SOI: 1.1/TAS
DOI: 10.15863/TAS
Scopus ASJC: 1000

ISSN 2308-4944 (print)
ISSN 2409-0085 (online)

№ 02 (94) 2021

Teoretičeskaâ i prikladnaâ nauka

Theoretical & Applied Science

Philadelphia, USA

Teoretičeskaâ i prikladnaâ nauka

Theoretical & Applied Science

02 (94)

2021

International Scientific Journal

Theoretical & Applied Science

Founder: **International Academy of Theoretical & Applied Sciences**

Published since 2013 year. Issued Monthly.

International scientific journal «Theoretical & Applied Science», registered in France, and indexed more than 45 international scientific bases.

Editorial office: http://T-Science.org Phone: +777727-606-81

E-mail: T-Science@mail.ru

ISSN 2308-4944

9 772308 494218 02

International Scientific Journal

Theoretical & Applied Science

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International Scientific Journal

Theoretical & Applied Science

ISJ Theoretical & Applied Science, 02 (94), 362.
Philadelphia, USA

Impact Factor ICV = 6.630

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The percentage of rejected articles:

ISSN 2308-4944

9 772308 494218 02

Impact Factor:

ISRA (India)	= **4.971**	**SIS** (USA)	= **0.912**	**ICV** (Poland)	= **6.630**
ISI (Dubai, UAE)	= **0.829**	**РИНЦ** (Russia)	= **0.126**	**PIF** (India)	= **1.940**
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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 02.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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A WORKING MATHEMATICAL MODEL OF AN PTC THERMISTOR

Abstract: *A mathematical model of a positive temperature coefficient thermistor was obtained using a unified approach to building a working mathematical model. This mathematical model has sufficient properties of fullness, accuracy, adequacy, productivity and economy for the purposes of this study. Applying such a model reduces the costs and time spent on research and makes efficient use of the mathematical modelling capabilities.*

Key words: *PTC thermistor, working mathematical model, properties of mathematical models, principles of mathematical modeling.*

Language: *English*

Citation: Markelov, G. E. (2021). A working mathematical model of an PTC thermistor. *ISJ Theoretical & Applied Science, 02 (94),* 1-4.

Soi: http://s-o-i.org/1.1/TAS-02-94-1 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.1

Scopus ASCC: *2604.*

Introduction

Vast educational and scientific literature is devoted to the technical characteristics of positive temperature coefficient thermistors, basic principles of their operation and methods of circuit design using these thermistors. There are numerous examples of successful practical use of such devices in various fields.

The aim of this study is to build a working mathematical model of a positive temperature coefficient thermistor using a unified approach.

The dependence of the resistance R of such a thermistor on its temperature T is not linear over a broad temperature range (for an example, see [1; 2]). In a relatively narrow temperature range, however, it can be assumed that

$$R(T) = r\left[1+\beta(T-T_0)\right],$$

where r is the thermistor resistance at $T = T_0$; β is a positive constant.

A unified approach to building a working mathematical model that has necessary properties for a specific study is described in [3; 4]. Some properties of mathematical models are formulated, for instance, in [5; 6]. An example of building a mathematical model with the necessary properties for a study is presented in [7]; some of the results of this study were published in [8–10]. The particular features of using a unified approach to building mathematical models are described, for example, in [11; 12].

Statement of the problem

The thermistor is considered to be a body with high thermal conductivity, i.e. the dependence of the temperature of the body on the spatial coordinates at any time point is disregarded. Its temperature T at the initial time point t_0 equals T_0, while $T \le T_1$. Convective heat exchange with the environment occurs on the thermistor surface with area S. The ambient temperature is equal to T_0, and the heat transfer coefficient is known and equal to α. For a relatively narrow temperature range from T_0 to T_1, let us assume that

$$R(T) = r\left[1+\beta(T-T_0)\right],$$

$$C(T)=c\left[1+\gamma(T-T_0)\right],$$

where $R(T)$ and $C(T)$ are the resistance and total heat capacity of the thermistor; r and c are the resistance and total heat capacity of the thermistor at $T=T_0$; β and γ are positive constants. An electric current flows through the thermistor; its strength equals

$$I=\frac{U}{r\left[1+\beta(T-T_0)\right]}, \qquad (1)$$

where U is the constant electrical potential difference between the poles of the thermistor.

Let I be the value of interest in the study. Let us design a working mathematical model of the object of study that has sufficient properties of fullness, adequacy, productivity and economy.

Solution

To solve the problem, we need to build a hierarchy of mathematical models for this object of study and determine the conditions under which we can calculate the sought value I with a relative error not exceeding δ_0.

If the difference $T-T_0$ is sufficiently small, then, according to (1), the sought value can be calculated using the formula

$$I_0=\frac{U}{r}. \qquad (2)$$

Let us define the conditions under which the resulting formula is applicable. To do this, let us consider steady-state heat transfer. In this case, the heat output of the thermistor's material is equal to the heat flow from the thermistor, i.e.

$$\frac{U^2}{R(T_*)}=\alpha(T_*-T_0)S,$$

where T_* is the steady-state thermistor temperature. The resulting equality allows us to easily calculate

$$T_*=T_0+\frac{1}{2\beta}\left(-1+\sqrt{1+\frac{4\beta U^2}{\alpha S r}}\right),$$

and then find the sought steady-state value

$$I_*=\frac{2U}{r\left[1+\sqrt{1+4\beta U^2\alpha^{-1}S^{-1}r^{-1}}\right]}, \qquad (3)$$

and for this temperature range

$$\frac{U^2}{\alpha S r(T_1-T_0)}\le 1+\beta(T_1-T_0). \qquad (4)$$

The relative error of I_0 is

$$\delta(I_0)=\left|\frac{I-I_0}{I}\right|=\frac{I_0}{I}-1\le\frac{I_0}{I_*}-1.$$

If the condition

$$\frac{I_0}{I_*}-1\le\delta_0$$

is met, formula (2) may be used to find the sought value with a relative error not exceeding δ_0. Therefore, when the inequality

$$I_0\le(1+\delta_0)I_* \qquad (5)$$

is satisfied, mathematical model (2) sufficiently possesses the properties of fullness, accuracy, adequacy, productivity and economy.

Then let us define the conditions under which mathematical model (3) is applicable. To do this, we need to consider unsteady-state heat transfer. In this case, the change in thermistor temperature over time t is described by a first-order ordinary differential equation

$$C(T)\frac{dT}{dt}=\frac{U^2}{R(T)}-\alpha(T-T_0)S,$$

and the initial condition is as follows:

$$T(t_0)=T_0.$$

Given that

$$I=\frac{I_0}{1+\beta(T-T_0)},$$

let us formulate a Cauchy problem

$$\frac{dI}{dt}=\frac{\beta I^2}{cI_0}\frac{\alpha S(I_0-I)-\beta U I^2}{\gamma(I_0-I)+\beta I}, \qquad (6)$$
$$I(t_0)=I_0.$$

Then let us calculate the time point

$$t_*=t_0+\frac{c}{\alpha S}\left[\frac{\gamma}{\beta}\left(\frac{I_*}{I_0}-1+\delta_0\right)\frac{I_0}{I_*}+\right.$$
$$+\left(\frac{I_0}{2I_0-I_*}+\frac{\gamma}{\beta}\frac{I_0-I_*}{2I_0-I_*}\frac{I_0}{I_*}-1\right)\times$$
$$\times\ln\left(2-\frac{I_*}{I_0}-\delta_0\right)-\left(\frac{I_0}{2I_0-I_*}+\right.$$
$$\left.\left.+\frac{\gamma}{\beta}\frac{I_0-I_*}{2I_0-I_*}\frac{I_0}{I_*}\right)\ln\left(\frac{I_0}{I_0-I_*}\delta_0\right)\right],$$

for which

$$I(t_*)=\frac{I_*}{1-\delta_0}.$$

Evidently, at $t\ge t_*$

$$\delta(I_*)=\left|\frac{I-I_*}{I}\right|=1-\frac{I_*}{I}\le\delta_0,$$

and the value I_* can be considered equal to $I(t)$ with a relative error not exceeding δ_0. Therefore, it is possible to use formula (3) to find the sought value with a relative error not exceeding δ_0.

If condition (5) is not met, mathematical model (3) at $t\ge t_*$ sufficiently possesses the properties of fullness, adequacy, productivity and economy.

Building a new mathematical model when creating a hierarchy of mathematical models for the object of study may lead to refining the previously determined conditions for the applicability of the constructed mathematical models. Indeed, using mathematical model (6), we can refine the condition of applicability for formula (2). For this let us calculate the time point

$$t^* = t_0 + \frac{c}{\alpha S}\left[\left(\frac{\gamma}{\beta}\frac{I_0 - I_*}{2I_0 - I_*}\frac{I_0}{I_*} + \right.\right.$$
$$+ \frac{I_0}{2I_0 - I_*} - 1\Big)\ln\left(1 + \frac{I_*}{I_0}\delta_0\right) -$$
$$- \left(\frac{I_0}{2I_0 - I_*} + \frac{\gamma}{\beta}\frac{I_0 - I_*}{2I_0 - I_*}\frac{I_0}{I_*}\right)\times$$
$$\left.\left.\times\ln\left(1 - \frac{I_*}{I_0 - I_*}\delta_0\right) - \frac{\gamma}{\beta}\delta_0\right],$$

for which

$$I\left(t^*\right) = \frac{I_0}{1 + \delta_0}.$$

Evidently, at $t \le t^*$

$$\delta\left(I_0\right) = \left|\frac{I - I_0}{I}\right| = \frac{I_0}{I} - 1 \le \delta_0,$$

and the value I_0 can be considered equal to $I(t)$ with a relative error not exceeding δ_0. Therefore, it is possible to use formula (2) to find the sought value with a relative error not exceeding δ_0.

If condition (5) is met or $t \le t^*$, mathematical model (2) sufficiently possesses the properties of fullness, adequacy, productivity and economy.

Results

When inequality (4) is satisfied, the following statements are true; they allow us to identify a working mathematical model of the object of study.

If condition (5) is met, or $t \le t^*$ within the scope of the study, then mathematical model (2) is considered the working mathematical model.

If condition (5) is not satisfied, then the mathematical model (3) at $t \ge t_*$ is chosen as the working mathematical model.

If inequality (5) is not satisfied, and the time interval from t^* to t_* is of interest, then mathematical model (6) is considered the working mathematical model.

Conclusion

Thus, a unified approach was used to formulate statements applicable to this study. They allow us to define a working mathematical model of a positive temperature coefficient thermistor. This mathematical model sufficiently possesses the properties of fullness, adequacy, productivity and economy.

It is evident that the use of such a mathematical model not only reduces the costs and time spent on research, but also makes efficient use of the mathematical modelling capabilities.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 04.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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USE OF INTERACTIVE METHODS IN TEACHING LITERATURE

Abstract: *The article describes the use of innovative technologies and interactive methods in education in literature lessons and their effects.*

Key words: *innovative technologies, interactive methods, independent thinking, debate.*

Language: *English*

Citation: Uzakova, X. K. (2021). Use of interactive methods in teaching literature. *ISJ Theoretical & Applied Science, 02 (94),* 5-7.

Soi: http://s-o-i.org/1.1/TAS-02-94-2 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.2

Scopus ASCC: *3304.*

Introduction

UDC: 13.00.02

Nowadays, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. In this process, the teacher creates conditions for the personal development, formation, knowledge and upbringing of the student, as well as acts as a manager, a guide. One of the main directions in improving teaching methods today is the introduction of interactive teaching and learning methods. As a result of the use of interactive methods, students develop the skills of independent thinking, analysis, drawing conclusions, expressing their opinions, defending them on the basis of reason, healthy communication, discussion, debate. Innovation is the introduction of something new. Innovative technologies are innovations and changes in the pedagogical process and in the activities of teachers and students, in the implementation of which mainly interactive methods are used. Interactive methods are called collective thinking, ie methods of pedagogical influence are an integral part of the content of education. The uniqueness of these methods is that they are implemented through the interaction of educators and students. The modern methods presented in this article help the student to form logical, intellectual, creative, critical, independent thinking, develop their skills, become competitive, mature professionals and cultivate the professional qualities necessary for a specialist [1].

It is known that the introduction of non-traditional lessons in the lessons of "Literature" and their integration into the content of education, finding new ways of teaching create the basis for meeting the requirements of state educational standards. The role of "Literature" lessons in the comprehensive development of the human personality, in instilling in the younger generation a sense of respect for universal and national values, in developing a sense of pride in the national language, the traditions of their people is invaluable. Therefore, we also work with the same goals in mind when organizing our lessons.

Recently, advanced types of lessons such as seminar-lesson, discussion-lesson, conversation-lesson, test-lesson, conference-lesson, travel-lesson have been conducted by highly experienced teachers. These types of lessons eliminate the indifference of the student during the lesson, stimulate activity in him, teach the child to think, discuss thoughtfully, speak and research, and work.

To do this, the teacher must always be more engaged than his students and constantly improve their knowledge and skills. Only then will he be a man of action worthy of his name. As a result of the work, I feel that each lesson is different in its meaningful, interesting originality, that students are increasingly interested in its lessons, that their students are active and well-organized in the learning process, learning with mutual enthusiasm. reaches Such a result can

undoubtedly be achieved through the comprehensive use of teaching methods in the teaching process.

I develop a variety of visual aids to make my lessons easy and lively, and I try to use them in a timely and on-site manner. "Brainstorming", "Intelligence", "Modular lesson", "Zigzag", "Interactive", "Game lesson", "Debate lesson", "Travel lesson", "Travel lesson", I use methods like “competition lesson”. I try to make effective use of the resources, questions, or tests I teach in the lessons. Education is always in need of renewal. Therefore, as much as possible, we need to research on new methods of education. Because students don’t like the same pattern of lessons, they get bored. As a result, the student is not able to master the lesson well. The lessons in each method justify themselves when taken two or three times. The variety of methods so as not to exceed the norm, not to bore the students, further increases the effectiveness of the lesson. In the course of the lesson we should pay great attention to the forms of oratory, conversation, storytelling, independent work, written work, connecting with the times, relying on independent thinking. The value given by the students to each lesson is valuable to us [2].

Currently, one of the main directions in the field of improving teaching methods is the introduction of interactive teaching and learning methods. As a result of the use of interactive methods, students develop the skills of independent thinking, analysis, drawing conclusions, expressing their opinions, defending them reasonably, healthy communication, discussion, debate.

To make my lessons more interesting and understandable, I often use methods such as Syncline, Assessment, and Concept Analysis, as well as Text Analysis, because using the same methods can make children bored. 'can swell so I change them frequently which makes my lesson come out effective.

For example, using the Syncline method, students recall word combinations once again. For example, in an 8th grade textbook, students are given the task of composing a syncvein from the epic "Sunrise." In doing so, students take a word in a century and do it.

1. Box
2. Big, beautiful
3. Made, stuffed, locked
4. The master made beautiful boxes
5. Box [3]

Definition and Creativity.

Using this method, the class is divided into groups and assignments are given in advance. Groups are conditionally named, for example, "Descriptors" and "Creator". The first group gives definitions to the second group. The groups then find out which artist this description belongs to. If they find out immediately after the first description which writer or poet this description belongs to - 5 points, if they find it after the second description - 4 points, and if they find it in the third attempt - 3 points. The teacher asks the group to find out which artist the description belongs to and to add more information about the artist's life and work. Through this method, each student will have the opportunity to participate. For example, in an 8th grade literature class, this method can be used as follows:

Questions from Ta'rif to Ijodkor.

Step 1

Information 1. He came into our poetry like the wind. Maybe a storm.

Information 2. He translated Lermontov's epic "Devil" into Uzbek.

Information 3. Author of the epics "Norbota" and "Nakhshon".

Answer: Osman Nasir

Phase 2.

Information 1. Until the end of his life he worked as the editor-in-chief of the magazine "World Literature".

Information 2. His first book is called "Zamon.Kalb.Poeziya".

Information 3. He was born in the village of Akhunqaynar.

Answer: Ozod Sharafiddinov

Through the “Definition and Creativity” method, students not only master the topic perfectly, but the teacher teaches them to be active, resourceful and evaluate them rationally [4].

The word "melody" method

This method can be used in literature lessons, in particular, proverbs, riddles and poems, in the lessons of the native language to combine the topics covered by phrases, parts of speech. Students are divided into four small groups and choose names for their groups, such as Proverbs, Riddles, and Poems. This method can be used in the 8th grade native language lesson when the topic of passages is discussed: the first group says a proverb, the second group finds and analyzes the sentences in the said proverb, and the third group tells the riddle themselves. The third group analyzes the riddle and recites a poem to the first group, and the competition continues. For example:

Jahon mening bag'rimdami, yo men jahon bag'rida,

Yuz bahorning yellarimi sochlarimni silagan ?!

Ming gulshanning gullaridan rohatbaxsh bu qo'lchalar

Baxtga ko'mib yuragimni, yuzlarim erkalagan. (S. Zunnunova. "Qizimga")

*

Chin qushim, chinni qushim,

Chin tepaga qo'shndi qushim,

Tumshug’ini yerga berib,

Xalqqa salom berdi qushim. (Riddle)

*

Yaxshi bilan yursang,

Yetarsan murodga.

Yomon bilan yursang,
Qolarsan uyatga. (Proverbs)

Today is extremely intense. It requires every teacher to take a creative approach to their work, to increase the effectiveness of lessons using new forms of education. Especially in literature classes, if the student understands himself, understands himself and others, the teacher can see his shortcomings and is diligent in correcting them, the lesson will reach the level of discovery [5].

