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Dimitriy Valer'yevich Tkach
National Institute of business
PhD in Economics, Docent,
Moscow, Russian Federation
tkachenkodm@rambler.ru

Konstantin Ivanovich Kurpayanidi
Fergana Polytechnic Institute
PhD in Economics, Docent,
Professor of the Russian Academy of natural Sciences,
Fergana, Uzbekistan
w7777@mail.ru, konstantin@ferpi.uz

SOME QUESTIONS ABOUT THE IMPACT OF THE COVID-19 PANDEMIC ON THE DEVELOPMENT OF BUSINESS ENTITIES

Abstract: The article deals with some issues of the impact of the global pandemic on business entities. The authors put forward several options-forecasts. The article proves that the current crisis does not have a systemic basis. The paper substantiates the need to focus the state's efforts on supporting all small businesses, while large businesses should become a support for the state, which has a significant resource for the effective withdrawal of the Russian Federation to the post-coronavirus world.
Key words: government support, crisis, small business, COVID-19 pandemic, business development.
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Introduction

The spread of the coronavirus and the restrictive measures imposed everywhere in countries, along with self-restrictions of the population, have had a rapid impact on both national economies and the global economy as a whole. It is also worth noting the non-systemic nature of this crisis and its special nature of development: first, the economy is falling not from the disease and virus, but from the measures taken by the state to stop it; second, the key feature of today's crisis is a controlled decrease in activity due to government actions; third, the distribution of costs is extremely uneven due to the complete shutdown of some industries, the transfer to a remote format and work in compliance with strict sanitary and epidemiological measures [1,3,7].

Literature review

From the end of 2019 to the present, Russia has seen a growing interest of researchers in studying the state of the economy in the context of a pandemic. It is worth noting the scientific articles of such experts as Karavaeva, Bukhvald, Soboleva et al.,; Drobot, Erokhina, Dzhergeniya, Lev, Kolpakova, Ivanov, Lev, Leonenko, Leshchenko, Solovyova, Makarov, Shirokova, Arutyunyan, Putintseva, Shapiro, Pechatkin, Torkanovskiy, Tsvetkov, Dudin, 2020 and others.

Main part
The empirical part of the study

As empirical base of the study consists of data from the International Monetary Fund (IMF), Bloomberg, Bank of Russia, Ministry of economic development of the Russian Federation, Federal state statistics service of the Russian Federation, the Center

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for macroeconomic analysis and short-term forecasting, analytical center "NAFI", Center for strategic research, etc.

Results

In this study, the authors put forward several hypotheses to prove or disprove:

1. Big business has a significant margin of safety, and the COVID-19 pandemic does not significantly affect its functioning.

2. Small businesses do not have a safety cushion and are not ready to provide for themselves during this period, and it is difficult to get state support due to reasons related to the size of the business, the specifics of its activities, etc.

3. Russia is entering this crisis with a certain economic baggage, which, with effective government decisions, will contribute to the stabilization of the economy and a smooth exit from the crisis.

Business and the pandemic

As you know, a number of external and internal factors affect the efficiency of enterprises. In this regard, enterprises analyze the risks associated with changes in the internal and external environment, adapt their business to changes in the country and the world [9,13,15]. However, some factors that have a low probability of risk occurrence can sometimes cause more damage than factors with a higher probability of their occurrence. An example of this situation is the coronavirus pandemic that has gripped the world since December 2019. Below we will analyze the dynamics of the situation in Russia "in numbers". Data from the second decade of March 2020 to October 30, 2020 were taken as the time period for the analysis. The choice of this particular period for analysis was motivated by the following considerations:

1. Until March 10, the number of people infected with COVID-19 coronavirus infection in Russia was calculated in units and was statistically insignificant. This also helps to minimize market failures caused by the friction between Russia and OPEC+, and the resulting decline in the cost of oil on world markets and the 10-15% devaluation of the Russian ruble that followed.

2. in Russia, the self-isolation regime was introduced by Russian President Vladimir Putin from the last days of March, which allows us to assess the economic trends both before and after this event.

3. Analysis of statistical data for one month (October 2020) is more than enough to see the reaction of the corporate segment to changes in the business environment.

So, in Russia, during the analyzed period, there was a sharp exponential increase in the number of people infected with COVID-19.

Analyzing the Chinese and Italian scenarios for the development of the pandemic, the President immediately announced decisions to counter the increase in the number of cases during his address to the population of the Russian Federation on March 25, 2020. In particular, measures were announced for self-isolation of the population, for providing business support measures, for modernizing tax rates, etc.

We will analyze how these orders were implemented based on official data.

1. at the beginning of the self-isolation regime, a positive attitude of the population towards it was observed everywhere. People got the opportunity to "rest again", the finances of the population did not suffer serious losses during this period (29.03.2020–05.04.2020).

2. Further, with the extension of the self-isolation regime, the financial cushion of the population, a significant part of which cannot work remotely due to some specifics, began to thin out. At the same time, it became clear that the state could not provide the income level of self-isolated individuals, including through subsidies, nor properly control the movement of the population. As a result, a significant part of the population began to violate the established regime and attend work (including by the "partisan method"). All this resulted in a clear and steady decline in self-isolation indices.

The conclusion is obvious: representatives of small and medium-sized businesses, seeing the lack of support measures from the state and not knowing a clear deadline for the end of restrictive measures, decided to take care of themselves. Unfortunately, this approach is fraught with the development and strengthening of negative feedback, as a result of which the epidemic will only gain momentum and instead of a potential month and a half, it has all the chances to last at least 6-9 months or more.

The analysis shows that only the introduction of strict measures in Moscow, such as digital passes and huge fines, is an effective means of blocking the movement of the population around the city (in recent days, there has been a more stable dynamics).

On the other hand, the situation with large businesses is noteworthy, which during the period of restrictive measures does not incur serious losses, since it enjoys the full support of the government. In particular:

▪ On April 15, 2020, the Russian leadership made a proposal to allocate 23 billion rubles to support Russian air carriers that were seriously affected by the spread of the COVID-19 coronavirus infection;

▪ for a number of strategic enterprises, the state provided loans with state subsidies in the amount of the key rate of the Bank of Russia, moreover, half of the loan is secured by state guarantees of the Ministry of Finance of Russia;

▪ 3.5 billion rubles were allocated to reimburse the costs of tour operators associated with non-refundable air transportation tariffs, as well as to organize the export of tourists from foreign countries

where there is an unfavorable epidemiological situation.

There are other similar examples of government support for large businesses.

As a result, it can be concluded that as of the end of June 2020, large businesses practically did not suffer losses (at least according to external indicators) due to coronavirus infection.

In General, it can be noted that the self – isolation regime had almost no effect on the market value of Sberbank shares-the maximum deviation of the value of one share from the average value for the entire analyzed period was 8.67%, which fits into the normal dynamics indicators.

As for the share price of JSC Aeroflot, it is obvious that the company's share price has declined somewhat even before the introduction of the self-isolation regime and before the measures announced by the President to support the industry. However, in the future, after the termination of mandatory days off at the beginning of April 2020, the positions were won back, and the exchange rate stabilized by the end of the month. In other words, we can state that JSC Aeroflot was quite stable in the eyes of investors at the end of April 2020.

The MICEX and RTS stock indexes are also fairly stable during the analyzed period.

Additional evidence of the absence of a negative impact of the COVID-19 pandemic on the Russian corporate market segment is the lack of correlation between the number of people infected with coronavirus infection in the country and the indicators analyzed above [4,14].

The analysis shows that for all the above dependencies, the coefficient of determination has a value significantly less than 50%, i.e. it is impossible to talk about the presence of a relationship between the indicators.

Thus, the first hypothesis was confirmed: large businesses do not suffer serious losses as a result of the current situation.

As for representatives of small businesses, according to data obtained from a survey initiated by the Agency for strategic initiatives, compared to last year, 84.03% of small businesses in the country have reduced revenue.

Among the main problems today that hinder the harmonious development of business, there is a drop in demand for manufactured goods and services, difficulties in doing business due to restrictions imposed at the state level, the need to fulfill obligations to pay wages, rent payments, and additional costs associated with the growth of the currency exchange rate, etc[5,10,11]. The drop in demand for goods and services is currently observed in various sectors of the economy, but the most affected are tourism, trade, transport, catering, service and entertainment, fashion and beauty industries, and others.

Business representatives at the time of the growing epidemiological crisis are taking various local measures to level the scale of damage to business, as well as at the state level, all possible support is provided for large and small businesses in the country, namely:
- measures to preserve jobs;
- tax support measures (changing the procedure for paying VAT, canceling taxes for small businesses);
- measures on credit conditions (prohibition on early repayment of loans and deferred payment of loans for a year).

In General, entrepreneurs are pessimistic about the effectiveness of government support measures for business.

Thus, it is established that small businesses will suffer the most damage as a result of the coronavirus pandemic.

Nevertheless, the Russian Federation has approached this crisis with quite "favorable" prerequisites:
- low level of public debt (less than 15% of GDP compared to the global average of 80%);
- significant level of reserves (about 10% of GDP in the NWF);
- relatively low inflation rate;
- non-zero Bank interest rates;
- an adequate package of assistance to business is not related to economic components, but to political actions [6,12].

Thus, according to the third hypothesis, we can say that with competent political actions, the Russian Federation is able to overcome the existing non-systemic crisis and get out of it, minimizing the damage.

Conclusion

After analyzing the current situation in the Russian Federation against the background of the developing coronavirus pandemic, the authors come to the following conclusions:

1. Compliance with the self-isolation regime allows to contain the spread of infection, but not all citizens and businesses have sufficient funds for a long non-working period.

2. Big business does not incur serious financial losses and will be the basis on which the country can rely in the process of overcoming the current situation.

3. The most affected category is small businesses, especially in the service sector, as the risk of "contact" infection in such enterprises is the highest. Switching to remote work and developing their business on the Internet allows business representatives not to bring their enterprise to bankruptcy, and only 21% of respondents are not sure that their businesses will be able to continue working and keep their jobs after the pandemic. However, not

everyone took advantage of the support from the state for various reasons.

4. Russia has a significant potential for a "soft" way out of this situation if two conditions are met: self-isolation of citizens and effective decisions taken by the state to control the spread of the pandemic and support businesses. In other words, the main role in overcoming the current situation and crisis is played by the state.

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QR – Issue   QR – Article

Manzura Shamsitdinova
Tashkent State Law University
Acting Docent, Foreign Language Department,
Tashkent (Uzbekistan).
manzshams@mail.ru

IMPLEMENTATION OF IT AND ICT INTO EDUCATION: MULTIMEDIA TECHNOLOGIES IN CREATING AND USING ELECTRONIC BOOKS

Abstract: The article deals with the planning, creation and use of multimedia books in the educational process. Radical changes in all areas of life, innovations in science and culture, transformations in the field of methodical science led to the need to modernize the education system. The authors of the article analyze the need to develop and test standards for the creation of electronic textbooks and textbooks that meet modern social and psychological requirements of the public education system of our republic. The authors argue that the use of electronic resources in the process of learning foreign languages greatly stimulates the development of speech, and most importantly - affects the initiative of learners and students, contributes to their active participation and increases interest in learning the language.

Key words: Computer Programs, Culture, Skills, Multimedia, Cultural Communication, Contacting Cultures, Innovations, Foreign Languages, Learning Process, Technological approach, Cognitive Process, Language Picture of the World, Electronic Textbook, Multimedia Tutorial, Learning Efficiency, Modernization of the Education System.

Language: English

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Introduction

The rapid development of economic, political and cultural relations of the Republic of Uzbekistan with other states and interstate integration in the field of education in our country and in the world community have demanded the transformation of the entire system of training and education of the younger generation. Therefore, such problems as language and culture, the dual role of language and culture in the development of society, the formation of full interpersonal and intercultural communication are being regularly updated today.

The art of communication has acquired global importance today, because on this basis the relations, mutual understanding and interaction of both individuals and entire nations and states are maintained.

II. Research area

There is need to improve the content of the education system in the Republic of Uzbekistan at the present stage, especially taking into account the transition from man-made to anthropogenic civilization, humanization of education, mastering the achievements of both national and universal world culture. In turn, this necessitates the introduction of innovations in the educational process in order to improve the quality of training young people. This fully applies to the method of teaching languages in the secondary school with the Uzbek language instruction, in lyceums, colleges and non-linguistic universities. Here we have two main problems in mind.

The first problem is that one of the obstacles to intercultural communication is the national – specific characteristics of the contacting cultures, which creates serious difficulties in the study of languages by learners and students, which, naturally, requires

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carrying out appropriate linguistic and linguo - didactic research.

The second problem is the need to create, test and introduce into practice the teaching of new pedagogical technologies and teaching aids, because the technologies used today do not provide an adequate level of assimilation of program material in terms of forming (along with language, speech and communication) cultural competence of students, which negatively affects the quality of intercultural communication that is in great demand both in the modern world and in the multinational Republic of Uzbekistan.

And the most essential component in the multifunctional process of intercultural communication is language, since "the language of a people is its spirit, and the spirit of a people is its language, and it is difficult to imagine something more identical" [1, p. 359]. The modern degree of communication resources has opened up new horizons for humanity on the field of educational activity, but at the same time it has set new tasks.

A.V. Sokolov, revealing the meaning of the term "post-neo culture", writes that "this is a computerized world with multimedia channels and cultural heritage stored in distributed memory of computer networks. This is the time of the domination of communication - electronic communication. The formation of electronic communication is not yet complete. There are experiments on speech input and output of information in computer systems" [2, p. 145].

"Electronic communication is based on space radio communication, microelectronics and computer equipment, and optical recording devices" [2, p. 147].

When the Internet has become a global communication channel providing worldwide multimedia messaging, the e-book comes out on top, pushing the book, the video.

A.V.Sokolov distinguishes between the following levels of communication culture: literature - literacy - multimedia.

Literature is a level of communication culture when all cultural meanings are transmitted in social space and time through oral communication.

A book is a state of culture when basic cultural meanings are transmitted through document communication. The bookishness is divided into the following generations: handwritten book, typography and machine polygraphy.

Multimedia is achieved when the basic cultural senses are transmitted through electronic communication [2, p.232]. The widespread use of computers and computer technologies in the education system of the Republic of Uzbekistan is an urgent task. The development of electronic textbooks and teaching aids in our country in the framework of the practice of highly developed countries and educational system programs is a requirement of the time. We need to develop and test standards for the creation of electronic textbooks and textbooks that meet modern social and psychological requirements of the public education system of our republic.

Radical changes in all areas of life, innovations in science and culture, transformations in the field of methodical science led to the need to modernize the education system. One of the possible ways for further development of this area is innovation, namely managed processes of creation, perception, evaluation, development and application of pedagogical innovations. This concerns the content of education, methods and forms of training and education, organization and management of the work of educational institutions, etc.

According to A. Gracheva, innovative approaches to learning are divided into two main types, which correspond to the reproductive and problem orientation of the educational process.

1. Innovations - modernization, modernizing the educational process, aimed at achieving guaranteed results within its traditional reproductive orientation. The underlying technological approach to learning is primarily aimed at giving knowledge to students and shaping modalities of action, focused on highly efficient reproductive learning.

2. Innovations - transformations that transform the traditional educational process, aimed at ensuring its research character, organizing search educational and cognitive activity. This search approach to learning is aimed at developing students' experience in the independent search for new knowledge, their application in new conditions, the formation of the experience of creative activity with the development of value orientations"[3, p.17].

Naturally, the reproductive and problematic orientations of the educational process give rise to two main innovative approaches: technological and search. If the first approach modernizes traditional learning based on the prevailing reproductive activity of students and defines the development of learning models as an organization for students to achieve clearly defined learning standards, the second approach transforms traditional learning based on students' productive activities and defines the development of learning patterns as initiated learning

It is clear that the opportunity to independently develop a new experience, methods of actions, personal meanings is developed within the framework of the second approach to learning.

When creating electronic multimedia textbooks, a search-based approach to learning should be used, which makes it possible to create conditions such as involving learners and students not just in activities, but in creative activities (creative, independent) activities, due to: 1) the type of learning activities (observation and practical action prevails over listening or is accompanied by it), 2) the logic of the cognitive process (induction prevails over deduction), 3)the psychology of the cognitive process (analysis

through h, the connection of intuitive and logical, associative and heuristic mechanisms), 4) the source of knowledge (based on the image, on the visibility, acquiring a new function in innovative training) "[3, p.18].

In the development of innovative teaching methods, taking into account the unity and connections described for the learning process described by Yu. K. Babansky [4, p. 9] plays an important role. This, above all, the unity of teaching and learning; the more diverse the sensory perceptions of the educational material, the more firmly it is absorbed; the inability to achieve the desired effect in the allotted time, if not provided the proper motivation of this activity, a positive attitude towards it; the effectiveness of training naturally depends on the choice of optimal combinations of teaching, stimulating and controlling methods; the effectiveness of training is naturally determined by the choice of forms of training and the availability of optimal teaching and material, moral and psychological conditions for learning.

A large role in innovative learning is played by the teacher's choice of such methods and means of learning that contribute to involving learners in active work, creating for each student the condition for achieving optimal participation in the learning process. In our opinion, in order to achieve the goals of innovative education, it is very productive to use a computer as a carrier of a training program that allows students to visually see in the dynamics many processes that were previously formally absorbed from the text of a textbook or tutorial.

Nowadays many researchers refer to democratization, humanization, and implementation of innovative strategies in a situation of computerized education as the main trends of innovation processes. A computer makes it possible to simulate certain processes and situations, choose from a number of possible solutions the most optimal according to certain criteria, i.e. significantly expands the possibilities of visual methods in the educational process.

As you know, by the nature of the contribution to the theory and practice the innovative technologies are divided into theoretical and practical. If researchers include new concepts, approaches, hypotheses, trends, patterns, classifications, principles in teaching and education, teaching methods, obtained as a result of research and development activities, which are the basis of innovation processes, then new innovations include new methods, rules, algorithms, programs, recommendations in the field of didactics, educational theories, technological teaching aids, demonstration equipment, training and control devices, models, devices, audiovisual tools.

There are the following types of e - learning products: skills training, educational and introductory exercises, educational games, mastering the concepts, modeling, etc.

Multimedia is a complex concept meaning a code, a collection of chances, possibilities, multi – conditionality that exists in all modern computers [7].

The use of multimedia contributes to mastering the skills of active speech communication. The basis of multimedia learning is the text. Types of work based on the text and in connection with it help to overcome the barrier between the classroom and the real situation of communication, facilitate the transition to the conditions of real communication. When using multimedia, a complex and visual presentation of educational material takes place and self - control skills are formed.

The development of hearing and pronunciation skills is carried out on the basis of a whole coherent text or its fragments. Introduction of multimedia into the learning process (for example, reading literary works by a speaker) forms the skills of perception of sounding speech, in - depth understanding of the interaction of linguistic (lexical and grammatical and into national design) and extra linguistic means during the formation of the meaning of the statement in the sounding speech.

The use of multimedia in the process of teaching oral speech greatly stimulates the development of speech, and most importantly - influences the initiative of students, contributes to their active participation, generally increases interest in learning a language.

Multimedia, attracting the attention of the student, promotes interest in the topic that is being studied, the accumulation of cross-cultural knowledge, thereby allowing to significantly improving the quality of language classes.

It seems that the systematic use of multimedia opens up broad prospects for use various language materials in classes, techniques and teaching aids, which, of course, greatly intensify the learning process. The problem of the impact of multimedia on the student deserves special consideration.

The use of multimedia, representing the current level of technology, raises the prestige of learning foreign languages [8, p. 9] The use of multimedia is a very difficult problem and is a complex of issues of linguistics, psycholinguistics, pedagogy, psychology, computer science and other fields of science, the achievements of which must be considered when introducing multimedia into the educational process. Practical experience shows that the appropriate and systematic use of multimedia can greatly help students in improving the quality of language skills, enhancing linguistic competence and acquiring communication skills [10].

As it is known, motivation is one of the basic conditions for any successful human activity, including training. It is also a central factor in learning. To create a high and stable level of student

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motivation, it is now necessary to look for special mechanisms that stimulate and increase the student's creative activity. In the educational process, the factor that stimulates motivation can be multimedia, which includes exciting educational material that enhances the emotional background of the activity. In addition, multimedia helps to create a linguistic environment in the audience, which contributes both to the improvement of phonetic and lexical skills and abilities, as well as a solid mastery of cross - cultural information.

Thus, the functional and informational and didactic capabilities of multimedia transform it not only into a source of information, but also into an instrument of knowledge capable of connecting the illustrative - explanatory method with the process of searching and acquiring knowledge.

The visualization of educational material, the connection of the graphic series with sound and auditory, visual dialogues, movement, color provide a figurative transfer of information have an emotional and aesthetic impact on students, create prerequisites for problem-based learning. Dynamism, sound, movement and image, demonstration of individual fragments, close-up, multi - aspect image, course of action, frame slowdown, combination of the sound of the narrator's voice with the image, as well as contextual clarity, different types of independent tasks and feedback - all this increases the arsenal of methodological techniques used in electronic resources help the teacher to more effectively manage the pedagogical process [11].

With the modern communicative method of language teaching, scientists consider communicative activity in three aspects: 1) as free communication in real time through the use of electronic networks; 2) as an interactive dialogue interaction of the student with the computer (human-machine dialogue) and 3) as the communication of students in the process of working with an electronic program [12, p.13]. It is clear that a computer can perform several functions: communicative, training, controlling, teaching, but one should not forget that the computer is also a means of supporting the activities of the teacher in improving the organization of the learning process.

Due to the possibilities of implementing all the above functions, the computer is most often used in the process of self-study and homework of university students. Using electronic materials, learners and students independently prepare messages, select additional information and didactic material, copy the necessary material according to the play pattern, and make visual aids, draw up albums. Electronic resources, according to our observations, are an effective tool for remote language learning of students in rural schools of our Republic .It is very essential nowadays in the period of pandemic.

In our opinion, when there was (and it still continues) a revolution in the technological possibilities of providing communication (the invention and spread of the Internet), there is an active construction of a new pedagogical theory based on the patterns of the use of inter - individual communication provided by computer tools for didactic purposes. Such training is called "online" distance learning, elements of which are used with the invention of interactive television.

In other words, it can be said that electronic multimedia educational resources form the process of communication in the distance learning in the conditions of intercultural communication are very vital.

In this situation, we can create the language learning programs for our students with the help of multimedia technologies. The use of interactive methods in the educational process – is the requirement of time. The purpose of this is the formation and improvement of the skills of mastering innovative educational technologies taking into account state standards and modern curricula, as well as their application in professional activities.

The computer, being a practical innovation, allows use multimedia within the framework of consideration of semantic communication of a person and a computer. Multimedia significantly stimulates the development of oral speech, and most importantly - develops the initiative of students, contributes to their active participation in the learning process as a whole, and significantly increases the interest in learning the foreign language.

The creation, planning and use of high-quality e-learning multimedia books is a complex process that requires a lot of time and effort of language teachers, involving the active participation of linguists, methodologists, psychologists, cameramen and designers. The result of this creative work is that electronic multimedia books, can be used both in the traditional methods of teaching languages and in the newest educational technologies. It is intended for students of non-linguistic universities, studying the course "New pedagogical technologies", methodologists, practicing teachers who are interested in questions of new forms and methods of teaching, studying problems in teaching languages. Thus, we came to the conclusion that one of the main obstacles to intercultural communication are the national and specific features of the contacting cultures, which create certain difficulties in learning languages. This position has a special social and political significance, especially now when Uzbekistan has entered the world arena and intercultural communication has become very important.

III. Conclusion
As practice has shown, the implementation of innovative strategies in a situation of computerized learning helps to significantly expand the possibilities of intercultural learning. Taking into account the

achievements of linguo - didactics, generalization and organization of experimental studies and analysis of their results led the authors of this article to the logical conclusion about the need and feasibility of developing and creating new, computer multimedia programs for the continuing education of the younger generation.

All considered above, computer technology is the easiest and most convenient method of introducing educational material.

Having studied the works of leading methodologists, the basis of which the system of principles that is based on the personal activity and management approaches, we identified several principles of teaching in a modern school and university. The study has shown that the experimental training conducted by the authors of this article using electronic multimedia resources, made it possible to maximize the quality of language teaching, individualize the training and ensure the high efficiency of the learning process.

Experimental training conducted by the authors of this article gives grounds to offer electronic multimedia books in the context of intercultural communication, which is a practical way out of the problem under study, the effectiveness and efficiency of which was proven by many years of experimental work in various regions of the Republic. The positive of the proposed methodology with the use of computer technologies in language classes was confirmed by an analysis of test data, questionnaire data conducted in language and non - linguistic lyceums of the Republic of Uzbekistan. Of course, we do not consider the proposed electronic multimedia books as the only possible one.

Summing up, we would like to point out, that the prospects of research in this area in relation to language learning are seen in various scales. among them:

1. Development of electronic linear and multimedia textbooks on language learning for secondary school students, students of academic lyceums and vocational colleges, language and non-linguistic higher education institutions;

2. The creation of electronic multimedia dictionaries, educational textbooks for language teaching;

3. Further development of the theory and practice of planning, development and creation, as well as the use of electronic multimedia textbooks of the new generation for lifelong education;

4. Determination and justification of the didactic principles of material selection for using it in the electronic literature;

5. Development of further guidelines for the creation of electronic multimedia literature: textbooks, dictionaries, manuals and teaching materials;

6. Conceptual development of problems of language teaching methods using the latest technologies in the context of interactive teaching methods;

7. The creation of modern computer multimedia technology for schools, lyceums, colleges and universities together with methodologists, linguists and programmers;

8. Creation of the methodical system usage of computer multimedia technologies when teaching languages.

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Rashid Olimovich Muminov
Navoi State Mining Institute
Docent to Department of Technology Engineering,
Navoi, Republic of Uzbekistan
rashid_81@mail.ru

Gayrat Gulomovich Boynazarov
Navoi State Mining Institute
Assistant to Department of Technology Engineering,
Navoi, Republic of Uzbekistan
gayrat.boynazarov.1983@mail.ru

ANALYSIS OF DYNAMIC AND HARDNESS PARAMETERS ROTATION AND FEEDING SYSTEMS OF THE DRILLING RIG

Abstract: *The article considers the analysis of the influence of rational parameters of hydraulic cylinders of the feed rotation system using pneumohydraulic accumulators and the reeving scheme of the rope pulley on the rigidity of the feed system of drilling rigs based on their structural linear dimensions.*
Key words: *stiffness, dynamic parameters, hydraulic cylinder, accumulator, pulley block, drilling rig, feeding systems and vibration.*
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АНАЛИЗ ДИНАМИЧЕСКИХ И ЖЕСТКОСТНЫХ ПАРАМЕТРОВ СИСТЕМЫ ВРАЩЕНИЯ И ПОДАЧИ БУРОВОГО СТАНКА

Аннотация: *В статье рассмотрен анализ влияния рациональных параметров гидроцилиндров системы вращения и подачи с применением пневмогидравлических аккумуляторов и схемы запасовки канатного полиспаста на жесткость системы подачи буровых станков исходя из их конструктивных линейных размеров.*
Ключевые слова: *жесткость, динамические параметры, гидроцилиндр, аккумулятор, полиспаст, буровой станок, систем подачи и вибрация.*

Введение

Динамические и жесткостные параметры систем вращательно – подающего механизма бурового станка определяются исходя из их конструктивных линейных размеров.

В динамической системе подачи бурового станка причиной механических колебаний (вибраций) является неравномерное по траектории движение долота. Под динамической системой подразумевают совокупность тел, обладающих массой и способных совершать относительное движение [1].

Под воздействием периодически изменяющихся сил узлы бурового станка совершают вынужденные упругие колебания, которые становятся особенно сильными в зоне резонанса, когда частота возмущающей силы совпадает с частотой собственных колебаний системы подачи. Вероятность возникновения

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резонансного режима возрастает с увеличением скорости движения долота.

Борьба с колебаниями становится неотъемлемым условием обеспечения высокого качества бурового станка. Она ведется на этапах проектирования, доводки, серийного производства и эксплуатации машины. Уменьшение вертикальных колебаний бурового става станка может быть обеспечено, либо изменением частот собственных колебаний (в основном за счет изменения осевой жесткости), либо увеличением демпфирования.

Задача исследования состоит в разработке эквивалентной динамической схемы системы подачи, позволяющей определить частоту и форму собственных колебаний и в изыскании способов и средств уменьшения амплитуд колебаний при резонансе.

Выполненный нами ранее анализ условий закрепления гидроцилиндров, характера нагружения их штоков, устойчивости схемы их применения, показал, что системы подачи современных буровых станков должны быть сконструированы на основе монтажного положения гидроцилиндра (с коэффициентом мультипликации - α_μ=1 [2]) схемы - 1 таблицы 1.1, или монтажного положения гидроцилиндра (с коэффициентом мультипликации - α_μ>1 [5]), приведенного на рисунке 1а.

Эквивалентные динамические схемы систем подачи в режиме бурения, включающих канатные *двух ветвевые* полиспасты (с коэффициентом полиспастности $i_\Pi > 1$) и гидроцилиндр с коэффициентами мультипликации - $\alpha_\mu = 1$ или два гидроцилиндра с коэффициентами мультипликации -$\alpha_\mu > 1$, приведены на рисунке 2.

