмме «Как?». Элементы дискуссии и полемики. Выступающий инициирует формулирование самими слушателями различных вариантов

решения некоторого вопроса, высказывание различных точек зрения, оценок, используя заранее заготовленные примеры. Затем эти ответы используются при окончательной формулировке ответов и оценок в рамках обсуждаемого материала. Этот прием предполагает сопоставление различных точек зрения,

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демонстрирование борьбы мнений, различных интересов. Даже если слушатель при этом сначала присоединяется к неверной точке зрения или предлагает свое собственное неточное решение, все равно этот прием активизирует интерес, все познавательные процессы со стороны слушателей вообще [7, с. 41].

Проверка заданий, оценивание и объявление оценки слушателей со стороны докладчиков.

Вопрос-4: Критерии инноваций. Примеры.

Студенты подготавливают схему «Критерии педагогических инноваций».

1. Новизна.
2. Оптимальность.

3. Результативность.
4. Технологичность.
5. Возможность творческого применения инновации.

Задание-4. Привести примеры на каждый критерий инноваций по обучению в математике.

Выслушивание ответов, оценивание и объявление оценки слушателей со стороны докладчиков.

Вопрос-5: Классификация педагогических инноваций. Докладчики-5 объясняют свою тему по таблице:

Таблица 1. Классификация педагогических инноваций.

| Признаки | Виды |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Виды Деятельности | <i>Педагогические</i> , обеспечивающие педагогический процесс. <i>Управленческие</i> , обеспечивающие инновационное управление образовательными учреждениями |
| Сроки действия | <i>Кратковременные.</i> <i>Долговременные</i> |
| Характер изменений | <i>Радикальные, основанные на принципиально новых идеях и подходах.</i> <i>Комбинированные, основанные на новом сочетании известных элементов.</i> <i>Модифицированные, основанные на совершенствовании и дополнении существующих образцов и форм</i> |
| Масштаб изменений | <i>Локальные — независимые друг от друга изменения отдельных участков или компонентов.</i> <i>Модульные—взаимосвязанные группы нескольких локальных инноваций.</i> <i>Системные— полная реконструкция системы как целого</i> |
| Масштаб использования | <i>Единовременные (осуществляются один раз).</i> <i>Диффузные (повторяющиеся)</i> |
| Источники возникновения | <i>Внешние (за пределами образовательной системы). Внутренние (внутри образовательной системы)</i> |
| Методы осуществления | <i>Авторитарные.</i> <i>Либеральные.</i> <i>Административные.</i> <i>Инициативные</i> |

Вопрос-6: Классификация педагогических инноваций по А.В.Хуторскому [8, с. 256].

Докладчики-6 объясняют свою тему по таблице:

Таблица 2. Классификация педагогических инноваций по А.В.Хуторскому.

| № | Типы нововведений | Подтипы нововведений |
|----|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <i>По отношению к структурным элементам образовательных систем</i> | Нововведения в целеполагании, в задачах, содержании образования и воспитания, в формах, методах, приёмах, технологиях и средствах обучения, в системе диагностики, контроле и оценке результатов и т.д. |
| 2. | <i>По отношению к личностному становлению субъектов образования</i> | В области развития определённых способностей учеников и педагогов, в сфере развития их знаний, умений, навыков, способов деятельности, компетентностей и др. |
| 3. | <i>По области педагогического применения</i> | В учебном процессе, в учебном курсе, в образовательной области, на уровне системы обучения, на уровне системы образования, в управлении образованием. |

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| | | |
|-----|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | По типам взаимодействия участников педагогического процесса | В коллективном обучении, в групповом обучении, в тьюторстве, в репетиторстве, в семейном обучении и т.д. |
| 5. | По функциональным возможностям | Нововведения-условия (обеспечивают обновление образовательной среды, социокультурных условий и т.п.), нововведения-продукты (педагогические средства, проекты, технологии и т.п.), управленческие нововведения (новые решения в структуре образовательных систем и управленческих процедурах, обеспечивающих их функционирование). |
| 6. | По способам осуществления | Плановые, систематические, периодические, стихийные, спонтанные, случайные. |
| 7. | По масштабности распространения | В деятельности одного педагога, методического объединения педагогов, в школе, в группе школ, в регионе, на федеральном уровне, на международном уровне и т.п. |
| 8. | По социально-педагогической значимости | В образовательных учреждениях определенного типа, для конкретных профессионально-типологических групп педагогов. |
| 9. | По объёму новаторских мероприятий | Локальные, массовые, глобальные и т.п. |
| 10. | По степени предполагаемых преобразований | Корректирующие, модифицирующие, модернизирующие, радикальные, революционные. |

Задание-5, 6. Провести сравнительный анализ по двум таблицам 1 и 2.

III. Подведение итогов урока. Выступление студентов-экспертов, выставление ими оценок выступивших докладчиков.

Проверка заданий, оценивание и объявление оценки слушателей со стороны докладчиков.