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 04.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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Researcher

ETHNOCULTURAL PROCESSES IN SAMARKAND REGION (IX-X CENTURIES)

Abstract: *This article examines the ethnic and cultural aspects of the development of the Samarkand region, including the city of Samarkand, as well as the ethnic processes of this region in the 9th-10th centuries.*

Key words: *Samarkand, city, Sogdiana, Maverannahr, Zeravshan valley, ethnic history, ethno-civilization processes, Uzbeks, Tajiks, nomadic and semi-nomadic population.*

Language: *English*

Citation: Buryev, O., & Nurboev, K. (2021). Ethnocultural processes in Samarkand region (IX-X centuries). *ISJ Theoretical & Applied Science, 02 (94),* 8-12.

Soi: http://s-o-i.org/1.1/TAS-02-94-3 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2021.02.94.3

Scopus ASCC: *1202.*

Introduction

The city of Samarkand, known as the pearl on earth, is one of the oldest centers of world civilization, which made a significant contribution to the development of world culture. Not only Uzbeks, but all the peoples of Central Asia are rightfully proud of the city of Samarkand, which was the largest political, economic and cultural center of its time and which has an ancient history.

IX-X centuries constitute a significant period in the history of Maverannahr, including the Samarkand region and the city. During this period, Sogd (Sogdiana) was considered one of the most economically and culturally developed territories of Maverannahr. Sources say: “Sogd is a historical region located in the upper and middle reaches of the Zeravshan River (up to Bukhara). Its length from east to west, according to Arab geographers, was 36 farsahs (1 farsahs - 6-9 km). According to the famous traveler and geographer, Abu Is`hak Ibrahim Istahri (850-934), the center of Samarkand was Sogd, which could be bypassed in 8 days [14; 274].

METHODS

Before the Arab conquest, Sogd was a state that included the Zeravshan oasis (with the exception of the Bukhara oasis) and the Kashkadarya oasis, and was ruled by Ikhshid (king) in the capital of Samarkand. At the time of the encyclopedic scientist Abu Raikhan Biruni (973-1048), only the Zeravshan Valley was called Sogd. According to the scientist, in the fifth climatic region of the Sugd region, the cities of Karmana (Karminiya), Dobusiya, Kushaniya, Isbanjan, Arbinjan, Nasaf (Nakhshab), Kash (Kesh), Samarkand are mentioned [1; 424].

Hamdulla Kazvini (1281-1350) also wrote: "Sogd is the most beautiful place in the world, an 8-day road from Bukhara to Samarkand and gardens along the river. People are very hospitable and kind, there are about 20 thousand villages and fortresses in the country" [11; 99].

The further flourishing of this country took place under the Samanids, who came to power in the first half of the 9th century. Because the leaders of this dynasty took an active part in the economic and cultural development of the country and the stability of Islam in the Zeravshan oasis. Naturally, the working people played a decisive role in the development of the region. The presence of the Zarafshan River in the oasis, as well as large and small canals and ditches that take water from it, is also an

important factor in the overall development of Sogdiana. Thanks to this irrigation system, all crops and orchards in the oasis were irrigated. The Sogdian oasis was famous for its fertile lands and was densely populated. Sources describe Samarkand as "heaven on earth". There were coal mines in all cities and villages of the Sogd region [5; 105].

In the foothills of the Zarafshan River (middle and upper reaches of the Zarafshan River), there were fertile arable lands on which the population grew wheat, barley and other cereals. Most of the products of these crops were sold in the markets. As in the provinces of Maverannahr and Khorasan, agriculture in the Zeravshan Valley was highly developed. Crops such as wheat, barley, rice, cotton, sesame, millet, flax, hemp, peas, and alfalfa were grown. The yield was so high that by sowing a handful of grain, hundreds of handfuls or more were harvested.

Success has been achieved in areas such as horticulture, especially viticulture and horticulture. Dozens of varieties of grapes, fruits, peaches, apricots, pears, figs, quince, cherries, plums, pomegranates, almonds, walnuts, melons, zucchini, watermelons, cucumbers, eggplants, carrots and onions were grown. Foreign tourist historians (for example, Istahri, Ibn Hawqal) were amazed by their industriousness in agriculture, fertility of the land, high productivity [2; 97].

Cattle, horses, mules, sheep and goats grazed in the green pastures in the foothills of the oasis. Nomadic and semi-sedentary pastoralists (Turkic peoples) lived in the desert areas, who also were engaged in sheep breeding, goat breeding, camel breeding, and horse breeding. The sedentary population of the oasis (the ancestors of the Uzbeks and Tajiks) lived in cooperation with the shepherds and sold or exchanged their goods in the market. This partnership has also greatly contributed to the economic and cultural growth of the oasis.

Its geographical position also played an important role in the development of Sogdiana. Due to the fact that the large cities and villages of the oasis are located at the crossroads of the main trade ring - the Great Silk Road, the inhabitants of the region have established extensive cooperation with a number of leading countries.

With the help of this important means of communication, many goods that are in demand in different countries were delivered to Maverannahr. The best agricultural, livestock and handicraft products were also sold abroad. The sedentary population of the oasis - a certain part of the Sogdians - was engaged in trade and traveled in caravans to Afghanistan, India, Iran and other countries of Central Asia, through East Turkestan to China.

Local merchants also sincerely served the development of the oasis and made a significant contribution to its all-round development. For this reason, Sogdiana became one of the most promising countries of the Middle Ages, which played a significant role in the ethno cultural development of the peoples of Central Asia.

RESULTS AND DISCUSSIONS

Sources claim that Sogdiana was divided into two regions: the first is the middle and lower part of the Zeravshan Valley, called the Samarkand region. Samarkand Sogdian land from Yaylyak to Bukhara surrounded by gardens and fields. The part of Samarkand Sogd, located in Miyonkol, was called Nimsugd (half-sogd) or Sugdi Khurd (small Sogd); the second included the lower reaches of the Zarafshan (Karmana and its consequences) river, called the Bukhara region, and the Nurata region [14; 424].

Ethno-cultural processes that took place in the Samarkand region in the 9th-10th centuries, and the history of the city of Samarkand during this period are unique. It is known that the struggle against the invasion of the Arab Caliphate ended with the formation of the Samanid state, and the city of Samarkand has been the capital of the region since the 20s of the 9th century. In the second half of the ninth century, in 875, during the reign of Ismail ibn Ahmad Somoni (847-907), the capital was moved to Bukhara, but Samarkand remained the leading economic, trade and cultural center of Maverannahr. The famous historian Abu Bakr Muhammad ibn Jafar Narshahi (899-959) named the city Samarin in Arabic and Samarkand in Persian [6; 29], Abu Raikhan Beruni noted that in Turkish Samarkand was the city of the sun [1; 424].

Medieval authors Yakut Hamavi (born 1179), Hamdulla Kazvini (1281-1350), Rashididdin (XIII century) and others noted that such a beautiful and rich city as Samarkand, the administrative center of the Sughd region, did not exist in the world. There were many dwellings between the outer and inner walls of the city. The city had four gates through which water was supplied through a lead pipe. The city was surrounded by so many gardens that even the buildings on top of the cliff were hard to see. The sources mention the gates of Samarkand, such as Babdoston, Bobkohak, Bobtok, Namazgokh, as well as mahallas in Ushtabazi (Ushta-Babiyzak), Bamjakhin, Chokardiza, Zarimash, Sanjaduza, Gadavad, Farazmisan, Vagonvaravara, Fagonvara [5; 108].

In the second half of the 9th - the first half of the 10th century, the standard of living of the population of Samarkand, the center of Sogdiana, significantly improved, and the urban area in ruins also increased. The city developed handicrafts, trade and construction of irrigation facilities. In the city, a suspended pipe (nova) - the aqueduct was built of baked bricks, the bottom of which was covered with lead. This Zhuyi Arzis ("Lead Ditch") in the IX-XII centuries supplied the whole of Samarkand with water. The famous

geographer Ibrahim Abulkasim ibn Hawqal (10th century), who was in Samarkand between 960-970, wrote about this in detail.

Crafts for cotton, silk, wool, various fabrics, ready-made clothes also met the needs of the oasis population. Samarkand city was the leader in paper production in the Middle and Middle East. As Istahri writes: “Nowhere in the world you will find such paper as Samarkand” [2; 98].

The city also developed dozens of crafts, such as glass making, ceramics, carpet weaving, hemp spinning, weapons making, blacksmithing, sesame and linseed oil production. From the second half of the VIII to the X century, the city of Samarkand provided the entire Arab Caliphate with paper. Samarkand paper was only equal in quality to Chinese paper. This quality paper even completely replaced papyrus and parchment from the Muslim world.

The merchants sought primarily to meet the needs of the local population. Many markets were built, gardens and shops specialized in a certain direction. Wholesale trade was encouraged in central markets. According to sources, “Samarkand is the Maverannahr market, from where the merchants come. The produced most of the products of Maverannahr are first delivered to Samarkand, and then from there to other regions”. Deposits of gold, copper, lead, mercury and marble of that time were found in the Nurata Mountains.

The first silver coins of the Samanids were minted in Samarkand in 887, probably even earlier [12; 146]. Mostly gold Ismaili coins and Muhammadi dirhams were in circulation. In this regard, the information of Istakhri is noteworthy: «Gold (coins) and Ismaili dirhams are in circulation in Samarkand. There is another currency in circulation, which is called Muhammadi and is not used anywhere except Samarkand» [2; 99].

During the Karakhanid period (XI-XII centuries), the city of Samarkand expanded, the city center stretched to the south and southeast, it was almost inhabited by potters and artisans, the aristocracy settled in new place [12; 149-150]. In 1066, Karakhanid Ibrahim ibn Nasr presented (waqf) to the hospital in Samarkand two caravanserais with all the buildings and equipment. The proceeds from these two caravanserais were used to pay for food, medicine, and wages for all types of serving doctors. Ibrahim ibn Nasr also paid for the reconstruction of a madrasah complex with three hotels, a caravanserai, a men's bathhouse, a water separator, a vineyard and various arable lands, among others [2; 211].

The famous researcher of the history of the Great Silk Road, British scientist Susan Voightfield in the book "Life on the Great Silk Road" (2004), devoted to the study of political, economic and cultural monuments of the eastern part of the trade route from 750 to 1000 years, sets out the following: “The circumference of Samarkand is 500 miles. The capital and completely surrounded, the territory consists of hills and ridges, and its population is countless. Valuable goods of many foreign countries are stored here. The land is rich and fertile, and a bountiful harvest is gathered during the harvest. The beauty of the trees in the forest is pleasing to the eye, there are many flowers and fruits. Breeding horses are bred here. The entrepreneurial spirit of the population is especially evident in the arts and trade with other countries. The climate is temperate, people are young and energetic” [9; 24]. It is also noted that the Chinese tourist Eluy Chu-Tsai, who visited Samarkand in 1218, wrote a poem in honor of the improvement of the city [5; 108].

The city of Samarkand, as mentioned above, consisted of several districts and mahallas (guzars). Considered one of the potential cities of its time, in the 10th century about 100-110 thousand people lived in this city [4; 266]. Around the city there were many irrigated lands, canals and ditches, villages and fortresses. Most of the villages were located on the edge of irrigation canals. According to Ibn Hauqal, it is difficult to find a plot in Sogd that is not located along the canal, cultivated, not engaged in agriculture, was not densely populated, did not have magnificent palaces and strong, prosperous buildings.

There are 12 rustaks (districts) in the Samarkand region, 6 of which are located in the western part of the Zeravshan River: Benjikent (Penjikent), Varogsor, Maimurg (Ravdor), Dargom, Obgar, Savdor. Also in the northern part of the river there were 6 rustoks: Yarket, Burnamad, Buzmajon, Kabudanjaket, Bedar and Marzbon [13; 196]. These rustoks are centers, each of which included dozens of villages. The densely populated villages around Samarkand have also attracted the attention of historians. The area around the city was extremely picturesque, with many villages and magnificent castles.

When Ibn Hawqal was in Samarkand, looking around at the city's arch, he was amazed to see so many trees, magnificent castles, flow channels, villages and rich culture in the area.

Samarkand occupies a special place among the largest trading cities of Maverannahr. Among the cities of the oasis, Dabusya, Arbinjon, Kushania are also large settlements that play a significant role in trade relations. In the Middle Ages, Samarkand was a large cultural center, where there were many large markets of international importance, craft quarters, and caravanserais. Trade relations of this city are mentioned separately in written sources.

As mentioned above, Ibn Hawqal gives interesting information about the city of Samarkand, noting that the city consisted of an arch, shahristan and rabat, canals flowed, trees added splendor to the city, and that he had never seen such a high culture anywhere else. It is also noteworthy that he noted Samarkand as a city with large markets, caravanserais, residential buildings and many craft districts.

It is known that one of the features of medieval cities is that city gates are named after neighboring cities or countries. This feature also indicates the direction of the city's economic and cultural ties, the beginning of the trade route from the gate of a certain name to the city of the same name. During this period, there were four gates in Samarkand, located on the hills: The Western Gate - Navbahor, the Northern Gate - the Bukhara Gate, the South Gate - the Big Gate or the Kesh Gate.

On the southern outskirts of Samarkand there was a trade and handicraft center, and to the south of the Kesh gate on Registan Square there was a shopping center, consisting of several special markets. XI century documents mention the existence of money exchange kiosks, bakeries, dairy shops, jewelry and craft makhallas in these markets. Archaeological excavations have also revealed that there were several other trade and craft centers in the northern part of Afrosiab, not far from the mosque. The main occupation of the craftsmen of this center was metal processing. The historian Samani (1113-1167) mentions that weavers also had closed stalls on the southern outskirts of the city.

In Samarkand, these large trade markets and trade routes passing through the region have played an important role. The works of Arab authors contain a lot of important information about the roads connecting other cities of Maverannahr with Samarkand, their distances and stops between these cities [10; 82-83].

Ibn Battuta, an Arab traveler who later visited Samarkand after the Mongol invasion (late 1930s), described the city as large and beautiful with irrigation canals, buildings, and gardens [7; 24-27].

Of the large cities in the middle reaches of the Zeravshan River mentioned in sources, Ishtikhan, Kushania, Dabusiya, Arbinjon (Robinjon), although they were developed, could not rise to the level of large medieval cities such as Termez and Merv. The oasis specialized mainly in agricultural products.

The population of the villages and towns of the oasis during the study period is not clearly indicated in the sources. The data of different authors on this matter can also be called approximate. A.M. Belinitsky, I.B. Bentovich, as well as O.G. Bolshakov in his writings indicated assumptions about the population of the city on the basis of a map compiled by them as a result of archaeological research. Of course, it is difficult to determine the exact population of a city from the ruins map. Some cities were small in size but densely populated.

The information of Arab authors about the rustaks and cities of Samarkand clearly proves that the villages are densely populated. For example, Istahri (850-939), Ibn Hawqal (X century), Al-Mukaddasi (947-1000) visited many cities and villages of the Maverannahr region, including Samarkand, and recorded their data in their writings [3; 86-87]. The information of these authors about the population density of the economic and cultural development of the city is extremely important.

The four largest cities in the middle reaches of the Zeravshan River - Ishtikhan, Kushan, Dabusiya and Robinjon - are medium-sized cities after Samarkand and Penjikent. Only in Penjikent there were 40 thousand people.

Analysis of the development of the period under study suggests that in the 10th century each of the four large cities mentioned above should have had an average population of 10,000. Of the 13 cities in the region, seven were small towns, each with a population of 5,000 to 6,000. It can be concluded that the total population of 7 cities has reached about 40 thousand people. This means that the total population of all cities in the middle reaches of the Zeravshan River was about 230 thousand people. This of course does not include the villagers [13; 200].

Academician V.V. Bartold (1869-1930) also mentioned the names of 223 villages in the Zeravshan Valley in the writings of the historians Samani (1113-1167) and Yakut Khamavi (early 11th century). 101 of them were in the Samarkand region [3; 173-187]. In most cases, Arab authors only mentioned villages with mosques and markets. In Central Asia, urban dwellers accounted for 20-25 percent of the total population [4; 26]. The rural population of Samarkand region is estimated at 850,000 people, and the total population of cities and villages in the region has reached 1,080,000 people [13; 200]. The main part of the sedentary population of the oasis was made up of Turks, Sogdians, that is, the ancestors of the Uzbeks and Tajiks. Arabs also lived in this area, but their number was small. In the foothills and deserts of the Samarkand region lived nomadic, semi-sedentary Turkic-speaking peoples - the Karluks, Chigils, Oguzes and others.

According to the latest data, Somonkhudot and his ancestors also belonged to the class of sedentary and urban Turks of Central Asia, who had their own ancient agricultural and urban culture [8; 16].

The Turkic-speaking pastoral tribes were not a minority. This is due to the fact that the territory of Maverannahr was mainly inhabited by nomadic tribes who converted to Islam after the Arab conquest and during the Samanids period. If their number is estimated at 200,000, then the total population of villages and cities in the region reached 1,280,000. [13; 201].

CONCLUSION

During this period, the ethnic composition and specific cultural life of the region's population was largely formed. Because the inhabitants of the oasis have long been sedentary, engaged in agriculture, crafts and trade. Most of them were Turkic-speaking peoples; Tajiks also lived together in an oasis. After the Arab conquest, their representatives also lived in

the oasis and took an active part in social and political life. A certain part of the Turkic-speaking population led a nomadic and semi-sedentary lifestyle, was mainly engaged in animal husbandry and was always in close economic and cultural contact with the sedentary population.