В полиспасте системы подачи стальной канат испытывает большие растягивающие усилия и может быть представлен как жесткий металлический стержень, поперечное сечение - $S_{\text{кан}}$ которого определяется с учетом полноты его заполнения металлом, характеризуемой коэффициентом $k_\text{к}$ [2,3,4,5].
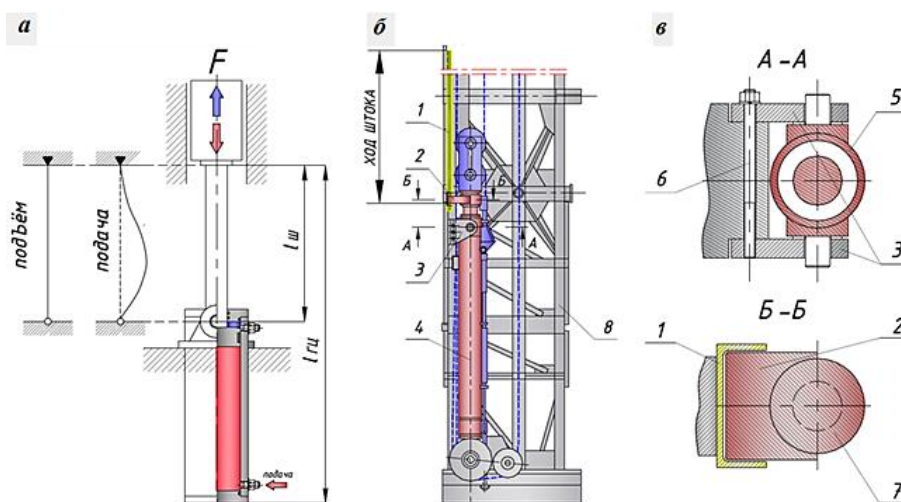

Рисунок 1. - Рекомендуемая монтажная схема гидроцилиндров системы подачи бурового станка СБШ – 250МНА-32 и его модификаций:
а - монтажное положение гидроцилиндра и графическая схема нагрузки штока, б – возможное размещение шарнирной опоры крепления корпуса гидроцилиндра в мачте и направляющей ограничения поперечных перемещений штока, в – варианты конструкции шарнирной опоры гидроцилиндра и направляющей ограничения поперечных перемещений штока.
1 - направляющая ограничения поперечных перемещений штока; 2 – направляющий сухарь штока; 3 – шарнирная опора гидроцилиндра; 4 – гидроцилиндр подачи; 5 – корпус гидроцилиндра системы подачи; 6 – крепежная шпилька шарнирной опоры; 7 – шток гидроцилиндра; 8 – мачта станка.
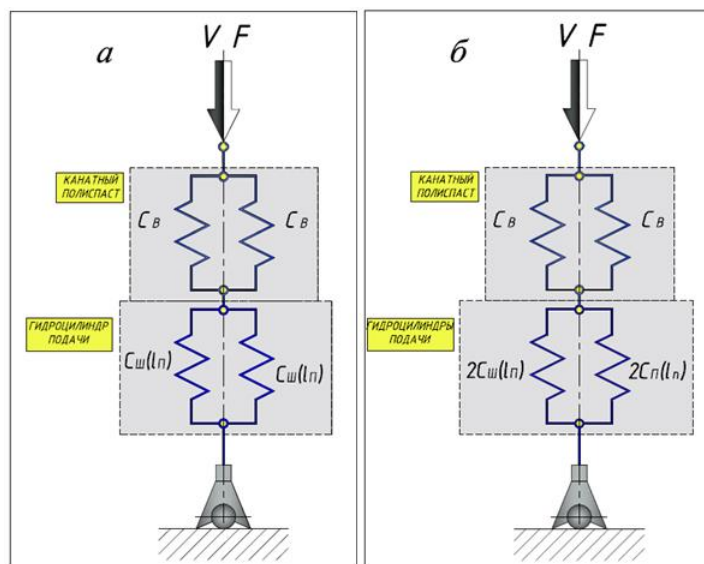
Рисунок 2. - Эквивалентная динамическая схема системы подачи бурового станка:
а – **с одним гидроцилиндром (с коэффициентом мультипликации - $\alpha_\mu = 1$); *б* – с двумя гидроцилиндрами (с коэффициентом мультипликации - $\alpha_\mu > 1$).**

Так, осевую жесткость канатов - $C_\text{в}$ одной ветви полиспаста системы подачи бурового станка можно представить в виде [2,3]:

$$C_\text{в} = k_\text{к} \frac{S_\text{кан} E}{l_\text{К}}, \text{Н/м} \qquad (1)$$

где $k_\text{к}$ - безразмерный коэффициент, учитывающий полноту заполнения сечения каната металлом, равный

$$k_\text{к} = \pi/4; \qquad (2)$$

$S_\text{кан}$ - сечение каната, м², равное:

$$S_\text{кан} = \pi \, d_\text{к}^2/4, \text{ м}^2 \qquad (3)$$

здесь: $d_\text{к}$ - наружный диаметр каната, м; E - модуль упругости материала каната при растяжении, Н/м², равный для стальных канатов $E = 2{,}1 \, 10^{11}$, Н/м²; $l_\text{К}$ - длина одной ветви каната полиспаста системы подачи, м.

Длина одной ветви каната полиспаста - $l_\text{К}$ составляет:

-для системы подачи с гидроцилиндром с коэффициентом мультипликации - $\alpha_\mu = 1$:

$$l_\text{К} = l_\text{п}/i_\text{П}, \text{м}, \, i_\text{П} = 2 \qquad (4)$$

- для системы подачи с гидроцилиндром с коэффициентом мультипликации - $\alpha_\mu > 1$

$$l_\text{К} = i_\text{П} l_\text{п}, \text{ м}, \, i_\text{П} = 4 \qquad (5)$$

где $l_\text{п}$ - ход непрерывной подачи долота, м.

Уравнение (1) с учетом выражений (2), (4) и (5) принимает вид: - для системы подачи с гидроцилиндром с коэффициентом мультипликации - $\alpha_\mu = 1$ (см. рис. 2а):

$$C_\text{ва} = E \frac{\pi}{4} \frac{i_\text{П}}{l_\text{п}} S_\text{кан} = E \frac{\pi}{2} \frac{S_\text{кан}}{l_\text{п}}, \text{Н/м} \qquad (6)$$

- для системы подачи с гидроцилиндром с коэффициентом мультипликации - $\alpha_\mu > 1$ (см. рис. 2б):

$$C_\text{вб} = E \frac{\pi}{4} \frac{S_\text{кан}}{i_\text{П} l_\text{п}} = E \frac{\pi}{16} \frac{S_\text{кан}}{l_\text{п}}, \text{Н/м} \qquad (7)$$

В соответствии с результатами, приведенными в работах [6,7,8,9], жесткость i-той полости гидроцилиндра - C_i без учета жесткости трубопровода определяется упругой деформацией объема рабочей жидкости - V_i находящегося под давлением по известной зависимости:

$$C_i = \frac{E_\text{ж} S_i^2}{V_i}, \text{ Н/м} \qquad (8)$$

где $E_\text{ж}$ - модуль упругости рабочей жидкости (минерального масла), Па, $E_\text{ж} = 1{,}4 \, 10^9$, Па [9]; S_i - площадь активного сечения i-той полости гидроцилиндра, м².

Причем, его суммарная продольная жесткость гидроцилиндра - C_Σ определяется из условия одновременной деформации объемов рабочей жидкости в полостях давления и противодавления в соответствии с расчетными схемами, приведенными на рисунке 3а, б:

- для системы подачи с гидроцилиндром с коэффициентом мультипликации - $\alpha_\mu = 1$ (см. рис. 3а):

$$C_{\Sigma\text{а}} = C_{\text{ш1а}} + C_{\text{ш2а}}, \text{Н/м} \qquad (9)$$

где $C_{\text{ш1а}}$ - жесткость полости высокого давления,

$$C_{\text{ш1а}} = E_\text{ж} S_\text{ш} \frac{1}{\frac{l_\text{п}}{i_\text{П}} - x}, \text{ Н/м}; \qquad (10)$$

$C_{\text{ш2а}}$ - жесткость полости низкого давления,

$$C_{\text{ш2а}} = E_\text{ж} S_\text{ш} \frac{1}{x}, \text{ Н/м}. \qquad (11)$$
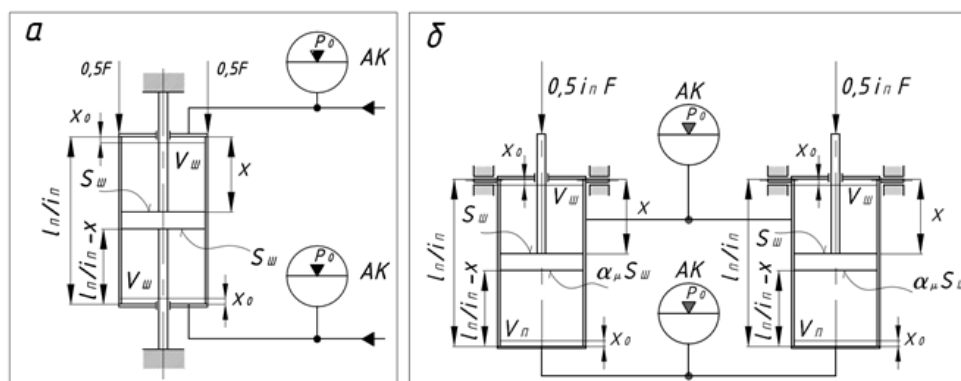
Рисунок 3. Расчетная схема определения полной (суммарной) продольной жесткости гидроцилиндра:
а **– с одним гидроцилиндром (с коэффициентом мультипликации -** $\alpha_\mu = 1$**);** ***б*** **– с двумя гидроцилиндрами (с коэффициентом мультипликации -** $\alpha_\mu > 1$**).**

Уравнение (9) с учетом выражений (10) и (11) принимает вид:

$$C_{\Sigma a} = E_ж S_ш \left(\frac{1}{\frac{l_п}{i_п} - x} + \frac{1}{x} \right), \text{Н/м} \qquad (12)$$

- для системы подачи с гидроцилиндром с коэффициентом мультипликации - $\alpha_\mu > 1$ (см. рис. 3*б*) при $V_П = \alpha_\mu S_ш \left(\frac{l_п}{i_п} - x \right), \text{м}^3,$ (13); $V_ш = S_ш x, \text{м}^3$ (14):

$$C_{\Sigma б} = C_{пб} + C_{шб}, \text{Н/м} \qquad (15)$$

где $C_{пб}$ - жесткость полости высокого давления,

$$C_{пб} = E_ж S_ш \frac{\alpha_\mu}{\frac{l_п}{i_п} - x}, \text{Н/м} \qquad (16)$$

$C_{шб}$ - жесткость полости низкого давления,

$$C_{шб} = E_ж S_ш \frac{1}{x}, \text{Н/м} \qquad (17)$$

здесь $x_0 \le x \le l_п/i_п - x_0$ – диапазон изменения хода штока - x, м (x_0 – высота масляной «подушки» полости гидроцилиндра, $x_0 = 10^{-2} l_п/i_п$, м (18)).

Уравнение (15) с учетом выражений (16) и (17) принимает вид:

$$C_{\Sigma б} = E_ж S_ш \left(\frac{\alpha_\mu}{\frac{l_п}{i_п} - x} + \frac{1}{x} \right), \text{Н/м} \qquad (19)$$

Далее, рассмотрим работу гидроцилиндров подачи с применением пневмогидравлических аккумуляторов, присоединенных в режиме бурения как к полости высокого давления, так и к полости низкого давления. Принцип работы аккумулятора основан на законах термодинамики, и его рабочее давление определяется соотношением между его объемом и давлением газа, заключенного в газовой полости.

Основным уравнением, характеризующим рабочий процесс пневмогидравлического аккумулятора, является уравнение газового состояния [5,6] в его пневматической полости:

$$p_i V_{Ai}{}^{n_v} = const \qquad (20)$$

где p_i - давление в пневматической полости аккумулятора, Па; V_{Ai} - объем пневматической полости аккумулятора, м³; n_v - показатель политропы.

При изотермическом процессе работы пневмогидравлического аккумулятора (полный теплообмен) показатель политропы (изотермы) равен $n_v = 1$.

При адиабатическом процессе работы пневмогидравлического аккумулятора (теплообмен газа с окружающей средой отсутствует) показатель политропы (адиабаты) составляет $n_v = 1,4$.

На практике изменение состояния газа происходит в зависимости от скорости изменения осевого усилия на долоте в диапазоне между изотермическим и адиабатическим процессами. Такое изменение состояния газа называется политропным $1 \le n_v \le 1,4$.

В настоящем исследовании принят показатель равный $n_v = 1,4$ [5,6], характеризующий отсутствие теплообмена газа с окружающей средой (самый тяжелый режим теплообмена).

Жесткость аккумулятора, в соответствии с результатами, полученными в работе [7,9], подключённого:

- к штоковой полости гидроцилиндра (см. рис.3а):

$$C_{акш} = \frac{n_v S_{ак}^2}{\Delta h_{n\,max}(1 + \frac{\Delta h_n}{\Delta h_{n\,max}})^{n_v+1}} p_0, \text{Н/м} \qquad (21)$$

- к поршневой полости гидроцилиндра (см. рис.3*б*):

$$C_{акп} = \frac{n_v S_{ак}^2}{\Delta h_{n\,max}(1 + \frac{\Delta h_n}{\Delta h_{n\,max}})^{n_v+1}} \alpha_\mu p_0, \text{Н/м} \qquad (22)$$

где $S_{ак}$ - площадь эффективного сечения аккумулятора, м²; Δh_n - уменьшение текущего значения осевого перемещения поршня (корпуса) гидроцилиндра подачи от деформации эластичной камеры аккумулятора заполненной газом, м; $\Delta h_{n\,max}$ - максимальное значение уменьшения осевого перемещения поршня (корпуса) гидроцилиндра подачи от деформации эластичной камеры аккумулятора заполненной газом, м, равное,

$$\Delta h_{n\,max} = 0,1 x_0 = 10^{-3} l_п/i_п, \qquad (23)$$

p_0 - зарядное давление в газовой полости аккумулятора (максимальное избыточное давление компрессора бурового станка), Па.

Опираясь на результаты, полученные кандидатом технических наук Губенко А.А. в работе [7] с достаточной степенью точности отношение $\Delta h_n / \Delta h_{n\,max}$ можно принять равным:

$$\Delta h_n / \Delta h_{n\,max} = 0,1 \qquad (24).$$

Уравнения (21) и (22) с учетом (23) и (24) принимают вид:

$$C_{\text{акш}} = 10^3 \frac{n_v S_{\text{ак}}^2}{1,1^{n_v+1} l_\text{п}/i_\text{П}} p_0, \text{Н/м} \qquad (25)$$

$$C_{\text{акп}} = 10^3 \frac{n_v S_{\text{ак}}^2}{1,1^{n_v+1} l_\text{п}/i_\text{П}} \alpha_\mu p_0, \text{Н/м} \qquad (26)$$

Суммарная продольная жесткость гидроцилиндра - C_Σ, при условии применения пневмогидравлических аккумуляторов в обеих полостях, определится, в соответствии с расчетными схемами, приведенными на рисунке 3а,б, и уравнениями (9), (25), (25) и (26):

- для системы подачи с гидроцилиндром с коэффициентом мультипликации - $\alpha_\mu = 1$ (см. рис. 3а):

$$C_{\Sigma a} = \frac{C_{\text{ш1а}} C_{\text{акш}}}{C_{\text{ш1а}}+C_{\text{акш}}} + \frac{C_{\text{ш2а}} C_{\text{акш}}}{C_{\text{ш2а}}+C_{\text{акш}}}, \text{Н/м} \qquad (27)$$

или

$$C_{\Sigma a} = \frac{\frac{n_v S_{\text{ак}}^2}{\left(\frac{l_\text{п}}{i_\text{П}}-x\right)1,1^{n_v+1} l_\text{п}/i_\text{П}}}{\frac{1}{10^3\left(\frac{l_\text{п}}{i_\text{П}}-x\right)p_0}+\frac{n_v S_{\text{ак}}^2}{E_\text{ж} S_\text{ш} 1,1^{n_v+1} l_\text{п}/i_\text{П}}} +$$

$$+ \frac{\frac{n_v S_{\text{ак}}^2}{x\,1,1^{n_v+1} l_\text{п}/i_\text{П}}}{\frac{1}{10^3 x p_0}+\frac{n_v S_{\text{ак}}^2}{E_\text{ж} S_\text{ш} 1,1^{n_v+1} l_\text{п}/i_\text{П}}}, \text{Н/м} \qquad (28)$$

- для системы подачи с гидроцилиндром с коэффициентом мультипликации - $\alpha_\mu > 1$ (см. рис. 3б):

$$C_{\Sigma \text{б}} = \frac{2C_{\text{ш6}} C_{\text{акш}}}{2C_{\text{ш6}}+C_{\text{акш}}} + \frac{2C_{\text{п6}} C_{\text{акп}}}{2C_{\text{п6}}+C_{\text{акп}}}, \text{Н/м} \qquad (29)$$

или

$$C_{\Sigma \text{б}} = \frac{\frac{n_v S_{\text{ак}}^2}{1,1^{n_v+1} l_\text{п}/i_\text{П}}}{\frac{1}{10^3 p_0}+\frac{x}{2E_\text{ж} S_\text{ш}}\frac{n_v S_{\text{ак}}^2}{1,1^{n_v+1} l_\text{п}/i_\text{П}}} +$$

$$+ \frac{\frac{n_v S_{\text{ак}}^2 \alpha_\mu}{\left(\frac{l_\text{п}}{i_\text{П}}-x\right)1,1^{n_v+1} l_\text{п}/i_\text{П}}}{\frac{1}{10^3\left(\frac{l_\text{п}}{i_\text{П}}-x\right)p_0}+\frac{n_v S_{\text{ак}}^2}{2E_\text{ж} S_\text{ш} 1,1^{n_v+1} l_\text{п}/i_\text{П}}}, \text{Н/м} \qquad (30)$$

Далее в соответствии с расчетной схемой, представленной на рисунке 4а, полная (приведенная) податливость системы подачи с одним гидроцилиндром (с коэффициентом мультипликации - $\alpha_\mu = 1$) - $1/\Sigma C_a$ определится как сумма податливостей гидроцилиндра с пневмогидравлическими аккумуляторами обоих полостей и двухветвего полиспаста:

$$\frac{1}{\Sigma C_a} = \frac{1}{C_{\Sigma a}} + \frac{1}{2C_{\text{ва}}} = \frac{2C_{\text{ва}}+C_{\Sigma a}}{2C_{\text{ва}} C_{\Sigma a}}, \text{м/Н} \qquad (31)$$

Откуда полная (приведенная) жесткость системы подачи составит:

$$\Sigma C_a = \frac{2C_{\text{ва}} C_{\Sigma a}}{2C_{\text{ва}}+C_{\Sigma a}}, \text{Н/м} \qquad (32)$$

В свою очередь согласно схеме (см. рис. 2б) для системы подачи с двумя гидроцилиндрами (с коэффициентом мультипликации - $\alpha_\mu \geq 1$ каждый) полная (приведенная) податливость системы подачи - $1/\Sigma C_\text{б}$ определится как сумма податливостей гидроцилиндров с пневмогидравлическими аккумуляторами обоих полостей и двух ветвевого полиспаста:
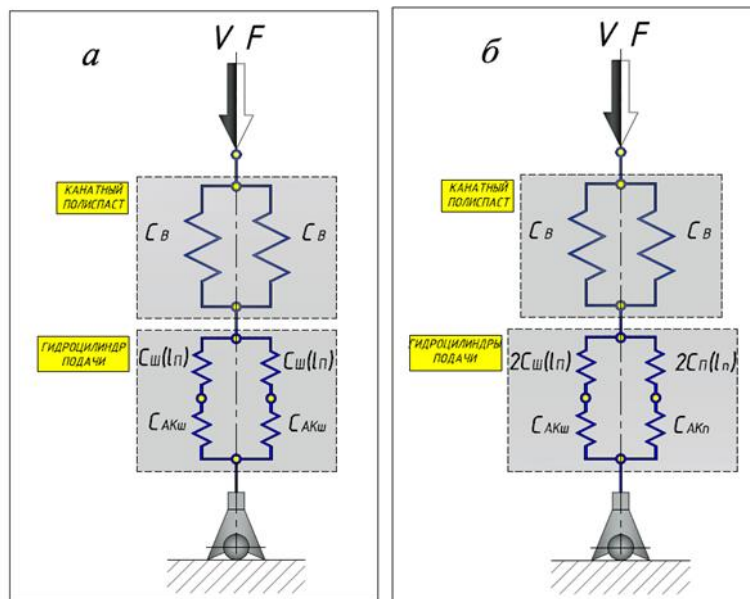

Рисунок 4. Эквивалентная динамическая схема системы подачи бурового станка с учетом применения пневмогидравлического аккумулятора: *а* – с одним гидроцилиндром (с коэффициентом мультипликации - $\alpha_\mu = 1$); *б* – с двумя гидроцилиндрами (с коэффициентом мультипликации – $\alpha_\mu > 1$).

$$\frac{1}{\Sigma C_6} = \frac{1}{C_{\Sigma 6}} + \frac{1}{2C_{в6}}, \text{ м/Н} \qquad (33)$$

Соответственно уравнение полной (приведенной) жесткости системы подачи имеет вид:

$$\Sigma C_6 = \frac{2C_в C_{\Sigma 6}}{2C_в + C_{\Sigma 6}}, \text{Н/м} \qquad (34)$$

На рисунке 5а,б представлены результаты моделирования зависимостей (32) и (34) полной

(приведенной) продольной жесткости систем подачи с одним гидроцилиндром (с коэффициентом мультипликации - $\alpha_\mu = 1$) и с двумя гидроцилиндрами (с коэффициентом мультипликации - $\alpha_\mu \geq 1$ каждый) от изменения хода штока – x (в диапазоне $x_0 \leq x \leq l_п/i_П - x_0$) в режиме бурения.
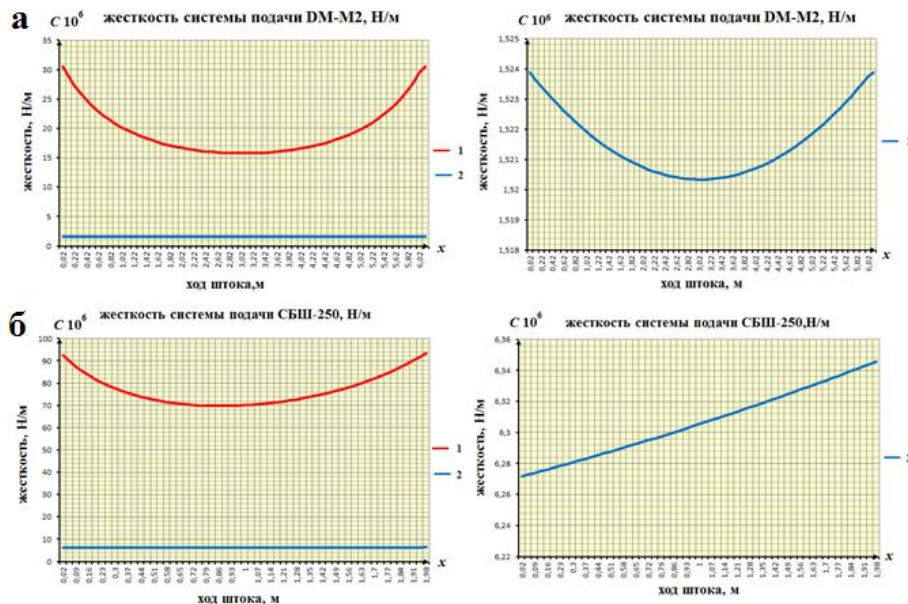

Рисунок 5. Зависимость полной (суммарной) продольной жесткости системы подачи бурового станка от изменения хода штока гидроцилиндра: а – для бурового станка DM-M2 Ingersoll – Rand; б – для бурового станка СБШ-250МНА-32.

Моделирование выполнено с использованием пакета прикладных программ Microsoft Excel при нижеследующих исходных данных:

а - для системы подачи бурового станка DM-M 2 фирмы Ingersoll – Rand США:
- коэффициент полиспастности - $i_П = 2$;
- длина подачи – $l_п = 12,2$ м;
- диаметр каната – $d_к = 27 \ 10^{-3}$ м;
- наружный диаметр поршня гидроцилиндра – $d_п = 0,3$ м;
- наружный диаметр штока гидроцилиндра – $d_ш = 0,212$ м;
- площадь штоковой полости - $S_Ш = 0,035$ м²;
- условный внутренний диаметр пневмогидравлического аккумулятора $d_{ак} = 38 \ 10^{-2}$ м;
- площадь эффективного сечения аккумулятора - $S_{ак} = 96 \ 10^{-3}$ м²;
- конструктивный объем пневмогидравлического аккумулятора – $V_к = 25 \ 10^{-4}$ м³;
- показатель адиабаты $n_v = 1,4$;
- зарядное давление в газовой полости пневмогидравлического аккумулятора - $p_0 = 0,5 \ 10^6$ Па;

- длина подачи – $l_п = 12,2$ м;
- диаметр каната – $d_к = 27 \ 10^{-3}$ м;
- наружный диаметр поршня гидроцилиндра – $d_п = 0,3$ м;
- наружный диаметр штока гидроцилиндра – $d_ш = 0,212$ м;
- площадь штоковой полости - $S_Ш = 0,035$ м²;
- условный внутренний диаметр пневмогидравлического аккумулятора $d_{ак} = 38 \ 10^{-2}$ м;
- площадь эффективного сечения аккумулятора - $S_{ак} = 96 \ 10^{-3}$ м²;
- конструктивный объем пневмогидравлического аккумулятора – $V_к = 25 \ 10^{-4}$ м³;
- показатель адиабаты $n_v = 1,4$;
- зарядное давление в газовой полости пневмогидравлического аккумулятора - $p_0 = 0,5 \ 10^6$ Па;
- зарядное давление в газовой полости пневмогидравлического аккумулятора - $p_0 = 0,5 \ 10^6$ Па;
- давление настройки предохранительного клапана гидросистемы подачи бурового станка - $[P] = 25 \ 10^6$ Па;

- высота масляной «подушки» полости гидроцилиндра - $x_0 = 2 \cdot 10^{-2}$ м;

- модуль упругости рабочей жидкости - $E_{ж} = 1,4 \cdot 10^9$ Па;

- безразмерный коэффициент - $k_E = 1,5 \cdot 10^2$;

- коэффициент мультипликации гидроцилиндра системы подачи - $\alpha_{\mu} = 1,7$.

Анализ графических интерпретаций уравнений (32) и (34) с учетом выражений (28) и (30), приведенных на рисунке 5, свидетельствует, что в режиме бурения:

- жесткость системы подачи буровых станков нелинейно изменяется с увеличением хода штока как у модели станка DM-M2, так и у модели станка СБШ-250МНА-32. Причем система подачи станка DM-M2 (рис. 5а, кривая 1) имеет жесткость в 2 раза, а система подачи станка СБШ-250МНА-32 (рис. 5б, кривая 1) в 1,28 раза большую вначале и в конце хода штока гидроцилиндра подачи, чем в его середине. При этом система подачи станка СБШ-250МНА-32 имеет жесткость в начале и в конце хода штока в три раза, а в середине в 4,7 раза большую жесткость, чем жесткость системы подачи станка DM-M2 в этих же точках;

- применение пневмогидравлических аккумуляторов в системе подачи (как с одним гидроцилиндром (модель станка DM-M2, $\alpha_{\mu} = 1$), так и с двумя гидроцилиндрами (модель станка СБШ-250МНА-32, $\alpha_{\mu} \geq 1$ у каждого гидроцилиндра) в диапазоне $x_0 \leq x \leq l_{п}/i_{П} - x_0$ изменения хода штока – x снижает полную (приведенную) жесткость системы у модели станка DM-M2 в 10 раз (см. рис. 5а, кривые 1,2), а у модели станка СБШ-250МНА-32 в 11 раз (см. рис. 5б, кривые 1,2);

- в диапазоне $x_0 \leq x \leq l_{п}/i_{П} - x_0$ изменения хода штока – x гидроцилиндра системы подачи станка DM-M2 ее полная (приведенная) жесткость изменяется на 0,26 % (см. рис. 5а, кривая 2), а у системы подачи станка СБШ-250МНА-32 на 1,28% (см. рис. 5б, кривая 2). Следовательно, полную (приведенную) жесткость системы подачи буровых станков, оснащенной пневмогидравлическими аккумуляторами, можно принять не зависящей от изменения хода штока и составляющей для системы подачи станка DM-M2 $1,52 \cdot 10^6$ Н/м, а для

СБШ-250МНА-32 $6,3 \cdot 10^6$ Н/м при зарядном давлении аккумулятора $p_0 = 0,5 \cdot 10^6$ Па.

Выводы.

Таким образом, результаты моделирования жесткостных параметров (уравнения (32) и (34) с учетом выражений (28) и (30)) эквивалентной динамической схемы системы подачи бурового станка свидетельствует, что в режиме бурения:

- жесткость системы подачи буровых станков нелинейно изменяется с увеличением хода штока как у модели станка DM-M2, так и у модели станка СБШ-250МНА-32. Причем система подачи станка DM-M2 имеет жесткость в 2 раза, а система подачи станка СБШ-250МНА-32 в 1,28 раза большую вначале и в конце хода штока гидроцилиндра подачи, чем в его середине. При этом система подачи станка СБШ-250МНА-32 имеет жесткость в начале и в конце хода штока в три раза, а в середине в 4,7 раза большую жесткость, чем жесткость системы подачи станка DM-M2 в этих же точках;

- применение пневмогидравлических аккумуляторов в системе подачи (как с одним гидроцилиндром (модель станка DM-M2, $\alpha_{\mu} = 1$), так и с двумя гидроцилиндрами (модель станка СБШ-250МНА-32, $\alpha_{\mu} \geq 1$ у каждого гидроцилиндра) в диапазоне $x_0 \leq x \leq l_{п}/i_{П} - x_0$ изменения хода штока – x снижает полную (приведенную) жесткость системы у модели станка DM-M2 в 10 раз, а у модели станка СБШ-250МНА-32 в 11 раз;

- в диапазоне $x_0 \leq x \leq l_{п}/i_{П} - x_0$ изменения хода штока – x гидроцилиндра системы подачи станка DM-M2 ее полная (приведенная) жесткость изменяется на 0,26 %, а у системы подачи станка СБШ-250МНА-32 на 1,28%. Следовательно, полную (приведенную) жесткость системы подачи буровых станков, оснащенной пневмогидравлическими аккумуляторами, можно принять не зависящей от изменения хода штока и составляющей для системы подачи станка DM-M2 $1,52 \cdot 10^6$ Н/м, а для СБШ-250МНА-32 $6,3 \cdot 10^6$ Н/м при зарядном давлении аккумулятора $p_0 = 0,5 \cdot 10^6$ Па.

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Gulnoz Rustamovna Tolibova
Uzbekistan State World Languages University
Lecturer, Intensive Teaching Foreign Languages Department

THE ROLE OF MODERN COMMUNICATIVE LINGUISTICS IN THE PROCESS OF INTENSIVE LEARNING FOREIGN LANGUAGES

Abstract: This article discusses the features of language courses, the main goal of which is to individualize training in accordance with the needs of corporate students and increase the effectiveness of this training. The relevance of lifelong education of adults and, as a consequence, the importance of teaching a foreign language is emphasized, the function of language courses is determined, and its main characteristics, strategic goals and tactical tasks are indicated. The tasks of the intensive method are as follows: the formation of speaking and listening skills among students based on the use of a significant volume (extensive in comparison with traditional methods) lexical material in a short period (short in comparison with traditional methods). The problem of creating intensive foreign language courses that will allow adults to master basic communication skills in the target language as soon as possible is inextricably linked with the problem of choosing the most optimal method of accelerated learning.

Key words: language, courses, students.