Таблица 3. Критерий оценивания исследовательских работ студентов-докладчиков

| Положительный критерий | Оценка (1-5) | Отрицательный критерий |
|---------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------|
| Речь правильно поставлена, понятна всем окружающим. Выступление яркое и выразительное | 5, 4, 3, 2, 1 | Речь не понятна. Выступление монотонное, неинтересное |
| Информация докладчика достоверная, убедительная | 5, 4, 3, 2, 1 | Информация, которую доносит докладчик, не убедительная, высказывания подвергаются сомнению. |
| Речь без ошибок | 5, 4, 3, 2, 1 | Речь с ошибками и словами-паразитами |
| Докладчик отлично разбирается в теме, знает текст наизусть | 5, 4, 3, 2, 1 | Выступающий не разбирается в теме своего доклада |
| Докладчик убежден в том, что его речь полезна и правдива | 5, 4, 3, 2, 1 | Докладчик не уверен в правдивости собственной речи |
| Докладчик правильно реагирует на вопросы слушателей, по возможности дает развернутые ответы | 5, 4, 3, 2, 1 | Выступающий вообще не реагирует на вопросы окружающих |
| Запоминающееся заключение | 5, 4, 3, 2, 1 | Слабый вывод |

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| Положительный критерий | Оценка (1-5) | Отрицательный критерий |
|-----------------------------------------------|---------------|-------------------------------------------------|
| Соблюдение регламента | 5, 4, 3, 2, 1 | Регламент не соблюден |
| Мимика, жесты уместны | 5, 4, 3, 2, 1 | Мимика и жесты были не уместны |
| Внешний вид докладчика соответствует педагогу | 5, 4, 3, 2, 1 | Внешний вид не соответствует виду преподавателя |
| Общий балл | | |

IV. Задание на дом. Задание для домашней работы тема «Традиционные и нетрадиционные методы обучения в инновационной педагогической деятельности учителя математики». Ознакомится с темой по таблице «Инсерт».

Результаты учебной деятельности:

Студенты-докладчики: вырабатывается умение самостоятельно подбирать нужную информацию, уметь отсортировать нужные факты, определения, уметь большой объем текста перенести в таблицу, схему, графический органайзер или подготовить мультимедийную презентацию, учатся публично выступлению.

Студенты –слушатели: подготовка к слушанию и восприятию доклада, как записывать информацию, максимально вовлекаются в обсуждение темы. Достижение обучающимся необходимого уровня понимания нового материала, новых принципов, новых отношений,

критический анализ ценностей и принятие нравственных установок, возможно только при пропуске их через себя, осмыслении и осознании. Самопознание через полученную извне информацию, активная ее переработка и предметное рассмотрение, оценка себя и своего поведения в различных ситуациях – это важнейшее условие личностного роста и развития [9, с. 82]. В проведении учебных дискуссий значительное место принадлежит созданию атмосферы доброжелательности и внимания к каждому. Безусловным правилом является общее заинтересованное отношение к студентам, когда они чувствуют, что преподаватель выслушивает каждого из них с одинаковым вниманием и уважением как к личности, так и к указанной точке зрения [10, с. 181]

Студенты-эксперты: развивают умение выступать, способность оценить и обосновать поставленные оценки, что подготовит будущих учителей правильно выставлять оценки ученикам.

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A STRATEGY OF ACTION AS A COMPLEX SYSTEM

Abstract: *There are also structural changes in the republic today. It is known that the structure reflects the relationship between the elements and the interaction of systems. Thus, the change in structure brought about a change in society. This article describes the Action Strategy as a complex system, and also goes through a systematic analysis of intercommunication, connections and influence between elements.*

Key words: *societies, states, system, strategy of actions, communication, influence, structural changes, systems approach, element.*

Language: *Russian*

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СТРАТЕГИЯ ДЕЙСТВИЙ КАК СЛОЖНАЯ СИСТЕМА

Аннотация: *Сегодня республике существуют также структурные изменения. Известно, структура отражает взаимосвязь между элементами и взаимодействие систем. Таким образом, изменение в структуре привело к изменению общества. В данной статье описывается Стратегия действий как сложная система, а также пройден системного анализа взаимоотношение, связи и влияние между элементами.*

Ключевые слова: *общества, государства, система, Стратегия действий, общенция, влияние, структурные изменения, системный подход, элемент.*

Введение

Быстрые темпы социальных, политических, экологических, научных изменений в целостности, порождают в сознании как отдельной личности, так и общественном, целый ряд неопределенностей. В нашей ежедневной жизни, нам кажется, что мы движемся из определенного прошлого в неопределенное будущее. Фундаментальной основой развития современной цивилизации является переход от экономики основанной на товарах, производстве,

ресурсах на экономику, основанной на знаниях. Будущее страны в сложных условиях глобализации, сложных взаимосвязях, взаимообусловленности экономики государств с социальными, экономическими, политическими и другими сферами человеческой деятельности зависят от новых идей, новых подходов, инноваций, т.е. от новых знаний. В этих условиях приоритетной задачей каждого государства, нацеленного на развитие по восходящему вектору, становится задача разработки национальной

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инновационной программы. Это можно видеть на примере развитых стран.