Thus, during the Samanids (IX-X centuries), and then during the Karakhanids (XI-XII), most of the population of Maverannahr, including the Samarkand oasis, which had the potential for economic and cultural development, led a sedentary lifestyle and were considered the ancestors of Uzbeks and Tajiks. The ancestors of these two fraternal peoples for centuries lived side by side and mixed, being in close economic and cultural contact with each other.

Nomadic and semi-sedentary Turkic-speaking ethnic groups in the foothills and deserts of the oasis also had close ethnocultural ties with the sedentary population. The nomadic population became more and more sedentary, which led to a further increase in the stable population and made a worthy contribution to the formation of the ancestors of the Uzbeks as a people. During the period under study, the Samarkand oasis, which received economic and cultural development, played an important role in ethno cultural processes in Central Asia.

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Impact Factor:					
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	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 04.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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HOUSING CONSTRUCTION: TRENDS AND FEATURES (ON THE EXAMPLE OF UZBEKISTAN)

Abstract: *The article describes that housing construction is mainly carried out by private construction companies that build multi-storey and individual residential buildings for sale to any buyer. And also earlier, individual private houses were built mainly by the efforts of the families themselves or hired workers.*

Key words: *providing the population with housing, physical accessibility of housing for people with disabilities, housing conditions, living conditions, housing needs, demand for housing.*

Language: *English*

Citation: Khayitov, O. B. (2021). Housing construction: trends and features (on the example of Uzbekistan). *ISJ Theoretical & Applied Science, 02 (94),* 13-15.

Soi: http://s-o-i.org/1.1/TAS-02-94-4 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.4

Scopus ASCC: *2216.*

Introduction

The relatively low rates of housing construction by the private sector can be explained by the persisting state ownership of land, which in turn creates difficulties in mobilizing funds in the banking sector, capital markets and public funds. Another factor holding back the development of private housing construction is low consumer demand in certain territories. Thus, migration from villages and small towns leads to the fact that housing prices in these territories are lower than the cost of construction. According to local experts, the cost of housing in the primary and secondary market is currently being compared, which is expected to stimulate the construction of individual houses.

METHODS

In accordance with the article of the Land Code, citizens are provided with land plots for life inheritable possession for individual and multi-apartment housing construction, and for running a household. Premises of the state housing stock, which are under the jurisdiction of local government bodies, under the jurisdiction of state enterprises and organizations, are provided for the use of certain categories of citizens under contracts for the lease of residential premises.

People with disabilities experience significant difficulties accessing many buildings in Uzbekistan. New standards for the design of residential buildings, as well as other private and public buildings, should include measures to ensure accessibility for. persons with disabilities, based, for example, on the concept of universal design or other internationally recognized building codes regarding accessibility for persons with disabilities According to national building codes, passenger lifts must be provided in buildings over four stories high. Elevators should also be provided in special residential buildings for the elderly when the floor of the upper floor is 8 m or more, and for families of disabled people with a wheelchair - over 3 meters. At the same time, a significant proportion of existing buildings have no more than five floors due to the high seismicity of the region, which means that most of the housing stock is not provided with elevators.

RESULTS AND DISCUSSIONS

The indicators used to measure the quality of living conditions are the size of living space in m² per person, the number of households per dwelling and the number of people in the same room in the dwelling, all of which are directly related to physical and mental health. However, in the absence of an internationally agreed minimum level of housing and overcrowding, these rates vary considerably between countries

depending on living standards, culture, climate and other factors. The United Nations defines overcrowding as the proportion of families with more than three people per room. For its part, the European Commission (EC) considers a household to be overcrowded if it does not have:

1) one room per household as a whole;
2) one room for a married couple within the household;
3) one room for every single person aged 18 or over;
4) one room for a couple of single persons of the same sex aged 12 to 17 years;
5) one room for each individual person between the ages of 12 and 17 and not included in the previous categories;
6) one room for two children under 12 years old.

Although it is impossible to assess the level of overpopulation in households in Uzbekistan according to the EC norms, nevertheless, some conclusions can be made. The average area of an apartment in Uzbekistan is 79 m², which is slightly higher than in Russia and Ukraine. However, in Uzbekistan, families have a higher number of members than in Ukraine (2.5 people per family) or in Russia (2.7 people per family). Thus, despite the larger size of apartments, the area of housing per person remains at a low level. This finding is also supported by the average living space per person.

Housing needs and housing demand assessments are useful tools that provide useful support for housing policy development, decision-making and resource allocation at both national and local levels.

At the international level, there is no uniform definition of housing demand and no uniform method for estimating housing demand. Thus, different countries develop their own standards and methodologies.

A widely used method for assessing housing needs is comparing the actual provision of housing with the state-established norm of living space per person. In Uzbekistan, various legislative acts have established different minimum standards for providing the population with housing:

• [not less than] 9 m² per person - for tenants of residential premises in communal housing stock;
• [not less than] 16 m² per person in accordance with the Housing Code;
• [not less than] 20 m² - for people with disabilities using wheelchairs.

The actual indicator of the average provision of housing (14-15 m² per person) is slightly lower than the norm established by the Housing Code (16 m² per person). The structure of housing provision per family member is characterized by the following data: up to 12 m² - 32.7%, from 12 to 20 m² - 35.9%, over 20 m² - 31.4%. According to these data, thus, at least one third of the population has housing less than the social norm established by the Housing Code.

Beyond these numbers, policymakers will need to consider the socio-economic characteristics of the population in need of housing. The government has already identified priority groups that can receive support in acquiring housing, including low-income citizens living in apartments with an area below the established norm; low-income disabled people; veterans of the Second World War and the Chernobyl disaster; and etc.

The identification of the necessary data and the establishment of mechanisms for collecting and processing data and their periodic monitoring should be included in the national plan for the housing sector. Data to be collected and processed locally may include, but is not limited to:

• number of families applying for housing; their characteristics, such as family composition, number of children, employment and income, availability of persons with disabilities;
• the state of the applicant's living conditions, for example: living in an overcrowded apartment, living in an unhygienic and / or unsafe home;
• data on housing prices and rent in the market for different areas and different types of housing.

Collecting and analyzing the above data will enable a more detailed assessment of housing needs and a smarter government response.

Conversely, by having a clear picture of local housing needs, together with data on the social and economic characteristics of families in need, the government will be able to identify appropriate priorities and programs to address this problem.

At the same time, the objectives of the housing policy differ from country to country. For example, in the EU, the concept of social housing differs in three main aspects, namely form of ownership, conditions of provision and beneficiaries. Two main models for identifying beneficiaries were identified: universal and targeted.

As part of a universal approach, which is often used in the Scandinavian countries, social housing is available to the whole society. Using the target model, however, social housing is available to those families who cannot afford housing of a certain standard; this approach is common in European countries operating under austerity measures and requiring more control over public spending.

For Uzbekistan, a target model is recommended. To apply this approach, the government would need to establish minimum acceptable standards for adequate housing and an upper income cap. Within this group, it may also be necessary to narrow the range of target groups, which may include the most vulnerable groups, such as persons with disabilities, orphans, large families or single-parent families. Other possible target groups include youth, young professionals and government officials. It should be noted, however, that the target model is associated with higher administrative costs compared to the

universal model and, in the absence of proper control, can lead to manifestations of subjective benevolence and corruption.

CONCLUSION

In short, the main challenges to meeting housing needs in Uzbekistan can be summarized as follows:

✓ The construction of affordable housing poses both supply and demand challenges. On the supply side, housing commissioning on market conditions is not able to meet the growing demand for housing in the largest cities, and the supply of housing in the public sector remains insignificant. The development of the private housing construction market is constrained by the lack of land markets, inadequate financing from the banking sector and lack of government incentives.

✓ The very high level of home ownership limits alternative housing solutions for different categories of needy.

✓ Housing affordability is negatively affected by the low incomes of many households.

✓ Lack of data prevents the government from gaining a clear understanding of the housing situation and makes it difficult to develop strategies and programs to meet the housing needs of various population groups.

✓ National and local authorities lack effective interaction, especially in the field of information and data exchange.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 04.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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HUMAN SPIRITUAL POTENTIAL AND POPULAR CULTURE

Abstract: *In connection with the transition of developed countries to the stage of post-industrial development, the beginning of the transformation processes of the post-socialist countries, the civilizational shifts of the globalizing world, in modern conditions the question of finding new development guidelines, that is, human development, is acutely raised.*

Key words: *human, spirituality, popular culture, development, human qualities, moral values, individual, society.*

Language: *English*

Citation: Hasanova, L. T., & Ernazarov, T. R. (2021). Human spiritual potential and popular culture. *ISJ Theoretical & Applied Science, 02 (94),* 16-18.

Soi: http://s-o-i.org/1.1/TAS-02-94-5 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2021.02.94.5

Scopus ASCC: *3300.*

Introduction

In modern scientific literature of foreign countries, there are various definitions of the concept of "human potential". In particular, the "Human Development Report 1997", which was prepared by the UN, notes that "Human potential is the various combinations of human functional qualities that he can provide, and reflects the freedom to acquire these functional qualities". At the same time, "... the functional qualities of a person reflect what is useful that this person can do or provide for himself, for example, eat well, live a long time and participate in the life of society".

If we recall the recent past, then the main issue for society has always been to make a profit, and only recently have the priorities of society begun to change. And the true history of human development begins from the moment when society directs its resources and efforts to human development.

METHODS

In the modern post-industrial world, no society can see its perspective without the development and strengthening of cultural and spiritual potential, spiritual and moral values in the minds of people. Therefore, the problem of spirituality, the problem of spiritual and moral education, is acquiring especially great importance today. The future of each nation, first of all, depends on itself, on the spiritual energy and creative power of its national consciousness. So, for example, Rizaev describing human potential, writes that it "is fixed in such physical and spiritual qualities of citizens, a significant part of which depends on the country's gene pool, the conditions for socialization of new generations and the peculiarities of national culture. The nature of the mentality, the structure of values, the types of individuals change relatively little over the course of people's lives, to a large extent are passed from generation to generation" [1]. Defining this category, Alikulov notes that human potential is the stock of physical and moral health, general cultural and professional competence, creative, entrepreneurial and civic activity accumulated by the population, realized in various fields of activity, as well as in the level and structure of needs [5].

Folk culture is a culture inherent in a particular people, its constituent parts are language, writing, beliefs, customs, traditions, folklore, symbolism, and everyday life. It originates in the depths of centuries, bears the stamp of centuries. It is characterized by

intersocial diffusion. Folk culture penetrates into aristocratic, urban - into rural, sedentary - into nomadic, capital - into provincial and vice versa.

Popular culture is a product of an industrial society. It could not have appeared without the development of cinema, gramophone recording, radio and television. The concept of "mass culture" was first substantiated in the collective collection "Mass culture" edited by B. Rosenberg and D. White, published in the USA in 1957. It incorporated elements of such terms as "mass communication", "mass society", "Folk culture". Back in 1960, one of the authors of the doctrine of mass society, American sociologist E. Shils, argued that industrialization provides an intensive development of the mass media, which, in turn, contribute to the unification of individuals into a social and cultural whole - a mass society. You can add - a controlled society. Controlled because the media unites people into a social and cultural whole through the values of mass culture. Similar tastes and forms of "cultural consumption" are spreading in both the privileged and the low-income sectors of society. The media become not only carriers of culture, but also a means of manipulating people's minds and moods with the help of objects of this culture - films, books, musical works, computer games. And the modern possibilities of the media for this are truly inexhaustible. Cinematography, magnetic recordings, radio, television have found their continuation in audio and video cassettes, video films and CDs. Thanks to satellite communications, any cultural phenomenon becomes available to billions of people. And the world computer network Internet is able to convey information about events in the field of art and culture to millions of people in different countries.

Popular culture is a culture of large audiences. Spread through mass communications, this culture is expansionist and aggressive. Its products easily find an echo in the minds and souls of millions, for its perception it does not require tension of mind and feelings, but at the same time it is able to create positive and negative emotions, cause empathy, a sense of pleasure in millions of people.

RESULTS AND DISCUSSIONS

The primary function of mass culture as a form of social relations follows from the assertion of the French researcher M. Dufren: mass art exists ... due to the fact that mass culture can form a state of aesthetic, mental and physiological pleasure in a huge number of people, it becomes, according to Dufrenne, an ideal instrument of influence on human consciousness. "Commercial art," he wrote, "can be as effective as the police apparatus." If high culture is an artistic study of reality, then mass culture primarily works for a system of political propaganda, and with all its genres - films, musical works - songs, jazz, rock and pop music, musical performances, literature - detective stories, science fiction. This does not mean that the works of mass culture act only as a means of promoting political ideas, along with this, they also perform the function of relieving psychological stress and resolving conflict situations, which in many cases corresponds to political tasks. During the Great Depression of 1929-1932, amid unemployment, poverty and despair, it was Hollywood that saved America from social upheaval. And the contribution of Hollywood to this salvation in importance can be put on a par with the social programs of the new course of the US President F. Roosevelt.

Another function of mass culture as a form of social relations is to ensure the socialization of a person, to help him master new social roles and values, to teach him how to regulate behavior in various non-standard situations so characteristic of modern society. Popular culture achieves this by simulating different life situations, it gives people an idea of how to act in certain conditions, gives guidelines for the way of life.

Especially in the 21st century, mass culture plays a colossal role in society, providing the propaganda necessary from the point of view of the customer. Ultimately, the products of mass culture are expressed in the quantity and quality of artistic myths embodied in books, films, musical works, theatrical and concert performances. Popular culture has become a myth-making industry. Social order and artistic method, combined with mythological units and a general mythological concept, are tools for creating myths in any society.

Popular culture is governed by the public relations system through social order. The social order for mass culture comes from the management of the companies producing the products of this culture - from publishing concerns, film and television corporations, and music firms. This order is carried out through the financing system, the institute of producers, the system of competitions and the production of works of mass culture.

Projects that suit the company are financed, producers select scenarios and "promote" those projects and those performers that satisfy the tastes and attitudes of the public, society, its social strata and groups. Prestigious awards in a particular field of art, such as the Oscar of the American Academy of Motion Picture Arts, are given to authors of works that meet the ideological attitudes of a given society at a given time and the criteria for their artistic embodiment. These awards are also a kind of guidelines, guidelines for artists.

CONCLUSION

Recently, social order has been supported by a system of ratings that determine the marketability of a particular product of mass culture, and, consequently, the work of writers, actors, film directors, pop stars, the work of the intellectual and artistic intelligentsia.

Not the artistic and intellectual level of works of art, but their sales, as the recognition of the masses, determines their value. Sellability, expressed in ratings, drives social order today.

And this, in turn, pushes the emergence of such guidelines as material consumption (standards for housing, household items, food, for certain clothes and shoes, which set high guidelines for people seeking to join the values of Western civilization), an associated political direction for countries ("color" revolutions), etc. To overcome such "barriers", in our opinion, it is necessary to pay special attention to the development of culture and high values, upbringing and education of the younger generation, since it is the younger generation that is and will be the successors and bearers of culture.

In conclusion, we can say that it is the culture inherent in each nation, being the most powerful means of forming national self-awareness, national pride, that is the universal spiritual basis for the development of human potential for the country.

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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 04.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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SOCIO-PHILOSOPHICAL LOOK OF A CULTURAL MAN

Abstract: *In this article, the socio-philosophical image of a cultured person. This is due to the fact that various types of culture are considered by many sciences - the socio-philosophical image of a cultured person. This word is of Latin origin and its exact translation means the way of cultivating the land, its cultivation.*

Key words: *appearance, culture, man, philosophy.*

Language: *English*

Citation: Burkhanova, M. G. (2021). Socio-philosophical look of a cultural man. *ISJ Theoretical & Applied Science, 02 (94),* 19-23.

Soi: http://s-o-i.org/1.1/TAS-02-94-6 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2021.02.94.6

Scopus ASCC: *3300.*

Introduction

The development of culture is one of the most stable trends in the modern social process. The crisis state of culture is a complex socio-historical phenomenon that finds a peculiar and contradictory reflection in the minds of thinkers, scientists, ideologists. Although it is customary to speak of it in literature not only as a fact, but also as something almost visually perceived, it is not something in all respects "obvious", directly observable. Therefore, the endless variety of points of view on the situation and prospects for the development of modern culture, the difference of ideas and concepts, no matter how pessimistic they may be, do not at all express the general logic of the development of a “single” idea of the crisis. This situation prompts thought, gives rise to the need to understand the reasons that gave rise to the current reality. In addition, these reasons are rooted in the culture of man, in the man himself, who creates the world around him "in his own image and likeness." Thus, in order to understand the true reasons that gave rise to the contradictory situation of our era, it is necessary to answer the question: what are the worldview foundations that determine the content of human culture. This question becomes one of the central questions of social philosophy.

In addition, in the domestic philosophy of the Soviet and post-Soviet periods, preference in the study of the phenomenon of culture was given to the sociological approach, which, of course, was due to the Marxist-Leninist ideology and research methodology, when culture was considered a secondary phenomenon that grew on the basis of socio-economic relations. At the same time, human culture was rigidly determined by the culture of humanity or any of its communities.

This, in turn, actualized the active aspect of culture, in the mainstream of which Russian philosophy has achieved significant success.