Language: English

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Introduction

Intensive study of a foreign language has gained particular popularity due to the fact that the rhythm of our life has increased significantly over the past two decades and continues to accelerate.

In recent years, the intensive method of teaching a foreign language has gained immense popularity. The effective experience of using this method of language acquisition gave impetus to the study of foreign languages for a large number of those who wish, as well as to the development of intensive teaching methods by teachers [2, 26].

One of the first researchers on the role of modern communicative linguistics in teaching methods Kitaygorodskaya G.A. writes: "Modern communicative linguistics sets new goals for the methodology, the main one of which is mastering the language as a means of communication" [4, 55]. To achieve this, it is necessary to "transition from mastering the language as a set of forms and means to the aggregate mastery of the language by students" [4, 57].

Intensive teaching of a foreign language is understood as teaching, which is focused, for the most part, on communication in the target language, based on the "psychological potential of the personality and activities of students not used in traditional teaching" [4, 59], in particular - on "control over social psychological processes in the team and control of the teacher's communication with students and students among themselves, and usually in a short time "[10, 60].

DA, Bikkert IG Kondratyeva consider intensive training as a full-fledged methodological concept, and focus on its upbringing function [2, 27]. They point out that the unity of these two functions at different levels constitutes an important and fundamental principle of intensive learning. Consequently, these two aspects of intensive learning interact with each other inseparably, that is, one function covers the other and vice versa [2, 27]. Since: "The intensive method of teaching a foreign language sets itself the task of mastering a foreign language in the shortest possible time for mastering communication skills, and is also used as a means of cognition to form the skills

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and abilities of the perception of oral speech in a foreign language in normal (natural) or close to a normal pace with practically unlimited everyday, socio-political and general scientific topics ”[3, 21].

As you know, the assimilation of oral speech in a foreign language occurs in the process of communication, when the student participates in the communication process, he develops the speaking skill. To master this skill, the student must have a mandatory minimum of vocabulary or language material. This is necessary for the holistic perception of the speaker's speech, as well as for transmitting information to the interlocutor, expressing one's opinion, defending one's point of view in the communication process.

The purpose of this article is to show the role of communicative linguistics in the process of teaching foreign languages using the example of language courses.

Intensive courses of teaching foreign languages in language centers involve the development of trainees' skills in practical language skills in a short time for communicative purposes, that is, to understand the speech of others and the free expression of their thoughts.

The tasks of intensive teaching foreign languages in language courses can be classified depending on the level of training of the students. There are three levels of training:

1) initial (preparatory stage)

2) vocational training (advanced training and retraining).

The presented characteristics, goals and objectives of teaching foreign languages in language courses cover a wide range of areas of professional training of employees. Further in the article, the specific features of teaching in language courses in the field of language training of specialists will be considered.

Teaching foreign languages at intensive courses in language centers has its own specifics, which is different from teaching at school and university.

So, the main contingent of students in intensive courses in language centers is most often adults who study a foreign language in order to carry out professional activities, mainly abroad.

Intensive foreign language courses are always beginner courses that teach the basics of speaking in a few months. The effectiveness of such courses depends on several factors, the main of which are as follows:

1) personal characteristics and basic knowledge of students;

2) psychological factors;

3) proper methodological factors [11].

In the process of teaching a foreign language in intensive courses in language centers, it is necessary to take into account the basic knowledge of students, their "formed worldview, high intellectual

development, great life and professional experience, a sufficiently high cultural level, purposefulness, rationalism" [5, 69].

In an intensive course of a foreign language, vocabulary material is sampled based on the frequency-thematic principle. This can be explained by the fact that when selecting thematic material for a lesson, vocabulary units suitable for the topic of the lesson undergo additional control of the frequency of use, the number of synonyms and antonyms, and semantic diversity.

To note that the grammatical aspect is also covered in the course of intensive teaching methods. Without learning grammar, it is impossible to competently build your speech for communication practice.

In teaching grammar, the following applies:

- the principle of the authenticity of linguistic material,

- the principle of semantic opposition, which are supported by the introduction of grammatical material using examples.

To generate your own speech text, you need to know the rules of its construction, the grammar of the language. In teaching a foreign language at intensive courses in language centers, it is advisable to understand grammar “not as a set of rules, information about the system of language categories, but as a mechanism for ensuring communication. It means that the grammar must contain information about what language means are used to convey a certain meaning.

Planning training material according to time frames plays an important role in an intensive course of study.

One of these methods of teaching foreign languages in intensive courses is the audio-lingual method. It should be noted that such an approach to teaching a foreign language does not presuppose the assimilation (knowledge) of language units of various levels, but teaching communication in general. This is the main specificity of teaching foreign languages in intensive courses in language centers.

However, this does not mean that grammar is unnecessary. The main disadvantage of the audio-lingual teaching method is that the main technique of this method is memorizing individual sentences and dialogues by repeating them many times, but this memorization is clearly not enough for full-fledged communication in the target language, since it assumes knowledge in the process of communication and accounting for a responsive set of familiar speech cliches to the speaker.

In other words, the audio-lingual method of teaching foreign languages does not take into account such a basic property of speech as productivity.

The productivity of speech assumes that “From the same building blocks, words and phrases, using the same rules for their connection, people create texts that are always individual. Reread these lines, you

have met all the words, but have you met such a combination of words, such a text? Everyone speaks and writes in their own way, everyone creates their own text "[9, 40].

In combination with other methods, the audio-lingual method, with all its shortcomings, is one of the most optimal methods of teaching a foreign language in intensive courses in language centers, because only it is used in order to implement the communicative orientation of intensive teaching of a foreign language within the framework of the communicative-activity approach to training, will allow students to acquire the opportunity to communicate in a foreign language with its native speakers in the shortest possible time. At the same time, students master, on the basis of imitation, intuition, a global-structural approach, the basics of colloquial speech, that is, the "basics of basics". It should be stipulated that "all intensive courses that are known provide results that are unacceptable to philologists;

a foreign language in intensive courses in language centers should be based on the development of a single comprehensive course that combines both grammar and the development of coherent speech and aims at teaching communication through teaching language means, on the one hand, and teaching speech skills and abilities, with other. Teaching linguistic means and teaching speech skills and abilities should contribute to the teaching of actual communication, that is, communication skills and abilities.

This circumstance is dictated by the fact that teaching a foreign language consists not only in learning to write and speak in the target language, but also in teaching to write and speak adequately to the communication situation, to choose the right language means for speech design, taking into account such extra-linguistic factors as the addressee , sphere of communication, social role of communicants, topic, place, etc.

As we noted above, students of courses in language centers are mostly adults with non-philological education. In rare cases, they have experience in mastering a foreign language. In addition, it must be admitted that their basic knowledge in the field of their native language leaves much to be desired, since they have long been forgotten. In such conditions, the initial courses of teaching a foreign language provide the listeners with the practical skills of oral speech, but do not guarantee its literacy. As noted by S.I. Melnik, "we have to train highly qualified specialists in their field, people with a well-established system of views on training. Regardless of what field of science or technology our students specialize in, they are accustomed to the fact that any training course is a strictly defined system of knowledge that needs to be understood and assimilated. Therefore, the very obvious fact - when mastering a language, it is important to remember, and not to understand - seems colum to them. Hence the latent or explicit opposition to the teacher's attempts to introduce and consolidate this or that material without explaining, the difficult transition to the position of an uncritical imitator, a painful reaction to the teacher's demands to believe him and obey him without complaint "[6, 26].

Certain difficulties in such conditions also arise on a psychological basis, since the students of accelerated foreign language learning courses are adults with a certain social status.

The issue of motivation is also special in corporate language training. High motivation of employees for training is one of the fundamental factors in the company's success in the market.

As a rule, employees are motivated to learn. Many of them are highly motivated by the prospects for career growth in the company [7,69] or they are trying to avoid punishment in the form of fines or dismissals [11], which is the external motivation of students [5, 69].

I. Semenkov and N. Zhavoronkova note the need to create internal motivation among corporate students, which, according to the authors, is the key to successful training [11].

As you can see, successful teaching of a foreign language in intensive courses requires the teacher to know and take into account the special psychological subtleties of students' perception not only of the material being presented, but also of the teacher himself and the method of teaching it.

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Nodir Turakhodjaev
Tashkent State Technical University
Turin Polytechnic University in Tashkent
reseacher

Nosir Saidmakhamadov
Tashkent State Technical University
Turin Polytechnic University in Tashkent
reseacher

Shirinkhon Turakhujaeva
Tashkent State Technical University
Turin Polytechnic University in Tashkent
reseacher

Mukhammadali Akramov
Tashkent State Technical University
Turin Polytechnic University in Tashkent
reseacher

Azizakhon Turakhujaeva
Tashkent State Technical University
Turin Polytechnic University in Tashkent
reseacher

Fazilatkhon Turakhodjaeva
Tashkent State Technical University
Turin Polytechnic University in Tashkent
reseacher

EFFECT OF METAL CRYSTALLATION PERIOD ON PRODUCT QUALITY

Abstract: This article presents the results of various studies on the direct effect of fluidity on the quality of castings during the molding process of a liquid alloy, as well as on how ductility can be determined. Methods for measuring readability have also been suggested by many researchers. In addition, various problems encountered during the casting of low-alloy alloys and methods for their detection are considered in detail.

Key words: mould, measurement, pour, solidification, formed, liquid, metal, alloys, fluidity, liquid, fluid life, experimental, temperature, vacuum.

Language: English

Introduction

The pouring of molten metal into the mould is one of the critical steps in founding, since the behavior of the liquid and its subsequent solidification and cooling determine whether the cast shape will be properly formed, internally sound and free from defects. Researcher has advanced the view that the great majority of scrap castings acquire that status during the first few seconds of pouring. Few would disagree with that assessment.

The success of the pouring operation depends partly upon certain qualities of the metal itself, for example its composition and temperature, which influence flow, and partly upon properties and design of the mould, including the nature of the moulding material and the gating technique used to introduce the metal into the mould cavity. Whilst the metal is in the liquid state the foundry man is also concerned with forces acting upon the mould and with volume contraction occurring during cooling to the solidification temperature. These aspects will be considered separately, beginning with the flow properties of the liquid metal under foundry conditions.

FLUIDITY OF LIQUID METALS

Although other terms such as cast ability have been used to describe certain aspects of flow behavior, the term fluidity is most widely recognized. In the broad sense it can be defined as that quality of the liquid metal which enables it to flow through mould passages and to fill all the interstices of the mould, providing sharp outlines and faithful reproduction of design details. It follows that inadequate fluidity may be a factor in short run castings or in poor definition of surface features. It can at once be appreciated that fluidity is not a single physical property in the same sense as density or viscosity, but a complex characteristic related to behaviour under specific conditions within a foundry mould.

In considering the factors influencing flow, viscosity might be expected to predominate. Viscosity is defined as the force required to move a surface of unit area at unit velocity past an equivalent parallel surface at unit distance: it is thus a measure of the capacity of a liquid to transmit a dynamic stress in shear. When liquid is flowing in an enclosed passage, its viscosity will determine the extent to which the drag imposed by the passage wall is transmitted to the bulk of the liquid: it will therefore influence the rate of flow, which is found to bear a simple reciprocal relation to the viscosity. More directly related to the capacity of a liquid to flow under its own pressure head is the kinematic viscosity, that is the absolute viscosity divided by the density.

Further consideration indicates that these properties will not be decisive in determining the relative mould filling capacities of metals under foundry conditions. One of the fundamental characteristics of the liquid state is the ability of any liquid, however viscous, to conform in time to the shape of its container. This would occur rapidly in the case of liquid metal held at constant temperature since viscosities of liquid metals are very low. Under casting conditions failure to fill the mould cavity results not from high viscosity but from premature solidification. Thermal conditions and mode of solidification are thus the critical factors with respect to cessation of flow. The concept of fluidity takes these aspects into account.

THE MEASUREMENT OF FLUIDITY

Since fluidity cannot be assessed from individual physical properties, empirical tests have been devised to measure the overall characteristics. These are based on conditions analogous to the casting of metals in the foundry and measure fluidity as the total distance covered by molten metal in standardized systems of enclosed channels before cessation of flow. A further parameter in such tests is the flow time or *fluid life*.

Much of the earlier experimental work on fluidity was the subject of detailed reviews by many researchers. Early uses of a straight flow channel, with its disadvantages of excessive length and sensitivity to angle, were discontinued in favor of the spiral test, of which numerous variations have been used researchers. A typical spiral fluidity test is illustrated in Figure 1. Variations in the spiral test have been mainly concerned with the problem of obtaining truly standard conditions of flow. This problem has been approached through various designs of reservoir system to regulate the pressure head, and constant speed pouring devices to ensure a uniform rate of metal delivery to the system [1]. Since fluidity measurements are also sensitive to small changes in thermal properties and surface characteristics of the mould, graphite and metal moulds were used by some investigators in attempts to minimize variation in these factors.

The closest approach to complete standardization, however, is achieved in the vacuum fluidity test devised. Using this apparatus, illustrated in Figure 2, the metal flows through a smooth glass tube under suction induced by a partial vacuum; the pressure head is thus accurately known and the human factor in pouring eliminated [2].

These refinements of technique approach the ideal of excluding mould variables and measuring fluidity as a property of the metal alone. Using these and other techniques the major factors in fluidity were established.
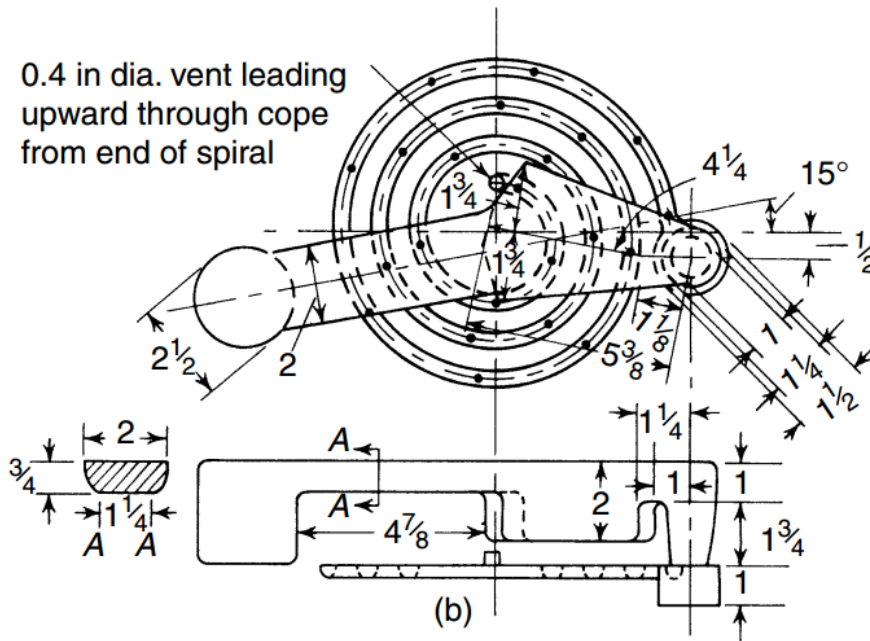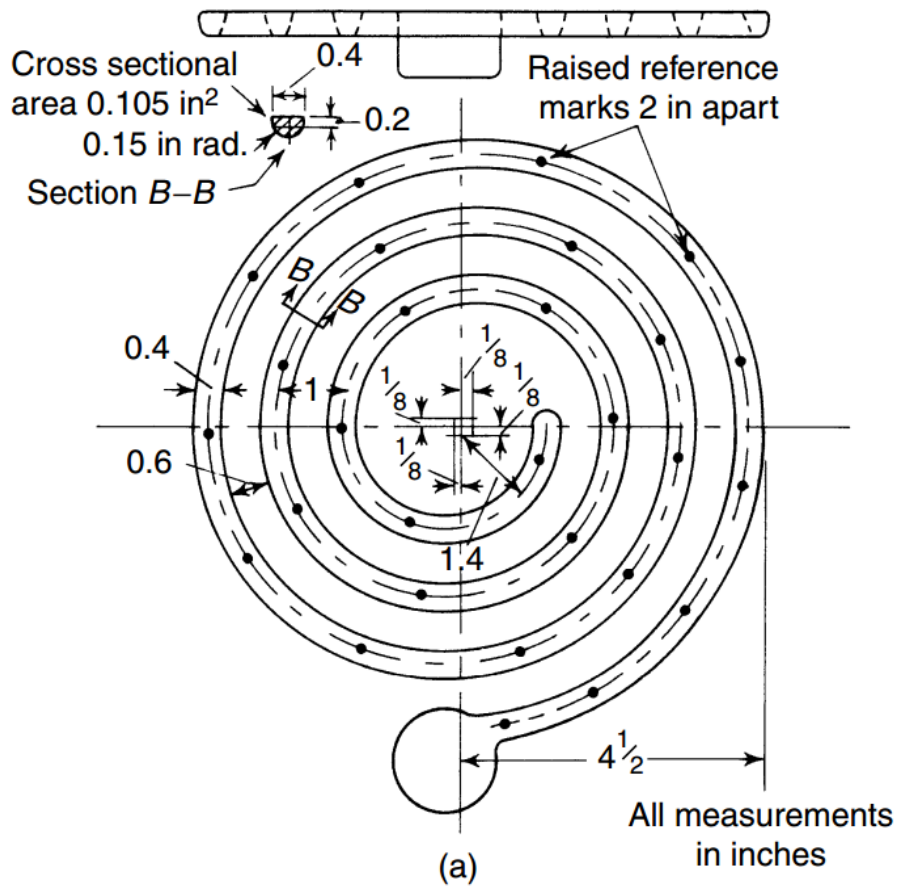
Figure 1. Spiral fluidity test casting. (a) Standard fluidity spiral, (b) arrangement of down-gate and pouring basin for standard fluidity spiral

VARIABLES INFLUENCING FLUIDITY
Temperature

The initial temperature of the metal is found to be the predominant factor, several investigators having shown the fluidity of a given alloy to be directly related to the superheat [3].
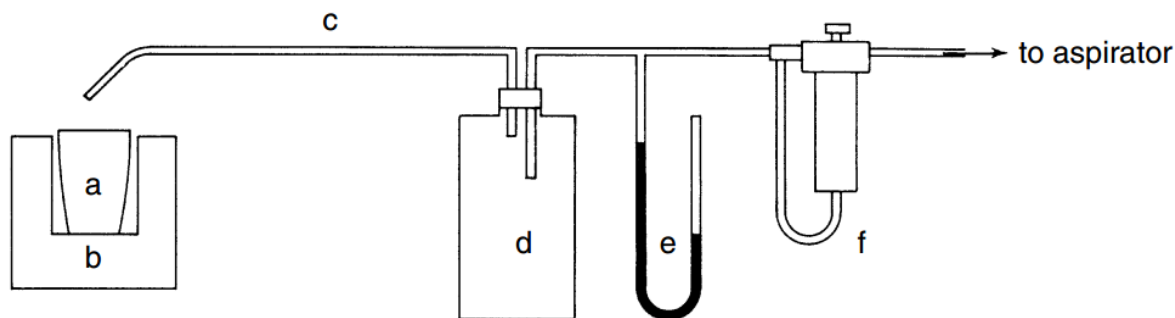

Figure 2. Vacuum fluidity test apparatus. (a) Crucible of metal; (b) electric resistance furnace; (c) fluidity test channel; (d) pressure reservoir; (e) manometer; (f) Cartesian manostat

This would be expected from the fundamental effect of solidification in controlling the duration of flow, since the superheat determines the quantity of heat to be dissipated before the onset of solidification. Typical fluidity–superheat relationships are illustrated in Figure 3.

Composition

The other major factor is metal composition. Valid comparisons of the fluidities of various alloys can only be made at constant superheat but under these conditions a marked relationship emerges between alloy constitution and fluidity.
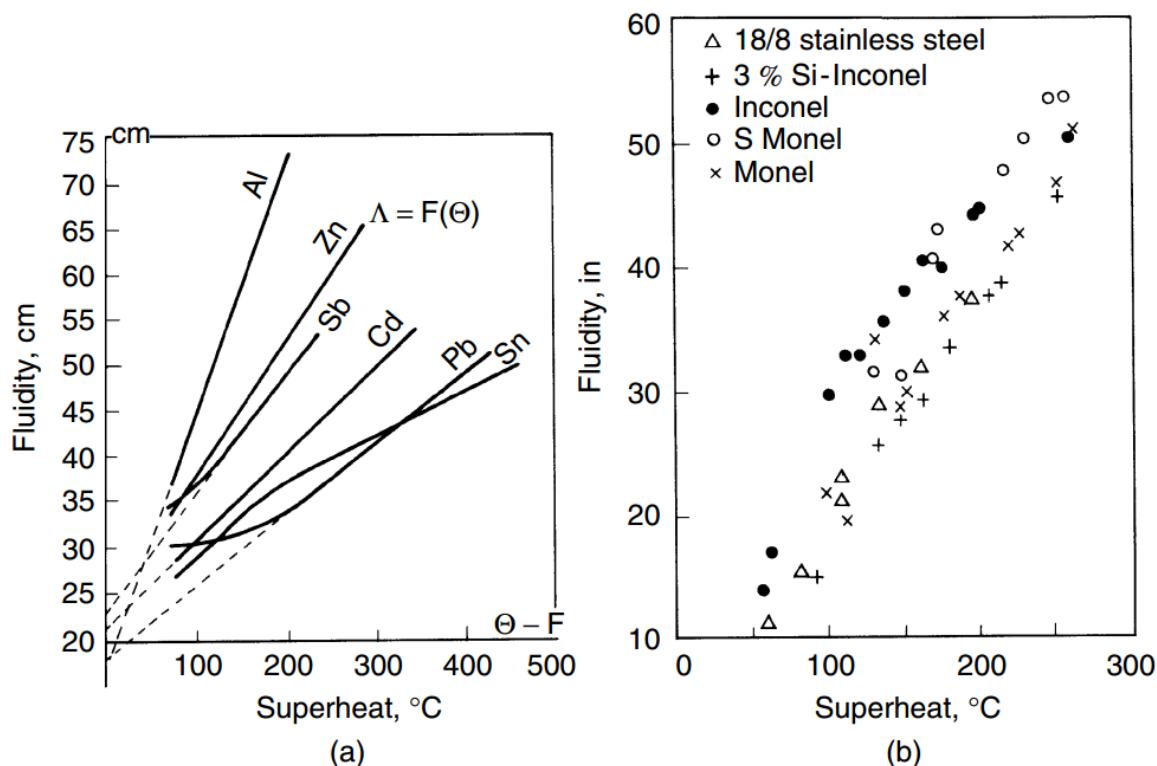
Figure 3. Influence of superheat on fluidity: (a) pure metals (b) alloys

High fluidity is commonly found to be associated with pure metals and with alloys of eutectic composition; alloys forming solid solutions, especially those with long freezing range, tend to show poor fluidity. Many researchers established an inverse relationship between fluidity and solidification range. This was later confirmed by other workers, for instance in their work with aluminum alloys. The relationship between composition and fluidity for one alloy system is illustrated in Figure 4.

Differences in the behavior of various types of alloy can be attributed primarily to their characteristic

modes of freezing. In the case of alloys in which solidification occurs by progressive advance of a plane interface from the mould wall, flow can continue until the channel is finally choked; this is found to occur near to the point of entry. Pure metals solidify in this manner and show appreciable fluidity even when poured at the liquids temperature, flow continuing during evolution of the latent heat of crystallization [4].

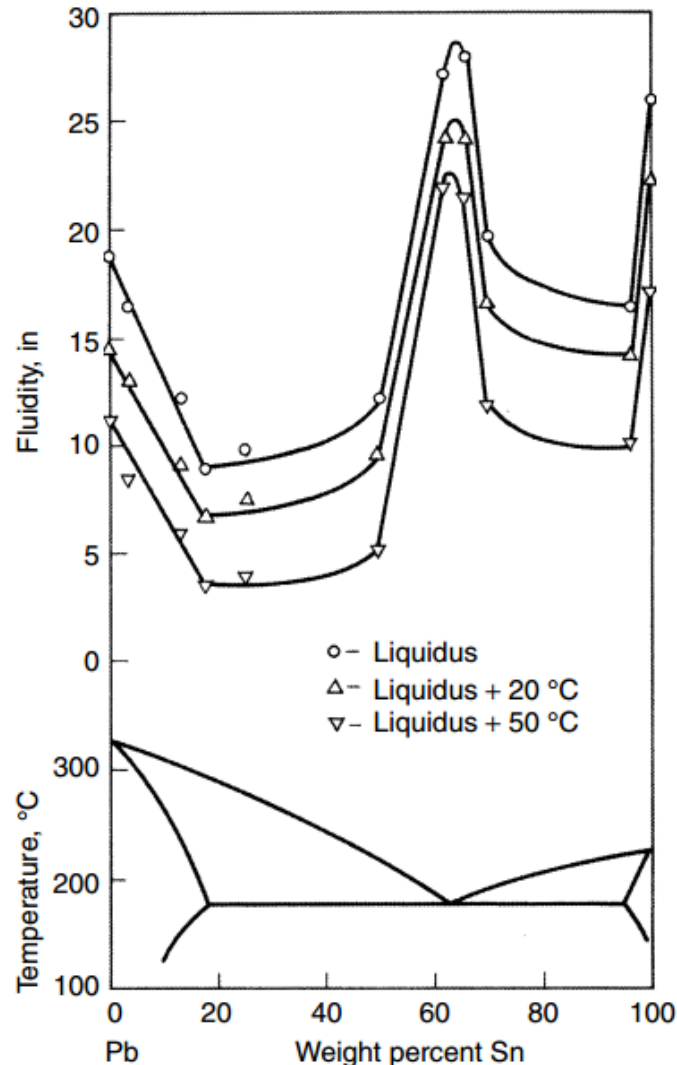**Figure 4. Relationship between composition and fluidity of lead–tin alloys**

In alloys in which constitutional undercooling and other phenomena produce independent crystallization in the main mass of liquid, flow is arrested by the presence of free crystals in the liquid at the tip of the advancing stream. These alternative modes of freezing are illustrated in Figure 5, together with the intermediate situation involving a dendritic interface.

Although constitution and mode of freezing are of major significance in accounting for differences between alloys, fluidity comparisons depend upon additional factors. Even in the case of alloys exhibiting similar modes of freezing the fluidity–superheat relationships are not identical: the time to cool to the freezing temperature depends upon heat content and thermal properties rather than upon temperature alone. The distance of flow is thus affected by the volume specific heat, latent heat of fusion and thermal conductivity of the alloy. The influence of thermal properties is exemplified in the aluminum–silicon system, in which maximum fluidity does not occur at the eutectic composition as in many other alloy systems. In this case the hypereutectic alloys show greater fluidity due to the high heat of fusion of the primary silicon, although at least a part of this increase has been attributed to a shift to a non-equilibrium composition with a higher than normal silicon content [5].

Apart from basic composition, other characteristics affecting fluidity include the presence of dissolved gases and non-metallic inclusions in the liquid.

OTHER FACTORS IN FLUIDITY

Although the spiral and vacuum fluidity tests have achieved a high degree of refinement for fundamental work, other tests have been employed in attempts to obtain a more comprehensive representation of conditions in foundry moulds, especially those incorporating a wide range of passage sizes. Researchers used the vacuum test to investigate the flow of molten tin in channels of various diameters down to 3 mm and established a simple relationship between channel diameter and observed fluidity, a finding subsequently extended, down to 0.5 mm channels in various alloys. It is not clear, however, to what extent such relationships would hold good in extremely small mould passages for alloys and conditions susceptible to the growth of surface films. Under these circumstances, which are relevant to the reproduction of sharp corners and fine detail, surface phenomena must assume greater significance. The importance of surface tension with respect to flow in small passages was demonstrated, who found a direct relationship between surface tension and the pressure required to produce penetration of liquid metals into surface voids in sand compacts.