В нашей стране создаются социальные, экономические, правовые, технологические условия для формирования основанного на демократических принципах информационного общества. В Стратегии действий в качестве приоритетных направлений развития страны определены защита интересов личности, общества и государства в сфере информации, дальнейшее совершенствование сферы информационных технологий и коммуникации, развитие электронного правительства, цифровой экономики, телекоммуникационной инфраструктуры, борьба с информационными угрозами и «особое внимание к обеспечению информационной безопасности»[2]. В настоящее время, исходя из необходимости внедрения в жизнь программы «Цифровой Узбекистан-2030»[2], особенно актуальными становятся вопросы значения информации в процессах информатизации и цифровизации, формирование информационного общества и определение его специфических особенностей.

Методы и методология.

Методология современной науки при изучении феномена сложности на основе синергетической парадигмы, помогает открывать неизвестные ранее свойства, новые грани сложности. Атрибутами сложности являются хаос, неустойчивость, нелинейность, неопределенность, случайность и вероятность. Они являются одной фундаментальными проблемами современной онтологии и гносеологии. Изучении онтологической сущности сложности, требует разработки концепции сложности.

Важное значение среди исследований, посвященных сложным системам, имеют теория самоорганизации [14], теория диссипативных систем[15], концепция автопоэзиса [11]. Наряду с этим, на основе теории сложных систем и автопоэзиса Е.Н. Князевой исследованы свойства сложных систем[9], Н.Луманом, Ф.Гваттари - социальная жизнь. В исследованиях таких отечественных ученых, как М.Н.Абдуллаевой, Г.Г.Гаффаровой, Г.О.Джалаловой осуществлен философский анализ некоторых проблем сложности, сложных систем[6], эпистемологии сложных систем[5], трансформации сложности[8].

Если синергетика является наукой о сложном, то своего рода метанаукой о сложном стали исследования Э.Морена. Перестройки мышления и языка, по его убеждению, должно позволить человеку лучше понять этот сложный и неопределенный мир, в котором мы живем. Анализируя феномен сложности, Э. Морен дает определения понятию сложного мышления,

сопрягая сложность, порождаемую познанием и сложность саморазвивающихся природных систем[12].

К. Майнцер раскрывал феномена сложности как сложносистемное мышление[10]. Мы находимся внутри этого сложного мира, и сложность мира определяет характер и возможности нашего мышления: мышление само должно быть сложным, чтобы дать нам возможность постичь сложность мира.

Е.Н. Князева подчеркивает[9], сложное мышление – это мышление о сложном или мышление в сложности. Сложное мышление нам необходимо, чтобы постичь сложность мира, сложность сложных систем. «Главными характеристиками сложных систем являются холизм, самоорганизация, эмерджентные свойства, способность к адаптации» [20, с.210]. Сложное мышление включает в себя много смыслов, включая его целостность (холистичность), нелинейность, эволюционность, спонтанность, чувствительность к инновациям (креативность). Мысль должна соответствовать сложности и творческим возможностям мира, быть им релевантной, именно тогда будут эффективными и наше мышление, и наше действие [16, с.38].

Синергетическая парадигма дала возможность открыть новые стороны феномена сложности и исследовать его в аспекте взаимосвязи с хаосом, неустойчивостью, неопределенностью, случайностью и вероятностью. Мы можем делать такие выводы: что сложность это – многокомпонентное свойство бытия. В связи с тем, что неопределенность, случайность, хаос являются свойствами, присущими бытию сложности, то при моделировании сложности методологическую роль выполняет вероятностный подход. В сложном нелинейном мире рискованно рассуждать линейно. Будущее невозможно точно предвидеть. Особенно нельзя допускать методологическую ошибку в социально-экономическом развитии. А также, “современная система науки все более усложняется, трансформируется, формируются новые методологии, новое научное и новая онтология человека”[19, с.108]. Итак, синергетика как междисциплинарное направление научных исследований позволяет исследовать общие закономерности процессов перехода от хаоса к порядку и обратно в открытых нелинейных систем физической, химической, биологической, экономической, социальной и других сферах. Поэтому “основу синергетического подхода составляет системный подход” [18, с.165].

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Результаты и обсуждение.

В настоящее время человечество изучает сложные открытые системы. Поскольку само общество, происходящие в нем изменения представляют собой сложные системы. Сложные системы составляют элементы, находящиеся в сложном взаимодействии. Сложные открытые системы изучаются с помощью идей, понятий и методов синергетики. Одним словом, сложность проявляет такие свойства, как неустойчивость, нелинейность, целостность, самоорганизация, эмерджентность.