At the same time, this was also its limitation, which manifested itself in the "scanning" of only the surface layer, both of the entire culture and the culture of a particular individual. Moreover, this approach does not allow us to approach its systemic understanding.

The modern understanding of culture tends to be hierarchical, in which spiritual priorities become fundamental, but this is also not enough, which gives a systemic study of human culture, because at the same time the understanding of the fundamental foundations of culture and its way of existence and development remains in the shadows.

It is from this limitation of existing approaches to the study of human culture that an urgent need arises to address the study of its fundamental axiological foundations.

The main problem of the study is to identify the ideological foundations and fundamental values of human culture.

The hypothesis for solving the posed problem was the assumption that human culture is a system of his fundamental values that determine one way or

another way to solve the problem of the duration (eternity) of his existence, which in turn determines the process of his own self-creation.

During the modern era, classical Western philosophy continued to develop the study of human culture. However, these studies were largely abstract, generalized. The reason for this must be sought, first, in the methodological setting of the philosophy of the given time, which determines the general as primary in relation to the individual, individual. An example of this is the replacement by R. Descartes of the concept of "soul" by the general concept of "consciousness", "psyche".

Analyzing the evolution of the views of Soviet philosophers on the problem of the specifics and essence of human culture, it must be said that this evolution of views gradually overcame the limitations of Marxist methodology, moving to the position of an axiological understanding of the nature of human culture. But nevertheless, the basis of Soviet philosophical thought on this problem is still the same principle of the priority of the general over the individual. This flaw in our philosophy of culture has not yet been completely overcome, probably because the philosophical theory of values only asserts its stability in public consciousness.

Revealing the system of values that determines the existence of a person and the forms of his activity, the author relies on the works of many authors.

In our dynamically developing world, the need to identify the internal values of culture, which increasingly determine the essence of not only social life, but also the life of the individual himself, has grown significantly.

Today in culturology, rational forms of knowledge (scientific) and unscientific, religious, mystical, mythological forms are sharply opposed. They are recognized as existing facts of culture, but are not considered as methodological ways of knowing reality. This approach, in our opinion, is clearly outdated, hampering the development of both cultural and philosophical thought. A careful analysis of cultural monuments dating back to the Old Testament, the Avesta, the Vedas makes it possible to understand that only on the basis of the synthesis of the main forms of world development can one comprehend the content of the fundamental roots of human culture.

In general, it should be noted that in modern philosophical literature there is a certain discreteness in understanding the very culture of a person as a system of his self-determination and orientation in the surrounding world. The content of this system, as a rule, is considered through the specifics of its main forms of world development: mythology, religion, art and philosophy. The question that reveals the spectrum of modern studies of human culture is determined by the search for its fundamental foundations, which determines the object and subject of research.

The object of the research is the phenomenon of human culture, built into the system of social culture of society. The subject of research is the worldview and axiological foundations of human culture, the main forms of its existence.

The purpose of the research is to develop a systemic concept of human culture. The socio-philosophical approach to the problem involves the disclosure of the essence of individual culture as a form of spiritual self-reproduction of the subject of social creativity. In this regard, the worldview and axiological aspects of the individual culture of a person at the stage of its formation and development are considered.

To achieve this goal, the following research objectives are formulated in the work:

- to develop a model to reveal the internal structure of human culture;
- to identify the ideological basis of human culture, which we consider as a kind of substantial matrix;
- to determine the fundamental basis of human culture, reproducing the entire spectrum of his existential and historical problems;
- to analyze the main forms of existence of human culture and their value system;
- to determine the individual way of being of human culture;
- show that the meaning of life is a fundamental value of human culture;
- to determine the meaning of life values of the process of self-creation as a type of human culture.

The methodological basis of the study was a multilevel dialectic, i.e. dialectical study of the diversity of approaches to the phenomenon of culture. Such an approach to the study of culture requires a search for a common basis for different methodologies used in different areas of cultural reality. Comparison of different methodologies often condemns the researcher to methodological fragmentation and mosaicism of the constructions themselves. At the same time, a universal methodology common to the entire work may not turn out to be, for the specific methodology of any traditional philosophical direction tends to be closed on the study of its specific subject with its specific foundations, which, from the point of view of this philosophy, turn out to be the final foundations of being. When studying culture, we are forced to reckon with the reality of its multifaceted existence, and therefore, to combine various methods of its research.

In addition, the analysis of religious, mythological, and also mystical literature cannot be absolutely denounced in scientific terminology. So, for example, mythology, which possesses its poetic logic and specific rationality, hardly lends itself to the analytical method of dividing it into conceptual-

logical structures, since this method violates the coherence of the semantic hierarchy of myth and its inherent “holography”. Therefore, we are forced to resort to the descriptive and explicative method, or to use metaphorization, due to which obsolete fundamental meanings are “blurred” and new worldview guidelines with stable semantic foundations emerge. Moreover, it has been established that there are no sharp and unambiguous boundaries between science and non-scientific forms of spiritual activity.

The use of the reflexive-phenomenological research method allows us to single out the ideal-objective characteristics of a person's culture in the system of its ideals, priorities, models that make up the content of the spiritual component of culture.

Considering human culture as a system of social and cultural communication, we tried to apply a hermeneutic method that allows us to interpret a complex sociocultural phenomenon not in an abstract-abstract, but in a concrete-historical form. The use of this method makes it possible, in our opinion, to reveal the compatibility, immanence, or, conversely, the incompatibility of the components of the phenomenon under study.

Scientific novelty of research and provisions for defense This work is an attempt to give a holistic socio-philosophical analysis of the phenomenon of human culture. In this regard, the dissertation candidate makes the following provisions for defense.

1. The meaning of the life triad "Heaven - Man - Earth" constitutes the ideological basis of the constituted phenomenon of culture as a whole. The analysis of historical cultural monuments shows that their fundamental, ideological basis is the solution to the problem of human relationship with the outside world. The solution to this problem always presupposes a person's going beyond the biological, natural principle into the area of spiritual development, in its direction towards the highest values of human existence. Therefore, the analysed triad is considered as a kind of substantial matrix of human culture, which determines its meaning, life orientation.

2. To substantiate that the meaning of a person's life contradiction, expressed through the dichotomy "life-death", which is comprehended by him through the conceptual unity of mythology, religion, art and philosophy forms a kind of monad of individual culture, which generates the whole spectrum of existential and historical problems of human existence and their specific solutions.

3. Considering spirituality as a way of existence of human culture, we propose to consider the contradiction of "spirituality and non-spirituality" as the leading contradiction of its development. This contradiction determines the direction of development of a person's culture, his orientation, his desire to comprehend certain values of our being. The isolation of this contradiction is necessary therefore that the matrix of culture we have designated defines spirituality as an attributive property of culture itself, which does not have to be spiritual (in the traditional sense of the word).

4. Based on identifying three types of activity: practical, spiritual-practical and communication - the author proposes to distinguish three forms of the existence of an individual culture, each of which is determined by the corresponding system of values. The unity of these forms of existence of culture allows us to comprehend its completeness and integrity, to determine the direction, priorities and dynamics of development. The author expressed the essence of this provision.

5. The dissertation substantiates that the fundamental, integral value of human culture is the meaning of life. The meaning of life directly expresses one or another decision by a person of his existential striving for the infinity of his being. In addition, the meaning of life determines the content and way of solving a person's historical problems at each stage of his individual development, thereby determining the process of his own self-creation.

Theoretical and practical significance of the research. The article reveals the general laws of the formation and development of human culture, emphasizes their worldview and axiological foundations, because of which a person solves his existential and historical problems, the unity of which determines the meaning of his individual and social life. These studies help to overcome difficulties in understanding a person, the process of his development and relationship with the world of nature and society, clarify the conceptual apparatus of scientific research of the phenomena of human spiritual life, reveal his system of values.

A number of specific aspects of the research have direct access to the field of practical education of a person capable of explaining many forms of his direct behaviour, the practice of his creative relations with the outside world. This applies, in particular, to the understanding of the foundations of human activity, which contribute to the formation of a new humanistic attitude towards oneself and the surrounding world, the formation of dialogue relations between the world and man.

Testing and implementation of research results

The article was discussed at a theoretical seminar and at a meeting of the Department of Philosophy of the Navoi State Pedagogical Institute.

The main provisions of the article were reflected in five theses, in the speeches of the author at the scientific conference Materials of the Republican Interdisciplinary Conference on the topic: "Scientific and practical research in Uzbekistan".

The integrity of a person as the basis of his culture, the very concept of “culture” entered into philosophical use in the 18th century, ceasing to be a

word in everyday speech because there was a need for an integrative definition of what and how a person does and how it is reflected on him. This does not prevent us from talking about different concrete manifestations of culture: about moral, physical, about the culture of production and management, about the culture of spiritual and material. But behind all these manifestations there is something that unites them and gives them a human appearance. It is worth considering, however, that initially the concept of culture contains the meaning not of opposing nature, but of ennobling it, which is the first source of defining the content of the concept of "culture".

The second source of the concept of "culture" is the inner mystery and intimacy of the cult, which is fixed in the archetypes of the collective unconscious and passed down from generation to generation. This transmission is carried out not only in universally significant images of myths, legends, morals and customs, but also in the so-called epigenetic, fixed through the change of hundreds and thousands of generations, the unique characteristics of individual representatives of the human race, which significantly exceed the average capabilities of a person. Here we mean those rare manifestations of human abilities, which we call the divine gift of a genius mind, artistic taste, ear for music, natural kindness and strength. Geniuses, like the greatest villains, are a gift from nature; society only develops these abilities or neutralizes them. Therefore, the development and transfer of cultural achievements to new generations as the highest levels of ennobling of various spheres and carriers of life is the task of society.

Over the past quarter of a century, many different interpretations of "culture" have been proposed in Russian literature [93, p. 12-18]. It is viewed as a system of values, a world of meanings, a way of activity, a sphere of self-reproduction of a personality, symbolic activity, real and spiritual generalization of reality, a way of development of society, its spiritual life, etc. In each of these interpretations, separate aspects of such a complex phenomenon are recorded. culture. However, these one-sided definitions often lead to very controversial conclusions when, for example, science, religion, negative aspects of social life are excluded from the sphere of culture, and the role of the social in the cultural-historical process is underestimated.

At the same time, one cannot fail to see that both the axiological and technological characteristics of culture are the definitions of both human activity and the person himself, who is the subject of social action. If we take into account the integrity and substantial certainty of a person as a social subject, then culture can be understood as a phenomenon that orients the researcher to the search for the fundamental foundations of both the person himself and his being, as well as to isolate the main properties and relationships that determine the essential characteristics of a person and his activities.

In this regard, the figurative formula of culture, which was expressed by B. Pasternak in his answer to the question "What is a person?", Taken from the questionnaire of the magazine "Magnum": "Culture is a fruitful existence, is quite productive. This definition is sufficient. Let a person creatively change over the centuries, and cities, states, gods, art will appear by themselves, as a result, with the naturalness with which fruits ripen on a fruit tree. What is historiography? This is the inventory of the harvest, the statement of consequences, the register of life achievements. A person is real and true when he is busy with business, when he is an artisan, a peasant, or a great, unforgettably great, artist, or a scientist, creatively comprehending the truth "[35, p. 292].

Entering into diverse relationships with nature, a person acquires his cultural diversity and originality, which is transmitted to culture. Therefore, it is necessary to consider culture not as something that has become, not as the sum of human achievements, but as a kind of human existence, as a kind of integral element, opening which a person approaches God, gaining spiritual and historical potential. It is not the result itself that is important, but the path of comprehension itself.

Culture is a speculative category. Culture does not exist at all, you cannot see it, touch it. Culture appears to a person through the phenomena of art, religion, morality, education, through the tradition of the existence of both the individual and society. The noted phenomena, in turn, appear to us through the artistic image, faith, norm, the image of one's "I", scientific and "I", scientific.

The culture of an individual is not just an object of empirical and sensory statements, it requires recognition, which is not given to everyone. It requires a worthy subject for its recognition. In this sense, it practically does not differ in its manifestations from the aesthetic qualities of reality, which a person who is sufficiently prepared for this can comprehend. Thus, we have a rather strange reality, the very existence of which depends on the level of qualifications of judgments about it. For some it exists, for others it does not, and it is not yet known which of them is wrong. While affirming this, it is nevertheless necessary to emphasize that although culture is not given to everyone; its reality does not appear in the form of external necessity and does not have a compulsory character, determining its existence through the subjective design of its being.

I. Kant was probably the first to realize this circumstance. He called "judgment of taste" that way of perceiving objects, through which a person discovers only subjective content in them. But why should a person see in objects a content that is not in them and which, in essence, is somehow introduced into them? Kant explained this by circumstances of a

regulatory order, i.e. the need and necessity of people to streamline their attitude to objects, to coordinate human positions and actions in the objective world. The struggle of tastes, their differentiation or coincidence, the formation of universally significant tastes - all this serves to solve this problem.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 04.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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INCREASE THE CREATIVE ACTIVITY OF STUDENTS' COGNITION IN THE EDUCATIONAL PROCESS

Abstract*: This article highlights the importance of teaching technology, its important didactic elements and its key functions to enhance the effectiveness of student learning, as well as the subjective aspects of pedagogical work to enhance students creativity in the learning process.*

Key words*: education, learner, effectiveness, pedagogical work, knowledge, creativity, creative activity, educational process, didactics.*

Language*: English*

Citation: Siddiqova, S. K. (2021). Increase the creative activity of students' cognition in the educational process. *ISJ Theoretical & Applied Science, 02 (94),* 24-26.

Soi: http://s-o-i.org/1.1/TAS-02-94-7 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.7

Scopus ASCC*: 3304.*

Introduction

An important didactic element of educational technology is the educational tools used in the educational activities of students. Their main function is to increase the effectiveness of students ' assimilation and reduce the impact of differences in the level of their abilities.

The didactic conditions and technology of creative activity of students in secondary vocational education are indicated in the educational standard of the component at the stage of the educational process.

The sub-aspect of pedagogical labor is expressed in the attributes of the teacher's activity-role characteristics and sub-activity, which will be necessary for the performance of professional duties. This is primarily the following:

- professional knowledge is information about all aspects of pedagogical work that is formed from the addition of general and professional components required by the subject and practice. They will be the basis for professional education, skills, training of specific psychological qualities, professional positions with the implementation of the chosen model, algorithm and technology of achieving pedagogical labor results;

- professional skills and competences – the work and methods that the educator applies to the implementation of his obligations and duties in the educational process. They will be the elements of the holistic system of pedagogical Labor technology and the elementary;

– specific pedagogical characteristics (adjectives) represent the formation of all components of the teacher's psyche – processes, properties, structures, circumstances;

– the professional position of the educator – this is his stagnant and direction; relations, assessments of internal and surrounding experience, reality and prospects, as well as private aspirations that are carried out (not carried out, partially realized) in professional activity. They include general social and professional aspects.

These stated characteristics of pedagogical labor are complemented by the requirement that college students put state standards on the knowledge they should possess in the subjects.

The practice, training programs, which are carried out in vocational colleges, are primarily aimed at educating students not only about the vocational important skills, qualifications and personal qualities, but also to arm them with a set of psychologic-pedagogical knowledge, which has a sufficient (good) level of theoretical aeronautics with technology, but they will also have small specialists who will face much more difficult.

The psychological and didactic approximation of educational and professional activities to the content of independent preparation and lesson preparation has an impact on the didactic conditions and technology of cognition of students, creative activity, while theoretical knowledge of this will serve as a means of solving topical practical issues and work for a specialist.

The state educational standard (SES), the analysis of programs and literature, has shown that from the content of professional college students to increase their creative activity, these components should take place: setting educational goals and objectives, selecting the content of the instructional material, designing the use of instructional tools, techniques and forms, didactic interaction of methodical demand, intermediate and final feedback and, didactic conditions of activity of creative activity serve as the basis for educational technology.

It is considered as the process of solving many pedagogical issues that always arise when it is necessary to transfer the student from one situation to another: to involve him in certain knowledge, to transfer the system of knowledge and skills to another system. It takes a lot of solutions and requires finding the preferred way to achieve the desired result. In this regard, it is the transfer of these tasks into the language of a system of issues of a certain sequence, in order to awaken the interest and organization of students in the educational activities of knowledge, the didactic conditions and technology content of creative activity.

All this requires the integration of the private knowledge and knowledge of the students. In particular, in order to design and conduct a training session, it is necessary not only to know the content of the science, but also to master different methods of organizing knowledge, to be able to choose the form of them in accordance with the solved educational task, to awaken and retain the cognitive activities of students, to analyze the progress of the Conducting each training requires the integration (synthesis) of pedagogical, psychological, general, physiological knowledge and knowledge of the educator in science. In the structure of educational content in science, unfortunately, most often, the necessary integrations do not occur.

This task is solved even idle in the process of transition from pedagogical practice to technology to activate creative activity, knowing the readers. The psychological test or questionnaire survey conducted on the interest of the students in the knowledge, creative activity after passing the didactic conditions of activity and the practice of technology production showed that they are able to carry out creative activity at a high (creative) level; more than half of the students achieve this activity at a level below the middle (critical).

The organization of production practice secondary vocational education the didactic conditions and technology of the activity of students and the functions of its activities are not revealed, the normative characteristics of didactic decisions that ensure the rapid movement of the process of training and upbringing are not established.