The distinction between this aspect of fluidity and that measured, for example, by the spiral test was drawn by researchers, who expressed
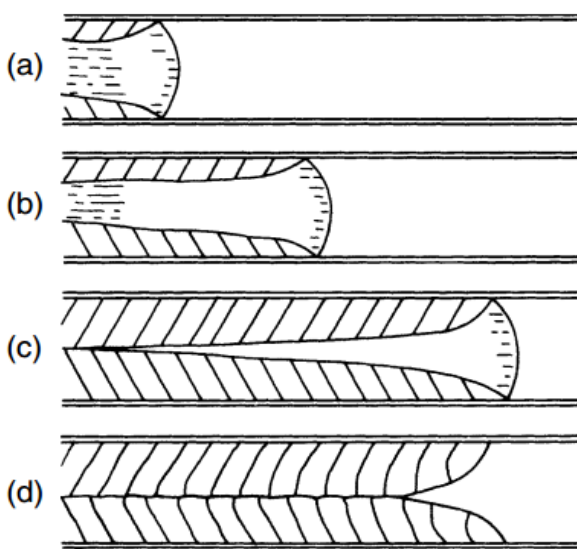
(i)

(i) Plane interface:
    (a) Liquid enters flow channel and columnar grain formation with smooth liquid–solid interface begins,

    (b) Columnar grains continue growing in upstream direction,

    (c) Choking-off occurs,

    (d) Remainder of casting solidifies with rapid grain growth and formation of shrinkage pipe;

(ii)

(ii) Jagged interface:
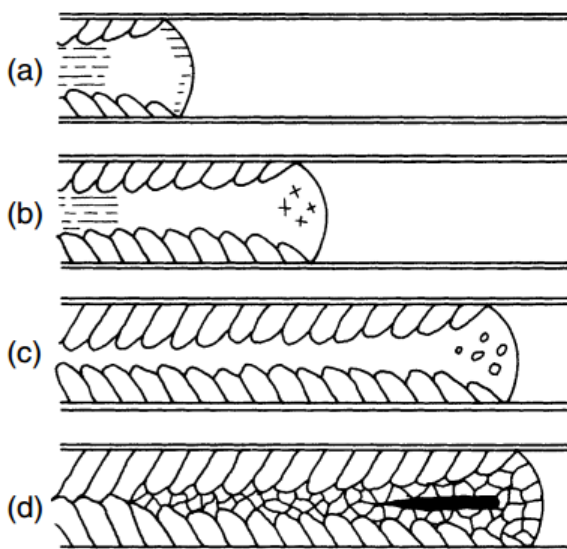   (a) Liquid enters flow channel and columnar grain formation with jagged liquid–solid interface begins,

    (b) Columnar grains continue to grow, fine grains nucleating at tip,

    (c) Choking-off occurs at entrance to flow channel, though cross-section is not completely solid,

    (d) Remainder of casting solidifies with equi-axed grains and formation of shrinkage cavity near tip;

(iii) Independent crystallization:

(a) Liquid enters flow channel, columnar grain formation begins, and fine grains nucleate,

(b) Fine grains grow rapidly as flow progresses,

(c) Flow ceases when critical concentration of fine grains in tip is reached,

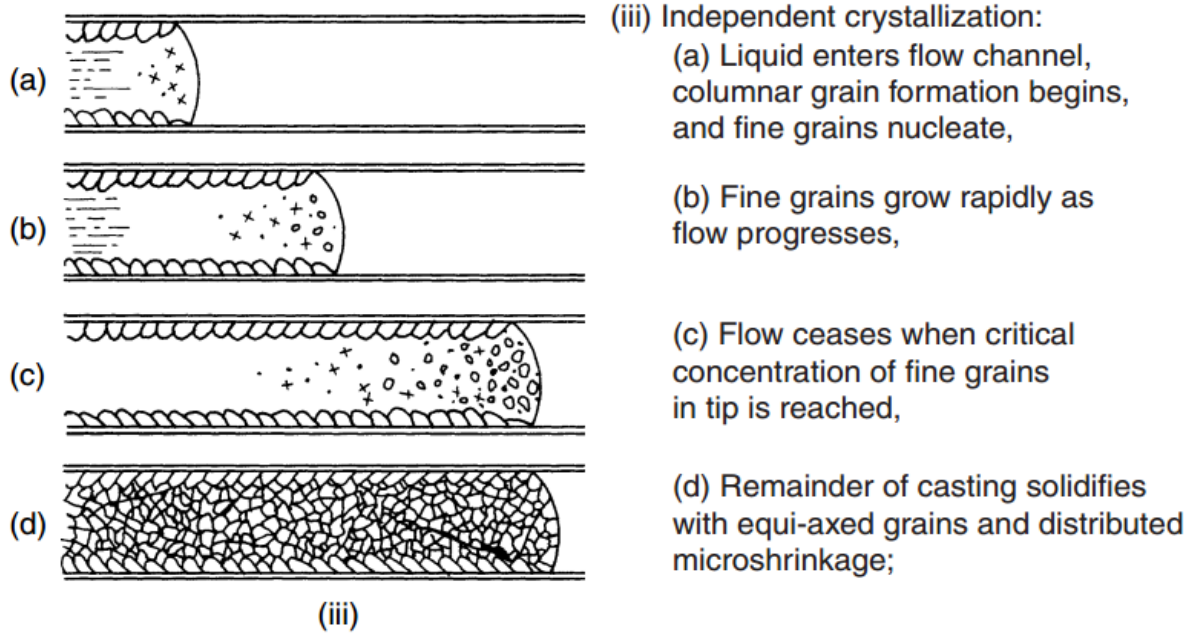(d) Remainder of casting solidifies with equi-axed grains and distributed microshrinkage;

Figure 5. Modes of solidification in flow channel.

the capability of the metal to conform closely to the mould surface as casting quality, determined by making a separate measurement of the length of spiral perfectly formed and expressing this as a percentage of total length. Comparisons of values for casting quality and fluidity revealed significant differences between the two according to alloy type.

There is wide agreement that the surface tension factor becomes significant in the channel size range 0.5–5 mm. Under the conditions prevailing in casting, the surface tension of the metal itself, which may have a value as high as 1.5 N/m, is modified by the influence of the surface films existing on metals in normal atmospheres. Evidence of these films has long been available: in some cases, as in the aluminum bronzes, they may be visible, whilst in other cases they may be detected by their marked effect upon the emissivity of the metal surface. Liquid aluminum for instance, carries surface films which increase surface tension by a factor of three, whilst the reduced fluidity of steels containing aluminum has also been explained by the presence of an alumina film, preferentially formed because of the high oxygen affinity of the element; titanium produces similar oxide films on stabilized stainless steels and nickel base alloys. Chromium is yet another element known to produce strong surface films; Researchers used this fact in partial explanation of poor casting quality in some of their alloys. Researchers made direct determinations of the influence of surface films on the surface tension

of liquid cast iron and found increases of up to 0.5 N/m, considered high enough to be significant with respect to flow in small passages [6-9].

The presence of a restrictive oxide film may mean, therefore, that the film rather than the mould will determine the final outline of the casting in confined corners. Alloys carrying the films are particularly susceptible to poor definition and to the formation of surface laps and wrinkles: they therefore need particular care in gating. The effect of oxide films is not, however, universally restrictive. A liquid film may exert the opposite effect and the influence of phosphorus in increasing the fluidity of copper alloys, for example, may be partly explained by such a film.

Flow behavior in very narrow channels has been incorporated in certain further techniques for fluidity measurement. In multiple channel systems, wider representation of casting conditions is sought by integrating flow distances obtained in channels of greatly differing thicknesses. Two such tests are illustrated in Figure 6. In a further test designed by researchers a mould cavity with a large surface area to volume ratio is used to provide an analogous mould filling problem to that encountered in investment castings of thin section. In this case the area of specimen produced is the test criterion. These types of test provide a wide range of conditions for the exercise of the solidification and surface influences upon flow distance. They thus offer some parallel with a similar range of actual mould conditions.
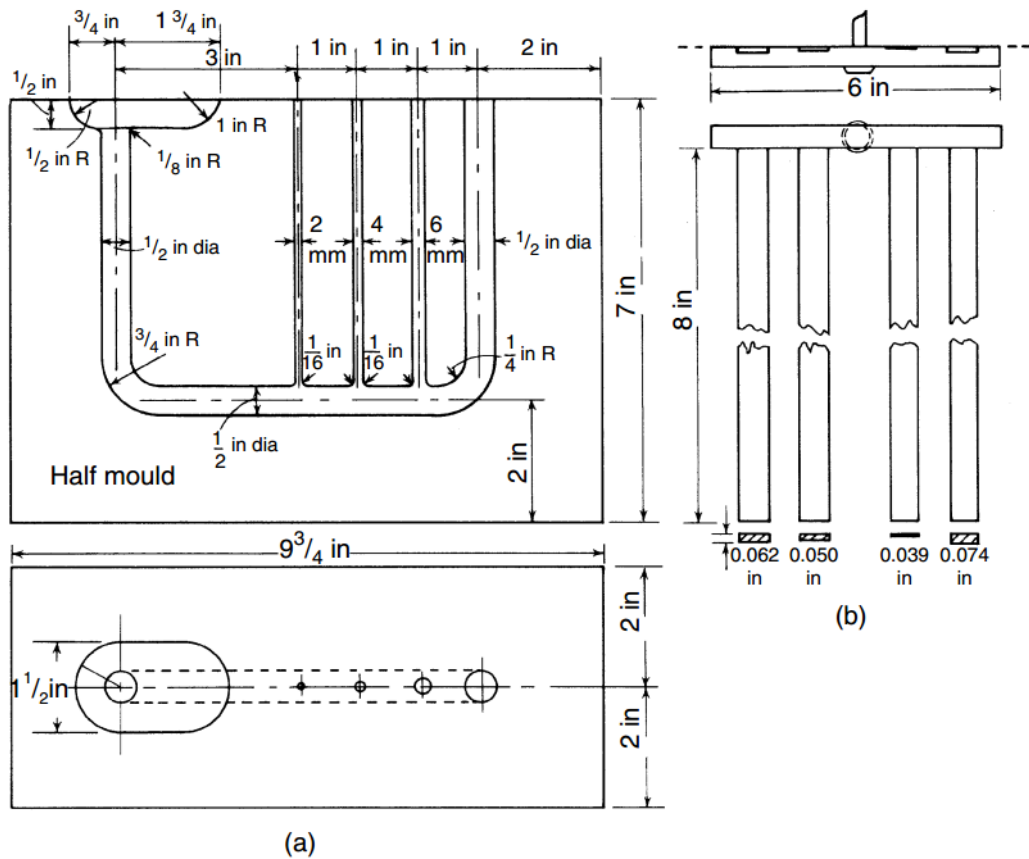
Figure 6. Multiple channel fluidity test castings. (a) test

Researchers subsequently carried out a close analysis and interpretation of the large body of fluidity results obtained by earlier investigators: it was concluded that the findings from the widely varying test methods employed could all be reconciled and brought to a common basis in terms of the fundamental influences on flow. Also included was a discussion of the separate but significant concept of continuous fluidity, representing flow behavior through short channel conditions, in which flow continues indefinitely without the arrest which determines normal fluidity test results.

CONCLUSION

Fluidity is one of the most important properties of alloys. Therefore, the fluidity of the alloy is important to obtain a quality cast. From the results of several tests mentioned above, we can know the limit of readability. We first used a spiral test to check the fluidity of the alloy. This means that in the process, air resistance to fluidity and a certain amount of resistance created by the friction of the liquid alloy against the surface of the helix have been investigated. Units of measurement are placed at a certain distance in the spiral, and from these measurements we can determine the yield strength of the alloy. In the next stage, the yield strength of the alloy was determined by means of a vacuum apparatus. Thus, two studies have shown that it is easy to determine the yield strength of an alloy by vacuum and that the degree of accuracy is high. In addition, the yield strength is directly related to the temperature of the alloy, and it has been observed that the yield strength increases with increasing temperature, and this experiment was comprehensively tested by testing different alloys. Currently, the most volatile metal is gray cast iron. Due to the low fluidity of steel, experiments have shown that up to 1% aluminum alloy should be added to the alloy to improve its fluidity.

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Miray Jalilova
Tashkent institute of architecture and civil engineering
Teacher, Uzbekistan, Tashkent

MODERN APPROACH TO TEACHING ENGLISH IN HIGHER EDUCATION

Abstract: It is known that the demand for teaching English increases year by year. In particular, the modern approach to teaching English is one of the topical issues of today.

This article highlights the specific features of teaching English to students of higher education institutions. It is also aimed at increasing students' interest in learning English and the pedagogical foundations of this process are revealed.

Key words: English language, competence, communication, teacher – student, quality of education, innovative approach.

Language: English

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Introduction

Mastering a foreign language in higher education implies the formation of a number of competencies for students. In particular, graduates should be able to communicate orally and in writing foreign language and solve problems of interpersonal and intercultural interaction. Therefore, students must have certain knowledge (for example, knowledge of language tools) and skills (to use speech communication formulas, formulate their point of view, etc.), as well as be able to relate language tools to specific situations of cross-cultural speech communication.

The solution of this complex, "global" problem occurs during the entire period of foreign language teaching in the higher education and requires the use of rational and effective approaches and technologies, forms and methods of teaching. In this context, it is common to talk about the use of new information and communication technologies, active teaching methods, and a differentiated approach.

In modern society, specialists with abilities and skills that allow a professional to be more maneuverable and successful in present conditions of market relations, carrying out effectively lots of labor activity, being at the same time quite socially adapted, is in great demand. In the article the need to determine the scientific and practical importance of the professional competence of the student and teacher as direct interacting initiators and participants within the educational process, its development, in turn, is a prerequisite for the further professional formation of a future specialist. Prospects for the development of education are due to both the use of innovative methods and technologies in the meaningfulness of the educational process, and the growth of the teacher's professional competence [1].

All of them studied a foreign language at school, college and lyceums. On the other hand, not everyone learned English, and it is this language at the beginning of the XXI century that is one of the leading means of intercultural communication in various fields [2]. In addition, the level of language training of many graduates remains quite low today. And finally, even well - trained English graduates of higher education experience difficulties in real situations of social and professional interaction on it, since in educational institutions they received mainly language knowledge. To work with foreigners, a high level of development of speech skills is required, which are the main component of the communicative competence of a modern person. In the modern world, it is very important not only to have certain linguistic

knowledge, but also to be able to correctly apply them in various situations of intercultural communication to solve specific communicative problems.

Foreign language skills of employees are an important factor for employers, that is, it is part of its intellectual capital. In our pedagogy of higher education, in our time actively searching for ways to improve the linguistic training of students of a non-linguistic profile is actively being conducted, however, the issues of advanced training of specialists who have already graduated from high schools are not fully covered. An effective way to increase the level of communicative competence of employees is corporate training in a foreign language. This type of training is becoming more and more popular in our country and in many large companies it is an obligatory component of employees' activities[3].

Today, training is included in the list of services of almost all language lessons and courses. Most of them issue their own certificate of completion of courses, which, however, is a formality.

However, the "basic element" is the methods and techniques of teaching a foreign language, which the teacher uses in the classroom, directly working with students. Students' knowledge and proficiency in language tools and their use in communication depends on how effectively this material was presented, fixed, and worked out. A method that allows you to:

a) motivate students to study the subject,

b) promotes the development of language and speech competence,

C) contributes to a faster and more durable assimilation of the material, is the game. Is the use of games in the student audience justified? And if so, which games will best contribute to the development of language skills? In modern science, games are considered as a method that can be effectively used in teaching a foreign language to both children and adults.

Analysis of the works of these scientists allows us to conclude that it is the game technology that allows the student to be personally involved and involved in the functioning of the studied phenomenon, which gives him the opportunity to simulate real life conditions. K.D.Ushinsky believed that games are partly a person's own creation, which does not pass without a trace, but to a certain extent contributes to the formation of his personality [1].

Modern pedagogical technologies such as learning in collaboration, project methodology, the use of new information technologies, Internet resources help to implement a person-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, aptitudes, etc. Forms of working with computer training programs in foreign language lessons include:

- learning vocabulary;

- practice pronunciation;

- teaching Dialogic and monological speech;

- learning to write;

- working out grammatical phenomena. The use of the Internet in a communicative approach is highly motivated: its goal is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience. Students should be prepared to use the language for real communication outside of classes, for example, during visits to the country of the language being studied, during the reception of foreign guests at home, during correspondence, when exchanging audio and video cassettes, task results, and so on. At the same time, the term communication should not be understood narrowly, purely pragmatically.

Many rules and meanings of new words are explained by the teacher using familiar vocabulary, grammatical structures and expressions, gestures and facial expressions, drawings and other visual facility. You can also use computers with CD, Internet. All this helps to awaken students' interest in the history, culture, and traditions of the country of the language being studied. The goal is to teach the student to speak a foreign language not only fluently, but also correctly. After all, extracurricular activities have a huge potential for the formation of communicative competence.

Communicative competence includes the following aspects:

- knowledge of how to use the language for different purposes and functions;

- knowledge of how the language changes in a particular communicative

situation;

- the ability to compose, read and understand texts, to characterize them;

- ability to maintain a conversation.

How is learning a foreign language?

Communicative competence comprises:

Grammatical competence (the main goal is not to demonstrate the knowledge of grammar rules but a grammatical competence – using a rule in the negotiation of meaning;

Discourse competence (understanding the nature of correlation between certain words or phrases in a text, and the ability to interpret the overall meaning of the text;

Sociolinguistic competence (comprehension of the social context in which language;

Strategic competence.

Practice shows that one way or another, students tend to talk about everyday work affairs and problems, about some situations that occur with them during work. If the teacher is completely unaware of what this company is doing, he will not be able to build and maintain interesting conversations, discussions and dialogs, which, as already noted, play a crucial role in

the context of the communicative methodology used for training in the corporate sector.

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Enajan Qutimovna Djumaniyazova
Tashkent institute of architecture and civil engineering
senior teacher
Uzbekistan, Tashkent

TECHNOLOGY OF THE IMPROVE CREATIVE PROJECT ACTIVITIES OF STUDENTS IN THE TEACHING FOREIGN LANGUAGE

Abstract: *The new strategic goals of modern education in Uzbekistan and the desire to comply with European standards have made practical approaches necessary for training new types of specialists in the future.*
The article talks about the meaning and specific features of the application of creative project technologies as a way of increasing the effectiveness of teaching foreign language for students in higher education.
Key words: *foreign language, creative project, innovative activity, pedagogical skill, quality of education, creative activity.*
Language: *English*

Introduction

The state requires highly qualified personnel who know foreign languages, are able to consciously perceive new and advanced thoughts, are ready to create and implement specific ideas. Modern competently qualified specialists should not only apply a foreign language in everyday life, but also have a sufficient amount of knowledge and skills: understanding of materials at conferences, round tables and seminars; working on the internet; conducting conversations and discussions on professional and business topics; finding information on the Internet or other foreign sources; they must know how to prepare and conduct presentations on specific topics. One of the components of the effective implementation of these tasks is the use of creative project technology for teaching a foreign language.

Teachers began to talk about the application of creative projects in teaching at the beginning of the last century. They try to find ways to develop active independent thinking of students, not only to memorize and repeat knowledge, but also to provide opportunities for the practical use of their knowledge. At the present stage of the methodology development, the researchers demonstrate the possibilities and possible advantages of the creative project method as a useful method of teaching and learning. At the same time, despite the existence of a large number of publications, most researchers pay attention to the application of creative project technologies in the educational process of research in the field of Higher Education. This led us to the chosen topic.

The purpose of the article is to identify and analyze the advantages, content and peculiarities of the application of creative project technologies as a way of increasing the effectiveness of teaching a foreign language for university students. The share of work carried out in the group with the student is reduced, but under the guidance of the teacher, the use of interactive methods of teaching potential specialists is increasing, therefore, the contribution of self-employment, self-organization, self-management is increasing. The education of higher education institution students is gradually growing. In this regard, the importance of using Project technology for teaching foreign language is further emphasized because it will help to focus attention on the independent work, activity and creativity of the students and the teacher will serve as a consultant, assistant, observer and manager.

Creative project technology allows us to solve a didactic problem and make foreign language lessons a

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truly interesting, meaningful, and practical solution for students to become a place of discussion or research. In this case, the highest technological value of individualization of education is realized, relying on the subjective experience and educational interests of students.

It is very important that this teaching technology is not aimed at combining real knowledge. Instead, it is aimed at practical application and obtaining new information (often through self-education). The main task of the creative project: to teach students to think independently, to find out the relationship between the reasons for finding and solving problems by applying this knowledge in different areas, to predict the results and consequences of different solutions.

Active participation of students in the creation of professionally oriented creative projects on various topics gives them the opportunity to learn new things, develop their skills and test new methods of human activity in the socio-cultural environment. Constructive critical thinking, self-presentation and development of skills to work in a team (group or couple), improves the socialization of each student and encourages language learning.

In order to formulate the language knowledge of students who require programs and standards, it is necessary to provide active oral practice for each group of students. For this, the technology of the project will be very useful. Of course, the tasks of the project are outside the classroom and require additional independent work, but it is justified by the fact that it can provide the following:

- activity, even in students who want to keep silent;
- to reveal the skills that will ensure the confidence of the students in themselves;
- improving students ' communication skills;
- development of important skills and skills of students (joint decision-making, professional creative thinking, activity in the process of reading and individual and collective responsibility for the work performed);
- development of research skills (future specialists should find and analyze the necessary theoretical sources, choose pictures, draw conclusions);
- to create conditions for a more thorough study and in-depth study not only of grammatic, but also other aspects of the language;
- develop critical thinking.

Despite all the advantages listed above, the project activity has a number of drawbacks, since it requires experience from the teacher, thorough planning and discussion with the students. The teacher plays the most important role in the preparatory stage. It should create a wide range of topics that will allow students to carry out their knowledge and use personal experience in the work. This approach increases the effectiveness of learning and motivation and allows students to speak skillfully and consciously in the process of protecting their creative projects. The teacher initiates discussions to ask questions and comment from time to time, but almost all discussions in this group are conducted by the readers themselves. The teacher is also responsible for the type of project (research, creative, play, information, telecommunications, multimedia), the methods and approaches of teaching, the organization of groups, the exchange of roles, the individual relations in groups, the choice of the language basis of the project (lexical and grammatical), the materials that carry out the final assessment with the discussion of behavioral and language errors. On the other hand, before participating in the project activities, students must "possess creative and communication skills, knowledge in finding and analyzing the information necessary for them to use scientific resources, express their opinions, participate in conversations, etc."

Thus, the technology of design is considered as an integrated education system, students acquire knowledge, perform practical tasks (projects) that are gradually becoming more complex and are engaged in the study of a foreign language for students, organized, long and meaningful. This work can be done both in the group and outside of the class time. The project is always a creative activity. It is based on the idea that reflects the meaning of the concept of" project " and its pragmatic orientation to the result obtained as a result of solving an important practical or theoretical problem. It is very important to see, think and apply this result in practice. Projects encourage students to take initiative. If they sit back and wait for communication with others, they will miss the opportunity to develop a foreign language. But with some encouragement, practice and good modeling, they develop skills and courage to start making noise in meaningful language.

The analysis of scientific literature has shown that although the project Technology fans are increasingly, there is a gap and even a replacement of concepts. In recent years, the project has a tendency to be called almost any event, and the lack of coherence in the development of the theory and practice of the project decreases the effectiveness of foreign language and practical activities.

After studying the classification of creative projects proposed by him., we have identified the types of projects that can be used in teaching a professionally oriented foreign language:

- according to the characteristics of the dominant project activity: search, search, information, creative, game, telecommunications, multimedia, construction, practice-oriented;
- implementation of scientific relations: monosubject, curriculum of science;
- depends on the project coordination feature: direct-solid or flexible, indirect, hidden - hidden;

- depends on the characteristics of the relationship: Group, local, regional, national, international;

- depends on the number of participants: individual, collective, couple, Group, mass;

- on the duration of the project: continuous, continuous and short - from a week to a month.

Despite the fact that this creative project is widely covered, the project activities have a clear structure that teachers should follow in order to improve the effectiveness of teaching a foreign language. Scientific experts consider the following stages of the project work:

- first stage-preparation: selection of the project topic, discussion, problem formulation, study of new language material, development of the project structure, discussion of the results of the project activities and methods of its presentation;

- the second stage-work management: search for data (reading texts, literature, interview, questionnaire) discussion of data and preliminary results in groups;

- the third stage-intermediate control: discussion of the design of the project, documentation (at this stage, students are required to prepare posters, brochures, small texts according to the chosen topic, photos, a short video or album with photos);

- the fourth stage-presentation: discussion, design, presentation of the project methods of demonstration of projects in groups;

- the fifth stage-summarization: discussion of the project, final evaluation.

The precise planning and implementation of creative project activities in higher education allows teachers to turn it into a practical learning process for the improvement of language knowledge, and not an event of entertainment. It should be noted that in the process of project activities, teachers should take into account the professional qualification of the students, their language knowledge, the level of teaching and the complexity of the tasks. We cannot offer tasks that are impossible or very difficult for students. This violates the basic idea of the project activity - "transition from theory to practice, harmonization of academic knowledge with pragmatics and adherence to their balance at each stage of study".

Thus, the effectiveness of the use of creative project technology in teaching a foreign language is determined primarily as the development of students ' cognitive skills, critical thinking and communication skills, the formation of self-teaching skills and the selection of information on a given topic.

Creative project technology is an effective approach to teaching a qualified individual because students participating in project activities improve their skills of working in collaboration, skills of working with information sources, develop and develop problem-solving methods. They get the experience of doing scientific-practical and practical work, working independently. Project work provides a step-by-step transition from theory to practice and harmonization of scientific knowledge and pragmatics at each stage of Education.

In conclusion, the advantages of using the technology of creative project activities oriented to the field in teaching a foreign language do not end. This gives us broad prospects for further research. The next study can determine the criteria for the effectiveness of the use of Project technology in teaching foreign language to non-linguistic students.

The purpose of using the technology of creative project activities to learn the languages that will be organized with the help of the project is to facilitate learning and self-learning. True, a creative project is one of the most important goals of teaching the language. The development of interest and interest in students, the creation of the lesson context should be based on the openness of instructional materials and information, which can be a practical way of engaging students in learning. In the process of optimizing the teaching of a foreign language in a creative project Technology, students are not so much dependent on their native language, but are active and guided in communicating with each other.

When we come to the development of technology, we believe that in the future the teaching of creative project technology in a foreign language will be further developed. The process of studying a foreign language is aimed at students. Therefore, the quality of teaching is improved and the scanning of students in practical foreign language is effectively developed, that is, the communicative competence of the students is formed.

We believe that this process will be able to fully improve students' ideas and practical language knowledge, which is useful for ensuring and implementing effective result of teaching and learning. Through the elimination of several problematic areas, creative project technologies can be effectively used in the study rooms, relevant knowledge by the teachers will enable them to overcome the problems and be creative to the teachers.

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QR – Issue   QR – Article

Zaruxan Ajimuratovna Utemuratova
Tashkent institute of architecture and civil engineering
head of department

THE USE OF MOTIVATIONAL FEATURES OF GAMING TECHNOLOGY IN THE STUDY OF THE RUSSIAN LANGUAGE IN NON-LINGUISTIC UNIVERSITIES

Abstract: This article is devoted to the study and research of the features of using pedagogical games and game technologies as one of the main aspects of improving the quality of Russian language teaching in non-linguistic universities.

Key words: game, game technology, role-playing game, cognitive interest, didactic game, game technology functions.

Language: Russian

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ИСПОЛЬЗОВАНИЕ МОТИВАЦИОННЫХ ВОЗМОЖНОСТЕЙ ИГРОВЫХ ТЕХНОЛОГИЙ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА В НЕЯЗЫКОВЫХ ВУЗАХ

Аннотация: Данная статья посвящена изучению и исследованию особенностей использования педагогических игр и игровых технологий в качестве одного из главных аспектов повышения качества обучения русскому языку в нелингвистических вузах.

Ключевые слова: игра, игровые технологии, ролевая игра, познавательный интерес, дидактическая игра, функции игровой технологии.

Введение

На сегодняшний день всесторонняя теоретическая разработка проблемы использования современных педагогических технологий в профессиональной подготовке специалиста, в условиях высшей школы, приобретает особую остроту и значимость.

Необходимость подготовки педагога новой формации обуславливается решением подобных задач, требующих системно и целенаправленно разрабатывать и внедрять прогрессивные технологии в образовательный процесс. Игровые технологии представляют собой те средства, которые способствуют активизации деятельности студентов.

«Игра в руках хорошего организатора, - по словам К.Д. Ушинского, - превращается в действенное орудие, как обучения, так и воспитания, требуя от учеников большого умственного напряжения и в то же время принося им огромное удовольствие и удовлетворение». Отличительная особенность игр заключается в том, что они являются не только развлечением или кратким перерывом, отдыхом, но и в том, что они могут быстро перерасти в обучение, воспитание, творчество, модель типа человеческих отношений и проявлений в труде. Известно, что с древних времен, игры применялись с целью обучения младшего поколения старшими передавать набранный опыт.

Под понятием «игровые педагогические технологии» зачастую подразумевается обширная группа методов и приемов организации образовательного процесса в форме различных педагогических игр. Отличительной особенностью педагогичеких игр является то, что

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они заключают в себе определенную цель обучения и определенный педагогический результат. Игровые технологии применяются с целью совершенствования познавательного интереса у учащихся через разнообразные игровые формы обучения. Можно рассмотреть следующие преимущества использования игровых технологий:

- повышается степень вовлеченности учащихся в учебно- творческую деятельность;

- учащиеся могут проявить свои способности и активность;

- создаются условия для стимулирования интеллектуального потенциала студента;

- у многих студентов повышается самооценка, уверенность в себе;

- расширяется кругозор, закрепляются знания, пробуждается интерес к различным областям науки, техники, искусства, развивается находчивость, смекалка;

- развиваются способность к толерантному общению, чувство товарищества и взаимовыручки.

Заметим, что студент должен уметь интерпретировать и оценивать информацию, например, выделять в тексте противоречия и присутствующие в нем структуры, аргументировать свою точку зрения и т.д. При таком подходе к различным типам информации студент может эффективно использовать возможности электронно-образовательных ресурсов. Критически мыслящий студент умеет взаимодействовать с информационным пространством, принимая многополярность окружающего мира, возможность сосуществования разнообразных точек зрения в рамках поднятых на занятии проблем.

Стоит отметить важным тот факт, что проводимые преподавателем организационно-обучающие игры в процессе обучения студентов русскому языку значительно способствуют активизации вовлеченности обучающихся в учебную деятельность, также организация в учебной аудитории различных проектных работ, круглых столов для обсуждения в нескольких группах ту или иную тему, особенно ролевых игр и других индивидуальных, парных или командных работ служит основным источником для повышения мотивации студентов к изучению русского языка и сравнительно ускоренному усвоению учебного материала. Основной мотивирующий элемент применения педагогических игр и игровых технологий в ходе обучения русскому языку в вузах с неязыковой направленностью образования является то, что они создают возможность для каждого обучающегося вырабатывать в себе желание проявлять собственную инициативу и стремление к самостоятельности, что, в свою очередь,

способствует повышению интереса студента к содержанию, целым и задачам обучения.

Если задаться вопросом, касательно основной цели и причины введения ролевых игр в учебно-образовательную деятельность, в частности в процесс изучения русского языка в нелингвистических учебных заведениях, то ответ на данный вопрос можно рассмотреть тем условием, создание которого обеспечивается использованием ролевых игр, служащие звеном между интерактивностью студентов и взаимодействием преподавателя с учащимися. Метод применения ролевых игр на современном этапе развития педагогики и психологии рассматривается как один из лучших педагогических приемов не только для пробуждения и поддержки интереса обучающихся к учебной деятельности, например к изучению русского языка с учетом профессиональных потребностей, но для эффективного оценивания знаний студентов, поскольку учащиеся, будучи вовлеченными в ролевую игру, приобретают возможность демонстрировать свои навыки и способности: речевые, слуховые, актерские и многие другие, связанные с логикой и критическим мышлением. Помимо этого, при помощи организации преподавателем ролевых игр в ходе занятия русского языка большинство пассивных студентов проявляют желание вовлеченности в учебно-образовательный процесс на ряду с другими учащимися, и это сказывается на пробуждении и постепенном повышении их мотивации к изучению русского языка. Учитывая значимость использования ролевых игр при обучении русскому языку в неязыковых вузах, преподавателю следует заранее тщательно подготовить учебный план каждого занятия, что подразумевает определение целей и задач применения той или иной игровой технологии, разработку и адаптацию сценария организации ролевой игры, соответствующей также теме проводимого занятия.

В ходе широкого введения ролевых игр в учебную деятельность современного образования стало известно, что показатели интерактивности студентов в процессе изучения учебного материала, а в данном случае русского языка в нелингвистических вузах, сравнительно высокие, так как в ролевых играх студентам предлагается активно взаимодействовать друг с другом, а также с преподавателем, исполнять различные роли, применяя, например жесты и мимику, продемонстрировать определенную ситуацию или решить определенную проблему. Для обозначения методик этого типа , также используются близкие названия, такие как имитации, деловые игры, моделирование. Подобные приемы помогают совершенствованию не только навыков профессионального общения и речевой

деятельности на русском языке, но и навыков критического мышления, логики, когнитивных способностей обучающихся, умение находить разумные решения в различных проблемных ситуациях. Кроме этого, практические навыки учащихся значительно улучшаются при эффективном использовании как ролевых, так и других педагогических и организационно-обучающих игр в учебно-образовательной деятельности. К примеру, исполняя роли различных сказочных персонажей, героев произведений на занятии русского языка, студенты могут развивать не только свои творческие способности, но и навыки эффективной речевой деятельности на русском языке с профессиональной позиции, а также формирование общеучебных умений. Помимо воспитательной, обучающей, стимулирующей функций игровых технологий и ролевых игр, в них присутствует и социальная значимость, подразумевающая как активизацию знаний, так и развитие коллективных форм общения студентов.