Происходящие в стране изменения в результате осуществляемых широкомасштабных реформ отражаются в жизни народа, в целом, и в его повседневной жизни, в частности. Поскольку, “сегодня мы переходим на путь инновационного развития, направленного на коренное улучшение всех сфер жизни государства и общества” [2, с.19-20]. Конечно, в настоящее время, когда мир интенсивно развивается, двигаются вперед и развиваются только страны, опирающиеся на новые мысли, новые идеи, инновации.

Значение информатизации заключается в том, что в ней реализуется эффективность использования информации и знаний во всех сферах социально-экономической, политической и культурной жизни общества; создаются условия для удовлетворения потребности в информации граждан, организаций и государства и в широком масштабе используются информационно-коммуникационные технологии. Действительно, информатизация является многогранным процессом, в котором органично сочетаются технико-технологические, социальные, экономико-политические и культурные аспекты. Это приводит к тому, что в процессе формирования общества происходят изменения не только в сфере производства и технологий, но также в социально-экономической и духовной жизни.

Рост потребности в получении и передаче информации является одним из факторов процесса информатизации. Поэтому в XXI веке, получившем название «века информации», невозможно представить себя без информации, превратившейся в стратегический ресурс будущего как отдельных государств, так и всего мира. Конечно, человечество в продолжении своего исторического развития развивалось на основе обмена информацией, знанием в определенной форме и объеме. Но несравненное развитие информационных технологий на настоящем этапе формирует целостное информационное общество. Информационное общество основано на знании и информации, связано с технологиями накопления информации, являющейся источником производства, обработки информации и

информационными коммуникациями. Вместе с тем, большинство работающих в обществе заняты производством, сохранением, воспроизводством, обновлением и внедрением на практике информации, особенно знаний.

Известно, что человеческое общество в своем развитии переходит от индустриального общества к постиндустриальному. Если основным источником развития индустриального общества является существование возможности производства, распространения энергетических источников, энергии, то в информационном обществе основным источником развития являются знания и информация. Информационно-коммуникационные технологии служат объединению мира и созданию глобального информационного общества и таким образом помогают взаимному сближению народов. А также, информационное общество имеет огромный потенциал для улучшения качества жизни всего человеческого сообщества и отдельного человека, расширяет возможности малого и среднего предпринимательства, оптимальное использование местных условий и ресурсов, развития сложных услуг и образования.

В республике большое внимание уделяется вопросам построения информационного общества. Во всех постановлениях и программах, принятых правительством, создаются экономические, правовые, технологические условия перехода к информационному обществу, основанному на демократических принципах. Например, “Об информатизации”, “Об электронной цифровой подписи” и другие документы служат этой цели.

Вместе с тем, осуществляется практическая деятельность по формированию информационного общества. К ней следует отнести проведение в Ташкенте ежегодного национального форума программистов и выставки национальной программной продукции «BestSoft - Uzbekistan», посвященных Всемирному дню информационного общества и телекоммуникации является вкладом Узбекистана в международную инициативу. Конечно, проведение в широком масштабе форума и выставки «BestSoft - Uzbekistan» дает возможность ознакомить общественность и специалистов по информационным технологиям с созданием и осуществлением проектов ИКТ в сфере программного обеспечения страны. Действительно, “сегодня невозможно модернизировать и обновлять страну, достичь стабильного развития без информационно-коммуникационных технологий, широкого развития системы Интернет” [3, с.86].

В настоящее время в республике происходят также структурные изменения. Известно, что структура отражает взаимные связи и взаимные

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влияния между элементами системы. Изменение структуры приводит к изменению самого общества. Поэтому Стратегию действий по дальнейшему развитию страны можно считать сложной системой, а ее элементами являются пять приоритетных направлений. К ним относятся “совершенствование государственного и общественного строительства; обеспечение верховенства закона и дальнейшее реформирование судебно-правовой системы; развитие и либерализация экономики; развитие социальной сферы; обеспечение безопасности, межнационального согласия и религиозной толерантности, осуществление взвешенной, взаимовыгодной и конструктивной внешней политики” [1]. Действительно, Стратегия действий является сложной системой, состоящей из нескольких подсистем, поэтому философский анализ можно осуществлять с различных методологических точек зрения.

Объявление 2017 года “Годом диалога с народом и интересов человека” является важным фактором укрепления изменений в структуре нашего общества. Если рассматривать общество как сложную систему, то взаимное общение между его такими элементами, как человек, государство, общество, укрепляют существующие между ними связи и влияния. Конечно, “диалог, разговор, различные формы общения руководителей с народом являются самыми важными сторонами реализации Концепции” [4, с.87]. Поэтому раскрытие новых перспектив развития диалога между народом и государством даст возможность решения проблем развития, опираясь на законы и указы.