It means that the teacher must have practical experience of activity, knowledge of the students, knowledge of the psychological technology of creative activity and master the method of integrating knowledge, make decisions that involve knowledgeable and creative work, make available conditions, comprehensive evaluation, analyze scientific knowledge for transliteration and inclusion in the system of pedagogical methods, and also master the methods of communication. Based on the opinions expressed, we believe that it is worthwhile to develop and implement it in order to prepare for training technology for the solution of the specified task. This conclusion is based on the fact that the above shortcomings are eliminated in the coherent modeling of the entire system of professional activity, methods and tools of professional activity, Science and social content, that is, the transition from educational activity to professional activity, which is carried out by students. First of all, the design, construction and implementation of a holistic educational process in the college should provide for the creation of educational and professional requirements and training in practice or within the framework of graduation qualification work.

Knowledge of students, didactic conditions and technology of creative activity, separation and justification of structural components, its formation, will be in an integral interaction and constitute a dynamic system of a holistic model.

From the above points of view, it follows that the necessary factor that ensures the effectiveness of the cognition process is the use of comprehensible instructional technology, such as the unity of theoretical (psychologic-pedagogical) foundations and their practical realization, the methods and forms of teaching that ensure the active and effective cognitive activity of students, the development of their intellectual, professional and creative abilities. The psychological theory of mastering knowledge as the theoretical basis of the new technology can serve the rules of modern achievements, the psychology of the development of creative abilities to increase the effectiveness of the educational process.

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Impact Factor:					
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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 04.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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SCIENTIFIC AND METHODOLOGICAL ASPECTS OF THE ORGANIZATION OF MOTHER TONGUE EDUCATION IN PRIMARY CLASSES ON THE BASIS OF A COMPETENCY APPROACH

Abstract: *The article describes the scientific and methodological aspects of the organization of primary school mother tongue education on the basis of a competency-based approach.*

Key words: *Compensation approach, didactic techniques elementary classes, educational process, teachers.*

Language: *English*

Citation: Karimova, D., & Abduvaliyev, A. (2021). Scientific and methodological aspects of the organization of mother tongue education in primary classes on the basis of a competency approach. *ISJ Theoretical & Applied Science, 02 (94),* 27-30.

Soi: http://s-o-i.org/1.1/TAS-02-94-8 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2021.02.94.8

Scopus ASCC: *3304.*

Introduction

Primary education is the foundation of general secondary education. Therefore, special attention is paid to improving the quality of primary education in our country. Teachers widely use advanced pedagogical technologies and interactive methods of teaching in the lesson. Each educational institution has a large reserve of electronic resources, including interesting educational and methodological literature for Primary School students. Teachers realized that the organization of quality educational activities through multimedia materials has advantages over traditional methods. In the elementary classes, it is necessary to introduce love and loyalty to the Native Land, respect for the language in teaching the native language, at the same time to understand how rich the Uzbek language is, to follow the norms of reading and orthographic language. I think that the mother tongue and the interesting passage of reading Sciences, the use of interactive techniques in the course of the lesson should be approached competently.

As a result of taking an unconventional lesson, the thinking ability of students grows; both sees and hears at the same time; students are given more knowledge; the effectiveness of the lessons increases; computer literacy of Primary School students is formed; there is an opportunity to show didactic materials through animations so that they do not get tired in the lessons; the materials under study can be either re-demonstrated by dividing them into small footage. In order to increase the interest of students in native language and reading science and facilitate the mastering of course materials on the basis of a competential approach, the organization of lessons in a modern way, the gaps identified in the monitoring of knowledge competition on the basis of recommendations of the Republican forum held in the direction of Exact and Natural Sciences The following compensations can be used in the educational process, especially in the subjects of mother tongue and reading:

Speech competence (listening, understanding, speaking, reading, writing) – is aimed at thinking the personality of the reader, understanding the thoughts of other people, literate statement of his thoughts in oral and written form and its development. That is, in addition to the conversational knowledge of the child,

it is also necessary to pay attention to his knowledge of orthography.

For example:

Exercise. Read the articles.

Etiquette is more expensive than gold.

Courtesy with the mind.

In this exercise, there are several words in which a beginner class student is difficult to write, in particular, “ mind" is sometimes written as “ mind", although in pronunciation it is said in the style of “ mind", “ expensive” is required to pay attention to the fact that the word should be written in the style of “ expensive", although it is expressed in oral speech in the In this exercise, the url is not only orthographic attention, but also knowledge of the child's own conclusions on the topic of the proverb, the oral statement of which is the fluency of the reader's speech, at the same time, provides the basis for the expression in the process of a free lesson.

Linguistic competence is aimed at developing the knowledge (phonetics, lexicology, composition of the word, word-building, morphology, syntax, writing and spelling, punctuation marks, speech styles, stylistic concepts) acquired in mathematics in the students, as well as being able to correctly and fluently explain the idea with productive use of such a wide range of possibilities. Modern education of today's students requires high professional potential and dedication from teachers. In particular, it is necessary to give the younger generation an understanding of the beauty of our native language even when teaching Uzbek. In this should study in depth the issues related to the creation of modern textbooks, etymological and comparative dictionaries, the peculiarities of the Uzbek language and literature in today's rapidly changing, globalized period, its unique features, charm, stages of historical development and its current state and prospects.:

Exercise. Read aloud. What sounds do the words differ from?

Wrist-wish, Tulip — fiber —child, hammer — ax, reward — answer, wide —equal, mosh-stone.

In this we consider this compensation on the basis of the following exercises, which are given in the textbook of the 2nd Class. In this exercise, the elementary teacher is required to use his phonetic knowledge in the process of the exercise, including to pay attention to the difference in phonemes. I think that it is also important to be present, active, in particular, encouraged by the teacher.

In primary education – it consists in ensuring the literacy of students, teaching them to adhere to the norms of literary speech in both oral and written speech. This native language training program includes the following sections:

1.Teach literacy and grow speech.

2. Phonetics, phonetics, spelling and speech integrations.

The process of teaching literacy consists of preparation and the period of the alphabet. Training in the preparatory and alphabetic period is carried out in the analytical-composition (analytical-synthetic) sound method of teaching literacy. According to the method of analysis-composition of teaching literacy is a sentence from the text, a word from the sentence, a syllable and a sound from the word, or rather a sound > syllable > word > sentence > text in a continuous connection is analyzed-from the button to the section, from the section to the whole. This creates the opportunity for students to develop their thinking activities on the basis of consciousness, intelligibility, logic, didactic criteria. From the very first period of teaching primary education to literacy, special attention will be paid to enriching students ' speech on the account of new words. As an example, let's consider the next exercise:

Mashq. Tushirib qoldirilgan u harfini nuqtalar o‘rniga qo‘yib ko‘chiring. Shu so‘zlarning yozilishini bilib oling.

Shirin ...z...m, ...chq...r ot, sara ...r...g‘,
chuqur q...d...q, oq t...n...ka, ...n...mli yer.

In this exercise, it is observed that the lexical stratum of the elementary school student, that is, the phonetic consonants that come with the words, must adapt, form a certain syllable. It is important to pay attention to the appropriate application of the phoneme” U " in its place, and to pronounce it together with the words to observe how the word combination and word addition in the child comes to life, to pay attention to the fact that without the morphemic layer units do not come without it will help to apply the knowledge of.

It is given in the textbook" alphabet": using new words, text, small stories and poems, I think that the attention should be paid to the memorization, re-storytelling of poetic and prose texts, enrichment and development of speech in a thorough acquaintance with the meaning of the word. From the very first period of teaching primary education to literacy, special attention should be paid to enriching students ' speech to the account of new words.

I think that in accordance with the plan, several pedagogical technologies and interactive methods are used to further improve the teaching process and achieve effective results. I.P.Polotov and S.A. Odilov the educational-methodical manual “didactic games technology in native language education”, prepared, was created within the framework of the topic we are studying. This is how the authors react to Game Technology: the educational process, its development and transformation will be effective in the atmosphere of mutual open communication and trust between the teacher and the classrooms. Games that are used in the training process are designed for a short time and are accustomed to exercise as a group does not require prior training. During the games, the activity of small

groups increases, the attention of training participants is fully involved in the work (educational process). Through games, it is possible to give new knowledge to students, to create skills, to stimulate the creative abilities of members of small groups. Games can be played in the introductory or final part of the lesson. As can be divided into several types according to the purpose of the games, it classifies as follows:

1. Games aimed at creating a healthy environment for working as a group:

- helps mutual acquaintance of members of the group;
- working as a group gives birth to enthusiasm;
- ensures that the members of the group feel free, distributes fatigue.

2. Games aimed at identifying common interests:

- helps to quickly restore the internal relations of the members of the group (by identifying common interests, dreams);
- helps members (students) who have just joined the group to adapt to the new conditions.
- Games that support the unity of the group:
- Helps establish norms of interaction;
- it will be aimed at strengthening the unity of the group, the jeeps. And this will prevent all students from becoming more active in the course of the lesson, acting together and no student will be left without participation in the course of the lesson. The thinking of the reader contributes to the growth of his worldview.

Competence is the ability to have a minimum of experience in the use of competences, which a person must possess. This should not be excluded from the thesis in the formulation of the requirements for the preparation of the student, in the design of the educational process and textbooks.

The main functions of competences in education are as follows:

- reflection of the social demand for the preparation of the younger generation for everyday life;
-demonstrate knowledge, skills and skills, as well as real objects from the environment for effective application of methods of activity;
- to be a component of the content of various subjects of study and areas of study;
- the use of theoretical knowledge in practice in solving concrete problems.

In what sequence should the compensations be? Some compensations are more general or significant than others. Accordingly, they can be divided into three levels:

1) base competences – belongs to the general (metapredmet) part of the educational content;

2) all – purpose services- belongs to a certain range of educational services and educational spheres;

3) prepositions – the two previous competents, which are considered to be private, are formed within the framework of the subject of study. Base compensations are determined each time a certain stage of education for the subject of a given training. They determine the collection, normative documents, educational and methodological literature, as well as the collection that characterizes the preparation of students, thereby, for the design and development of documents that assess the level of their creative preparation. In place of the conclusion, we can say that in order to improve the quality of education and achieve effective results, a comprehensive approach is necessary. In the communication and didactic conversations with students, modern interactive methods in the educational process are of great importance.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

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THE ROLE OF INTERACTIVE TECHNIQUES IN THE EFFECTIVE CONDUCT OF THE COURSE PROCESS IN PRIMARY CLASSES

Abstract: *The article covers the role of interactive methods in the effective conduct of the course process in primary classes.*

Key words: *schoolchildren, interactive games, native language, reading, exercise, didactic techniques.*

Language: *English*

Citation: Karimova, D., & Abduvaliyev, A. (2021). The role of interactive techniques in the effective conduct of the course process in primary classes. *ISJ Theoretical & Applied Science, 02 (94),* 31-33.

Soi: http://s-o-i.org/1.1/TAS-02-94-9 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2021.02.94.9

Scopus ASCC: *3304.*

Introduction

Interactive method in primary classes, guarantees the assimilation of knowledge under the influence of their mutual action by increasing the activity between the teacher and the students in the educational process, serves the development of personal qualities. The use of these methods will help to improve the quality and effectiveness of the lesson. Its main criteria are to conduct informal discussions, to freely describe the educational material, to study independently, to study, to conduct seminars, to create opportunities for the initiative of students, to work as a small group, as a large group, as a class team, to give tasks, to carry out written work, etc. In primary education, methods based on the design of evristical dialogues through didactic games are widely used, according to the age characteristics, literacy levels, personal nature of students. If in the process of teaching, each student would have done tasks at the level of his / her own mastering capacity, he / she would have achieved high quality and efficiency. Such a condition can be carried out only with the help of a differentiated education. Now we are thinking about the implementation of educational processes through didactic games: interactive gaming techniques are based on the activation and acceleration of reader activity. They are of great importance in the identification and implementation of practical solutions for the realization and development of their creative capabilities in the personality of the reader.

The use of information and advanced pedagogical technologies in the content of education and the formation of a corresponding compensation in the student's personality. Integration of advanced pedagogical technologies into the content of education in the modern spirit, wide introduction of pedagogical technologies, upbringing as a perfect person, raising the educational and educational system to a qualitatively new level is an urgent issue of today. The use of compensation at the stage of Primary Education has an impact on the improvement of the teaching of “Reading” Science in various forms of lessons. Lessons” Boomerang "technology, "saw", "find your place”, “FSMU", "Why?” using such exercises as “two-part daily” techniques, “Pinbord” method, "restore poetry" will increase the effectiveness of the transition lesson.

In primary classes, interactive games are divided into theoretical, practical, physical, role-playing, workmanship and other types of orientation. They develop activities in which students acquire new

knowledge of analysis, calculation, measurement, structuring, testing, observation, comparison, conclusion making, independent decision making, group or work in an independent team structure, speech cultivation, Language Teaching. According to the general theory of games, the classification of all existing game types is divided into functional, thematic, constructive, didactic, sports and military games. Compliance with the following criteria in the selection of interactive game types gives good results:

-games for Boys, Girls or mixed groups, that is, according to the composition of the participants;

-by the number of participants –single, double, small group, large group, class team, classes and mass-style games;

- the game is based on the process of thinking, thinking, action-oriented, competition, etc.;

-by the standard of time-the lesson, the part of the training time allocated according to the plan, the games that will continue until the winners are determined, until the goal of the game is achieved. All this serves the students to fully understand the scientific foundations of the structure of the world in them and to form scientific worldviews, to develop their creative thinking by teaching them the linkage of science. The method of oral presentation is one of the most used techniques in the school education system, and this method can be applied to all educational subjects at different stages of Education. This method is characterized by the perception of the information described directly through the live speech of the teacher and differs from other methods of education according to the main characteristic and is used in the following 5 rounds. Storytelling is widely used in the teaching of socio-humanitarian subjects.

Storytelling is a concise, concise and coherent description of the subject matter that is being passed on by the teacher as a whole or part of the facts, events and events that are being passed on by the teacher (the statement should be 10-12 in the primary classes). We will consider this method based on the narration “Tandir", which is given in the 2-th class reading textbook. In the course of storytelling, it is necessary to ask questions in order to ensure that students do not become passive listeners, but, on the contrary, increase their activity, attract their attention to the topic, think about events and events, give special attention to the use of sighted weapons. The school lecture is to reveal the true essence of the subject studied during one hour of training, to draw scientific conclusions on the basis of the ideas put forward in it and to consistently state the knowledge on the basis of their generalization. Other keys to the oral narrative method can also be used, in particular, storytelling and clarifications. In particular, the use of narrative techniques with students who are difficult to read tends to be interested and active in their reading process. Not only does one understand the events and events related to the” Tandir " only by reading, but on the contrary, through the conversation in the course of the lesson, the explanation creates the ground for the formation of his thinking abilities.

In the process of exercises in the native language, it is necessary to comment on words and phrases that are unfamiliar to the reader, pay attention to the fact that the definition of rules and laws is expressed in a simple, concise and understandable way. Explanation of the study material will focus on revealing the essence of the phenomenon, law, rule or action under study. The teacher will prove by giving evidence, examples, how much a particular subject is justified by the law, the rules on this or that subject.

The method of oral teaching (conversation , story) is one of the simplest ways of communication between people– oral speech–oral definition or oral expression of the main content. This style is considered the most formal style of teaching, which is carried out entirely through "vocabulary". It lasts 40 minutes or longer and usually leaves no chance for the pupil to participate. In this, basically, the auditory ability of the pupil is employed.

Exercise. Read on. Nargiza Abdullayeva is my girlfriend. He has a cat called Malla. We always play for one. Write sentences. Check what you have written. What words did you write with a capital letter? For what? The name and surname of the people, the names put on the animals are written with a capital letter. In this exercise, you can not only write, but also read and conduct a conversational technique. A few basic exercises allow students to become more active and mentally, aspiring, a few basic exercises allow a good understanding of the lesson in child psychology.

The way in which visual expressions are used (illustration)is employed the ability of the students to see through pictures depicting the knowledge or skills that must be delivered through this activity. By describing the information that you want to convey to the readers, it is delivered with the help of different symbols. Such visualizations are carried out using the following tools: whiteboard, special white whiteboard, flipchart, video image, computer graphics, magnetic board, painting, painting, graphics and tables, diagrams, sample and images made on special transparent paper. For example, we see this interactive technique through the following exercise:

Exercise: look at the picture. Name Children, name animals. Compose and write sentences based on the picture. In this exercise, the reader focuses on the images given in the book, observes and builds a sentence using the image. A certain image freely expresses its opinion through its positive and negative colors and movement in the given picture. Child psychology focuses more on bright images and colors, red and yellow, so I think that teachers should pay attention to this, even in the style of the image, which is carried out in the course of the lesson. This course

in turn will ensure the effective passage of the course process takes.

Demonstration method (demonstration) the teacher can give a demonstration of the function of using a particular instrument or equipment, or actions related to the assignment, as an example. Demonstration alone motivates the reader to use his or her ability to see. Carrying out this method on the basis of a reading book, including fairy tales, narration, storytelling, poetic or prose parables, the image of animals is represented in the style of the theater scene through soft toys or portraits of animals and sculptures, which are present in the classrooms in the texts that are presented, helps the reader to remain well in the memory of.