В неязыковом вузе игровая деятельность может использоваться в следующих случаях: в качестве самостоятельной технологии для освоения определенной темы; в качестве целого занятия или его части (введения, объяснения, закрепления, контроля или упражнения); при организации внеаудиторной работы. При систематическом использовании на уроках игровых технологий наблюдаются следующие результаты:

• формируются терпение, настойчивость, ответственность, любознательность;

• стремление к познавательной детельности;

• вырабатывается умение самостоятельно добывать знания и применять их на практике;

• создается положительный морально-психологический климат в группе;

• повышается уровень развития коммуникативных навыков студентов;

• развивается наблюдательность, умения видеть необычное в знакомых вещах.

По причине того, что коллективный характер является другой важной особенностью игры, необходимо чтобы эта особенность подразумевала строение отношений друг с другом на основе сотрудничества, укрепление которого относится к задаче преподавателя. Для того, чтобы эффективно воспользоваться имеющимися мотивационными возможностями игр и игровых элементов в процессе обучения русскому языку студентов нелингвистической специальности педагогу, прежде всего, требуется обладать такими качествами, как внимательность, наблюдательность, тщательность при оценивании знаний учащихся, а также энтузиазм при проведении занятия, ибо на повышение мотивации студентов оказывает позитивное влияние не только ролевая игра или другая игровая технология, но и тот энтузиазм, с которым преподаватель преподносит студентам учебный материал. Также важно, чтобы преподаватель перед началом занятия русского языка тщательно продумал и подготовил предлагаемые игры, не отказавшись от наглядности для упрощения игр и наличия в них стимулирующих обучающихся к усвоению материала элементов.

Подобные игры служат источником получения знаний, формирования умений, также позволяют пробуждать и поддерживать познавательные интересы учащихся, улучшают наглядность учебного материала, делая его более доступным, а также помогают интенсифицировать самостоятельную работу учащихся. Дидактическая игра применима ко всем типам урока и ее в зависимости от решаемых задач и цели можно разделить на группы:

- игры-тренинги (игры-упражнения);
- игры-конкурсы (с делением на команды);
- сюжетные игры на закрепление пройденного материала;
- интеллектуально-познавательные игры;
- игры на поиск связей и закономерностей;
- интеллектуально-творческие игры и др.

По существу в них заключено одно из важнейших правил успешного учения: ставьте перед собой и перед теми, кого вы учите, реальные цели. К сожалению, это правило, мы часто игнорируем. Мы читаем длинные лекции, эмоционально рассказываем интересные вещи (на наш взгляд), можем давать детям задание прочитать огромный отрывок из учебника, пересказать его, можем показать фильм или играть целый урок. Но проходит некоторое время, и в памяти у детей остаются лишь отрывки тех знаний, которыми, как полагалось, они должны овладеть. Это происходит потому, что у ребят нет возможности, времени и достаточных навыков, чтобы поразмышлять над изучаемым материалом.

Здесь было бы уместным напомнить о процентном усвоении информации:

- лекция – не более 20-30%
- самостоятельная работа с литературой – до 50%
- проговаривание – до 70%
- личное участие в изучаемой деятельности (деловая игра и др) – до 90%

Поэтому важнейшей составляющей педагогического процесса должно стать личностно - ориентированное взаимодействие учителя с учениками, где бы обеспечивалось комфортное психологическое самочувствие обучающих и обучающихся, резкое снижение конфликтных ситуаций на уроках и во время воспитательной деятельности, где бы создавались благоприятные предпосылки для повышения

уровня общекультурной подготовки; создавался благоприятный микроклимат в группе.

Таким образом, если всецело рассмотреть современные методы, педагогические приемы и подходы, используемые в процессе преподавания русского языка в качестве иностранного студентам с неязыковой направленностью образования, то можно сделать вывод, что введение элементов игры и игровых технологий в учебно-образовательную деятельность, в частности в процесс обучения русскому языку,

значительно способствует повышению мотивации учащихся нелингвистических вузов к изучению языка и коммуникативных навыков профессионального общения на русском языке, поскольку организационно-обучающие игры превращают урок в действительно познавательный и более интересное занятие, пробуждая интерес каждого студента к вовлеченности в содержание урока русского языка.

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A.N. Abdullayev
Samarkand State University
Associate Professor
Department of Information technology

Laziz Shukurov
Samarkand State University
Master student
Republic of Uzbekistan, Samarkand

DEVELOPMENT OF FULL-TEXT DOCUMENTS USED IN THE ACTIVITIES OF UNIVERSITIES WITHOUT DICTIONARY ALGORITHMS FOR CONTROLLING SPELLING ERRORS

Abstract: The basis of the article is the definition of the main approaches, principles and methods of building an information processing system for monitoring and correcting errors in electronic texts in natural languages, as well as the development of methods for assessing and analyzing probabilistic and quantitative indicators of the effectiveness of the system under study.
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Introduction

In accordance with the purpose of the article, the following theoretical and practical tasks are set:

- selection of areas of research, determination of the basic principles of building a computer system for monitoring and error correction, analysis of the probability of distortions at the stages of input, transmission and processing of electronic texts;

- development of a methodology for determining the amount of redundancy, which would provide the required information reliability when applying methods and software tools for monitoring and error correction based on the use of redundancies of various nature,

- development of methods for the synthesis of probabilistic processes, determining the amount of information: taking into account the ongoing probabilistic processes during the usual reception of a message and when using a correcting code.

- development of a methodology for determining the required rational memory volume of a computer information processing system with built-in means of monitoring and correcting errors in electronic texts.

This paragraph outlines the main approaches to the creation of methods, algorithms for monitoring and correcting errors in texts when processing data in electronic document management systems (EDMS) of enterprises.

One of the important criteria for the functioning of enterprise EDMS is reliable data exchange. However, in real conditions, the reliability of information is very low and is equal to approximately $3.4 \cdot 10{-}2$ osh / sign. It has been established that about 85% of errors in the total volume of distortions belong to the human operator, scanning and recognition processes. Moreover, for the normal functioning of the system, it is required to increase the reliability of the processed information up to 10-5-10-6 osh / sign, which emphasizes the urgency of solving the problem

of building a software control (detection) and correction (automatic correction) of errors in texts.

Methods for entering and transmitting information. Text information in the form of typewritten texts, documents, graphs, etc. can be entered by a human operator, through scanning devices, including recognizing software systems, and also transmitted as files by machine media, by e-mail, etc. decoding of text information. In this regard, in terms of this work, along with others, we also solve problems related to the development of methods, algorithms and programs for monitoring and correcting errors based on effective methods of encoding, compressing and decoding information.

Information coding.

The input text presented for solving problems of control and information processing is usually encoded. Various methods can be used to encode text information, in particular Shannon-Fano, Huffman codes, arithmetic coding; vocabulary methods: Ziv-Lempel, Lempel-Ziv-Welch and algorithms using the Burrows-Wheeler transformation, ASCII machine code, etc. It has been proven that due to the simplicity and high efficiency in the created IC it is possible to give preference to the use of an arithmetic code.

The peculiarity of this method is that the transmitted text, as a rule, is encoded with real numbers, or you can use decimal numbers. This makes it possible to construct an algorithm for adapting the boundaries for decoding, which can be used to control the validity of real decoded texts. In this regard, for the control and correction of errors in texts, a task has been posed and is being solved related to the development, research and application of software methods based on the use of features, schemes and rules of the recommended arithmetic coding.

Software methods of information control.

In foreign and domestic practice, software methods for monitoring, detecting and automatically correcting errors in text information have not been studied enough, and so far there are no developments that are effectively used in practice. The results of the research prove the possibility of using software methods for controlling digital information to detect single and double spelling errors in texts, for example, through the use of linear, modular and plane summation algorithms.

It was noted above that human operator, scanning and recognition errors account for a significant proportion of the total amount of distortion. At the same time, such errors are characterized as errors of large multiplicity (k-grams). Consequently, the tasks of control and correction of errors in texts should be solved in a new setting, which will take into account the noted conditions for processing information. Moreover, it is required that the software system built into a computer data

processing system provides comfortable conditions for detecting and correcting errors based on the use of modern computer technologies.

Along with the application of software methods that use artificial redundancy, it is also effective to use natural redundancy to control and correct errors in texts.

When setting the problem of information control on the basis of natural redundancy, the error correction software can be implemented on the basis of the development of the following error control methods: along the boundaries of code sets, recoded text information; according to special reference books of word forms of a natural language. In addition to these, you can use methods that take into account logical connections between sequences of phrases, words, letters or the specifics of the coding system; control over the boundaries of valid codes, etc.; methods that take into account statistical relationships and data correlations; semantic methods that take into account the properties of the language and the structure of the formation of word forms; methods for detecting grammatical errors based on morphological analysis; non-morphological methods (dictionary and non-dictionary). Dictionary methods include methods based on the use of an unstructured list of all admissible word forms, and dictionary-free methods include methods that test part of word forms (methods of diagrams, trigrams, n-grams) and the method of hash codes; methods based on the application of algorithms for the classification and recognition of texts of the studied language, etc.

It should be noted that among these methods, the method of morphological analysis of word forms can be distinguished as the main method for checking spelling errors in texts. In this regard, within the framework of this work, it is planned to conduct detailed studies related to the development of a software data processing system for controlling the spelling of the Uzbek language (Latin, Cyrillic).

As you know, natural languages, in accordance with the principles of their structure, are divided into three groups: analytical, inflectional and agglutinative. Agglutinative languages, to which most of the Turkic languages belong, in particular, Uzbek, are characterized by an intermediate position between analytical and inflectional languages. On the one hand, they retain a very rich system of inflectional and word-generating affixes, but, on the other hand, this system is characterized by significant constructiveness and simplicity. However, despite the relative simplicity and constructiveness of the Turkic languages, the problems of developing spell-checkers for them are poorly studied by linguists, focusing mainly on European languages. We know the list of research teams engaged in the development of automated speech and text processing in natural languages.

The most advanced research in this area is being

carried out by Kemal Oflazer's research group in Turkey as part of a NATO project.

Numerous works of American linguists are devoted to the problem of dividing the flow of text into component parts. Xerox offers tools for automated processing of words in natural languages, based on the use of multi-level grammar description. Describing the vocabulary of the Uzbek language using the two-level grammar proposed by American linguists is a legitimate task within the framework of constructing a spelling control system for the modern literary Uzbek language.

The next problem is taking into account the current state of the Uzbek spelling - the simultaneous presence of two different graphic systems (Cyrillic and Latin) in it. The Uzbek spell-checker must be able to check spelling in both views and, if necessary, translate from one view to another. The most difficult and time-consuming task is to prepare a fairly representative dictionary of the roots of words of the modern Uzbek literary language. Here, the recently released AS of Uzbekistan spelling dictionaries in the Latin alphabet are of great help.

Thus, the study of the main aspects of theoretical and practical problems, on the results of which a computer system based on the morphological analysis of texts in the Uzbek language can be built, is an interesting and unsolved problem.

Assessment of the quality of texts. Along with the above, the task is related to checking the quality of the text, the solution of which will require the development of specific algorithms and programs for comparing the original and the checked text. You can offer several options for solving this problem: letter-by-letter, symbolic comparison; comparison of words; comparison of words with extraction of roots; comparison of strings; comparison of frequency characteristics of words, arrays, strings and pages; comparison of intervals of appearance of letters, symbols, words, lines in the page.

Thus, in this section, the main approaches to the creation of a computer system for monitoring and correcting errors in texts are proposed, tasks are formulated that determine the following areas of theoretical and practical research:

development of methods for analyzing probabilistic processes occurring in various conditions of transmission and processing of information and determining the optimal volume of the dictionary of word forms of the Uzbek language;

development of methods and algorithms for control and correction of texts based on: algorithms for optical text recognition; probabilistic model of making mistakes; arithmetic coding method; software methods of information control by linear, modular, planar summation and methods of morphological analysis based on a multilevel model of representation of word forms of the Uzbek language.

Models without dictionary morphological analysis

At the present stage of development of information technologies, the morphological component has become an integral part of intelligent information retrieval systems (ISS). In the 60-70s. XX century, all experimental research in the field of machine morphology began with the creation of a machine dictionary. There was no single generally accepted format and structure of such a dictionary. These circumstances had two consequences: firstly, all algorithms automatically became dictionary-dependent, and secondly, each algorithm was developed for a specific dictionary format.

The main problem in developing a machine-oriented algorithm for linguistic processors is the amount of initial data used by the program, that is, the amount of dictionaries that have to be compiled manually. Research in this area is aimed at minimizing baseline data. Works on morphology can be roughly divided into two categories:

- theoretical, in which descriptions of morphological laws and formal models of the morphology of natural language are presented;

- applied, dedicated to the description of software-implemented systems with a morphological module.

In theoretical works, multilevel formal models of morphology are built, mostly intended for synthesis. Such models of morphological synthesis imply the presence of large dictionaries with a complex structure. They describe a wide range of morphological phenomena. Many components of these models are redundant for machine analysis tasks (phonetic realization of a word, accent paradigm, a large number of derivational affixes).

Models that use a vocabulary are able to give a more complete analysis of a word form (i.e. operate with a large number of grammatical features).

The degree of accuracy of such an analysis is higher than in models that do not use a dictionary; however, in the space of real texts, systems that use a dictionary often fail. This is due to the fact that no complete dictionaries exist.

The vocabulary of the language is constantly updated, new words appear. Each subject area has its own terminology, its own subset of the language vocabulary, and it is impossible to include all existing terminology in the general dictionary, just as it is impossible to list all existing names and surnames that have regular declension.

The algorithms of programs that work without a dictionary use probabilistic-statistical methods and lexicons of suffixes or quasi-suffixes, bases or quasi-bases constructed empirically. The paper describes a working model of morphological analysis that does not require voluminous dictionaries of the foundations of open classes of words. The model was developed in line with engineering linguistics. The model uses the

following lexicons:
1. Lexicon of endings and reflexives;
2. Lexicon of suffixes;
3. Lexicon of quasi-roots;
4. Lexicon of prefixes;
5. Lexicon of bases;
6. Lexicon of basics.

Each unit of such a lexicon is assigned all possible grammatical characteristics of word forms, of which this unit can be a part. An example of a lexicon unit for quasi-roots:

-ni-
noun, 11, -e,
noun, 8, th,
verb, -th;

where 11, 8 is the type of declination.

Models of morphological analysis based on a dictionary of word forms

The analysis of word forms in non-vocabulary models is based on the rules of searching and combining units of different lexicons, which leads to the unification of hypotheses. Such an analysis does not use the capabilities of texts entering the system. In this regard, a method is proposed that is reduced to empirical compression of the original dictionary of word forms. For this, common letter chains in a variety of word forms are identified, and all possible meanings of the grammatical categories of these word forms are assigned to each chain of letters. Empirical compression of the grammatical dictionary of the Russian language leads to the creation of a large number of scattered lexicons of different structures, each of which requires a separate data reading procedure. This approach to morphological analysis cannot be called, in full measure, wordless.

A similar method is based on the description of probabilistic-statistical methods for creating auxiliary lexicons based on the original text corpus.

All algorithms of this kind have the same disadvantages:
• precise linguistic methods of analysis are not used;
• a large volume of lexicons;
• probabilistic statistical methods do not work well with a small sample.

The accuracy of this analysis is much lower than for systems that work with a dictionary. These algorithms do not allow you to choose unique grammatical characteristics, although in most cases they allow you to build a common basis or quasi-basis for a set of word forms and lemmatize a word form.

The freest form of analysis developed at the University of Chicago. The model allows, by statistical processing of a large array of texts, by analyzing the frequency of occurrence of a sequence of characters in word forms, to select a set of affixes and root morphemes that are relevant for a given language. The program works with most European

languages, including Russian. The work was carried out within the framework of scientific research and did not receive applied implementation.

Algorithms of morphology are based on self-learning of the program on open arrays of real texts and combine two approaches: linguistic
- a formalized grammar for constructing morphological hypotheses and a mathematical one - a correlation method that allows unifying a morphological hypothesis.

Morphological analysis without a dictionary is a central component of the automatic text database (DB) indexing system implemented in Oracle DBMS. However, the output of the system is an automatically constructed grammatical dictionary of fundamentals and an associated document index intended for full-text search in the database. The essence of intelligence is the ability to make intelligent decisions in the absence of completeness of data and facts. The intelligence of the system increases with the decrease in the amount of static information used in the analysis.

In our case, we are talking about the use of linguistic information in morphological analysis in the tasks of automatic indexing of text databases. In this regard, let us highlight the main criteria that distinguish the majority of intelligent systems, which the projected text auto-indexing processor adheres to:
• The ability of the system to explain each step of the decisions made. The analysis does not use probabilistic and statistical methods.
• Using the rules and properties that characterize the given subject of analysis. To construct morphological hypotheses of word forms, a formalized grammar and the property of the Russian language are used that most of the grammatical categories in Russian are calculated from inflection.
• Modularity of the system, which provides effective change and replenishment of rules and properties, and also makes it possible to tune the analyzer to other natural languages with advanced morphology.
• Multiple interpretations. The analyzer leaves all the homonyms of the meanings of inflectional categories.
• Self-learning and a mechanism for correcting previously made incorrect decisions. The volume of the read texts replenishes the number of word forms used in the analysis process, thereby increasing the accuracy of morphological analysis and making it possible to correct incorrectly constructed bases and the meanings of their grammatical categories.
• Modeling of human intellectual behavior. In this case, we are talking about an attempt to emulate the thoughts of a person studying a foreign language, who is faced with the task of classifying the words of a given language, in conditions when he has at his disposal a large array of texts, some knowledge of the

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morphology of the language and there is no dictionary of the language in which texts.

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Husan Juraev
Termez State University
Teacher of the Department of Economics
Uzbekistan

APPROACHES AND TOOLS FOR STIMULATING THE ECONOMIC DEVELOPMENT OF THE STATE'S REGIONS IN THE FACE OF INCREASING EXTERNAL INFLUENCES AND UNCERTAINTY

Abstract: *Based on the study of world experience, the report summarizes approaches and tools for stimulating the economic development of the state's regions; suggests the author's vision of the approach to their choice in the context of increasing external influences on the regions and uncertainty; pronalizes the practice of state regional economic policy, suggests an approach and some tools for improving its effectiveness.*
Key words: *region, approaches, models, tools for stimulating economic development of regions, regional policy.*
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Introduction

Over the past decades, the world has undergone a significant transformation of the needs, interests, values of people and communities of people, as well as social, economic and managerial relations. Urbanization, acceleration of the movement of all types of resources, virtualization of many spheres of life, aggravation of human health problems, rapid development of consumption, reduction of natural resources, environmental degradation, dynamic development of the service sector, non – standard competition, social and economic networking are just some of the characteristics of this transformation that have significantly affected regional development. In such conditions, the territorial approach to managing the development of the state's economy is particularly relevant. The economic development of regions and all territories in General depends significantly on the high - quality use of a sufficient number of tools, including new ones, because the known ones are often not very effective. However, for today.

For the logical presentation of the report, first of all, it is necessary to define the concept of "region", describe the region as an object of management in the external environment, and create an appropriate model for the functioning of the region.

The concept of "region" is a multi-aspect concept. The definition of its essence largely depends on the position and purpose in which the region is considered.

In General, the region is understood as a part of the territory that is characterized by a set of special natural-geographical, economic and other characteristics.

For a systematic understanding of the problem under study, it is very important to determine the structural characteristics of the region, which are important for building an object model of the region, which allows us to consider the region as an integral subject functioning in the external environment. This model serves as a means to clarify the specifics of the problem under study and develop recommendations for the formation and use of tools for the economic development of regions (regions) of the country.

Synthesizing these and other views on the region, in our opinion, the region should be considered comprehensively, from different perspectives, namely as:

1) administrative-territorial unit of the state, on which territory is implemented the state policy (the region acts as the object of government) and vested with certain powers for their own development, has the relevant authorities (region - subject of his own development);

2) a complex, multi-level, self-organizing, heterogeneous and open system – a system of systems of various types (polysystem): artificial, that is, man-made (machines, infrastructure, means of labor, information carriers), natural (social and ecosystems), mixed (economic, organizational, innovative, ecological, nature reserves, forest lands), etc.

3) an element of a higher - order system that interacts, including competes7, with other systems and is an element of global chains of resource flows;

4) specific natural, socio-information and economic space – the environment of life and functioning of elements of the regional system, which, due to its qualities, retains, repels or attracts people and resources; the components of this environment are natural resources, institutional development, economy, culture, traditions, etc., which together determine the limits of the interests and activities of the region, the inflow and outflow of various resources to it;

5) a subject of geopolitical and entrepreneurial activity that enters into competition through the use of special tools and can form a certain regulatory, material and information environment for this; in this case, the region should be considered as a purposeful system that operates on network principles;

6) an object of geopolitical and entrepreneurial activity, on the territory of which the interests of other subjects (countries, regions, transnational corporations, etc.) are realized, which leads to both positive and negative results for the region.

This allows you to determine the basic model of the region's functioning in the external environment (figure 1).
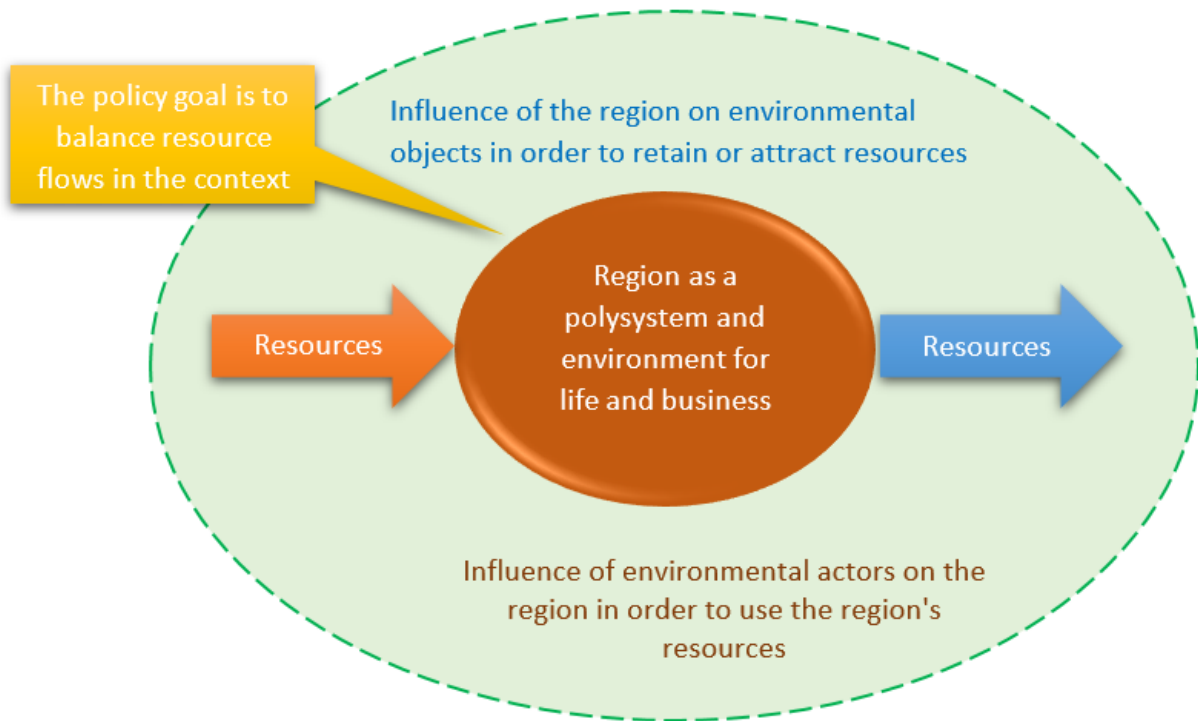

Figure -1. Model of the region's functioning in the external environment

So, a variety of resource flows (labor, information, commodity, tourism, etc.) pass through and through the region.depending on the quality of the regional environment, these flows may be more or less favorable for the territory, provide an inflow or outflow of resources. For example, a better environment for living, working, and doing business relative to other regions provides a greater flow of relevant resources, and Vice versa. This phenomenon reveals the essence of the phenomenon of regional competition. Thus, regions constantly compete with each other as systems, the quality and target activity of which determines their development and competitiveness.

At the same time, it is very important to find a "Golden mean" in the level of development of the country and each region through appropriate long-term policies. For example, an insufficiently

developed regional space pushes its residents away to localities with a more favorable living environment, and a very developed one causes an influx of people from different countries and territories, which can also negatively affect the territory: overspend the acceptable level of resources, taking into account the principles of sustainable development, blur territorial identity, create prerequisites for inter-ethnic conflicts, etc. There are many examples of this today.

In addition, in the face of increased external impacts, the region should be strong enough and adaptive enough to ensure that these impacts do not cause significant harm. This can only be achieved by purposefully activating and synchronizing the actions of authorities, businesses and the population in the region, as well as creating special information and legal barriers and incentives to ensure entry/output of a certain amount of resources relative to the region.

In this context, the influence of the state on its regions should be aimed at stimulating the coordinated behavior of business and the population within the region and beyond its borders, which determines the behavior of the region as a separate integral entity in the external environment. This basic approach ensures the necessary level of stability of the region, the formation of the desired conditions for life and business, and the quality of its functioning as a whole.

Conclusions

It should also be noted that in order to develop measures for the economic development of a particular region, it is very important to create the most accurate object model of this region in the external environment, which requires a high-quality information base. To do this, we need a whole set of analysis methods organized into an assessment technology that also corresponds to the capabilities and abilities of the subjects of its implementation. But keep in mind that even well-formed technologies will be ineffective if the people who use them are not sufficiently competent and motivated. Therefore, in modern conditions, highly qualified and motivated specialists-managers in the regional management system are especially needed.

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Fatkhulla Turabovich Mirakhmedov
Nizami TSPU
acting associate Professor of the Department of physical culture and sports
Uzbekistan

Dil'dora Salakhiddinovna Yunusova
Nizami TSPU
acting associate Professor of the Department of physical culture

Muzaffar Ma''rufovich Tozhiboev
Tashkent medical Academy
teacher-Department of folk medicine,
rehabilitation and physical culture

METHODS OF DEVELOPMENT OF SPEED ABILITIES OF SWIMMERS

Abstract: *This article discusses the adaptive capabilities of young swimmers, as well as the optimal modes of training tasks aimed at developing sprint speed: the number of repetitions, series, values of rest intervals and speed modes.*

Key words: *Methodology, sport, development, physical qualities, strength, swimming, differentiation, exercises, training, swimmers, shouting, adaptation. frequency, reaction, speed, sprint.*

Language: *Russian*

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МЕТОДИКА РАЗВИТИЯ СКОРОСТНЫХ СПОСОБНОСТЕЙ ПЛОВЦОВ

Аннотация: *В данной статье рассматриваются адаптационные возможности юных пловцов, а также оптимальные режимы тренировочных заданий направленных на развитие спринтерской скорости: число повторений, серий, величин интервалов отдыха и скоростные режимов.*

Ключевые слова: *Методика, спорт, развития, физические качества, сила, плавания, дифференция, упражнения, тренировка, пловцы, ору, адаптация. частота, реакция, скорость, спринт.*

Введение

Методику развития локальных способностей (время реакции, одиночного движения, частоты движений и т.п) и методику совершенствования скоростных способностей необходимо дифференцировать. При этом следует учитывать то, что элементарные формы проявления быстроты лишь создают предпосылки для успешной скоростной подготовки.

Развитие же комплексных скоростных способностей должно составить её основное содержание.

Комплексное проявление скоростных способностей вытекает из содержаний соревновательной деятельности в конкретном виде спорта. Поэтому работа над повышением скоростных качеств спортсмена может быть разделена на два взаимосвязанных этапа: этап дифференцированного совершенствования отдельных составляющих скоростных способностей (время реакции, время одиночного движения и др) и этап интегрального совершенствования, на котором происходит

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объединение локальных способностей в целостных двигательных актах.[1]

Одним из путей повышение эффективности скоростной подготовки является планирования в тренировочном процессе недельных микроциклов (МЦ) спринтерской направленности (избирательной направленности). Высокий тренирующий эффект таких МЦ возможен лишь тогда, когда их планируют после восстановительных МЦ (В.Н Платонов 2000).

В плавании для повышения скоростных способностей применяются упражнения – проплывание коротких отрезков: 25 и 50м. В этом случае необходимо следить за тем, чтобы рационально была определена продолжительность пауз при работе с максимальной скоростью.[2]

Повышению уровня скоростных качеств способствует периодическое выполнение упражнений продолжительностью 5÷30с с длительностью интервалов отдыха по 10-20мин.

Отличительной особенностью таких упражнений является то, что при их выполнении спортсмен должен получить задание добиться рекордных показателей скорости. В паузах между упражнениями планируется применение комплекса тонизирующих и восстановительных процедур: массаж, ванны, упражнение на расслабление и растягивание, психическая настройка и др.

Средствами скоростной подготовки также могут быть различные упражнения, требующие быстрой реакции, высокой скорости, выполнение отдельных движений, максимальной частоты движений. Для развития скоростных способностей широко используются гимнастические упражнения, спортивные игры, предъявляющие высокие требования к проведению скоростных качеств. Специально – подготовительные упражнения могут быть направлены как на развитие отдельных составляющих скоростных способностей, так и на комплексное совершенствование целостных двигательных действий. Эти упражнения строятся в соответствии со структурой и особенностями проявления скоростных качеств соревновательной деятельности и могут быть направлены на совершенствование скоростных компонентов старта, поворота, работы циклического характера.

Продолжительность отдельных упражнений в процессе скоростной подготовки определяется их характером и необходимостью обеспечить высокий уровень скоростных способностей при их выполнении. При совершенствовании отдельных компонентов скоростных способностей (например времени реакции, скорости одиночного движения и т.п) отдельные упражнения очень непродолжительны (менее секунды), а при нескольких повторениях до 10÷15с.

Очень непродолжительны до 5÷10с и упражнения направленные на совершенствование комплексных скоростных способностей при выполнении старта и поворота.