Следует отметить, что, если первым этапом формирования информационного общества является процесс информатизации, то второй этап представляет собой процесс цифровизации. Можно сказать, что процесс “цифровизации” в широком смысле обычно означает социально-экономическое изменение, начавшееся с инициативы широкого применения и ассимиляции цифровых технологий. В него включены технологии создания, обработки, обмена и передачи информации. В реализации Стратегии действий важное значение приобретает цифровая экономика. В 2019 году, в “Год активных инвестиций и социального развития” определена задача разработки Национальной концепции цифровой экономики, предусматривающую обновление всех сфер экономики на базе цифровых технологий[2]. На

этой основе выдвинута цель - внедрить программу «Цифровой Узбекистан - 2030».

Расширение возможностей коммуникационных технологий в настоящее время можно объяснить ролью информации в новых научных отношениях. Поэтому в кругах научной общественности используются такие понятия, как “международное информационное пространство”, “рождение сетевой цивилизации”, “сетевая парадигма”, “сетевое государство”, “сетевое право” [13, с.3]. Эти понятия имеют своеобразный научно-методологический статус, так как в них отражены различные виды, масштабы и уровни информации. А также, процессов модернизации, инновации с необходимостью требует нового подхода. Общество является сложной системой, составленной из экономического политического, экологического, когнитивного и других элементов. Итак, в основе экономического, экологического, духовного развития общества и “развития образования лежит когнитология, которая в свою очередь, представляет собой парадигму когнитивных наук, то есть иной подход к проблеме человеческих знаний” [7, с.22]

Заключение

Итак, Стратегия действий в настоящее время означает необходимость создания нового механизма общения между государством и обществом, то есть изменения связи, отношений между государством и народом, реализации служения государственных учреждений народу, а не народа государственным учреждениям. Вместе с тем, предполагает существование постоянной взаимосвязи между государством и обществом. Поскольку изменения в структуре нашего общества обеспечивают дальнейшее укрепление взаимного общения между такими его элементами, как человек, государство и общество, существующих между ними взаимных связей и взаимодействий. Ибо дальнейшее укрепление взаимного общения, взаимосвязи повысит взаимодействие между гражданами, обществом и государством и их активность. Страны выбирают инновационный путь развития, основанной не на ресурсах, а на экономике, основанной на знаниях. Человеческое знание, человеческий капитал лежит в основе экономики развивающегося общества. Именно человеческий капитал, основанной на «совокупности навыков, знаний и умений человека» (Беккер) становится движущей силой развития государства и общества.

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DIGITALIZATION OF THE EDUCATION SYSTEM IN UZBEKISTAN

Abstract: Digital technologies in the higher education system make it possible to individualize the learning process, both at the stage of mastering new material and at the stage of monitoring individual results. The digitalization of higher education is reforming the educational infrastructure at the university: it makes it necessary to partially or completely abandon a number of educational programs and include new disciplines in the educational process, such as risk theory, the basics of the digital economy, business statistics, the basics of information security, etc. New disciplines and courses in the digital economy will reduce the shortage of specialists with digital knowledge, skills, and skills, for which training is exactly what it is necessary to adapt the educational infrastructure in the digital economy. The article discusses the need to develop and introduce into the education system fundamentally new approaches to learning, which will ensure a high level of digital literacy of students both through retraining and additional education.

Key words: Internet, digital technologies, digitalization, digital University, higher education virtual universities, network universities.

Language: English

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Introduction

Digital technologies have begun to modernize the Uzbek higher education system in the digital economy. Digitalization of the education system cannot be limited to creating a digital copy of the usual textbooks on special subjects taught in universities and providing universities with access to high-speed Internet. The approach to teaching in the digital economy must change, as well as what and how to teach students. In developed countries, 10-15 years before the advent of the digital economy, decisions were made and implemented at the state level to create new industries, such as the "E. Learning industry", create virtual universities, and create conditions for

the independent transformation of existing universities into electronic, virtual, and network universities and Smart universities. The development of digital technologies displaces "routine" work from universities, and the digital economy requires teachers to create effective pedagogical methods for developing students' self-organization and planning skills, where motivation contributes to the individualization of education [1-2].

Research methods: when writing the article, methods of analysis and synthesis of materials from reports of universities and research institutes of Uzbekistan were used.