Currently, interest in the application of interactive methods and information technologies in the educational process is increasing day by day. One of the reasons why this happens is that by this time, in traditional education, students are taught to acquire only ready-made knowledge, while the use of modern technologies teaches them to search for the knowledge they possess, independently study and think, analyze, and even draw the final conclusions themselves. The teacher in this process creates conditions for the development, formation, acquisition and education of the individual and at the same time performs the function of management, directing. Today in education, modern technologies such as "Smart attack", "Mind attack", "Networks" method, "Sinkveyn", "BBB", "Fifth plus", "6x6x6", "Discussion", "Role play", FSMU, "Work in small groups", "Rounded snow", "Zigzag", "Let me say the last word" are used. It will give a positive result if it is used in the lessons of repetition or strengthening of the game-tasks during the lessons. I think that it is worthwhile to choose what kind of a game task depends on the type of lesson, the level at which students are taught to perform the game tasks, the level of their knowledge, the possibilities of independent creative work, the ability to quickly restore the learned in memory, the extent to which creativity is also formed.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 05.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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STUDY OF MORPHO-PHYSIOLOGICAL TRAITS OF FINE-FIBER VARIETIES AND COTTON LINES IN DIFFERENT IRRIGATION REGIMES

Abstract: *The article presents the results of water content and intensity of leaf transpiration in fine fiber varieties and cotton lines in different conditions of water regime. Compared to optimal water availability, water content and leaf transpiration intensity decreased depending on the individual genotypic response of fine fiber varieties and cotton lines to the lack of soil moisture in the soil.*

Key words: *fine-fiber cotton varieties, water regime, water content, leaf transpiration, different condition, G. barbadense L.*

Language: *English*

Citation: Chorshanbiev, N. E., Burieva, S. Z., & Hakimova, Z. X. (2021). Study of morpho-physiological traits of Fine-Fiber Varieties and Cotton lines in different irrigation regimes. *ISJ Theoretical & Applied Science, 02 (94),* 34-37.

Soi: http://s-o-i.org/1.1/TAS-02-94-10 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2021.02.94.10

Scopus ASCC: *1100.*

Introduction

Cotton is an important source of the country which provides raw materials for textile, food, chemical, and other industries. One of the main cotton productions is fiber. In the world market, the countries with a high yield of cotton fiber are the USA, Egypt, Israel, Australia, and Uzbekistan, whereas countries with a low yield of cotton fiber are the states of Asia, Africa, Oceania, Europe, and South America [2]. According to statement of Abdurakhmonov [3], the main goal of the world breeding programs for cotton is to increase productivity and improve fiber quality [6]. In the world market of cotton, fine-fiber cotton, i.e. varieties of *G.barbadense L*. are estimated to be 1.5-2 or more times more expensive than fiber of *G.hirsutum L.* With one ton of fine fiber, 1.3-2.0 times more and more expensive fabric is obtained than with one ton of *G.hirsutum L* fiber varieties. [4]. *G.barbadense L* is the youngest, plastic species and originated from South America [5]. Globally, 9% of the total cultivated area under cotton is allocated to varieties of the species G. barbadense L. In the past these species was mainly sown on the shores of the islands and plains of the United States and was famous under the name of Sea Island. Besides, cotton land covered the Nile Valley of Egypt and began to be grown in the country [6]. However, Pima's fine fiber made up only 3% of world cotton production, they are considered commercial varieties that produce high quality fiber. Pima are the mainly grown in the western and northwestern regions of the United States and also in large areas of China [7]. In 2012, 94% of

the total sown of Pima was in the San Joaquin Valley of California, and Arizona, New Mexico and Texas [8]. Uzbekistan is one of the countries in the world that has adopted the cultivation of fine-fiber cotton. The republic in the cultivation of fine-fiber varieties occupied the second place after Egypt [9]. With limited water resources and the noticeable impact of global climate change on agriculture require the development and implementation of water-saving agricultural technologies. One of such agricultural technologies is the creation of drought-resistant varieties of agricultural crops, including fine-fiber cotton, the cultivation of which were in the southern regions of the republic in recent years has received special attention from the government of the country. The large-scale basic and applied research has been conducting on fine-fiber cotton by scientists (R.G. Percy, [10]; A.G. Abdel-Hafez et al. [11]; Gamal I. A. Mohamed et al. [12] and others [13] who studied economically valuable traits, inheritance, and variability in fine fiber cotton. Abdullaev A.A. [14] also carried out a research on the molecular labeling of fiber features and resistance to fusarium mobility, associative mapping and linkage disequilibrium mapping in germoplasma *G.barbadense L*. Moreover, scientists in the field of agriculture (A. I. Avtonomov, A. A. Avtonomov, Yu. P. Khutornoy, M. I. Iksanov, A.P. Tyaminov, Vad. A. Avtonomov, Vik. A. Avtonomov and O. Kh. Kimsanboev) made a contribution to creating many fine-fiber varieties such as S-6029, S-6030, S-6032, S-6037, S-6040, S-6042, Karshi-8, Karshi-9, Surkhon-2, 3, 5, 7, 9, 14, 16, 18, 100, 101, 102, 103 of cotton [15]. At present, an acute environmental problem in the country – deficiency of irrigation water and creating drought-resistant varieties of fine-fiber cotton requires a broad research to find the physiological parameters of plant water metabolism in conjunction with the morphological characteristics of the leaf in different conditions of water deficiency.

Research methods

The aim of the research was carried out at the Institute of Genetics and Experimental Plant Biology at the Academy of Sciences in Uzbekistan. The soil was typically unsalted. As the objectives of research was new lines of fine-fiber cotton; - L-167, L-663, L-2006, L-5440, L-5445, L-450; use in hybridization of the thin-fiber ruderal subspecies ssp. vitifolium - L-1 and L-10, as well as varieties such as Surkhon-14, Termiz-31 and Marvarid, conducted by the scientists at the institute. Additionally, lines of fine-fiber and varieties of cotton were sown shortly in the experiment of lysimeter on two backgrounds of water regime: water supply and drought lands. Lines and varieties according to each background of the water regime were sown in three randomized repetitions, 10 plants in each repetition. Schema of sowing is 60 x25 x1. The water supply indicated the plants were determined simultaneously in both backgrounds, when the pre-irrigation soil moisture at an optimal water supply background was 70-72% of the water content (field moisture capacity), and according to the background of a simulated drought, it was 48 -50% from the water supply. Physiological parameters were determined according to the total water content in the leaves - according to M.D. Kushnirenko [16]; the intensity of leaf transpiration according to A.A. Ivanov [17]; water holding capacity of leaves - according to N.N. Tretyakov [18]. The collected data were statistically analyzed with the method of B.A. Armor [19] and ANOVA models. Adaptability of coefficient (Cad.) was calculated by the formula S.A. Ebarhart [20].

Results of research:

According to the analysis collected from the data indicated the water content of plant leaves ranged from 77.8% (L-2006) to 80.5% (Termez-31). In modeling drought, a research on the lines of fine-fiber and varieties of cotton, the trait indicated decreasing point - from 1.9% in the Termez-31 variety to 8.8% in the L-1 line. With a deficit of soil moisture, the greatest amount of water was observed in plants of the Termez-31-78.6% variety, and leaves of the L-1 line contained the least amount of water - 70.2% (Table 1).

Table1. Water content in the leaves such as lines and varieties of fine-fiber cotton in optimal water availability and modeling the drought:

№	Lines and varieties	Water content in the leaves %		Cad %	Difference %
		OWS	MD		
1	L-167	78,53±0,44	74,60±0,05	-5,0	3,9
2	Surxan-14	79,33±0,06	71,33±0,56	-10,1	8,0
3	L-663	78,23±0,26	74,23±0,17	-5,1	4,0
4	L-2006	77,83±0,41	74,76±0,60	-3,9	3,1
5	L-5440	79,43±0,08	73,26±0,03	-7,8	6,2
6	L-10	79,33±0,26	73,16±0,37	-7,8	6,2
7	L-1	78,96±0,51	70,2±0,63	-11,1	8,8

8	Termiz-31	80,50±0,10	78,6±0,43	-2,4	1,9
9	L-5445	79,03±0,20	73,33±0,44	-7,2	5,7
10	L-450	79,30±0,05	75,73±0,18	-4,5	3,6
11	Marvarid	79,30±0,51	73,30±0,30	-7,7	6,0

Note: OWS-optimal water supply; MD-modeling drough

The intensity of transpiration in the leaves; in optimal water regime, the transpiration rate proceeded most intensively in the leaves at the early ripening Marvarid and medium contained 356.77 mg H_2O / 1 gram of raw leaf x 1 hour. Lowest indicators in comparing late ripen lines as L-10 and L-2006, consequently, 149.04 mg H_2O / 1 gram of raw sheet x 1 hour and 156.56 mg H_2O / 1 gram of raw sheet x 1 hour (Table 2).

Having compared the data collected from the optimal background water with conditions of insufficient water availability, the transpiration rate decreased to different levels in all conducted lines and kinds of fine-fiber cotton (from 12.6% in Termez-31 to 43.9% and 42.2% in Marvarid and L-553 line). According to water deficiency, the highest leaf transpiration rate was observed in the Marvarid plants —200.26 mg H2O / 1 gram of raw leaf x 1 hour, whereas in the ripening L-10 and L- lines In 2006, as well as in the L-663 line, as it indicated the lowest and amounted to 106.45 mg, 109.19 mg and 111.03 mg H2O / 1 gram of raw leaf x 1 hour, respectively.

Table2. Intensity of transpiration in the leaves and varieties of fine-fiber cotton in optimal water supply and modeling the drought:

№	Lines and varieties	Intensity of transportation, мгH_2O/1г in the leaves x 1 hour		Cad, %	difference,%
		OWS	MD		
	L-167	245,3±9,0	147,5±1,3	-39,9	97,8
	L-663	192,1±3,7	111,0±0,4	-42,2	81,1
	Surkhan -14	263,3±4,0	176,5±4,9	-33,0	86,8
	L-2006	156,6±3,5	109,2±1,2	-30,3	47,4
	L-5440	200,2±2,2	134,5±1,7	-32,8	65,7
	L-10	149,0±0,3	106,5±3,1	-28,5	42,5
	L-1	224,1±0,5	161,2±2,6	-28,1	62,9
	Termiz-31	213,7±0,6	186,7±2,5	-12,6	27,0
	L-5445	181,3±2,3	126,6±2,2	-30,2	54,7
	L-450	230,3±0,5	179,0±1,2	-22,3	51,3
	Marvarid	356,8±5,1	200,3±5,5	-44,0	156,8

Note: OW-optimal water supply; MD-modeling the drought.

CONCLUSION

1. Soil moisture deficiency in research of lines and varieties of fine fiber cotton in the flourishing phase depending on individual genotype reaction in different levels decreases water content and transpiration in the leaves and improves water-holding capacity.

2. Water deficiency in the lines and varieties of fine fiber cotton decreases surface thickness of leaves and width, but the 3 rd leaf indicated physiological properties in the above-mentioned tables and diagrams, which showed transportation in the leaves and denying water deficiency. In such case, lines (L-10, L-450, L-2006) increased width of 3rd leaf and variety Termiz-31 decreased, other genotypes showed stability in different conditions of water availability.

3. Decreasing water content and intensity of transpiration in the leaves increases water-holding capacity and density surface of leaf is considered as a morpho-physiologic adaptation of lines and varieties of fine-fiber cotton to the conditions of water deficiency in the soil.

4. Water deficiency in the lines such as L-10, L-1, L-2006, L-5440, and also L-663 in the longer growing season, had high water-holding capacity in the leaves in the flourishing phase, which indicates the possibilities of their use in genetic-selection research according to the selection of fine-fiber cotton in drought conditions.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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SOI: 1.1/TAS DOI: 10.15863/TAS
International Scientific Journal
Theoretical & Applied Science
p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)
Year: 2021 **Issue:** 02 **Volume:** 94
Published: 05.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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COGNITIVE SYSTEM OF SUFISM

Abstract: *The article highlights one of the 'through issues' which has always been the subject of research. This is the problem of love, the study of which is especially important in the modern world. It is known that this object can be investigated from the point of view of various methodological settings, approaches, such as ethical, social, cultural, moral, cultural-historical, ontological.*

The ontological understanding of love is manifested in the fact that love is seen as the substantial basis of being. The social function of love is able to transform the existential being of a person.

Key words: *love, Sufism, philosophy, society, ideas, cognitive systems, human, cognition, action, concepts, personalities, structures, changing, systems.*

Language: *English*

Citation: Gaffarova, G. G., & Abdullaeva, M. N. (2021). Cognitive system of sufism. *ISJ Theoretical & Applied Science, 02 (94),* 38-42.

Soi: http://s-o-i.org/1.1/TAS-02-94-11 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.11

Scopus ASCC: *1211.*

Introduction

For the first time, the problem of love was considered in the works of ancient Greek philosophers as the basis of everything that ensures its integrity and self-movement. In the 'Treatise on love', Abu Ali Ibn Sina consideres love as a substance that is inherent in all things without exception (from inanimate simple substances to the divine soul), uniting both the creator and his creation.

Each substance has its own path to perfection, 'each of the existing things experiences natural love and its perfection' (Abu Ali Ibn Sina) and the generally selective choice of love leads to a change in interaction is an analogy.

In Einstein's 'Secret letter on God', love is seen as a cosmic force. Love is the foundation, the quintessence of life. The consequence of the multilateral directed force of the vector of love is an increase in the positive, positive both in the consciousness of man and in his daily life.

In the concept of Sufis, love is a determinant that activates the activity of a person, making him/her dynamic, purposeful. Sufi ideas on the internal structure of personality, transdentality, the relationship of life and the transformation of knowledge, etc. consonant with the ideas of the modern concept of U. Maturan and F.Warell.

The main part.

Sufism is human intellectual abilities which is multidimensional, complex, diverse manifestation. It is wanted to draw your attention to some ideas in the cognitive system that have attracted ours in the prism of the modern philosophical vision of the world.

The history of the development of Sufi teachings is of great interest. It is clear that one of the reasons can be explained by the fact that 'Sufism is a

transcendental philosophy, designed to correct certain things, originating in the past, but is fully applicable to modern society. [2, p. 52] There are many interpretations of the concept of 'Sufism'. Analyzing Sufi teachings, Idris Shah gives his own interpretation of this concept: 'the only correct interpretation is that this word in encrypted form contains the concept of love.' [ibid.]

According to him, 'Sufism is not intended for a special part of society, because such a part simply does not exist, but for a certain ability hidden in people. Sufism does not exist where people do not activate this ability.'[ibid.]

The existence of each subject controlled (by the highest principle) is determined by innate love (Abu Ali Ibn Sina – Avicenna [*trans.*]).

In the Sufi interpretation, affection is not just pleasure, it is dynamic, meaning a lot of vectoral action. It is always unifying and focused. Therefore, 'each individual carries a small but powerful generator of affection, whose energy is waiting for its liberation' [10].

Sufi literature states that love of God is a condition for his knowledge. It is the reason for the intensification of the actions of the individual, in all his multivariate relationships with the outside world. 'The Sufi associates love of God with love of the world that was created by Him' [Khoja Ahmad Yassavi, the founder of the Turkic branch of Sufism]. It is love itself, and not something else, in this concept that is the catalyst initiating the activity of the individual, both in ordinary life and in poetry and in relation to work. The ideas of the Sufis in search of love, activating love as a factor, and the searches and activities of man in his romantic quests were realized in chivalry and are reflected in fiction devoted to chivalry in Europe.

Therefore, in the understanding of Sufis, love is the determinant that activates the deeds of a person, making him dynamic, purposeful. This interaction determines the quality of the individual. To activate the personality, the method of influence is used. 'Sufis believe that in every person there is a certain element that can be activated with the help of love and which can help a person achieve true reality' [2, p. 42].

Accordingly, the methods of cognition, methodological attitudes are diverse in the knowledge of reality. Reality in the understanding of the Sufis, 'contains both 'harsh' and 'soft' reality, discord and harmony, the bright light of awakening and the soft darkness of aspiration.' [ibid.] This is a complex, nonlinear world in which mutually exclusive characteristics of the world are adjacent. This is a complex reality consisting of opposites. This reality is cognizable by special cognitive methods of the Sufis consists of complementary opposites that form a complex structure of integrity.

The concept of the Sufis is interesting that a person should act, in the process of this, regardless of whether he/she understands or not, he/she develops. Their thesis is that 'if you live, then you are learning.' The thesis of modern methodology claims that 'all action is knowledge, all knowledge is action' [5, p. 81].

Knowing the world, a person constructs certain methods of cognition using certain methodological approaches. From the history of the development of science, its concepts, it can be noted that for all the differences in the pragmatics of knowledge, sociocultural and historical conditionality, it is revealed that there are so-called 'nodal points' (E. Knyazeva), 'cross-cutting problem' (L. Mikeshina), 'problem' (V. Vernadsky), situations that in various contexts of scientific fields retains a meaningful 'core', but receives changing interpretations' [6, p.145].

These include the system of transformations that are associated with the concept of 'affection'.

Over the centuries, the scientific, social, cultural environment in which a person lives and acts is changing, but the problem of affection in its multidimensional understanding is an issue to which human thought returns again and again.

Since ancient times, the problem of love has been an object of interest to scientists. This object can be investigated from the point of view of various methodological approaches, such as ethical, socio-cultural, moral, cultural-historical, ontological. Ontological understanding of love. The ontological principle is manifested in the fact that love is seen as the substantial basis of being.