При работе над повышением абсолютного уровня дистанционной скорости продолжительность отдельных упражнений может колебаться в более широких пределах, от 5-6с до 1мин и более. Наиболее широко при работе над повышением уровня абсолютной скорости используются упражнения, продолжительность которых не превышает 30с. Это плавание на отрезках протяженностью от 15-15м до 50м.

При развитии скоростных способностей продолжительность пауз следует планировать таким образом, чтобы к началу очередного упражнения возбудимость центральной нервной системы была повышена, а физико- химические сдвиги в организме уже в значительной мере нейтрализованы.

В таблице №1 приведены примерные интервалы отдыха соответствующие этой задаче и рекомендуемые для использования в тренировке юных пловцов.

Если паузы будут короче, то в организме спортсмена произойдет относительно быстрое накопления продуктов распада, что приведет к снижению работоспособности в очередных упражнениях. Дальнейшее продолжение работы в этих условиях будет в большей мере повышать анаэробную производительность, чем совершенствовать скоростные возможности.

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Таблица № 1. Примерная продолжительность пауз между отдельными упражнениями при работе над повышением скоростных возможностей

Направленность упражнения	Продолжительность работы (с)	Интенсивность работы (скорость прохождения отрезков (%)	Продолжительность пауз (с)
Повышение уровня абсолютной скорости	15-20	95÷100	40÷60
		90÷95	30÷45
	30-40	95÷100	90÷120
		90÷95	80÷100
Повышение эффективности старта	До 5	95÷100	60÷120
Повышение способности к быстрому достижению уровня абсолютной скорости	До 5-10	95÷100	60÷90
Повышение эффективности поворота	До 8	95÷100	60÷90

Многократное выполнение скоростных упражнений с высокой интенсивностью даже при оптимальных паузах вызывает кумуляцию физико–химических сдвигов, снижение уровня психической готовности к выполнению высокоинтенсивной работы.

Увеличению объема работы, выполняемой в оптимальных для развития скоростных возможностей условиях способствует серийное выполнения упражнений тренировочного задания: 5-6 x 5-10с (величина нагрузки до 10 условных единиц баллов); 3-4 x 15-20с (величина нагрузки до 20 условных единиц баллов).

Продолжительность пауз между сериями обычно составляет от 2 до 5 мин в зависимости от характера упражнений, продолжительности и интенсивность работы.

В процессе тренировки скорости пловцов важным факторами является совершенствование техники выполнения гребковых движений и мышечная мощность. В этом плане необходимо тренировать систему АТФ/КФ (креатинфосфатную фракцию аденозинтрифосфатной кислоты). Тренировка скорости плавания эффективности фазы АТФ/КФ осуществляется за счет усиления активности ферментов энергообеспечение. Количество поставляемого к мышцам АТФ/КФ также увеличивается. Для этой цели идеальным средством является короткий спринт от 10 до 50м.

Тренировка скорости это тренировка фазы АТФ/КФ. Ожидаемое улучшение показателей в следующем:

1) увеличение максимальной спринтерской скорости.

2) небольшое, но достоверное увеличение времени, в течении которого пловец может поддерживать максимальную спринтерскую скорость.[3]

Физиологическая адаптация за счет которой происходит это улучшение показателей:

а) увеличение концентрации АТФ в мышцах пловцов может достичь 25%.

б) увеличении концентрации КФ в мышцах пловцов может достигать до 40%. в) увеличение активности ферментов, способствующих выделению энергий АТФ и КФ (от 25 до 40%).

г) увеличение мощности гребковых движений при сохранении прежнего темпа, что достигается за счет улучшение нейромышечной утилизации соответствующих мышечных волокон.

Методические условия тренировки заключается в следующем:

а) проплывание спринтерских отрезков дистанций 10м, 12.5м, 25м.

б) спринт в режиме повторной тренировки на отрезках 25м и 50м с использованием ласт и плавательных поясов.

в) спринт продолжительностью от 6 до 30 секунд в условиях снижающих скорость (использование утяжеленных костюмов, устройств повышающих силу трения, блоков).

г) упражнения на развитие силы "на суше" с использованием максимальных отягощений продолжительностью 6 ÷ 30 сек.

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[3] Плавание: Примерная программа спортивной полготовки для детско-юношеских спортивных школ, специализированных детско-юношеских Олимпийского резерва – М.: Советский спорт 2004 – 216 с

д) продолжительность периодов отдыха между повторами должна составлять от 30 сек до 2 минут. Этого достаточно для восстановления большей части КФ, израсходованного за время работы.

е) спринтерские дистанции необходимо проплывать с максимальной скоростью, что дает возможность утилизировать не только медленные волокна, но и оба типа быстрых волокон.

ж) повторы следует проплывать также с максимальной скоростью так, как планируется на соревнованиях или даже быстрее.

Оптимальное число повторений во время тренировки на развитие скоростных качеств зависит от индивидуальных особенностей организма юных пловцов, их адаптационных возможностей.

В этом случае важным является тот факт, что необходимо выполнять максимально возможное число повторений в желаемом темпе. Интервалы отдыха должны быть достаточными для полного восстановления организма спортсмена (т.е. до

исходного состояния пульсовых данных, или в отдельных случаях до так называемой рабочей зоны: ЧСС = 120 уд/мин).

Очень важно учитывать скорость проплывания каждого отрезка. Плыть медленнее, чем на соревнованиях не желательно, так как цель таких тренировок сводятся к нулю.

В результате проведенных нами исследований были определены адаптационные возможности юных пловцов, а также оптимальные режимы тренировочных заданий направленных на развитие спринтерской скорости: число повторений, серий, величин интервалов отдыха и скоростные режимы.

В эксперименте приняло участие по 18 юных пловцов в каждой возрастной группе: 13,14 и 15 лет (Всего 54 человека), учащиеся учебно-тренировочных групп ДЮСШ № 17 и РСДЮШОР г Ташкента.

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Akbar Ashurovich Shodiyev
Termez State University
senior teacher of the Department of Finance, Uzbekistan

ACCOUNTING IN UZBEKISTAN (ACCOUNTS)

Abstract: *Modernizing the economy, diversifying production, and attracting foreign investment to any country increases the need to improve corporate governance and implement international financial and accounting reporting standards. A state like Uzbekistan is no exception. Accounting in this country has a number of features that will be discussed in this article.*

Key words: *Accounting, system of national accounts, accounting standard, Automation of accounting processes.*
Language: *English*
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Introduction

The concept of accounting in Uzbekistan. Accounting is a type of economic accounting. It should be understood as a set of data that characterize the turnover of assets and the movement of property in the course of business activities of an organization of any form of ownership. Accounting is based on forcing current documentation, as well as performing interrelated and cash transactions.

Accounting is based on the concept of the system of national accounts (SNA). It is a national accounting system that corresponds to a market economy and is completed at the macro level by a system of interrelated indicators. This system is built in the form of a set of accounts and balance tables that show the results of functioning and economic activity.

The main tasks of accounting Are determined by the economic policy implemented at each stage of economic development. The government of the Republic of Uzbekistan carries out its development on the basis of the laws of the market economy, focusing on the development of farming in the Republic. These laws mean that direct conscious regulation of production is an objective necessity for the development of the Republic as an independent state. To fulfill the tasks facing the Republic, it is necessary to control accounting processes at all stages of the enterprise.

Thus, the main task of accounting is to collect and process data for managing objects that should be reflected in the economy.

Another task of accounting is to measure and present information about the performance of enterprises. These results can be found in the General purpose financial report, which contains information about the company's success and achievements in liquidity and profitability. By analyzing these reports, real and potential investors try to draw conclusions about the company's future financial prospects and whether they should invest in it. Real and potential creditors are interested in whether companies have enough money to pay interest and pay their debts on time.

The next task of accounting is to help strengthen economic accounting.

Most businesses (especially small ones) Finance the production process with minimal material and labor costs to achieve maximum efficiency of management processes.

The essence of accounting is to determine the amount of coverage of obligations and obtain the profitability of the enterprise. To do this, it is important to create such conditions that employees are interested in achieving maximum results financially and are financially responsible for the results of their work.

The solution to the problems facing the economy in market conditions is to effectively manage various

economic resources. Thus, for the purposes of accounting management, management decisions are made based on information obtained from business accounting. Accounting and management are two parts of this unity that cannot be separated from each other.

The main tasks of accounting in the Republic of Uzbekistan include:

* obtaining complete and most reliable data on the facts of the company's activities for a certain period of time, as well as information about its financial condition. This information is of interest to external and internal users;

* obtaining information for the implementation of assessment procedures, planning and forecasting of future indicators;

* creating a base for forming the company's accounting policy in accordance with the requirements of current legislation;

* formation of accounting and financial statements on the facts of the organization's business activities;

* implementation of the processes of inventory and valuation of the company's property, creation of documents on the availability, status and valuation of property;

* organization of an internal control system for the correctness of registration of business transactions, taking into account the order of document turnover;

* formation of an information system of accounting and reporting that meets the requirements of the legislation;

* formation of the company's financial results, resources, reserves, assets, property and liabilities.

Normative regulation

Table 1. The accounting regulatory system in Uzbekistan and its main elements can be divided into four stages, as shown in the table below.

Degree	Composition	Characteristic
1	Law of the Republic of Uzbekistan " on accounting»	The purpose of the law is to regulate relations in the field of organization, accounting and reporting of companies
2	National accounting standards of the Republic of Uzbekistan	The purpose of the standards is to assist the Ministry of Finance of the Republic in the development of national accounting standards (NSB) and their revision. There are 24 such standards in total
3	Guidelines, instructions, and recommendations that define the accounting procedure for individual sections of accounting	Their purpose: to specify the main provisions that are set out in higher-level regulatory documents.
4	Company accounting policy, working chart of accounts, primary documentation	A set of internal organizational and methodological documents on accounting and reporting of the enterprise

Elements of this system are created from top to bottom. National accounting standards are established in accordance with the law of the Republic of Uzbekistan "on accounting", which does not contradict this law. National accounting standards of the Republic of Uzbekistan are the normative and methodological basis for the production of "Guidelines, instructions and other documents" that determine the accounting procedure for individual sections of accounting. The logical continuation of the above-mentioned three steps will be established in the "Accounting policy", that is, in internal documents related to the accounting and reporting of enterprises.

Accounting policy in the Republic

The accounting policy of a business entity in the Republic of Uzbekistan is governed by a set of rules and regulations that must be followed. The existence of these principles and regulations is based on the importance of accounting in a market economy,

generating complete and accurate information about the property and financial condition of enterprises,

how entrepreneurs interact with each other, and macroeconomic indicators.

Main accounts

Table 2. The Chart of accounts, presented as an Appendix to the national accounting standard No. 21, contains the following categories of accounts, presented in the table below.

№ account	Part	Section	Name
	I	I	Fixed assets, intangible and other long-term assets
	II	II	Inventory
		III	Deferred expenses
		IV	Invoices receivable – current portion
		V	Cash, short-term investments and other current assets
	III	VI	Current liabilities
		VII	Long term liabilities
	IV	VIII	Capital, retained earnings and reserves
	V	IX	Income and expenses
	VI		Off-balance sheet accounts

An example of the chart of accounts used in Uzbekistan is presented in the Appendix.

Automation of accounting processes

In the Republic of Uzbekistan, the main regulatory document regulating the processes of accounting automation is:" on principles and guarantees of freedom of information "No. 439-II of 12.12.2002, "on Informa tization" No. 560-II of 11.12.2003. The existing legislative framework creates favorable conditions for more active activity of enterprises in the field of automation of accounting processes.

An important element is complex automation as a system for managing the entire company's activities, which ensures informed management decision - making.

The most striking examples of the use of automation processes in enterprises of the Republic of Uzbekistan are the use of such software products as:

- **BEM;**
- **Usasbo;**
- **UZTO;**
- **SOLIK INFO;**
- **"1C: Accounting 8 for Uzbeksitan" , etc.**

The most common error

Mistake. It is an erroneous opinion that corrections in registers do not need to be confirmed.

In accordance with the accounting rules, all corrections in the primary documents must be confirmed.

Conclusions.

Thus, one of the most important conditions for improving the accounting system is a complete transition to international financial reporting standards and the national accounting system. These areas should be improved on the basis of international standards, so, first of all, it is necessary to adopt such standards in the Republic, and it is also desirable to develop a qualified interpretation of them.

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QR – Issue   QR – Article

Muxabbat Berdiyeva
Termez State University
PhD senior lecturer of the Department
of preschool education Methodology, Uzbekistan

INTELLECTUAL DEVELOPMENT IN PRESCHOOL EDUCATION

Abstract: the article deals with the features of intellectual development of preschool children. The connection between the dependence of intellectual development of preschool children on the features of their interaction with the surrounding social environment is revealed.

Key words: intellectual development, intelligence, preschool age, preschool educational institution, mind.

Language: English

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Introduction

Every child is inquisitive and insatiable in learning about the world around them. In preschool age, knowledge is rapidly accumulated, cognitive processes are improved, and speech is formed. Preschoolers with developed intelligence learn and memorize new material faster, are more confident in their own abilities, and, as practice shows, have a greater desire to learn.

So what is the intellectual development of a child? There is an eternal debate about what intellectual development is. Some psychologists say that this is a set of certain knowledge and skills, while others believe that its indicator is the ability to assimilate information and use it if necessary.

Everyone agrees on one thing: a child's intellectual development depends on the environment. This means that it is influenced by many factors that in some cases slow down development, and in some cases significantly accelerate it.

The intellectual development of a child, depending on age, has several stages. At the end of the first or beginning of the second year, while the baby has not yet mastered active speech, it is inherent in visual and effective thinking. At this age, the child is visually and actively introduced to the surrounding reality through tactile study of objects. The main people who will help the child get acquainted with objects and ways to use them are parents. These skills are the first knowledge of the child on the way to further knowledge of the world.

In preschool children aged 4-6 years, visual and imaginative thinking wakes up. That is, preschoolers think in visual images and are not yet familiar with specific concepts. Children's thinking at this stage is subordinated to their perception.

Thus, the child's intellectual development is divided into several periods, and each previous one creates the Foundation for the next one.

The main condition for a child's intellectual development is a good atmosphere in the family. Loving parents who always respond adequately to a request, help with friendly advice and business, create a favorable environment for development. Calm, confident in their importance in this world, the child will study with great interest everything that surrounds them, and therefore develop harmoniously.

The child's intelligence is a specific form of organization of individual cognitive experience that provides the ability to effectively perceive and understand the world around them. But knowledge of the world around preschool children, unlike school children, does not focus on educational activities – it is carried out in everyday life, in the process of communicating with adults and peers, in play, work, and various types of productive activities.

For a child, play is life. Play is one of the most difficult and most important activities in a child's life.

Clarivate Analytics indexed

For the modern educational system, the problem of mental education is extremely important. With the help of the game, you can attract interest in learning, cognitive and creative activities, and reveal the artistic abilities of preschoolers. You can organize the training and development of the child in the form of the most attractive, and most importantly, the main activity for him-games.

Game - the main activity of a child in preschool age, playing, he learns the world of people, playing, the child develops. In modern pedagogy, there are a huge number of educational games that can develop a child's sensory, motor, and intellectual abilities. Before talking about the development of didactic games, it should be recalled that the concept of "intelligence development" includes the development of memory, perception, thinking, i.e. all mental abilities.

Mental education is the purposeful influence of adults on the development of active mental activity of children. It includes the communication of available knowledge about the world, their systematization, the formation of cognitive interests, intellectual skills and abilities, and the development of cognitive abilities

If we focus on just one indicator, we can't talk about the development of children's intelligence in General. It is worth noting that it is better to conduct educational didactic games with a group of children, since it is collective games that can develop intellectual abilities much better. Preschool childhood is the first stage in the child's mental development and preparation for participation in society. This period is an important preparatory stage for the next stage - school education. The main difference between a preschool child and a schoolchild is the difference between the main, leading types of their activities. In preschool - a game, school-teaching.

The main tasks of mental education of preschool children are:

formation of correct ideas about the environment, about the simplest phenomena of nature and social life;

development of cognitive mental processes – sensations, perceptions, memory, imagination, thinking, speech;

development of curiosity and mental abilities;

the development of intellectual abilities and skills;

formation of the simplest ways of mental activity.

sensory education (development);

development of mental activity (mastery of mental operations, cognitive processes and abilities);

formation of speech.

education of curiosity and cognitive interests.

formation of a system of elementary knowledge about objects and phenomena of the surrounding life as a condition of mental growth.

Emotional. From birth and for one and a half years of a child's life, emotional development is most active. This is the basis for the full development of the baby's intelligence, his "ticket" to a successful life. Therefore, the child from birth should be in a quiet home atmosphere, feeling the love and approval of loved ones.

Logical. At the age of 5 years, children actively develop hearing and vision organs. This is an ideal time to" bookmark " the children's abilities to logical thinking, as well as receptivity to musical works. In order to achieve this, you need to play educational games with your child, collect constructors and solve logic puzzles.

Speech. The speech model of mental education of children assumes for the development of the natural ability of children to remember information by ear. For example, a preschool child can learn a foreign language much easier and faster than any adult. Therefore, such a talent should be developed and encouraged in the process of education. This can be reading books, talking about specific topics, learning poems and songs.

The most important tasks of mental education of preschool children are:

However, it is possible to note the stages of development of certain knowledge and skills that are common to all children. In this regard, there are three models of mental development of preschool children.

Thus, using a comprehensive impact on the child's consciousness, you can grow a harmoniously developed personality.

Conclusions.

Thus, the process of intellectual development of preschool children should also be controlled by the child's parents. After all, only in the family does the baby receive such important parental approval, support and care. Let's give children confidence in their own abilities and your love!

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QR – Issue   QR – Article

Zamira Zhenisbaevna Daniyarova
Karakalpak branch of the Academy of Sciences of the Republic of Uzbekistan
Karakalpak Humanitarian Science Research Institute, doctoral student of the Karakalpak language
The Republic of Karakalpakstan, Nukus city
dnizamatdinova@mail.ru

A PERSON'S NAME IS A CULTURAL SIGN

Abstract: In any culture, a person's name serves as a socio-cultural sign. The system of names, which has a long history, bears the traces of nationality of the people. Anthroponyms have a clear national and cultural significance, as they ensure the preservation of not only linguistic but also historical and cultural information. Anthroponymy is considered as a tool to reflect the national culture of the whole population. At present, the study of the relationship between anthropological vocabulary and culture in global linguistics is becoming one of the most pressing issues. Therefore, the study of Karakalpak anthroponymic material not only from a linguistic point of view, but also from an ethnolinguistic, ethnocultural, sociolinguistic, aesthetic, linguoculturological and historical point of view is becoming a requirement of the time.

Key words: Linguoculturology, anthroponyms, language culture, national ethnographic traditions, naming culture, socio-cultural symbols.

Language: English

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Introduction

Linguoculturology is one of the leading branches of linguistics, which is rapidly developing today in the field of anthropocentric theory. It is a tradition that reflects the true image of the national spirit of each nation. Forming the notion that language is closely related to folk culture, A. Potebnya emphasizes that "the spirit of the people first manifests itself in the language, then in customs, traditions, music, folklore [16,117]. The study of anthroponyms in the linguocultural aspect of modern linguistics is one of the most important directions.

Prof. Sh. Abdinazimov, discussing the need to study Karakalpak folklore in new aspects of linguistics, said that: "... the study of the epic in the linguofolkloristic, linguopoetic, linguocultural aspects, which are an inexhaustible source of rich material for the history of our language, is one of the most deferred aspects of the development of the Karakalpak linguistics [1, 110].

However, little work has been done in Karakalpak linguistics on the system of proper names in folklore. In this direction in the candidate's

dissertation "Vocabulary of the epic "Forty Girls" (Nukus: 1992) by Sh.Abdinazimov toponyms and anthroponyms are specially mentioned. In 2016, a dictionary of anthroponyms was published in Karakalpak folklore under the title "Human names in Karakalpak folklore" [2]. Also, articles on cultural issues of anthroponyms in Karakalpak folklore are published [5-8].

One of the traditions that was honored in its time, inherited from ancestors, from generation to generation is associated with naming. This corresponds to the anthropocentric orientation of the study of modern linguistics, including Karakalpak linguistics, which is closely related to the culture and history of the speakers of that language, including linguocultural studies.

Anthroponyms are a part of language that has a long history. There is no doubt that in addition to the life, culture, history, socio-political views of the people, they have preserved the language and customs of the people who created them. Such obscure data and the concepts associated with that fact are being forgotten today. It is natural to be like that. This is

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because when we look at the many branches of onomastics, the anthroponyms and the many related and unrelated language elements in the linguocultures associated with them, we come across similarities and connections between them. With the development of modern science and technology, the integration of knowledge has led to the obsolescence of many anthroponyms. They are replaced by other linguistic terms. That is why the preservation of anthroponyms, which are the priceless language created by our people, has become one of the most important problem. This problem is aimed not only at our language, but also at the blood of other peoples. They argue that "the social, cultural and spiritual changes that are taking place in modern society are so large that the notions that have emerged in the minds of the people for thousands of years are disappearing in a year" [4,4]. One of the important issues is that personal names in oral folklore require special research in Karakalpak linguistics. Human names are used primarily to denote a person's place in society. In all nations of the world, person used the parent's names, relatives and friends, as well as other words to express their feelings of respect and kinship. In Muslim nations, a person treated people older than him with respect and called them by other words. This is seen as a sign of culture. In linguistics, such words are called "kinship terms" [9,9].

Human names derived from such kinship terms, which are disappearing today, are very common in folklore, which is considered to be our national heritage. For example, human names associated with the term "ata" include:

He first sang folk songs, then learned them from Atajan gur, apprentice of Suyeu Bakhsi, who live in Mangit and from Amet Bakhsi.(79-v, Tales, 87-p).

Atamurat, who knew the law, was one of the first to be imprisoned.(83-v, Oral story, 340-p).

Ataniyaz, Aman, Makhmutjan leader,

They want to go with you, (19-v, Dauletyarbek, 296-p).

Atasary, son of durdy-turkmen (62-v, Utesh batyr, 311-p).

Ata(grandfather) -1) father of the father; 2) wife or husband's father; 3)in the meaning of father 4) stranger 5) it is said in the sense of respect for people older than his father [9,26].

In ancient times, a king lived in the land of Ispagan. The people called the king Bozuglan. He was a very powerful king. He had the king's ministers Agabek and Bababek, and his ministers were very smart. (38-v, Yusup Akhmet, 289-p).

Agajan and Kadirjan.

If you don`t remind your sweetheart,

You die at the wedding (39-v, Bozjigit, 348-p).

There was a Agambay in the land of Baysary (3-v,Alpamys, 273-p).

Aga (Father) - The word in the Karakalpak language means a male person who is older than himself or a father. Human names, derived from kinship terms, are closely related to the historical development of languages and ethnic origins and languages, reflecting the historical ties and attitudes of the Turkic peoples.

Human names, derived from kinship terms, are closely related to the historical development of languages and ethnic origins and languages, reflecting the historical ties and attitudes of the Turkic peoples.

The people of Karakalpakstan have been engaged in cattle breeding since the early days. Among them, sheep and goats were considered as small cattle, used for food, and considered to be one of the four-legged foraging animal (camel, horse, cattle, small cattle). Finally, the natural behavior of sheep and goats is due to other differences, and the behavior of human beings is compared to other traits. We cannot separate the national mentality, language culture, and consciousness of the Karakalpak people from its prosperity, agriculture, and especially from the animal world [13,9]. Even in Karakalpak folklore there are human names associated with cattle breeding.

Cattle breeding is one of the most important fields in the economic life of these peoples. Words related to cattle breeding, which are used in the Karakalpak language, are also used in the construction of human names:

Out of courage, I tied a belt around my waist,

Jylkyshy ata is a piyr of running horses (4-v, Alpamys, 447-p).

The horse has always been a beastly symbol of a loyal friend who relieves the burdens of our people and brings them closer. As you can see, in the example, the name Jylqyshy expresses strong confidence in the horse's piyr. It is also one of the seven treasures of our nation. This is the piyr of each treasure, or more precisely, the person who begins to deal with any of these treasures, first of all, worships the piyr of this treasure. They wished and believed that the work they started would be successful. In the Karakalpak language, the word "jylqyshy" means, firstly, "the person who deals with the horse-breeding", secondly, it means an "animal", and thirdly, it means a "bird". Linguist M.Khodjanov: Represents a species of bird that lives in the Ustyurt plateau, Kyzylkum and Amudarya deltas. According to informants, the horse is a bird that flies over a herd of horses. [14,64]. Uzbek linguist E.Begmatov said that this name is given to people in the Uzbek language in the sense of a person who has a lot of horses and is rich. [3,174].

The following zooanthroponyms are also found in Karakalpak folklore:

Berdialiy was born from Menlibay,

Berdialiy has five sons,

Khdjamjar and Keliyar

There was a hero named Tuyebay (80-v, Shejireler, 216-p).

In the Karakalpak people, there are some names associated with camels. For example, pregnant women are more likely to eat camel meat if their childbirth is delayed. It was believed that pregnant women gave birth on time when they passed under a camel three times or drew a picture of camel and passed over it. E.Begmatov: The name Tuyebay means to be as strong as a camel, to be patient, or to be rich in camels and other wealth. [3, 435]. This animal is resistant to the desert, and in ancient times caravans were used for trade in camels. In the end, these views of the scientist confirm the truth.

If he resists in fear,

Forty thousand madmen,

It was wasted in their hands,

Seke, Kharys, Abyl, Khasan (14-v , Qyryq qyz,110).

«Serke»(goat)-this word in Karakalpak language a bald goat leader. In Uzbek language the name Sekebay means - strong as a goat, in the sense of being a child or a leader, a leader suitable for the generation of "serke", it also means the eldest or the first child in the family.

Mamatkuly has three sons,

Manak, Bulek, Koshkar.

In ancient times there were accountants called Koyshibay aytkish and Kozybay mayryk. (83-v, Oral stories 380-p).

A ram, a sheep, a lamb - these are considered to be domestic animals, a ram is a male of a sheep, a sheep is a female, a lamb is a child of a sheep and a ram. A number of proverbs and sayings from domestic animals to sheep, figurative symbols in the structure of phrases are clearly visible. This gives rise to anthroponyms associated with sheep and goats. Among them, anthroponyms related to the type of sheep and cattle form a certain part of the lexicon of the Karakalpak language. B.Yusupova in her article named «The use of animal terms in phraseology» wrote " "Sheep is a well-known animal with a positive side in the concept of the people." There are positive meanings in the phraseology given by the term sheep" [18,128]. By nature, he is usually meek and not as restless as goat. However, it is also possible for a person to have similar behaviors in cases where the names are stored in the names given to them. For example, the name Koyshybay is mainly used to mean a young man with a lot of sheep and cattle. The name Koshkar means healthy, big and strong young man. The name Qozybay means a beloved, masculine child or a rich child, and is also used for children born during the lambing season. [3, 556].

Birds have been one of the most important elements of the daily and cultural life of the Karakalpak people since ancient times. From the earliest times, our people have been able to catch all kinds of animals with the help of specially trained and intelligent birds. Hunting, which developed with the advent of mankind, has always been the basis of life.

Birds also play an important role in folk art. In all spheres of the cultural life of the Karakalpak people, birds have gradually become the object of totemism, religious views and all sorts of beliefs[14,7]. The reason we are talking about this hunt is that there are a lot of bird-related human names among our people. This can be seen in the following examples.

Look, Kargabay suupy, «at the sight of gold the angel goes astray» said people, although he hadn't said it before, he was ready to say it, and when he heard the gold, he was very happy. (10- v, Maspatsha, 179-p).

The crow is one of the longest-lived birds. Therefore, it is possible to wish a person a long life. [17, 56]. It is stated in some verses that the "crow" is understood in the poetic text as a harbinger of unfortunate events [15, 87].

Budentay, Burkultay,

If they serve to khan, they say them as a slaver (12-v, Edige, 297-p).

The quail is a small singing domestic and field bird like a nightingale [10, 342].

Was born a daughter

Give her name Kumyry(49-v, Khatam-tay, 195-p).

Kumyry-a small singing bird. The terms bird are often associated with the desire for girls to be beautiful, delicate, and pure.

Sanmuryn, Torgay, Tolybay,

Leader of Karakalpak (29-v, Amanbay batyr,143-p).

Torgay is a small bird with a horned beak covered with feathers. [11,255]. According to some scholars, the word "torgay" made from adding suffix "-gay" to the verb "tur". Because, the sparrow can usually stay for a long time in one place at high altitude.

Karshyga(hawk) wrestler was in Kerbala(38-v, Yusup-Akhmet, 340-p).

Karshyga - the bird is a snout, sharp, with long claws, a heavy bird. As can be seen from the bird's concept, it was probably given to make the child smart and knowledgable. There are even proverbs among the people: Karshyga's child will not leave without catching, don't turn away from good people just because they're poor..

All of these examples are related to bird terms. On the other hand, the horses Kumyry, Karshyga, and Torgay are given on both men and women.

Akkubay king have a row with Karakus, comes to the house of an old man with an old woman and spends the night (67-v, Fairy tales,76-p). Such terms are often considered in fairy tales as a swan - a symbol of good, and a blackbird - a symbol of evil.

One day Jantilles, the wife of Baybori bay, gave birth to a son and a daughter. He named his son Alpamys and his daughter Karylgash Ayym (2-v, Alpamys, 87-p).

The swallow is a small black-and-white bird that lives in summer with a long tail and wings. In the

literal sense, it means a new, warm beginning. [12,134]. In fact, this bird is strong in our people. He saw it as a symbol of goodness, a harbinger of spring. Therefore, the nest of this bird in the yard of every Karakalpak house is carefully preserved for many years.

He has two friends named,
Molla Koraz, Kekil taz.
(54-v, Aydos biy, 392-p).

In the Karakalpak people, the rooster is considered to be a caring, close helper, protecting people from the devil's tricks. Therefore, it is recommended to keep a rooster on the house with children to protect them from evil spirits. At the same time, the rooster and the hen took part in Karakalpak weddings and ceremonies as a symbol of growth and development[14, 8].

Traces of bird worship can also be seen in archeological materials. Pictures and figures of birds occupy a special place in them, along with the appearance of animals.

Traditions of raising certain birds have also been passed on to folk medicine. For example, owl feathers are considered to have vaccinating properties and have been used for vaccination in cases of eye disease. Even today, the claws and feathers of individual birds are used as a special method of vaccination. Red rooster blood was used to treat the patient for eye disease and then he was given it as a gift. [14, 8].

Our people have always believed in and cherished all kinds of gifts and objects throughout the centuries. As a proof of our words, we have analyzed at least some of the names of people related to the riches of nature. These riches show that they played a significant role in the daily life of the Karakalpak people in ancient times. That is why it is reflected in the naming culture of our people.