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Discussion. The research Institute for statistical research and personnel retraining of the State Committee on statistics of the Republic of Uzbekistan has created a system for educational and methodological support of the educational process, which is a social network for teachers, students of courses, with educational content, evaluation and feedback systems [3-7]. Western countries pay attention to the academic requirements of students, but the level of these requirements varies. For example, the UK or Denmark require students to simply be active in their studies. In Norway, exams are required to pass according to the plan. In Sweden, students must take the course exams within a set time period. In the Netherlands, since 1996, basic grants have been replaced by performance-related grants. Research centers in Europe, when studying current trends in the world's educational systems, have increasingly begun to talk about the Asian model of education, which combines the educational systems characteristic of Asian countries and borrowed from outside this continent, institutional structures and management elements of these systems, in particular, from the United States and Great Britain. Special attention is paid to the structure and content of education in Japan, as well as in the four other "Asian tiger" countries (South Korea, Taiwan, Singapore and Hong Kong). Their powerful breakthrough to the world market is largely due to the correct choice of priorities in the educational process. In terms of small areas, the virtual absence of any significant mineral resources, these countries have invested in education. According to their governments, only a highly educated person with their intellectual abilities and innovative attitude will be able to lead these countries from the category of poor and technically backward to the trajectory of rapid progress and achieve an "economic miracle". Later, leaders of Malaysia, China, India, Turkey and other Asian countries with diverse natural resource potential began to adhere to similar views on the role of education. National and historical traditions and the mentality of the people of these countries have been instrumental in achieving good results in education and related scientific and technological progress. A characteristic feature of modern Korean consciousness remains the cult of higher education received at one of the most prestigious universities. Korean higher education is both egalitarian and elitist. On the one hand, the government consistently and consciously pursues a policy of "equal opportunities" in access to higher education, on the other-Korean universities form a clear hierarchical pyramid, in which the "quotations" of diplomas from different universities may be different. This balanced and well-thought-out policy has produced positive results. By 2005, 97% of people aged 25-34 in South Korea had a higher education. This is the highest indicator for all countries with highly developed production. By comparison, in the 1960s, South Korea's national

income was lower than Mexico and South America, and in terms of educational qualifications, South Korea was among the lowest in the OECD's 30-country ranking. The success is that the country has managed to change the attitude of its population to education and respond adequately to the increase in demand. In Japan, 42% of the working-age population aged 25-65 have a higher education. This is due to the high level of automation of production in the country, which requires highly qualified training from representatives of the working profession. Today, there are about 600 universities in the country, including 425 private ones, where about 2.5 million students study. Japan's higher education system is unique, where, despite all the transformations of recent decades, it still remains one of the most conservative and original in the world. But through educational reforms, Japanese society was being updated: starting with the first modernization at the end of the XIX century, which laid the foundations of Japanese higher education on the Western model, and ending with the last world forms directed against the traditional isolation and total dependence of educational institutions. The reform initiated by the government in 2001 is to reduce the number of higher education institutions by merging them into University corporations that have more independence. Corporations not only get ownership of University buildings and land, but also almost complete autonomy. This will increase the responsibility of the University for the quality of its diploma, and encourages management to step up activities aimed at establishing links between science and business. Corporations create unique programs and curricula, finding their own University specifics and taking full advantage of the freedom of liberalization and diversification policies. A positive consequence of the reform was the beginning of the process of integration of universities and research institutes. Cooperation between business and education, integration of research centers and universities, administrative autonomy of universities these are the main achievements of the education reform in Japan are the most advanced. China has a multi-stage system of higher education. Over the past 5 years, the number of universities in the country has almost doubled and by 2007 was 2,200 units. All students must pay for their education in China, and there is a scholarship system. Graduates of higher education institutions are employed independently or enter graduate school. Chinese universities can send students abroad for study and internships. China ranks first in the world in terms of higher education. In the UK's theTimes ranking, six Chinese universities were ranked among the world's top 200 in 2009. Peking University is ranked 52nd on this list. The prestige of Chinese business schools has grown, and one of the best universities is the Shanghai CEIBS, in the Financial Times Executive. Although all higher education

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institutions in China are run by the state, there is no single program for all higher education institutions. Each University develops not only teaching methods, but also sets its own forms of control over students' academic performance and the quality of teaching academic subjects. Unlike European and American universities, where one institution can train specialists in hundreds of different specialties, Chinese universities have a strict specialization: here are pedagogical, technical, linguistic and other higher educational institutions. It is necessary to note the cooperation of Russian universities with innovative business, for example, the signing in April 2006. Agreements between Rusneft and Moscow state University to establish the "Higher school of innovative business of Moscow state University" with the status of a faculty on the basis of Moscow University. These models do not exclude various options for the transfer of certain powers by the Ministry of education to other bodies as part of the creation of new types of educational institutions. An example is the creation of branch universities.

For the conditions of Uzbekistan, it is preferable to use the model of European innovation systems, where the liberalization of the education management system gives sufficient independence to educational institutions when making significant decisions for the University. Uzbekistan's labor market is full of economists and lawyers, while the industry has a real shortage of middle-level managers, engineers and technical managers (unlike, for example, India, which has placed a special emphasis on training engineers). In order to provide their staff with an appropriate level of training, the interest of industrial groups in the field of education has increased significantly recently. The most important direction of the country's education reforms is to limit state regulation and, at the same time, expand the independence of universities in the organizational, financial and, in fact, educational spheres. In countries from the so-called "elite list", this trend is determined by one of the fundamental principles of higher education. Based on world experience, there are three main models for delegating the powers of a Central state body (Ministry) [8-10]:

- powers are transferred to a regional management body;

- specialized Agency (intermediary organization);

- directly to higher education institutions.