In the works of thinkers of Ancient Greece, love is considered 'as the basis of all things that ensure its integrity and self-movement' [7, p. 10]. This idea was further developed by Abu Ali Ibn Sina (Avicenna) in his 'Treatise on Love', where he considers love as a solid foundation for existing things. In the concept of Abu Ali Ibn Sina, love is a common substance that is inherent in all things without exception (from inanimate simple substances to divine souls), uniting both the creator and the creation. The realization of the possibilities of being is determined by the innate love inherent in it 'the existence of each object controlled (by the highest principle) is determined by innate love' [1, p. 701]. For each substance, the principle has its own path to perfection, 'each of the existing things has a natural love for its perfection' [1, p. 720], and in general, the chosen path leads to a change in the structure of the object, chosen, that is, love is the basis of changing the subject.

Out of the whole set of possible paths, interaction is realized by one selective path leading to a change in the object. The interaction leading to change, i.e. the basis of the interaction causing the response is analogy. '... a rational soul acts on a (other) like itself, rational soul, only passing on to it its analogue, which is a comprehensible form' [1, p. 721].

The analogue at different levels manifests itself differently. Each level has only its characteristic properties. In the concept of Abu Ali Ibn Sina, love is the substrate of being the determinant of perfection. Both the desire and excellence make it possible to develop. Selective interaction between interacting is based on coincidence, analogy and is their expression.

The consequence of the multilaterally directed power of the vector of affection is an increase in the positive, positive both in the consciousness of man and in his daily life.

Affection, as energy, a powerful force of the Universe, containing and controlling all the phenomena occurring in it, uniting, revealing the meaning of life, multiplying the best – found its interpretation in the work of A. Einstein.

In 'The Secret Letter about God' [10], Albert Einstein notes that there is a very powerful force whose cosmic science has not yet been officially explained. This force includes in itself and controls all other phenomena working in the Universe. This power universe is love.

According to him, love is the light that enlightens those who give and receive it. Love is an attraction because it makes some people feel attracted to others. Love is power because it multiplies the best that is in us, what we are and will allow humanity not to be immersed in blind egoism. We live and die for it. Love is God and God is love, this force explains everything and gives the meaning of life. This is a variable that we have ignored for too long, maybe because we are afraid of Love [10].

Only through Love, one can find meaning in life, save the world and every rational or sentient being, help our civilization survive. Perhaps we are not yet ready to make the 'bomb of love', a powerful enough device to completely destroy hatred, selfishness, and greed, all that devastate the planet. Nevertheless, each individual carries a small but a powerful generator of love, whose energy is waiting for its release. When we learn to give and receive this energy of the universe, we affirm that love conquers everything and is capable of overcoming everything because love is the quintessence of life [10].

Love is the foundation of the basics of life. In the concept of A. Einstein, both moral and ethical and ontological aspects of love are considered. A multifunctional love system determines development, movement, overcoming obstacles that arise in this way of improving.

The problem of love, as a 'cross-cutting problem', has become the object of analysis by representatives of various disciplines, concepts, adhering to different worldviews.

In the modern concept of autopoiesis, love is affirmed as the basis of social development. 'Without love, without acceptance of other living beings besides us, there is no social progress ... biologically, without love, without acceptance of others, there is no phenomenon of sociality' [5, p. 82].

In a modern society where conflicts constantly arise, uncertainties increase, unforeseen random influences on the dynamics of the function of love become extremely important. Obviously, such concepts as humanism, friendship, struggle, solidarity, dialogue, tolerance, hatred and so on are form the basis of interaction of subjects. They are coordinating, determining the relationship between people. In this complex system of relationships, the ontological essence of love must find an adequate form of concepts. It is the social function of love that can transform the existential being of a person to become the determinants of social processes. So, for instance, from the numerous interpretations of the concept, tolerance is meritorious, when it is 'based on cordial goodwill or on the consciousness of general human imperfection, a condescending attitude to even the most malicious crimes, but already responsible for one's guilt, which is discovered, is called generosity, mercy, and there really is quality excellent...' [9, p. 511; 3, p. 301].

Impacts based not on these foundations are the basis of trustful, equal relations between both people and between states. In the process of relationships in the system, structural changes can occur leading to qualitative changes in the system.

The formation and functioning of new structures are associated with a change in these adaptive capabilities of the system. The emergence of new structures in the development process enables the system to adapt to a changing environment, and this is the evolution of the system.

Changes in structures, the emergence of structures leading to a qualitative change in the system is a universal regularity for both inanimate, living and mental spheres.

The matter of relationships based on love forms a space in which conditions are created for social development, constructive dialogue, mutual understanding, etc. and obviously, they are the fundamental foundation of the civilized developed humanity.

The internal structure of a person determines all his actions in the world around him. The difference between a true Sufi and a pretending Sufi is that along the spiritual path, 'going, the exception is made by those who are destined from birth (kashf, 4), and that by who for this is not born, it is impossible to become a true Sufi' [11, p.30].

The idea of the Sufis on the internal structure is consonant with the ideas of Plato, the ideas of Descartes 'on innate ideas', Kant's ideas on the transcendental. According to Kant, the transcendental is immanent to our consciousness, i.e. 'Kant's great and fundamental discovery is that human thinking and perception possess certain fundamental structures before any individual experience' [4]. According to

him, things acting on us contribute to the emergence of diverse sensations, while awakening internal activity.

Considering mutual understanding between people, Jalal ad-Din Rumi notes that the reason for this is not words, but due to a particle of their spiritual community [8, p.19].

In the modern concept of autopoiesis, 'every living creature begins with some initial structure' ..., i.e. every living creature has a certain internal structure.

In the cognitive process, the provisions of the concept of autopoiesis do not always correspond to the classical, traditional position of epistemology and represent a new model of knowledge.

The structural conjugation of the internal structure with external influence determines the change that occurs in the original structure. And at the same time, the internal structure determines the consequence of this effect. In this concept, this provision is scientifically caused by 'the change resulting from the interaction of a living being and its environment, although caused by a disturbing agent, nevertheless is determined by the structure of the perturbed system itself' [5, p.17]. The structure determines the direction of interaction.

The internal structure of alive system can be activated in cases where the external influence corresponds to the internal structure. As a result, a synergistic effect is contributed, external influence in accordance with internal properties enhances the positive effect in a positive, necessary direction.

The issue of chaos and order has always been focused upon by the minds of mankind. There are various definitions of chaos, its relation to order. So, in contrast to the Zoroastrian doctrine of the relationship between good and evil, Rumi writes 'the bad does not separate from the good', unless there is bad, for good there is no possibility, unless there is good, for bad there is no possibility' [8, p .93].

A colourful expression of the relationship between good and evil, good and bad, chaos and order. We can see in Rumi's words 'if a person became completely wise and completely got rid of ignorance, this wisdom would destroy him. Consequently, ignorance is laudable, for it maintains continuous existence. Alternating with wisdom, ignorance helps it, just as day and night complement each other.'

Conclusion

The study of the cognitive system of Sufism reveals interesting transcendental principles in tune with modern worldview. In the modern world, in accordance with established philosophical and methodological principles, they are interpreted more broadly, differentially and in depth.

In this concept, the relationship, the interaction between the interacting basis of which is love, increases its functions and capabilities. The issue of relationships between people, based on the concept of love, defines a certain structure of motive motives for interaction. Love reflects the attitude of someone towards someone else, something and acts as a unifying, connecting force. Goodness and welfare emphasize the highest humanistic value, especially in the modern complex relationships between people and between states.

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Impact Factor:					
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	JIF = **1.500**	**SJIF** (Morocco) = **5.667**	**OAJI** (USA) = **0.350**

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 05.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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BUKHARA REGION'S TYPICAL TOPONYMS TRANSFORMED BY MEANS THE NAMES OF NATIONS

Abstract: *The role of ethnonyms is important in order to comprehend the features of contemporary national language and express its linguistic possibilities. In Bukhara region there are a lot of toponyms that are appeared on the basis of ethnonyms. Ethnonyms are the sources that can demonstrate the history, way of life, national language, belief, cultural and spiritual life, worldview of each nation. To explore ethnonyms both gives information about the history of the nation and contains crucial linguistic information. These ethnotoponyms show the life of people living in the area, cases of mixture with indigenous people and the region has had a long process of development. First of all, ethnotoponyms showcase the spread of Turkic tribes, geography of their areal stretch or the extension over the area. Furthermore, they express how other peoples and tribes appeared in the area of the region and their mixture with indigenous people. The following article draws some views about ethnotoponyms which are formed on the basis of nation names in Bukhara region and are used presently as names of a place among local people. Ethnotoponyms can be apparent as means that provide the existence of ethnic unity of the separate region.*

Key words: *language of the nation, name of the nation, Bukhara region, Arab, Mongol, Kazakh, Turkmen, Afghan, ethnonym, Rural Citizens 'Assembly (RCA), Makhalla Citizens' Assembly (MCA), ethnic group.*

Language: *English*

Citation: Kilichev, B. E., & Safarova, M. Z. (2021). Bukhara region's typical toponyms transformed by means the names of nations. *ISJ Theoretical & Applied Science, 02 (94),* 43-46.

Soi: http://s-o-i.org/1.1/TAS-02-94-12 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.12

Scopus ASCC: *1203.*

Introduction

Ethnonyms are the sources that can demonstrate the history, way of life, national language, belief, cultural and spiritual life, worldview of each nation. Ethnonyms are linguistic units that inform people of different ethnic groups living in a given region at a given time. Ethnographic names are used to identify areas and territories where people and tribes live. Thus, the collection and research of an ethnonym is not only valuable information for linguistics, history, ethnography, archeology and geography, but also plays an important role in conducting comprehensive research in various areas of our culture and spirituality. In Uzbek linguistics, numerous research works have been carried out to study the ethnonym continuing to this day. S. Qoraev "Etnonimika" [1], A. Otadzhonova "Khorezm ethnographic names and their vocabulary" [4, p. 24], Y. Ne'matova "Namangan viloyati etnooykonimlari xususida" [8, p. 103-105], A. Ergashev "Areal – onomastic study of ethnotopony Andijan region" [10, p. 40] and other studies show that this area is developing further.

Procedure

Ethnonym is a name that was born naturally for many centuries. Their creators are ordinary people. Ethno-toponyms, on the one hand, help to clarify the history of the people, if the well-known name of a particular object is a very ancient word. The names of the nation, which are still alive as an ethnonym, also reflect the material and spiritual ties of nations. Ethnic names are formed on the basis of national names.

The names of peoples that exist today as an ethnos reflect the material and cultural ties of peoples. An ethnonym based on ethnic names not only carries historical information, but also influences native languages. We can observe such ethnotons in the Bukhara region.

For example, Turkon (Bukhara region, Kuchkumar RCA, Turkon MCA, Yurinbolo RCA), Uzbek (Alatta region, Uzbekon-Bukhara region Kushkhod MCA, Shergiron MCA, Ramitan region, KuyiUzbekon – 64 – Atbazar RCA, Uzbekabad – Kagan region). We can find ethno-names derived from the names of several nations, such as the Public Association Otbozor (Uzbekabad – Kagan District).

In addition, we also find countries that have migrated to Uzbekistan because of their historical context and have become part of the nation. One of them is the Arab nation.

Ethnic names formed on the basis of Arab nationality. Arabs are the peoples of Asia, the Persian Gulf and the Mediterranean and speak one of the Somali languages in North Africa [2, p. 50].

In the VI-VII centuries, some Arab peoples united and the Arab Caliphate was founded. As a result of the invasion, they spread to other nations. One of them is the Central Asian Arabs.

They lived in the area and were an ethnic group calling itself an Arab whose ancestors came from the 7th to 14th centuries. This is part of the Uzbek, Turkmen and Tajik peoples. Most Arabs in Central Asia live in the Bukhara, Samarkand and Kashkadarya regions of Uzbekistan, as well as in the northeast of the Ferghana Valley [5, p. 388-389].

Discussion

Any ethnocultural communication will be reflected in the language. Due to the long ethnic migration of Arabs to Central Asia and especially to the territory of Bukhara, the ethnic formation of the region's population has become more complicated, and the Arabic language has begun to change.

Arabon – the city of Bukhara Jalal-Ikromiy MCA No. 9, Romitan region;

Arabs – Mirzion MCA. Zhondor district, Shafirkan district, Gijduvon district;

Arabhana – Sufikorgar RCA of Bukhara region; Turcon MCA, Guliston MCA, Vobkent district – Oromgoh MSH; Kagan city, Friendship of MCA, Olot district, Zhondor district, Romitan district.

Katta Arablar (large Arabs) – Vobkent district;

Katta Arabhona (large Arab house) – Shafirkan region;

Arabsaroy – Vobkent district, Zhondor district;

Tarob Arabhona – Zhondor district;

Arabguzar – Zandane IFF Peshku area;

Arabdiyor – Holbor IFF Peshku area;

Arababdul is like the Shafirkan region.

Ethnic names formed on the basis of the Mongolian ethnonym. According to B. Karmishevsky, Nafasov said that the Mongols were one of the oldest Turkic tribes, which later became part of the Uzbek people. It is noted that the settled Turkic tribes in Uzbekistan were called by the Mongols as a separate ethnic unit [5, p. 173].

As a result of ethnic differences, some parts of modern Uzbekistan were settled by the Mongols. Locals began to call their people, and this was later applied to the place where the Mongols lived. The place where the Mongols began to be called by this name, and although today there are no indigenous inhabitants in this area, the public name has been preserved as an ethnonym. These include:

Mogulon – Gijduvan district;

Mugolon – Kavola Mahmud RCA of Bukhara region;

Mughilan – Olot district, Shafirkan district, Peshku district, Zandane MCA.

In ethnonyms, the plural represents the plural. This application corresponds to the plural form in Uzbek.

Ethnic names formed on the basis of the Kazakh nation. Kazakhs today are the indigenous peoples of the Republic of Kazakhstan, the name of the peoples speaking one of the Turkic languages [3, p. 583]. Their ethnogenesis was characterized by prolonged intervention of various nomadic tribes. The ancient Kazakh ancestors were represented by Saxons, stones, Albanians, Vikings and others. In the VI-VII centuries, the tribes living in the southeast of Kazakhstan were part of the Western Turkic empire. At the beginning of the 12th century, the Chinese invaded the territory of Kazakhstan and mixed with the local population. In the thirteenth century, Kazakhs, led by Naiman, invaded Mongolia and Russia in addition to modern Kazakh lands, forming the largest imperial state on the Golden Horde. The state of the Golden Horde collapsed in the mid-fifteenth century. At the beginning of the XVI century, Kazakh tribes united in the Kazakh Khanate (Uzbek tribes, previously inhabited by the Kazakh Khanate, headed by Sheybani Khan, are sent to modern Uzbekistan). Kazakh tribes have historically been divided into 3 groups living in separate areas. They are called yuzes (zhuzes) (large, medium, small) [6, p. 46].

We can say that the Kazakh nation began to survive in Uzbekistan and other parts of Central Asia as a result of political fragmentation, so we can say that in the Bukhara region ethnic Kazakhs also formed ethnic groups. The following forms of ethnic names are distinguished:

Kozokon – Zhondor district;

Kozokovul – the city of Kagan Beruniy MCA.

The first ethnonym is the plural, as mentioned above. The second ethnotophone is a complex notion drawn up in [ethnonim + aul]. Oulmoul and Turk are ancient words, also, sayl-cathedral of peoples, family, house, black house, plot. [5, p. 189].

Ethnic names formed on the basis of the Turkmen nation. As a result of the political process, Turkmens also came to our region. Local residents, as well as investors, tribal unions, and partly the inhabitants of ancient Margian, Parthia and Khorezm, took part in the ethnogenesis of Turkmens. In the middle of the first millennium, there were Turkic tribes in the steppes of the Caspian Sea, and in the 9th century – Oguzes. They played an important role in the ethnogenesis of the Turkmen. The main group of Oguzes came from the northeast in the 11th century and mixed with the local population. In the 15th century, the Turkmen nation was formed.

Until the 20th century, the Turkmen were divided into tribes. The largest of these are takas, yovmuts, ersari, solurs, sariks, gyoklan and choudors. Currently, Turkmens live in Uzbekistan, the North Caucasus, in the province of Atrahan and in several cities of the Russian Federation, Afghanistan, Iran and Turkey [7, p. 668].

In particular, in some parts of the Bukhara region, data on the Turkmen population can be found in the surviving ethnic groups. As a result of our research, we transmitted the following ethnological understanding based on the Turkmen nation:

Turkmens – 20th MCA, Mirzo Ulugbek in Bukhara; Kagan district; Gijduvan district.

Turkmen coals – RCA Yangi – Hayot, Kagan district.

Ethnic names based on Karakalpak ethnicity. The earliest ethnogenesis of Karakalpakstan is associated with the Saxo-Massagetan tribes of the 7th-4th centuries BC in the Amu Darya delta and in the desert of the Aral Sea and the Caspian. In the VI-VIII centuries, the Turks partially mixed with local tribes.

In the VIII-X centuries, the Karakalpak environment began to form among the bijanaks and owls. The occupation of Genghis Khan turned the oasis into a desert, which led to a large influx of people living around the Amu Darya downstream. Karakalpaks migrated to the west, Volga and Ural regions. There they were part of the Golden Horde. They are called "qavmi kulohi siyoh" in the work of Rashididdin. Most of the Karakalpaks lived in the middle and lower reaches of the Syr Darya in the middle of the XVI and XVIII centuries, and some in the Aral Sea region.

Karakalpakstan is one of the Turkic peoples. The Uzbek people were also a Karakalpak root. One of the seeds in Kenagasis also called Karakalpak [5, p. 388]. An ethnonym formed on the basis of this ethnonym is found on the territory of the Karakalpak MFJ of the Peshku region of Bukhara region.