We have proved that the names of people used in Karakalpak folklore are a reflection of our past and have not lost their significance in our lives today. In Karakalpak folklore, the study of human names has become one of the most important tasks in the study of issues related to our national culture.

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Azizakhan Abdugafurovna Rakhmanova
National University of Uzbekistan
PhD researcher of the department
of "Uzbek filology"

THE ROLE OF PARALLEL TEXT IN CORPUS LINGUISTICS

Abstract: This article describes the source of corpus linguistics, the general description of corpus, its incentive as a database, its role in linguistic research and its importance in solving linguistic problems. The role of the national corpus, the author's corpus, the corpus of parallel texts in solving linguistic problems are analyzed. The investigation of phonetic, lexical, grammatical features of the general stages of language development, the definition of the size of the vocabulary, the role of language in determining the principles of language development are shown. The linguistic importance of the corpus in the study of lexicography, lexicology, syntax, methodology, the role of research in the study of linguodidactics, mother tongue, its place in foreign language education, the role of corpus linguistics methods in the analysis of language issues are discussed and were shown in the article. The importance of grammatical analysis acquisition of computer analysis and demonstrating are played a huge role in the article, to be more concrete, explicit words or concepts that semantically combined with information in a corpus of text, lemmatization, skimming, tokenization processes in computer analysis play an important role in the execution and authority of morpheme analysis.

Key words: corpus, the corpus of texts, the corpus of virtual texts, the corpus of parallel texts, concordance, the corpus of authorship, methodology, creative style, phonetic, lexical, grammatical features, lexicology, lexicography, syntax, kalka, semantic kalka, lemmatization, lemma, skimming, skimmer, tokenization, token.

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Introduction

As the language experiences a particular procedure of development, there was a need to collect and generalize language units, to summarize all their structures according to the lexical layer, to reflect historical units and to sum up information about a limited lexical layer. One of the urgent issues of worldwide development is the creation of a common database of national languages using current technical capabilities and with the help of this basis to determine the semantic capabilities of the language, the scope of content expression.

In world linguistics, the opportunity of research on applied linguistics, computer linguistics, corpus linguistics is extending. The development of corpus linguistics and the formation of a database in the national language is one of the key factors in increasing and expanding the vocabulary of the language. It is important to characterize the standards

of the advancement of corpus linguistics, to feature the importance of computer dictionaries as a database, to clarify the linguistic support of thesauruses, concordances, to investigate corpus types, and their role in the development of national language.

Corpus linguistics was formed as a direction of computer linguistics. Because of the issues which ought to be tackled and the wide range of tasks, corpus linguistics is developing as a separate field. Computer linguistics and corpus linguistics are the directions of applied linguistics.

The situation of every language is controlled by its place in information and communication. Computer linguistics and corpus linguistics play a significant role in ensuring the capacity of the information exchange of language. Corpus plays a practical role in illuminating the features of a particular language, reflecting its capabilities, improving the field of linguistics, specifically,

developing computer lexicography and the concepts of the social sphere.

In recent years, the field of applied linguistics has received attention as one of the determining components of social development. The socio-economic need is growing for applied linguistics, because, first of all, it is based on improving teaching methods, and by generalizing grammatical features it teaches foreign languages and the national language as a mother tongue.

The main linguistic factor that promotes the development of computational linguistics is the corpus of electronic texts or the corpus of parallel texts. The word *Corpus* (corpus) is taken from Latin word which has the meaning "body". "Corpus is a collection of electronic text which serves to find words, phrases, grammatical forms and the meaning of a word with the help of a particular search engine [22]". In computer linguistics, the word "corpus" is widely used as a "corpus of texts". "The body of texts is a set of specific language units that are stored electronically to solve different problems for linguists. These can range from phonemes, graphics, morphemes to larger units - lexeme, sentences, and texts (fiction or scientific works, texts of newspapers and magazines). A special program which depends on how they are stored, it may find examples of each word or phrase, spelling variants, and synonyms. As a result of increased research of the corpus of texts, corpus linguistics was formed in linguistic.

Corpus linguistics studies various issues such as the main terminological apparatus of this direction, framework and fundamental qualities of the corpus, typology of the corpus, the aim of the corpus, factors which cause by its formality, history of linguistic corpus formation, modern status, the role of corpus technology, corpus technology, factors of forming corpus technology, the first generation of the corpus, the second generation of corps and schools of corpus linguistics. The fundamental task of it is to give information about Corpus compilation methodology, representative issues of corps, linguistic studies of the basis of the corpus, granular concept, corpuscular interfaces between an internet search engine and linguist, symbol, types of symbol, contemplated corps, the design process, and the basic standard case definition, linguistic plan, extra-linguistic definition, methods of creating extra linguistic corps, automatic morpheme and syntactic analysis, linguistic means of presenting texts, standardization of corpus linguistics; to find information by corpus and print it out, type of information, the usage of found information and others. The scientific literature on corpus linguistics also provides information about the usage of concordance, programs for working with concordant corpses, concordance, and parallel corpus, and the use of corps in the social sphere.

First of all, linguists collected computer-generated corpora in 1960. "The first corpus of computer-generated texts was the Brown Corps (VK, in English Brown Corpus, VS), which was created at Brown University in 1961, and it consisted of 500 text fragments of 2000 words each. Texts from The Brown Corpus are taken from magazines, American books, and newspapers which were published in the United States. Corpus authors U. Francis and G. Kucher formulated it as a large volume of material that was initially statistically processed: a frequency and alphabetical-frequency dictionary which was based on different statistical distributions.

The purpose of creating the Brown Corpus is to study and compare the written genres in English. Scientists, who developed the idea, paid attention to solve the problem from problem-solving and followed the principles of making and sorting the text. As an alternative, the corpus was built based on a statistical procedure, on the other hand, the statistics were determined by the free decisions of the corpus authors based on a professional awareness base. To achieve maximum objectivity in this complex process, there was a requirement for maximum formalized, procedure verification and control. Later, European researchers created a corpus which was based on this principle and first published in the UK in 1961, it consisted of 15 different genres (registers), 2000 words (word-forms) of 5000 texts. It covered 1 million British words of the English language, and they gave the name "Lancaster-Oslo-Bergen Corpus" named after British and two Norwegian Universities or The LOB Corpus for short.

Other inventions which were created in the Brown type were also very important for researchers. In 1963, The Brown Standard Corpus of American English was established at Brown University, in the United States. This corpus was created in the field of linguistics and served for linguistic description and analysis.

The first two large corps were created in the written American and British versions of the English language, and these corps have not lost their relevance even today, and still serves as a basic unit for many studies on the English language.

In the decade since these corpses were created, computers have become cheaper, more powerful computer classes, keyboard methods of typing text and scanner options have emerged. These abilities helped to develop and to result in billions of word-size types of corpus.

Although the first information about the corpus in world linguistics appeared in the 40s of the XX century [9], the aim, purpose, theoretical issues of the corpus linguistics, the principles of corpus formation were mentioned in the 60s of the XX century. Brown corpus (1961-1964) is the first source that gives information about the theoretical and practical foundations of corpus linguistics [4]. Since then, several Brown Corpus-type databases have been formed. In the 1970s, a frequency dictionary of the

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Russian language was created based on a corpus and it contained 1 million words. In the 1980s, a corpus of texts in Russian was also created at the University of Uppsala, Sweden. Later, as a result of the development of computer lexicography, there was a need for a large text corpus. To be more concrete, 1 million words were not enough for an electronic dictionary database. On this basis, a large corpus of texts began creating. In many countries, such kind of corpus began forming in the 80s of the twentieth century. Different kinds of projects have been developed, among them were the Bank of English in Great Britain, as well as the British National Corps (BN), the Russian Machine Fund in Russia, and the Russian National Corpus .

"By 1990, more than 600 computer corpus had been registered".

Studies have noted four main periods of corpus formation where corpus was created in the 1960s, 1970s, 1980s, and 2000s. It is based on the period of formation of the British and Russian corpus.

In the world of information, the corpus is emerging as a search system. In English, Russian, and several European languages among the search system, the corpus-based search was widespread.

The corps serves as an important resource for research in all spheres. The important role of corpus linguistics in communication, information exchange, research requires the researcher to have the skills to analyze, compare and evaluate information in the recommended literature, the ability to work with corpus linguistics software and information resources.

We tried to emphasize the practical significance of the corpus for linguistic research in the article.

The formation, development, and theoretical foundations of corpus linguistics are mentioned in the research. Corpus linguistics and it's subject which is explained and defined in the scientific literature, the language corpus is generalized as a set of special software-based texts in a certain period, different genres, different styles, regional and social variants.

The corpus of texts reflects the vocabulary of a particular language. "Text corpus is a collection of data corpus with units of text or integrity". The vocabulary of the dictionary is not synchronous but also includes lexical units based on diachronic development. This allows developing general stages of the language by phonetic, lexical and grammatical features. At present, at the lexical level is far more difficult to understand and to study the semantics of historical, archaic, dialectal, argo, jargon. This is because lexemes of the given circle are not regularly used. While historical and archaic words are used in the classical sources, when dialectal words, argo and jargon are actively used in oral speech. Dictionaries are tools for mastering the meaning of lexical units with the help of a semantic framework. The problem is that the Uzbek language dictionary does not have a complete dictionary that covers the historical, archaic,

dialectical units, argo, and jargon. Besides, the integration of language and literature in philological education is not formed, moreover, there is no attention to the skills of working with the dictionary. Formation of text corpus allows to know and to learn all layers of the dictionary level.

The corpus has a unique value as a database in the development of the national language. The corpus plays a special role in the coverage of linguistic issues, in the translation of lexical units, in the analysis of the semantic value of reality units, grammatical forms, and grammatical tools in the education system.

"There are several types of corps: single author's corpus, single book corpus, and a national corpus. The features of the National Corps are to develop language in a certain period, as well as regional and social variants, which encompasses all aspects. Below we consider the importance of corpora in linguistic research in terms of corpus types.

The role of the corpus of virtual texts in the arrangement of philological creativity. In recent years, the development of the Internet affected the emergence of a corpus of virtual texts. Internet search sites, electronic libraries, virtual encyclopedias serve as a corpus. The genre and thematic diversity of the corpus depend on the interests of the internet user. For example, in the scientific sphere "Wikipedia" is used as a corpus of large volumes of text. The corpus of virtual texts serves to develop creativity, increase it and improve imagination.

In corpus linguistics, the corpus of parallel texts is very important. The corpus of parallel texts is electronic versions of fiction, manuals, mass media, and various documents in two or more languages. With the help of a parallel corpus, it is conceivable to know the variants of a single word, sentence, paragraph, super syntactic integrity in different languages. A parallel corps is an important event for today's intercultural dialogue. There is a possibility to identify the universals in different language environments, cultures and mental features of languages, realities and lacunar units through the parallel corpus. The parallel text corpus will also help the development of automatic translation and computer lexicography. With the help of parallel texts special concordance programs will be developed, moreover, it helps to create different special dictionaries.

"The corpus of parallel texts is being used for scientific and practical purposes (including to teach foreign languages). Source language and target language of the text is the structures of parallel texts. For example, the English text "Alice in Wonderland" and its translation in German, French, and Russian are the basis for the creation of parallel texts".

Formation of parallel texts will enhance the prestige of the Uzbek language and strengthen its position. First of all, the parallel text corpus acts as a communicative database. Translation of one language

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text into another language is aimed to identify intercultural relationships and highlighting differences. It provides an opportunity for semantic analysis of lexical units through translation options in other languages.

First of all, the corpus of parallel texts on work allows analyzing the similarities and differences in the grammar of two or more languages. The corpus of parallel texts is important in comparing the features of artistic style in both languages. In the artistic style, the means of image, movements, figurative expressions are described with the tradition of each language. For example, the attribution of "musk" (black fragrant substance) describes as eyebrows and hair, "shahd" (honey) describes lips or words, "tulip", "ruby" to the lips, the sloping body to the "bow", the usage of camels, caravans, horses, and dogs as artistic symbols reflects the style of depiction typical of Uzbek classical texts. The grammatical features of languages are expressed in the author's speech, the harmonious use of literary language and dialect in the speech of the characters serves to illuminate the figurative imagery.

The corpus-based on literary texts also includes units specific to certain languages, to be more concrete, to the units of reality. The corpus of parallel texts gives the possibility to define the principles of real units in translation. It will be possible to obtain information about the translations of reality units in such methods as calculus, semantic calculus, and equivalent word selection.

Understandably, there will be problems with phrases in the corpus of parallel texts which is based on works of art. Phrases in the Uzbek language consist of two or more words, which serve to form a new lexical meaning of the word based on the semantics of it. Therefore, if we use machine translation in the formation of the corpus of parallel texts, it causes problems in the correct illumination of semantics. To solve problems, phrases should be distinguished from simple and compound lexical units, word combinations and of course should be marked with special tags. The translation of phrases, of course, requires expert supervision.

The corpus of parallel texts allows comparing different cultures based on different languages, to master the content of lexical units representing cultural relations. Through the corpus of parallel texts, it is possible to compare and contrast the phonetic, lexical, morphological, syntactic features of languages. Such corpora are also important in that it can provide information about the categories specific to word groups, the expression of grammatical meaning, and the system of word-formation.

The manual and literature manuals are designed to provide the features of the scientific method of the corpus and give information about theoretical information in a particular field. The corpus of parallel texts created within the framework of mass media

provides complete information about the type and content of mass publications. It helps to control the content of issues covered in the press. Placing an oral version of TV and radio texts (audio texts) in the corpus of parallel texts increases the illustration of the database.

Parallel texts in official, office documents are important in determining the style of official office, normative legal documents in different languages. This view of parallel texts serves as a source for research aimed at comparing the features of formal style in different languages, highlighting their universal and different aspects.

The corpus of parallel texts can be used as a linguistic database in language education, language teaching system. The role of parallel text corpus is very important in learning the content of works of art, analyzing conceptually, studying the basics of text linguistics and specific text features in different languages.

There are several aspects of the corpus and its feature fully covers the problems of a particular language.

The information corpus contains materials in the field of large-scale problems based on a particular selection method. The information corpus focuses on solving specific aspects of the problem part. The information corpus is structured based on speech norms and also takes into account the potential capabilities of language speakers. The corpus also can reflect historical forms of language. Therefore, the data corpus serves as the main source for linguistic research. The information corpus provides factual information in enlightening the properties of language units from sound to text. The corpus is used today as the most reliable source. Based on the information corpus, the linguist can draw certain conclusions about the development of language as a system in the field of activity.

The corpus of research is a particular type of case which is designed for a separate study. The function of language units which studies and devoted to different aspects called a corpus of research. This corpus is not built on the facts (post-factum) on which any research is based, but on the evidence that preceded in the research. This type of information is used in the sphere of linguistic issues. This type of corpus is important for providing a wide range of information on a variety of topics. Designed corpora served as a material for research in various fields.

Initially, the corpus of texts was created as statistical information reflecting a particular state of the language system. A typical example of this type of corpus is the author's corpus. Linguistic and non-linguistic issues require the identification of language phenomena on a time scale, such as changes in word meanings, the frequency of use of this or that syntactic construction. New technologies were made in the

corpus of dynamic texts and it developed the procedural aspect of the problem area.

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QR – Issue   QR – Article

Nasibahon Pazilova
Andijan State University
Candidate of Philological Sciences of Foreign
language and literature (English) Department

Hayrullo Sultonov
Andijan State University
Teacher of Foreign language and literature (English),
Andijan, Uzbekistan

PECULIARITIES OF AND DEALING WITH LEARNER AGE DIVERSITY IN EFL STUDENT GROUPS

Abstract: this article analyses the study of the issue concerning difficulties in diverse age groups and clarification weather the age imbalance influence to the learners' acquisition during EFL classes that reveals the methodological phenomenon- diversity in age of learners does not influence to their acquisition and proficiency, on the contrary this factor will provide lively and dynamic atmosphere in class. It will be thoroughly investigated according to modern methods of teaching foreign languages.

Key words: diverse age, group, method, classes, classes, materials, individual differences, social factors, learning style.

Language: English

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Introduction

Most people think that English is taught best at the early stage. They believe that the earlier children learn English, and the more exposure to the language, the better it will be. This actually is a fallacy because the success of foreign language learning is not merely determined by the age and exposure factors. There are still many other factors that have to be considered to make sure that teaching English to Young Learners will be effective, such as the nature of language instruction given, psychological and social factors, teaching materials, individual differences in cognitive and learning styles, and many other factors. Younger leaners are not necessarily better learners compared to older learners. Teaching English for young learners, therefore, should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching. Teachers of English for young learners need to have a sound understanding of how students think and operate, that is how young learners learn a language. This will serve as the foundation for the implementation of teaching English to young learners.

Materials and method

At the beginning of the course, learners are going to have3classes conducted from 3 different study books. All the tasks, activities and exercises from each book are thoroughly analyzed. Afterwards students will be given opportunity to choose the book they want. Besides this book, supplementary materials from internet will be used either. Video extracts intended for EFL learners will be used 2, 3 times in a month. I design comprehensive tasks for those videos. Mostly they are in oral form: question-answers or short retelling of the main idea. Moreover, popular songs will be played during the classes: learners are given the context of a song with gap filling exercises for while- listening task. As it was mentioned, at the end of a month learners will have a final test, which will be computer based and includes all the language

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aspects taught during the month. They are intended to check learners' comprehension on grammar, vocabulary, reading and listening. As to check writing skills of learners, I require them to write a short paragraph on a particular topic or some letters they learnt to write during the classes. To check students' speaking abilities small talks asking them questions about their opinion on some issues, etc. or sometimes presentations will be given. All the materials used in the study are reliable and valid. I asked some of colleagues to observe class and look through prepared materials for teaching; they also were satisfied with effectiveness of materials she had selected. As classes will be conducted based on interactive method it is obvious that technical equipment such as computer, speakers, mobile phones, tape recorders, video cameras etc., were used during the classes. Each lesson listening or video based activities will be provided, eventually, learners do post listening and post watching tasks such as discussions and exercises. At the end of the month students will be given laptops to do computer based test. Moreover, learners will be given projects where mobile phones and video recordings are needed, for example, they are supposed to record their speech on a particular topic in order to improve their pronunciation and fluency.

In order to conduct this research various methods were used in this paper. Even though it was somewhat difficult to select the methods appropriate for the current research, I found some ways, which were effective for achieving the goal of this research. Firstly, there was an observation. Observations were held during the lessons. Next important method was need analysis of learners. Questionnaires were distributed to analyze the significant features of learners. I observed a group of learners studying in study center "West Mood", where I works. The students were selected according to the level of their proficiency at a target language. Their native language was Uzbek. Before selecting them as a group, she has analyzed the needs of learners and their knowledge at a current sphere. All students are acknowledged with basic item of the language. The lessons have been being conducted three times a week afternoon. The lessons are conducted in a friendly atmosphere, using interactive method of learning English. Below the information about the subjects of the target research is given. Overall, there are nine learners:

Table 1.

Name	Age	Gender	Nationality
Gavhar	30	Female	Uzbek
Bekzod	20	Male	Uzbek
Husniddin	23	Male	Uzbek
Nozimjon	12	Male	Uzbek
Mominjon	12	Male	Uzbek
Madina	17	Female	Uzbek
Umida	15	Female	Uzbek
Anvar	26	Male	Uzbek
Shohista	29	Female	Uzbek

Results and discussion

The five-month teaching was important and reliable in testing the suggested hypothesis in practice. The next stage of the investigation was to interpret the collected data. Coming from questionnaires, it was obvious that all students were weak at speaking and lack at practicing what they have learnt. They all want to be proficient in English almost for the same reason. Analyzing their needs, it is significant to pay attention to their age. The age diversity may occur as a big problem while conducting the lessons, because older students are weak at acquisition and younger ones are at feeling responsibility and attention. To examine the role of age as a moderating factor in the FL acquisition, I observed the subjects as two separate sub groups. As there were nine students of different age, it was valid to divide them into adults and teenagers.

Comparing the expected learners' needs and actual needs determined in the course we could say that they are fitting each other. Our observers and evaluators' comments about our questionnaire were

positive, so I did the next step- analysis of Test results. Overall, there were 30 items and the test was graded for 30 points. To see the blank sheet of Test look for below

Table 2.

Name	The scores (out of 30)	Percentage of scores (converted into 100 points)
Gavhar	23	76%
Bekzod	27	**90%**
Husniddin	20	**66%**
Nozimjon	18	**63%**
Mominjon	22	**73%**
Madina	27	**90%**
Umida	22	**73%**
Anvar	23	76%
Shohista	25	**84%**

The graphic representation of data about the scores that the subjects got on the Pre-Test is presented. Considering the fact that the test was designed for starters of language practicing, we can observe that subjects managed the test quite satisfactory.

Conclusion

Having studied the subjects' test results as well as the questionnaire answers, I can say that five-month exposure to the learning EFL was effective I looked through the works done in this sphere and found out that my opinion was similar with some kinds of authors. Coming from the results of the research, I can surely say that the age diversity in one group does not influence to the proficiency and acquisition of learners. In this issue, the opinion of authors listed below and in my point of view was proven. Both adults' and teenagers' results were good and similar to each other. Such factors as sluggishness, busyness, tediousness could be as variables to influence to learners' results but not the age diversity. Hence, I can say that age diversity plays positive role in learning process as it avoids the issue of monotony. Adults could learn many features from teenagers and wise versa not only in study but also in life. The lessons with mixed aged learners were very interesting.

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QR – Issue   QR – Article

Hilola Xurshidbek qizi Rustamova
Andijan state medical institute
Student of academic lyceum

Nasibahon Pazilova
Andijan State University
Candidate of Philological Sciences of Foreign
language and literature (English) Department

TEACHING PHARMACOLOGICAL TERMINOLOGY TO COLLEGE STUDENTS

Abstract: *this article analyses the dictionary, which includes words and phrases of pharmaceutical terminology of field-specific disciplines: Clinical Pharmacology, Industrial Technology of Medicines, Management and Marketing in Pharmacy, Organization and Economics in Pharmacy, Pharmaceutical Chemistry, Pharmacognosy and Pharmacy Technology of Medicines. The dictionary contains chemical formulas, but is not an illustrated edition. It will be useful for pharmaceutical students, staff and practitioners.*

Key words: *terms, terminology, medicine, pharmacology, chemical terms, words, phrases, dictionary, definition, singular, plural*

Language: *English*

Citation: Rustamova, H. X., & Pazilova, N. (2020). Teaching pharmacological terminology to college students. *ISJ Theoretical & Applied Science, 11 (91),* 75-77.

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Introduction

The Pharmaceutical Dictionary for Students and Staff is designed to help foreign language students in adaptation to the learning process, to enable all students to master pharmaceutical terminology within international standards during their training, to optimize the learning process in the departments of the pharmaceutical faculty, and to organize knowledge of field-specific disciplines. The dictionary consists of about 1000 words and phrases of pharmaceutical terminology of fi eld-specifi c disciplines: Clinical Pharmacology, Industrial Technology of Medicines, Management and Marketing in Pharmacy, Organization and Economics in Pharmacy, Pharmaceutical Chemistry, Pharmacognosy and Pharmacy Technology of Medicines; contains chemical formulas, but is not an illustrated edition. The Editorial Board welcomes reviews and recommendations, which would be considered in preparation of the following editions of the dictionary.

Words and phrases in the dictionary are in alphabetical order. There is an English definition of each term. The terms are either singular or plural. If a term cannot be found in the singular form, look for it in the plural form. If a term consists of a noun and an adjective, it starts with an adjective in the case where the adjective with the noun form a single unit. After a term or its translation, if necessary, other names – synonyms – are given in brackets, such as *external price referencing international price comparison*, *excipient auxiliary substance*.

Method and materials

Pharmacodynamics means the physiological or biological effects that varying concentrations of drugs have on the body over time. This branch involves the study of the localization of a drug to a specific area of the body, such as the brain. Most drugs may have effects on more than one part of the body, and some may cause unwanted side effects. Sometimes this is dependent on the dose of the drug. A substance may

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have side effects if too much of it is taken; for example, too much magnesium in the body can cause diarrhea.

The researchers are wished to give teaching materials and equipment taken from different sources to use for the study. The selected materials include pre and post questionnaires, tests, videos, handouts, rating scales. The students are presented video, which is taken the internet to involve students to the topic of the lesson. Each lesson plan includes different handouts are organized at least seven for each lesson selected from books and the sources of the internet that contain game, a range of activities for brainstorming, mind-mapping, prewriting, revising and drills.

Before and after the experiment study students are given pre and post tests for comparing the results of background knowledge and new one. In order to evaluate written assignments the researcher uses the way, which is for grading compositions. As the equipment of the study, we plan to utilize a computer, speakers, a flash driver, and classroom tools during the classes.

Absolute risk reduction the absolute difference in risk between the experimental and control groups in a trial. It is used when the risk in the control group exceeds the risk in the experimental group, and is calculated by subtracting the absolute risk in the experimental group from the AR in the control group. This figure does not give any ideas of the proportional reduction between the two groups. For this purpose, relative risk reduction is needed. For example, if nine out of 45 persons in the control group and 6 out of 60 persons in the experimental group experience an adverse outcome.

Pharmacokinetics regards that how the body absorbs, metabolizes, and excretes drugs. A drug may be administered orally, parenterally such as through an injection, or intravenously into the bloodstream, through an IV. The kidney is the main organ that filters out drugs from the body, but the lungs and sweat glands also have minor roles. Other areas in pharmacology that can involve both of the two main branches of pharmacodynamics and pharmacokinetics include:

Clinical Pharmacology expresses the therapeutic uses of drugs and the factors that may affect the efficacy of a drug, such as age, pregnancy, disease, and combination in use with other drugs. It is also concerned with bioavailability, which is the proportion of a drug dose that is actually absorbed by the body instead of just passing through.

Toxicology describes the adverse effects that drugs may have on the body. It examines side effects not only from drugs given therapeutically but also on chemicals that a person may be exposed to in their household, occupation, or environment.

Pharmacology is one area that is studied by those who are in training to become pharmacists.

Pharmacists are experts on medications. They have a variety of roles such as dispensing medications, educating patients on proper use of medications, advising healthcare professionals on which drugs to administer to a patient, and helping to monitor patient health. Pharmacologists conduct research on drugs in a laboratory setting in order to better understand how these substances work and possibly develop them into pharmaceuticals. They study drugs, while pharmacists provide the final product to patients along with information about its use.

Accounting means the systematic and comprehensive recording of financial transactions pertaining to a business. Accounting also refers to the process of summarizing, analyzing and reporting these transactions. The financial statements that summarize a large company's operations, financial position and cash flows over a particular period are a concise summary of hundreds of thousands of financial transactions it may have entered into over this period. Accounting is one of the key functions for almost any business; it may be handled by a bookkeeper and accountant at small firms or by sizable finance departments with dozens of employees at larger companies.

Discussions and Results

This article focuses on identifying the teaching pharmacology terms to college students which they face on producing a piece of work in the classes and determining the efficiency of the process/modeling approach by applying with a range of activities in teaching the terms to students. During the research, the investigators observed the groups, which they wished to choose as subjects of her study work. We prepared questions for those groups concerning the reason of learning, the difficulties that they faced while writing a short composition and their views in acquiring "Learning by heart" for making easy.

The result of questionnaire shows that 31 percent of the students come across the problem with the unknown words that given by teachers. They pointed out that some teachers would not fully explain the definition to the students. As a result, they would not understand the meaning and think many things to write. In addition, thinking too much, about what to write made them have a headache. Besides, 24 out of 42 students stated that lack of teacher's attention to the works of the students happened in the class. For instance, some of the teachers do not give feedback to the students concerning their mistakes in their written work. As a result, students think that teacher do not check their learning new terms; 28 percent of them have problem which are related to Vocabulary that they have lack of stock of words and synonyms of words in the second language; a large number of students (72 percent) have difficulties with the concentration when collecting or giving the ideas;

Conclusion

The research has been intended to determine teaching pharmacological terminology to college students who faced during writing classes in the university and discover appropriate solution to teaching writing by applying the process/modeling approach. In order to implement this approach the researchers studied several scientists' approaches that used in teaching writing. During the investigating, several approaches the researches felt sure that those approaches connected each other and had comparable features and structures. It is important to know what pharmacy technician medical terminology means because patients' lives depend on it. Pharmacy technicians work beneath certified pharmacists and assist with the various activities of compounding, distributing and dispensing of medications. Pharmacy technicians are trained to measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.

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Shaxzoda Toxirjon qizi Yusupova
Fergana State University
teacher

Feruzabonu Anvar qizi Anvarova
Fergana State University
student

LINGUOCULTUROLOGICAL INVESTIGATION OF ZOONYMS IN ENGLISH AND UZBEK

Abstract: The article illuminates linguoculturology and its main notion linguocultureme and linguoculturological features of certain zoonyms were investigated.
Key words: linguoculturology, linguocultureme, linguoculturological unit, lexeme, zoonym.
Language: English
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Introduction

Learning languages comparatively and identifying peculiarities of different languages through their linguoculturological aspects are essential in the processes of globalization and integration. Because it is important to know similarities and dissimilarities between cultures of different nations while communicating. The need to know linguoculturological features of lexemes of certain systems in different languages shows the importance of the theme.

It is obvious that learning language without culture is difficult, language and culture unquestionably necessitate one another. Especially, the combination of language and cultural studies is important while teaching a foreign language. It means that learning the culture of the nation of which language is being learned has a significant role. And vice versa, while learning the culture of some nation, language materials are also taken into account.

While talking about the culture of a certain nation, one should think of countless things as its traditions, principles, values, beliefs, rituals, lifestyle, clothes, eating habits as well as thinking of the members of those people. And these factors function as the most important for gaining knowledge about culture. Language is also one of the factors that were counted above: words or expressions, or language signs that are used by one nation might be appropriate only for that nation. Or one word could be used by one nation in one way, by another one in different way, in diverse meanings. For example, the word "aunt" is used for both father's sister and mother's sister in English. But Uzbek people have dissimilar - special names for father's sister and for mother's sister. Father's sister is called "amma", while aunt from mother's side is called "xola". Furthermore, in Uzbek culture elderly women are usually called "xola" even if she is not relative at all. As we see, in Uzbek the word "xola" has wider meaning. In this case one lexeme can express "national language picture of the world". Because as Kornilov said, "How many the languages, so many the national pictures of the world are".