In Uzbekistan, the use of this approach is difficult due to insufficient administrative and managerial capacity at the local level, which risks turning this organization into an analog of the Ministry. Within the framework, the role of the Ministry can be reduced to strategic management. And all other operational and tactical management should be decided by the universities themselves.

To provide the economy with personnel who already possess certain competencies in the field of digital economy, not only the introduction of new disciplines in the educational process of higher education institutions plays an important role. The modern educational infrastructure is being transformed by new technologies and modern education platforms, and a significant part of educational services is being transferred to the distance and online format, which allows universities to interact more actively with information technology partners to create online educational programs, build more effective individual educational trajectories of students, and create new opportunities for organizing independent individualized learning via the Internet.

Conclusion.

Thus, one of the basic principles of the digital economy is implemented in the educational environment: "the consumer becomes a full-fledged participant in the chain of creating the product or service they consume. It is necessary to reduce the shortage of specialists in the field of digital technologies [11]. The transition to a new technological structure will allow us to solve the training of personnel for high-tech industries. The potential of any country can be increased both in terms of the level of human capital development and the potential of this resource due to the high level of primary, secondary and higher education. However, the current system of education and training indicates the need for additional efforts in the future to develop the labor force and prepare the country's population for the fourth industrial revolution.

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THE NATIONAL ARCHIVE OF UZBEKISTAN IS A SOURCE ON THE HISTORY OF THE TURKESTAN ASSR WATER DEPARTMENT

Abstract: This article examines the activities of the Turkestan Water Resources Department and the history of the irrigation system on the basis of the archive funds of the Turkestan ASSR which kept in the National Archives of Uzbekistan. The article also analyzes data on measures for the use of the main water resources of Turkestan and their use to improve the irrigation system.

Key words: National Archive of Uzbekistan, Turkestan ASSR, The Soviet government, Central Executive Committee of the Turkestan ASSR, Agricultural Commissariat of Turkestan, Zarafshan, Ferghana, Samarkand, Syrdarya, Department of Water management.

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Introduction

The economy of Uzbekistan has long been specialized in the agricultural sector, with a particular emphasis on the water and land reclamation. Therefore, the study of historical experience in this area is of great practical and scientific importance.

The Soviet government recognizes the importance of water management in the cultivation of raw cotton in Turkestan and pays close attention to this issue. In 1918 the Main Department of Water Resources was established in the country. The Department has been tasked with developing, establishing, and implementing water reform in the country.

MAINBODY

Specifically, the Central Executive Committee of the Turkestan ASSR (R-17 Fund), the People's Commissars' Council (R-25 Fund), the People's Commissariat for Agricultural Affairs (R-29), and the Main Department of Water Resources at the Turkestan ASSR. The fund R-215) contains important facts, diagrams, maps, geographical information on these problems, as well as important documents related to

the history of TASSR irrigation system reforms. This information is widely reflected in the annual reports of the relevant organizations, orders, orders, instructions, decisions of councils and meetings, etc [1, p.50-54].

Information from these sources, during this period by the government order in Zarafshan, Fergana, Mirzachul oases, GK Rizenkampf, BK Lodygin, VA Engineering scientists such as Vasilev, N.A. Dimo, F.P. Morgunenko, S.M. Kubatov, V.F. Bulaevsky prove that they have implemented many irrigation programs[2, p.79].

The Turkestan MRC R-17 fund of the Central State Archive has a document titled "Historical Essays on the Condition and Development of Water Works in the Country," which contains statistical data on soil composition, characteristics, local irrigation facilities and their condition. It analyzes water regulations and laws in Central Asia from the earliest to the 1920s [3, p.29].

This historical document can be considered as a source of valuable information on the history, politics, soil science, historical geography and historical toponymy of Turkestan.

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It analyzes the work done in the field of water management in the regions from 1921 to 1922, highlighting the violations and the work done by the labor force.

The documents show that, during the period of Russian occupation of Central Asia, the imperial country administration paid great attention to the agrarian sector in order to turn Turkestan into a source of raw cotton, but there were no significant changes in 50 years. In 1877, the rules for temporary use of water were developed. In 1886, the regulations on the administration of the Turkestan country included certain articles.

According to the source, in 1888 the guidelines "on the rights and obligations of county superintendents, aryk-aksakal, mirabs and water workers" were in force during the colonial period. In addition, between 1888 and 1907, an average of 30,000 rubles was allocated to water management activities a year. From 1907 to 1916, sometimes 150,000 rubles were allocated. According to reports, after the October 1917 coup, the water management system in Turkestan was in a critical state, and the restoration of waterworks required a large workforce. As a contributing factor to the plight of the water economy in the country, the absence of a single irrigation management system, cases of misuse of water, command, and formalization. The area of irrigated land during the First World War was 2,400,000 deciles (2,619,360 hectares), but by 1920 it had dropped to 1,400,000 deciles (1 527,960 hectares) [4, p.29].

It should be noted that in 1920 there was a major natural disaster in Turkestan, in the spring floods hit Zarafshan, Syrdarya and other rivers, flooding 547,700 hectares (500,000 hectares). The economy of the republic suffered from the floods. Some archive documents show that the Tajan and Murghab rivers suffered severe damage to the distribution points of the Zarafshan water system in the spring of 1923. In the main and other parts of the Dargham river, 100,000 deciatine-producing lands have been depleted, and the Shahrihon area of Ferghana region has been left untouched by up to 150,000 hectares in Andijan [5, 17 fund].

The decline of 54.4% of irrigated land between 1914 and 1920, that is, within 5-6 years, was a huge loss. One of the main reasons for this situation was the fact that during the military operations in Turkestan many facilities were damaged. In Fergana, for example, irrigation systems on the Zarafshan, Chirchik and other rivers have collapsed as a result of the breakdown of all canals and canals. In the three main provinces of Turkestan (Ferghana, Samarkand and Syrdarya) the total area under cultivation decreased by two times. In 1915 this figure was 2,636,920 deciatine (2 877 934.4 hectares), in 1920 - 1 252 709 decyatines (1,367,206.6 hectares), and irrigated arable land - 1,960,262 deciles (2,139,429.9

hectares). from 955 888 desyatina (1 043 256,1 hectares) [6, p.65].

In 1921, a number of changes were made to the activities of the Water Department in an effort to improve this situation and to provide short-term access to raw cotton. For these activities, research departments, libraries and technical archives were established in each region. Activity of the Department is regulated, registration is organized. In 1921-1923, the RSFSR Council of People's Commissars awarded Turkestan 9,000,000 rubles for water management. The water management sector has two main areas. On the one hand, there was a research on the restoration of waterworks that had been destroyed during the military operations, and on the other, the research needed to build new irrigation systems. The fact that experts from other republics have been invited is also reflected in the Turkestan NSC documents. In particular, hydrotechnical specialists were invited from Tbilisi in 1920. Depending on the condition of the facilities in some areas of the republic, the entire water economy branch in Turkestan is divided into 30 constituencies [7, 68].

The annual report of the Chairman of the Department of Water Management dated January 28, 1921 states that the water sector in Turkestan is in a critical condition. Then, on February 12, 1921, the Turkestan NSC adopted resolutions "On the Use of Water in the Turkestan ASSR" and on March 23, "Natural Obligations in the Cleaning and Repair of Water Supply Networks". It outlines the rights and responsibilities of water management, the use of water management, the use of hydraulic facilities in water management, the control over water use, and the protection activities [8, p-19].

Analyzing data on the state of water management in the provinces and regions, a new draft law on the use of water has been developed in consultation with the Commissioner of Public Agriculture. The law stipulates natural obligations: "Each water user group, including the city as a public institution, must participate in the repair of the waterworks system with the necessary construction materials and equipment. Two comments have been made to this paragraph, saying that the state will provide the public with money and repair the state-of-the-art facilities, which require large funds. Clause 40 of the Law states that the work on the involvement of the population to natural obligations within the prescribed period shall be controlled by the relevant administrations and institutions (Executive Committees, Commissions, Police), and immediately involved in natural disasters. The statutes, published at that time, were also mentioned in scientific monographs [9, p.13].

The country's largest water resources say that the Amudarya, Syrdarya, and Ili rivers are the largest rivers in the region, followed by Zarafshan, Kororat, Chu (the river that flows through the Issyk-Kul Lake).

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For example, as a result of 10 years of observations by the Hydrometrical Department of Water Management, on average, the Amu Darya is 205 cub. About the movement of water to the saj and the river flow (as a general description of the Syrdarya), the minimum amount of water is winter, which increases with March and increases the water volume from April, the second part of May and the maximum amount of water by June. then decreases to the beginning of August and will continue until December). The local irrigation facilities are mainly transmitted from the rivers of the second level. The Amudarya and Syrdarya canals are small, mainly crossing the upper and lower reaches. In the middle there are very few canals. For example, the main highways (rivers and canals) cross the Naryn River and the Kara-Darya in the upper Syrdarya river. In the Syrdarya slopes (Perovsk and Kazalinsk districts), there are large turns, with water pumps rising each year, resulting in

water levels above their valley during the summer and spring floods. At this time, spontaneous water leakage (samotyok) occurred and was used for field irrigation. For example, over 30 small ditches were used from Syrdarya to Kazalinsk district during floods[10, p.18-20].

CONCLUSION

In conclusion, it can be said that, the National Archive of Uzbekistan contains valuable historical archival documents on the history of the Turkestan irrigation system in the funds R-17, R-25, R-29, R-215 of the Turkestan ASSR.

Free services of the population played a key role in the restoration of the irrigation system.

The main goal of the Soviet government in reforming the irrigation system in Turkestan was to develop cotton growing and turn Turkestan into a raw material base for cotton.

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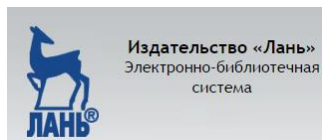
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