Many linguists consider that "concept" is the main notion of linguoculturology. For instance, according to V.A.Maslova "concept is a semantic structure that includes linguoculturological peculiarities and characterizes the holders of certain ethnoculture in different ways". [1.50]

Stepanov gives dissimilar definition: "Linguoculturological concept - …is the cultural

compilation in human's mind; a form that brings culture to human's mental world. From the second point of view, concept is the means that brings humankind to culture, in some cases, it effects culture when it is used by people".[2.40]

It is right that concepts may include linguoculturological peculiarities or certain concepts may depict linguoculturological notion. But we think that since concept is the term that is main for cognitive approaches, it is somehow wrong to define concept as a main notion of linguoculturology.

Some linguists use the term "linguocultureme" for language units containing cultural elements. [3.43] According to our opinion, this term is appropriate as it can express any language unit of linguoculturology and is scientific enough to apply.

Moreover, term "linguoculturological unit" can also be used as a leading notion for linguoculturology.

Consequently, linguocultureme or linguoculturological unit –is a language unit that contains cultural elements showing peculiarities of worldview and national language picture of certain nations.

Names of animals can help to reveal similarities and differences between languages and cultures. For instance, particular animals are sacred in some nations and people try to be more careful and show respect to those animals. Demonstrating high deference towards cow, elephant and goat can be a good symbol in this situation. These animals are holy only for Indians and not so important in other cultures. Comparative linguoculturological analysis of zoonyms in English and Uzbek will help us to reveal resemblances and dissimilarities between languages and nations.

Names of animals have various shades of meaning according to their biological features and connotative meanings that are peculiar to animals. For example, a fox is a symbol of cunning and misleading people. *The battle was now entirely terminated, with the exception of the protracted struggle between Le Renard Subtil and Le Gros Serpent. (Le Renard Subtil – the clever fox, French name for Magua because of his sly craftiness.)* "**The last of the Mohicans" by James Fennimore Cooper.**

Therefore, connotative meanings of zoonyms might be unique or dissimilar for different nations. Figure 1 shows biological features of dog, while Figure 2 eliminates connotative meanings of the lexeme "dog".

Meaning	English	Uzbek
Animal	*	*
Mammal	*	*
Vertebrate	*	*
With four legs	*	*
Lives on the land	*	*
With tale	*	*
Furry	*	*

Figure 1.

Meaning	English	Uzbek
Friend of a human being	*	*
Guard	*	*
Loyal, faithful	*	*
A servant	-	*
Unattractive woman	*	-
Someone who gives information about people to the police or to another authority	* (Great Britain)	-
Something that is of bad quality or very unsuccessful	* (Australia)	-
Idleness	* (USA)	-

Figure 2.

As a symbol of stable simile, dog is usually used for defining loyalty. This can be seen in English as well as Uzbek:

"Poor Wolf," he would say, "thy mistress leads thee a dog's life of it; but never mind, my lad, whilst I live thou shalt never want a friend to stand by thee!"

Wolf would wag his tail, look wistfully in his master's face, and if dogs can feel pity, I verily believe he reciprocated the sentiment with all his heart...
__"Rip Van Winkle" by Washington Irving.__
Ит вафо, хотин жафо. __Ўзбек халқ мақоли.__
(Dog is loyal, but wife is not. Uzbek proverb)

As we have seen in Figure 2, in English, dog is seen as a symbol of idleness in some cases. Let's see it with examples:

Rip's sole domestic adherent was his dog Wolf, who was as much hen-pecked as his master;

for Dame Van Winkle regarded them as companions in idleness, and even looked upon Wolf with an evil eye, as the cause of his master's going so often astray. __"Rip Van Winkle" by Washington Irving.__

Analyzing the denotative and connotative meanings of the lexeme "dog", we can verily say that "dog" – is a linguocultureme, that shows national and cultural features of English and Uzbek.

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Bakhodir Yakhshimuradovich Akhmedov
Bukhara Regional Center for Retraining and Advanced Training of Public Education
Associate Professor, Candidate of Pedagogical Sciences

Iroda Olimovna Hamidova
BSU
student of the faculty of English literature

INTERPRETATION OF SPIRITUALITY IN CLASSICAL LITERATURE

Abstract: This article addresses the issue of interpretation of the term spirituality in the classical literature. In particular, the approaches of Alisher Navoi's "Mahbub ul-qulub" and Jalaliddin Rumi's "Ma'naviy Masnaviy" are reflected in the article.
Key words: spirituality, classic literature, society, literature, concept, religion, nation.
Language: English
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Introduction

Because the problem of spirituality is so complex and multifaceted, the definitions given to it are also varied. The first President of Uzbekistan Republic Islam Karimov wrote about spirituality in all its aspects: The concept of "spirituality" fully embodies the ideological, ideological, cultural, religious and moral views of society. Therefore, when we think about it, we can summarize all these views and express them in the broadest sense of the word "spirituality."

II. Analysis

The question of the spiritual world of man has always been of great importance. The characteristics of human behavior, inner experiences, thinking, talent, and creativity have been analyzed and studied by thinkers of each period based on the level of development of their time and their vision of the future. Man, in the process of developing his mental, spiritual, emotional world, certain concepts were expressed it in different ways. While some of these concepts were more general and broad, some expressed specific aspects, or specific states of the human inner world. One of the most common concepts is spirituality. In turn, various aspects, status, stages of spirituality are reflected in science, literature

and philosophy. For example: greed, lust, modesty, devotion, fidelity, faith, belief, generosity, perfection, perfect man, self-knowledge, knowledge of Allah, enlightenment, striving for truth, etc. Along with the concepts of goodness, the concepts of evil, dishonesty, immorality, ignorance, wickedness, greed, etc., which are alternatives to it, were also important. Because without these concepts, man would not be able to study virtue and spirituality in depth.

All of the above concepts reflect different aspects of the human spiritual world. Man has analyzed specific concepts based on general concepts and determined that some of the laws in them are manifested in their own way. At times, the analysis of specific concepts has further concretized and enriched the general concepts in the study process. This is especially true of research scientists and writers. The concept of "spirituality" defines the spiritual qualities of a perfect person, the requirements for him, the qualities. Actually, research and conclusions about the perfect man have enriched the concept of "spirituality". The same can be said about the relationship between the concept of "spirituality" and other concepts. For example: spirituality and sophistication, spirituality and morality, spirituality and faith, spirituality and religion, spirituality and politics, spirituality and law, and so on.

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III. Discussion

Many dictionaries and some articles emphasize that the concept of spirituality refers to the word "meaning". However, in the classical literature, semantic phenomena are used not in the form of "ma'naviyat" (spirituality) but in the form of "ma'no" (meaning) ("scientific meaning" - secular, mainly natural sciences and logic). For example, the Samarkand statesman Mirzo Ulugbek was described as "yulduzlar ilmida osmon qadar yuksalib bordi, maoniy ilmida qilni qirq yordi" (cut into piece)[1]

In ancient philosophy, spiritual life was studied in separate areas, and this tradition was gradually reflected in Western philosophy. In the East, in Islamic philosophy, spiritual life is studied in common. Concepts such as "morality", "will" and "spirit", which are characteristic of the spiritual world of man, are embodied in spirituality. The formation of the concept of "spirituality" as a term was strongly influenced by Islamic philosophy, theology - "Ilm at-tafsir", which was devoted to the interpretation of the Qur'an, and later mysticism.

We gain a deeper understanding of the characteristics, means, and concepts that help to illuminate the spiritual world of man through the lofty ideas, philosophical views, and classical literature that our intellectual ancestors inherited.

In particular, the famous poet and sage, the great scholar of theology and mysticism Jalaliddin Muhammad Rumi is a person who brought the concept of spirituality to its peak. An example of his profound thought is the book Ma'naviy Masnaviy, which discusses human reality and its inner, spiritual world.

There is also a belief that the term "spirituality" is popular because of the work of Jalaliddin Rumi. Rumi's Masnavi was popular in the Middle East, Iran, Central Asia, and northern India.

In Rumi's view, spirituality is the basis of Sufism. Jalal al-Din Rumi, in the foreword to his book, Ma'naviy Masnavi, infused it with various ideas and gave it meaning. He first interprets the concept of "spirituality" in the religious sense as " din usullari, usulining usuli, Haq taologa va Haqiqatga yetishish sirlarining kashshofi". (cut into piece) Continuing his thought, Rumi supplemented his book with "Ko'ngillar bog'i, hikmat va ma'rifat buloqlari" (The Garden of the Soul, the Springs of Wisdom and Enlightenment). He evaluates the book like this: "Bu kitob ruhiy bemorlar uchun shifo, g'ussalarni ketkizuvchi, rozlar hamrozi, sirlar kashshofi, Qur'oniy haqiqatlarni ochguvchi, rizq-ro'zlarini, inchunin, ma'naviy rizqni ham kengaytiruvchi, axloqni har turli qabohat va palidlikdan asraguvchidir" (cut into piece). (This book is a cure for the mentally ill, a remedy for sorrows, a companion of secrets, a pioneer of mysteries, a revealer of Qur'anic truths, an exponent of sustenance, including spiritual sustenance, and a protector of morals from all kinds of evil and filth)

In Mahbub ul-Qulub, we do not find the exact concept of "spirituality", but it reflects and fully describes the qualities and characteristics that reveal the spiritual world of man. Alisher Navoi, in describing "vafo" (faithfulness), begins with the fact that it is an abstract thing that disappeared in his time: "Vafo ul sifatdurkim, karam va muruvvat xalqni onsiz ko'rub itibdurlar va ani tilamakka adam mulki sori ketibdurlar… Mahbubedur – pok xilqat, juz pok ko'ngulga unsu ulfati yo'q. va ul bo'lg'on pok ko'ngulda qat'o qudurat va kulfat yo'q" (cut into piece) (Generosity and Mercy - they saw the people deprived of a good quality like fidelity and went to the world of non-existence to find it… Faith is such a pure-hearted lover that he is kind and generous to someone who is not pure in nature and heart; fidelity is such a purity that it does not approach or encourage a person whose nature is pure and whose nature is not pure).

Bayt:

"Kimga qildim bir vafokim – yuz jafosin ko'rmadim?

Ko'rguzub yuz mehr, ming dardu balosin ko'rmadim?"

(I showed loyalty to everyone, I did not get rid of it until I saw a hundred infidels; I was in a loving relationship with everyone, I did not get rid of it until I suffered a thousand afflictions).

The concept of "spirituality" is not used in a narrow religious context. Navoi's naming of the work "Mahbub ul-qulub" - "Lover of Hearts" - shows that he did not approach spirituality from a narrow religious point of view. In Navoi's approach, we can see that he developed the ideas in Farobi's "Fozil odamlar shahri".

IV. Conclusion

In all historical periods of human and social life, there has been a desire for growth and development. Development is not only about improving material life, but also about improving people's relationships, supporting each other in difficult times, sharing joys, and regulating their relationships through different rules and regulations. It was clear that for this reason, in classical literature, our great thinkers have focused on how to elevate the spiritual world of man, how to improve his nature, his behavior, the pursuit of lofty goals.

While the classical literature pays great attention to the administration of man's material and economic

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[1] In memory of contemporaries of Amir Temur and Ulugbek. T.: Teacher Publishing House, 1996. 10-b.

life and well-being, priority is given to his spiritual life. The pursuit of perfection through the knowledge of Allah, self-knowledge, self-control, humility, generosity and morality is the essence of the concept of "spirituality" used in classical literature.

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QR – Issue   QR – Article

Janabay Kalibaevich Marziyaev
Karakalpak State University named after Berdakh
Docent of the Department of Journalism
Doctor of Philosophy in Philology

Murat Aleuatdinovich Qudaybergenov
Karakalpak State University named after Berdakh
Assistant teacher of the Department of Journalism

CHILDREN'S PRESS IN KARAKALPAKSTAN: PROBLEMS AND SOLUTIONS

Abstract: *This article deals with the role and importance of children's publications in society. On this basis, attention was paid to the activities of children's publications in the Republic of Karakalpakstan, commenting on the establishment of children's publications in the region, the stage of development and the current state. It also provides a comprehensive analysis of the skills of journalists working in children's journalism.*

Key words: *globalization, society, press, children, typology, purpose, genre, skill, education, creativity, issue, topic, online publication.*

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Introduction

The issue of child rearing has always been a major issue in the public eye. Because tomorrow's future is directly related to the upbringing of today's children and youth. We know that the media plays an important role in the upbringing, along with parents, family, environment and society. This was reported by field researcher G.L. Kapustina says: "Newspapers play an important role in educating children from an early age" [1; 4]. Therefore, one of the main issues is to constantly regulate and control the coverage of the topic of child rearing in the media, which has a strong impact on social life.

"In a rapidly evolving global information society, the flow of information from various media outlets has a significant impact on the worldview and upbringing of children and adolescents. In particular, such information flows have a significant impact on the younger generation of young independent states.States that care about the future of the younger generation in the 21st century are paying close attention to children's journalism in order to protect them from ideological information attacks through the flow of information. Therefore, in the world of children's journalism, the scope of scientific research on journalistic skills, the possibility of genres, the language and style of materials is growing "[4; 5].

The main part

It is well known that the press differs in its influence within the media. As the scientist M.Khudoykulov noted: "The press covers almost all aspects of public life, it can be said that there is no sphere of people's activity and social life that is not reflected in the press. That is, the press is an ideological factor that constantly and actively influences all aspects of socio-political life and activity "[3; 15]. Indeed, the press is particularly important for its influence over other media. Therefore, special press releases for children pay close attention to the issues of education and upbringing.

The children's press, like other forms of journalism, "performs different functions in front of the public and is considered a different social

institution." The social functions of the press for the younger generation are shaped by pedagogical ideas as well as the views of society. Taking these into account, we can mention a number of features that are typical for victory message tools for both children and adolescents "[4; 24].

The following functions of children's journalism are mentioned by the experts who carry out special research works on this topic:

1. Informational-educational function. The newspaper and magazines provide a wide range of information about the environment for children.

2. Enlightenment function. The children's audience was characterized by a desire for knowledge. There is a need to understand and accept the events that are taking place on the left. The newspaper's main focus is on absorbing the spiritual wealth that has been enriched by society and teaching them how to use it.

3. Educating function. Newspapers and magazines for children and teenagers have a great educational potential. The reason is that the children's press gives every child a sense of decency and aesthetics. For example, in the pages of the press, children were told about the concepts of what is good and what is bad, friendship, love, and beauty.

4. Informative function. Children and adolescents receive the knowledge, diary, and sleep they need in life through the press. For example, a number of magazines have sections that teach children to read and think logically.

5. The function of social adaptation. Newspapers and magazines dedicated to children and adolescents have become an integral part of human society.

6. Salivation function. The press for each jazz group focuses on self-discipline in society, in the community, in the community, on hard work, and on choosing the right profession.

7. Cultural-educational function. Children also enrich the inner world of young teenagers and teach them to be impartial.

8. Recreational function. Recreation is called "dem alys", "oyyn", "oyyn-zaoyl" in the nature of business. Crossword puzzles and puzzles in the press for children and adolescents serve to develop the child's psyche.

Children's journalism is an integral part of society and should always be developed in the same way as society. That's to say:"Children's journalism is a constantly evolving, dynamic phenomenon that has spawned many striking examples of domestic publications for children. The success of a newspaper or magazine over the course of many centuries depended on the editor's business acumen, a clear understanding of the mission of the publication, audience, and reading interest. These factors not only consolidate the editorial position and are fundamental in the release of a quality product, but also determine the type of publication. The typology allows us to determine the "niche" of each particular publication

among others, to present its model "[5; 6].Typology helps to compete with each other, to identify differences in business acumen, and to pursue an information policy. Thus, the emergence and development of the typology of children's journalism to a certain extent contributes to the development of society, as well as the competition between children's consciousness and, ultimately, the development of the media.

The press has the ability to divide victory news tools into many types. The reason is that the press is considered to be a species with a history of several centuries in the system of victory message tools. He developed every aspect of his work and all kinds of types appeared. In our view, it is worth noting that the emergence of other means of communication in the development of the press is also associated with the development of certain types of drugs in order to compete with them [4; 8].

A number of scientists have relied on the definition of press types. M.V. Shkondin, one of the best scholars of the typology of the press, expressed the following opinion about the type: [6;112].

So, type - this type of pressure has become a model. More and more newspapers are competing for victory news tools. The era of globalization has had a significant impact on all Karakalpak media. In other words, by this time, the weight and social significance of the press in the information space of Karakalpakstan has risen to a high level. Especially since the years of independence, it has begun to influence the change of the social environment, the formation of the audience's views on the processes in society. This can be explained by the emergence of specialized publications, the polishing of colorful topics in the press, the use of various forms of communication with the audience "[7; 14].

Children's press in Karakalpakstan was founded in 1932. One of the first editions was "Jetkinshek". The first issue of this edition was published in 1550 copies in Latin script once in 10 days in Turtkul. Since then, the publication has become a close friend, confidant of children and adolescents and a vital mirror that shapes their worldview.

The first editor of the newspaper was M. Yakubov. It is no exaggeration to say that the newspaper brought to the society a number of enlighteners, writers and even statesmen at that time.

Among them are S.Majitov, J.Aymurzaev, N.Daukarayev, A.Begimov, D.Nazbergenov, K.Ayymbetov, T.Seytmamutov.

"The basis of the newspaper is children's clubs and special pages. Among the special clubs are "Anqau' keskir" (Humor blog), "Jelqom" (club for high school students), "Barligin bilgim keledi", "Jas fizikler", "Jas matematikler", "Jas informatikler", "Jas adebiyatshilar". will be. Among the special pages are: "Diluar" young reporters, "Miyras" (Study of National

Heritage), "Karlygash" nature newspaper, "Tulkishek" (special page for students of grades 1-2).

Through this, the newspaper is engaging with children through live communication and increasing their interest "[9; 86].

Since the years of impartiality, the newspaper "Jetkinshek" has been educating the children of the new era, along with the creation of reforms in the field of education and life, as well as the state policy of our country on the younger generation. The editorial staff was full of talented journalists, working on new solutions for the upbringing of our children in accordance with the principles of patriotism and humanity.Since 2004, it has been expanded to 8 pages in A-3 format. As a result, the ability to use the letters of students who send 4-5 thousand letters a year has expanded [10]. Together with Sony, the newspaper created its own website and created a wide range of opportunities for readers.

In January 2011, the children's literary magazine "Karlygash" was published. The magazine was founded by the Writers' Union of the Republic of Karakalpakstan, and its original editor was a well-known writer Gulaysha Esemuratova. The magazine features children's drawings, as well as pictures dedicated to all sorts of events.

Starting from April 25, 2015, "Give the world to children!" The uranium began its work in the "Brown" chapter. The founder of the newspaper, Ustaz Joly, is a limited liability company. Guljahan Tajetdinova and Kaljanbay Gutlymuratov are the editors of the children's magazine "Ustaz Joly". The newspaper was published twice in a 14-page A-4 format. Another feature of "Konirau" is that in almost all pages of both Uzbek and Karakalpak languages, students write their own poems.

Today, almost all publications have their own websites. For that reason, newspapers and magazines need to keep pace with today's demands. In the 21st century, as technology has evolved, the importance of daily publications seems to be declining. Students receive information through the Internet. However, the Internet cannot completely replace newspapers and magazines. The reason is that it only publishes short information. First of all, the information on the Internet is not clear and complete, and the information that is published in it cannot reach the human heart completely.However, it would be wise to take full advantage of the current situation in the daily press and update our sites on a regular basis to offer readers. Most large presses are doing just that. In other words, it has increased the number of newspaper copies by posting incomplete information on its website and referring to the paper version. In order to do this, it is required to run regular print sites on a regular basis. This, in turn, would have a positive effect on the ability of newspapers to retain their audiences and expand their audience.

Conclusion

The results of the analysis show that the following exercises can be seen today in the Karakalpak children's press:

- to pay attention to the children's press in the modern era of development of modern information technologies;

- to have its own website for children's publications, which are currently in print;

- a clear reference to the paper version of the online version of the children's press;

- to ensure that each child is pressed at the right time;

- the online version of each edition is published in due time;

- each online print is equivalent to the term paper version;

If these exercises were coordinated, each children's newspaper would have a larger audience, and the children's newspaper would have become more widely known. This, in turn, has a certain effect on the increase in the circulation of the newspaper, while the increase in the circulation of the newspaper can have a direct impact on the improvement of the economic and financial situation of the newspaper.

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Clarivate Analytics **indexed**

M. Alimova
NamSU
English teacher

Yo. Nazarova
NamSU
English teacher

21ST CENTURY TRENDS: STUDENT-CENTERED INSTRUCTION IN EFL TEACHING AND LEARNING

Abstract: *This article is dedicated to Communicative language teaching. In this article there given some characteristics of learner-centered teaching. The aim of the communicative approach is to provide students with real life communication lessons that try to mimic the natural progression of language learning. The emphasis of genuine communication that imitate real life situations is supposedly more fun and more helpful for the students as they are learning a language in situations that it is used every day.*

Key words: *learner- centered, communicative language teaching, approach, goal, learning, instruction, tasks, realistic goals, responsibility, motivation, knowledge.*

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Introduction

Student-centered instruction is one of the crucial parts of Communicative language teaching. In this approach main focus is on the learners and their development rather than on the transmission of content, it aims the balance of power of in teaching and learning, moves toward learners actively constructing their own knowledge and enhances the responsibility for learning on the learners. The role of the learners changes into examining and analyzing the subject materials by assessing the situation. They will stop being passive listeners to instructor's lectures and taking notes.

According to Weimer (2012), there five characteristics of learner-centered teaching:

1. Learner-centered teaching engages students in the hard, messy work of learning. "I believe teachers are doing too many learning tasks for students. We ask the questions, we call on students, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much

harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students"

2. Learner-centered teaching includes explicit skill instruction. "Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses— all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content." Students not only need to develop an understanding of a discipline's knowledge base (content), but they also need to understand how that knowledge is organized and acquired (learning skills). By learning how to solve problems, think critically, apply information, and integrate knowledge, students

can learn to think like experts in a discipline. In other words, they not only need to learn content, but they also need to know how they can learn more, which is critical in today's environment where information is easily accessible and exponentially growing. Teachers already possess these skills because they are experts within a discipline, so they often overlook the importance of teaching them to students. Research, however, confirms that students do not automatically learn these skills.

3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it. "Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop."

4. Learner-centered teaching motivates students by giving them some control over learning processes. "I believe that teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions under which they learn and then teachers determine whether students have learned. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria."

5. Learner-centered teaching encourages collaboration. "It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from, and with, each other. Certainly the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience."

In today's language classrooms we need to meet students' needs in language teaching. This leads naturally to using CLT in the classroom. Need for communicating requires us to use more interactive patterns in the classroom. Group and pair works involves students to be more active during the discussions. In our university we implemented a new PreSETT curriculum in which learner-centered instruction is the main concept. According to this curriculum students are involved in more independent learning. In language trends of this curriculum there are plenty of tasks, like project works, case studies, learning logs, reflective writings and etc. In order to fulfill those tasks students need to set their own goals and finds the methods of reaching their goals by working on the process.

According to Halverson it is said that "Beyond facilitating communication in the classroom, a student-centered approach will also make the needs and goals of the learners of central importance." (Halvorsen, 2016). This is true in our context. When students work on different tasks they learn to set realistic goals and work on their time-management too. At the beginning of each course students have difficulties on learning independently, as they come from a teacher-centered learning environment. Later on they do the first task of the course and understand the principles of learning independently.

In order to help students there is a course of Independent Study Skills in the first semester. This course teaches them how to be a successful language learner in student-centered context. After doing different communicative activities in class students feel themselves more confident in language learning and they become life-long learners.

According to Brown and Lee (2015) "Agency, which lies at the heart of language learning, is the ability of learners to make choices, take control, self-regulate, and thereby pursue their goals, as individuals within a socio-cultural context". In my classes I try to encourage my students to be more autonomous and be aware of their own learning styles. This helps them to learn the language structure easier. Another important point is they also should decide what to learn and how to learn. We use many activities on teaching students how to make their study plan. In their own study plan we ask them to think strategies that they found useful and find the ways of achieving results. We give them the list of the possible strategies to include into their study plan. They are managing time effectively, setting realistic goals, identifying their strengths and weaknesses, assessing their own progress. In order to reach success they are expected to keep a diary, watch movies in English at least one a week, chat to a native speaker by internet, listen or read news in English, every day and etc.

Another important issue we want to share is motivation. Motivation plays a great role in language learning. When students are motivated it will be easier for them to acquire language. As we know there are 2 types of motivation, intrinsic motivation and extrinsic

motivation. For learners which have intrinsic motivation, it is easier to develop their language skills. They enjoy learning and they are usually successful learners. In our class we have some intrinsically motivated students. It is very easy to activate them during the lesson. Only giving clear instructions and asking them to perform a task is enough for these students. We believe extrinsic motivation is very crucial in foreign language teaching. We try to raise interest of our students by giving positive and constructive feedback, by praising their performance and emphasizing every part of their work.

"Various hypotheses considering the relative effectiveness of direct and indirect corrective feedback have been put forward some in favor of direct error correction, others supporting the indirect approach" (Beungen, 2010, p12)

We agree that indirect feedback helps students more as it leads students to self-assess their own works. This encourages them to think about their own learning and be aware of their own language errors. If we speak about our own students, at the beginning of the course they wanted us to correct every part of their work. We tried to use peer correction technique with our students and after some time they began to understand the helpfulness of self-error correction. However, when they have some complex error, we explain the reason of doing that error in front of the class without mentioning students' names. Our students don't like to be corrected in front of the class and they say that they feel embarrassed. In written work they prefer to be corrected their work by teachers. And we always explain them the usefulness of indirect corrective feedback.

When we have accuracy activities we try to give direct corrective feedback to individual students explaining in more details. It takes much time, but it is worth to do it. In fluency activities we prefer not to give corrective feedback to our students immediately. When they finish the fluency activities, we first try to get feedback from them and then we give corrective feedback at the end.

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www.T-Science.org

Импакт фактор журнала

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Impact Factor JIF		1.500						
Impact Factor ISRA (India)		1.344				3.117	4.971	
Impact Factor ISI (Dubai, UAE) based on International Citation Report (ICR)	0.307	0.829						
Impact Factor GIF (Australia)	0.356	0.453	0.564					
Impact Factor SIS (USA)	0.438	0.912						
Impact Factor РИНЦ (Russia)		0.179	0.224	0.207	0.156	0.126		
Impact Factor ESJI (KZ) based on Eurasian Citation Report (ECR)		1.042	1.950	3.860	4.102	6.015	8.716	8.997
Impact Factor SJIF (Morocco)		2.031				5.667		
Impact Factor ICV (Poland)		6.630						
Impact Factor PIF (India)		1.619	1.940					
Impact Factor IBI (India)			4.260					
Impact Factor OAJI (USA)						0.350		

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INDEXING METADATA OF ARTICLES IN SCIENTOMETRIC BASES:

International Scientific Indexing ISI (Dubai, UAE)
http://isindexing.com/isi/journaldetails.php?id=327

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https://www.myendnoteweb.com/EndNoteWeb.html

Research Bible (Japan)
http://journalseeker.researchbib.com/?action=viewJournalDetails&issn=23084944&uid=rd1775

Scientific Object Identifier (SOI)
http://s-o-i.org/

РИНЦ (Russia)
http://elibrary.ru/contents.asp?issueid=1246197

Google Scholar (USA)
http://scholar.google.ru/scholar?q=Theoretical+t-science.org&btnG=&hl=ru&as_sdt=0%2C5

Turk Egitim Indeksi (Turkey)
http://www.turkegitimindeksi.com/Journals.aspx?ID=149

Directory of abstract indexing for Journals
http://www.daij.org/journal-detail.php?jid=94

DOI (USA)
http://www.doi.org

CrossRef (USA)
http://doi.crossref.org

Open Academic Journals Index (Russia)
http://oaji.net/journal-detail.html?number=679

Collective IP (USA)
https://www.collectiveip.com/

Japan Link Center (Japan) https://japanlinkcenter.org

PFTS Europe/Rebus:list (United Kingdom)
http://www.rebuslist.com

Kudos Innovations, Ltd. (USA)
https://www.growkudos.com

Korean Federation of Science and Technology Societies (Korea)
http://www.kofst.or.kr

AcademicKeys (Connecticut, USA)
http://sciences.academickeys.com/jour_main.php

Sherpa Romeo (United Kingdom)
http://www.sherpa.ac.uk/romeo/search.php?source=journal&sourceid=28772

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http://www.researcherid.com/rid/N-7988-2013

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Stratified Medical Ltd. (London, United Kingdom)
http://www.stratifiedmedical.com/

THE SCIENTIFIC JOURNAL IS INDEXED IN SCIENTOMETRIC BASES:

Advanced Sciences Index (Germany)
http://journal-index.org/

SCIENTIFIC INDEXING SERVICE (USA)
http://sindexs.org/JournalList.aspx?ID=202

Global Impact Factor (Australia)
http://globalimpactfactor.com/?type=issn&s=2308-4944&submit=Submit

International Society for Research Activity (India)
http://www.israjif.org/single.php?did=2308-4944

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CiteFactor (USA) Directory Indexing of International Research Journals

http://www.citefactor.org/journal/index/11362/theoretical-applied-science

International Institute of Organized Research (India)

 http://www.i2or.com/indexed-journals.html

JIFACTOR

http://www.jifactor.org/journal_view.php?journal_id=2073

Journal Index

http://journalindex.net/?qi=Theoretical+%26+Applied+Science

Eurasian Scientific Journal Index (Kazakhstan)

http://esjindex.org/search.php?id=1

Open Access Journals

http://www.oajournals.info/

SJIF Impact Factor (Morocco)

http://sjifactor.inno-space.net/passport.php?id=18062

Indian citation index (India)

http://www.indiancitationindex.com/

InfoBase Index (India)

http://infobaseindex.com

Index Copernicus International (Warsaw, Poland)

http://journals.indexcopernicus.com/masterlist.php?q=2308-4944
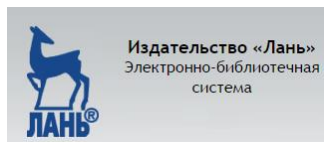
Электронно-библиотечная система «Издательства «Лань» (Russia)

http://e.lanbook.com/journal/

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Reception of documents is carried out till January 25, 2021.
Documents you can send to the address T-Science@mail.ru marked "Election to the Academy members".

The list of documents provided for the election:

1. Curriculum vitae (photo, passport details, education, career, scientific activities, achievements)
2. List of publications
3. The list of articles published in the scientific journal ISJ Theoretical & Applied Science
    * to correspondents is not less than 7 articles
    * academics (degree required) - at least 20 articles.

Detailed information on the website   http://www.t-science.org/Academ.html

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1. Автобиография (фото, паспортные данные, обучение, карьера, научная деятельность, достижения)
2. Список научных трудов
3. Список статей опубликованных в научном журнале ISJ Theoretical & Applied Science
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