Ethnotoponyms based on the basis of the Afghan nation and nationality. Historically, the territory of Afghanistan has been unstable and politically fragile, and the daily lives of people living in the area have been accordingly unstable. The historical fate of the Afghan is closely connected with the Uzbek, although they do not belong to the same race or ethnicity.

Since ancient times, economic and cultural ties between the two nations have developed. Taking into account the above factors, Afghans moved to Uzbekistan, influencing the local population and settling in these areas. As a result of mutual trade, the migration of Uzbeks to Afghanistan and the transition of Afghans to Uzbeks increased at different periods of history. You can get information that representatives of this nation also visited the Bukhara region under the following ethnonym: Afghanistan (Bukhara region Amirabad Gulistan, IFF).

Ethnic names are formed on the basis of Chinese ethnonyms. T. Nafasov [9] gives the following information about the Chinese ethnonym: the name of the village is not connected with the Chinese word, i.e. Chinese People's Republic. China is a Turkic, Mongolian tribe, and its shape has changed. The ancient form is kidar \ kidon \ kidan. Khitan \ Khitan are descendants of the ancient Huns; they conquered the Kashkadarya region in the fifth century AD. The Mongols – Kurds / Kidon \ Khitan – were divided into several Turks, including the Uzbek, Kazakh, Karakalpak, Kyrgyz and Bashkir peoples. Kazakhs, Karakalpaks and Kyrgyz had nations like: Kytai / qtai, others htai / argyn, ktai / kypchak, khypchak / ktai, kuzgun / qatai, karach / hita, katy, khytai, kytai, hita, ktai, hta. The common Turkic ethnonyms are reserved only as the name of the place (village, mahalla, guzar, street, river, hill ...) but also of other places.

Residents of these villages have forgotten their ethnicity. Hitoyon is a Chinese (kidar \ kidon \ kidan) tribal village. In the territory of the Bukhara region, a Chinese ethnonym is observed in the Istikbol RCA in the Bukhara region in the form of the Chinese language. We can say that in the region there are many ethnic names. They appear at different times and under different conditions and are still used today in our language.

Conclusion

Consequently, ethnological understanding based on ethnic names, along with information on historical environments and contexts, influence the vocabulary of the nation, and when the names representing the ethnic composition of the indigenous population – ethnic groups, are lost in the development of society. It remains in toponymic vocabulary as a special name for the population. These days, linguists have found out the way of analyzing the languages and the ethnic names with their exact numbers of use by means of electronic language corpora [11; 12]. In the near future this option can be applied in the field in the future.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 08.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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THE EDUCATIONAL SIGNIFICANCE OF POETRY. WHY DO WE TEACH POETRY?

Abstract: *Today, poetry has a special place in the education system of almost all countries that attach great importance to education. Teaching foreign languages to teachers, parents, and young children in a small entertaining way through the language of poetry is recognized in international educational practices. This article talks about writing poetry, reading poetry, shaping it, the importance of poetry, its role in education. Thoughts on the impact of poetry on the education of young people are presented.*

Key words: *poetry, poems, lesson, education, development, speech, reading.*

Language: *English*

Citation: Solieva, U. K. (2021). The educational significance of poetry. Why do we teach poetry?. *ISJ Theoretical & Applied Science, 02 (94),* 47-49.

Soi: http://s-o-i.org/1.1/TAS-02-94-13 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2021.02.94.13

Scopus ASCC: *3304.*

Introduction

Poetry has a special place in education. There are many important aspects to organizing a poetry lesson in a school education system. Today, poetry has a special place in the education system of almost all countries that attach great importance to education. There are several clubs on poetry and creativity, from kindergartens to universities.

We know from history that while the genre of ghazal became a criterion of high eloquence in Arabia in the 8th century, later this genre played an important role in the spread of the holy religion Islam. Islam, on the other hand, is the doctrine that most strongly promotes the highest human moral values. In this sense, the poems also perform their original function when they serve the truth. Because when poetry is on the side of truth, it fights against the vices of society, it is always relevant. This article talks about writing poetry, shaping it, and its role in education.

Mostly, we use poetry in the development of memory training, mental sharpening, artistic and aesthetic subtlety. Poetry and creativity can develop communicative and writing competencies in students. Although writing poetry is an innate talent, but memorizing, reading, and analyzing poetry texts requires teaching through a special course. Poetry is also a key factor in educating the younger generation in the spirit of good morals. One of the best methods is to teach sounds and phrases easily through poems, especially when teaching a foreign language to children. Rhyming words add wonderful *magic* to poems and make it easier for students to understand the basics of language. Teaching foreign languages to young children through poetry in a small entertaining way is recognized in international educational practices. There are special websites, online classes, and internet clubs on it.

The inspiration and impact of the poem.

Poetry is a point at the intersection of heart and mind. Many poets compare him to different things. However, poetry can also be included among the incomparable things. Because the poem contains the meanings of renewal and improvement. The reason is that only the poet can feel the mood after writing a poem. The poem smells like a newborn baby. It has goodness, beauty, and most importantly goodness. This miraculous inspiration, spoken from the heart and poured out on paper, increases purpose and confidence in hearts. Writing and reading poetry are

two fists. If these two are in rhythm, it can have a profound effect on the listener.

Poetry has undergone many changes, obstacles, trials at different times. But it has never disappeared, it is alive because its *soul* is given by God. In other words, poetry is one of the divine inspirations. The didactics formed in the classical literature of the East stand out. The poems, which share aesthetic pleasure, have not lost their value because they can provide educational support and enlightenment. Poetry is also a form of expression. Writing poems allows us to bring out our feelings and thoughts. Reading poetry encourages us to find meaning in our life experiences.

In this article, we talk about the educational significance of poetry, because it can serve in the upbringing of children. So, the world of the child is very spotless and pure. Sometimes, we meet children who can write poems, they have inspiration. Later, the inspiration will develop or not develop for various reasons. However, it is possible to influence morality through poetry.

Writing poems requires early identification of young people who are worthy of inspiration and educating them to moral and spiritual maturity. As noted above, the poems and inspiration should serve the good and the truth. He should take an active part in spreading spirituality to society. Therefore, from pre-school education, poetry is often used to promote speech and mental development. By the way, poets have a special responsibility to write. Also, the use of poetry in the educational process has. Poetry can have a positive impact on children's social and emotional knowledge. It can teach them a new way of thinking about something. Poetry encourages children to express their feelings. Poems provide enjoyment and laughter. The poems are fun and interesting to read: they also encourage children to move with the rhythms they hear and to think independently. Poetry uses metaphor, imagery, and symbolic language to describe painful situations or feelings that they cannot talk directly.

The educational and vital importance of poetry.

As an author of this article, based on my many years of experience, I can say that teaching poetry strengthens the love for the native language, increases literacy. Poems can help children understand themselves and others. It allows them to develop valuable qualities such as kindness and compassion. It is a *healthy* power that can come to the rescue as a solution to his emotionally difficult situations too. Not just writing poetry but reading can provide those opportunities for children. For example, Uzbek literature has a very rich treasure in this regard. There are many poems by such great and famous poets as Alisher Navoi, Bobur, Muqimiy, Erkin Vohidov, Abdulla Aripov, Anvar Obidjon, which inspire students to find their *voice* through poems.

As a teacher at a boarding school named after Erkin Vohidov, which specializes in in-depth teaching of the native language and literature and foreign languages. I mostly observe the unique impact of poetry on the education of the youngster. Erkin Vohidov's perfect works sound great. Certainly, it is worthwhile to dwell on the poet here. He is one of the great poets who has a *powerful voice* in Uzbek literature. He is granted as *the hero of Uzbekistan* and *the People's Poet*. He made great works for the development of Uzbek literature. Enthusiastic poems and ghazals in his collections "Youth Office", "Living Planets", "East Coast", "Good is the Bitter Truth"; his epics "Cry" and "Rebellion of Spirits", a series of "Wild Anecdotes", his comedies "Golden Wall" are of the unique gems. Besides, the poet was able to raise Uzbek literature and poetry to a new high level. For example, on the occasion of the 75th anniversary of the United Nations in October 2020, a song entitled "Human" and based on E.Vohidov's poem "Inson" (Human) was released with lyrics in Arabic, English, Italian, Kazakh, Russian, Tajik, Turkish and Uzbek. The lines of the poem are familiar to the whole nation, as dear as bread. In a dangerous time, an outstanding poet restored the *height of the Uzbek nation* by his poem called "Uzbegim". Each line of the poem is sealed with one important historical fact. It contains 26 verses and already became a favorite poem among people.

I think poets have made extensive use of language to express their thoughts, feelings, ideas, and opinions. They use rhyming and poetic arts to address the nature of love and beauty, as well as complex social issues. The topic raised in the article is poetry and its educational significance. If a poetry lesson is organized as a principal subject, it will give a broad understanding of both literature and life. Art and music also play a role in bringing the reader closer to poems. So, poetry allows them to "play" with words, rhymes, and ideas. It helps to expand written speech in students. All in all, reading or writing poems teaches about rhythms of language use, images, and meaning. In poems, children might face words they have never heard before, and this affects their vocabulary. As we discussed above, it will be fun to teach sentence structure and many grammatical skills in a foreign language if you use poems.

The importance of organizing a poetry lesson. Why do we teach poetry?

Why do we teach poetry? For the most part, students do not know how to stand in public or are afraid to speak freely. They also have stress in the process of memorizing or reading poetry. This can be turning students away from poetry. Through this, it comes a departure from aesthetic pleasure. It can be difficult to reach true spirituality. Of course, such issues await their reasonable solutions. boarding schools have been established in all regions of Uzbekistan to further develop the talents of young

people interested in poetry and art. This also shows the importance of the issue we are discussing in this article. It is advisable to introduce poetry class in the school system as a subject. However, poetry is taught at school as part of a circle or language and literature classes. So, every child should learn how to read different poetic texts as well as analyzing the words or idioms they hear.

This article describes in more detail the content of the poetry lesson and its result. It is very important to find samples of great poems to learn with students in a poetry lesson. For example, in world literature, you can use the works of famous poets who wrote various poems and books for children, such as Jack Prelutsky, Dennis Lee, Dr. Seuss, and Shel Silverstein, in Uzbek literature Anvar Obidjon, Tursunboy Adashboev, Kavsar Turdieva. And then there is no doubt that students will fall in love with *live* poetry!

The poem should be read aloud. In this way, the rhyme and musical tones are easily revealed. Usually, preschoolers may not understand all words or meanings. But they can feel the rhythms. Through this, they discover sounds, especially their speech. Children love and enter poetry through rhythm and rhyme. It serves to cultivate consciousness. In a poetry lesson, it is important to explain how poems are structured and that the words in them are a *treasure*. You need to be taught how to choose the right words to create an image and effect in a poem.

Poetry class is a skill development class, students learn to write in different ways and styles. Poetry class encourages them to interact. It is advisable to memorize the poem. But the student should understand what he/she is reciting. Then they recite it naturally and sincerely. Also, understanding the meanings is a great way for easy memorizing.

According to some experiments, students who read poetry in the classroom can quickly master critical analysis skills. Despite this, literature lessons use metaphors, images, rhymes, and meters to understand the meaning of poems. We should highlight poetry class as a school subject. As poetry teachers, we are required to model how to read/write poems. We should expand children's *reading world*. In short, the poetry lesson enhances mutual coherence. It develops social and emotional learning.

Conclusion

To conclude, we emphasize that poetry is always *alive*. We never tire of repeating the same idea about its educational essence: poetry must be free from lies and false compliments. Poems serve to a pure upbringing, it sounds only the truth, so it is *live poetry*. Poetry is certainly appreciated in countries where it can fulfill its original function. The inclusion of poetry in the main curriculum of the school plays an important role in educating the younger generation to a high level of moral and aesthetic knowledge.

(Translated from Uzbek into English,
Translator: JURAEV Zuhriddin, Graduate student of Chonnam National University, S.Korea)

Acknowledgment. *I wish to record my deep sense of gratitude and profound thanks to the director of my school Nigora Mannopova, and my advisor professor Enakhon Sidikova (They both already became my lovely sisters) for their keen interest, inspiring guidance, constant encouragement with my work during all stages, to bring this article fruition.*

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 08.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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PHONOLOGICAL CHANGES IN ROOT MORPHEMES

Abstract: *This article analyzes the results of morphological, phonetic and phonomorphological changes in borrowings in the Karakalpak language. Changes in phonetic character in the context of the interconnection of languages. Opportunities for assimilation of foreign language elements in the Karakalpak language.*

Key words: *morphonology, Russian linguists, Turkic linguists, theory of morphonology, research of morphonology.*

Language: *Russian*

Citation: Shamshetova, Y. M. (2021). Phonological changes in root morphemes. *ISJ Theoretical & Applied Science, 02 (94),* 50-54.

Soi: http://s-o-i.org/1.1/TAS-02-94-14 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.14

Scopus ASCC: *1203.*

ФОНОЛОГИЧЕСКИЕ ИЗМЕНЕНИЯ КОРНЕВЫХ МОРФЕМ

Аннотация: *В данной статье приведен анализ результатов морфонологических, фонетических и фономорфологических изменений заимствований в каракалпакском языке. Изменения фонетического характера в условиях взаимосвязи языков. Возможности для ассимиляции иноязычных элементов в каракалпакском языке.*

Ключевые слова: *морфонология, русские лингвисты, тюркские лингвисты, теория морфонологии, исследования морфонологии.*

Введение

Исследование процесса проникновения элементов одного языка в другой и их существовании в заимствующем языке ещё не приобрело системного характера. К настоящему времени исследователями рассмотрены ряд интересных фактов по преобразованию иноязычных элементов , однако, они все еще носят разрозненный несистематизированный характер из-за недостаточного рассмотрения в сравнительно-сопоставительном плане материалов родственных и разносистемных языков. Упущены из вида, например, усвоение иноязычных заимствований морфонологическом аспекте. Разумеется, результаты морфонологических изменений, т.е. фонетических и фономорфологических, в заимствованиях будут зависеть, прежде всего, от того, как просеивает фонологическое «сито» заимствующего языка фонемы и их варианты. Данное языковое явление можно продемонстрировать на материале иноязычных слов, чуждые для каракалпакского языка.

Следует заметить, что при передачи заимствованных слов в каракалпакский язык наблюдаются расхождения в их 1) происхождении, 2) источнике, 3) написании и 4) произношении.

Исследуя причины изменений в произношении, мы опираемся на перекрещивающееся воздействие фонологических контрастов в речевом потоке с фонологическими противопоставлениями в системе языка.

Изменения фонетического характера в условиях взаимосвязи языков сводится к замене одних форм другими. Они вызваны наличием в заимствованных словах чуждых фонем или

неполным совпадением звуковых законов в двух языках. Так, например, для каракалпакского языка несвойственен ряд сочетаний звуков в некоторых заимствуемых из русского языка, отсюда и возникают колебания в их передаче.

Однако нас интересуют другие варианты, обязанные своим появлением разному произношению иноязычного слова. Речь здесь пойдет о фономорфологических вариантах, находящих своё выражение фонетических и морфологических словарях таких заимствований. Дело в том, что в устной речи эти слова произносятся в форме….администратса, а не администрация.

Специфика же письменной речи часто приводит к нормативному закреплению фонетически неадаптированных вариантов. Надо отметить, что в словарном составе каракалпакского языка содержится много русских заимствованных слов на -ция, передающихся как -тсия или -сия: примеры Так же в заимствованиях прослеживаются морфемные различия, представляющиев виде своеобразного элемента, фонетическая форма которого не ассоциируется ни с одним каракалпакским аффиксом, такой элемент как -тсия, восходящий к русскому –ция.

В словах на -ция отмечается полная ассимиляция: иноязычное многосложное слово помимо сегментных изменений, выражающихся в уменьшении количества слогов, подвергается редукции, после чего по своей структуре и фонемному составу становится неотличимым от исконно каракалпакских слов.

Как показывает анализ научной литературы, возможности для ассимиляции иноязычных элементов в каракалпакском языке практически неисчерпаемы, а конкретные формы различны. Степень ассимиляции определяется временем заимствования, частотностью его употребления и способом заимствования. Больше всего подобная ассимиляция наблюдается у ранних заимствований, проникших через устную речь. Некоторые исследователи ассимиляцию пытались представить в виде линейной последовательности. Однако, как свидетельствует собранный нами материал, эти условия соблюдаются далеко не всегда. Зачастую орфография заимствований была ориентирована на русскую норму правописания в нарушение существующих норм родного – каракалпакского языка. Явное тому доказательство результат написания заимствованных слов на -ция – -тсия, несмотря на различный состав алфавитов. Подобная передача слова сохраняется довольно длительное время, что говорит нам о прослеживании фонологического явления. Благодаря этому аффикс –ция для носителя каракалпакского языка оказывается не делимой частью.

Фонетическая или морфонологическая вариация есть неизбежное явление освоения иноязычного слова. Шаткое состояние русских слов определяется конкуренцией между русскими и каракалпакскими правилами языка. В данном случае это является следствием недостаточности освоения русской лексики. Причиной данной ситуации является неравномерное освоение русского языка, как индивидуально, так и регионально.

Если рассмотреть фонологию корневых морфонем, то можно увидеть две разные противоречащие друг другу тенденции. Сторонники первой позиции (В.В.Радлов, Н.А.Баскаков, Ж.Дени считают, что корневая морфема состоит из СГС слогов, образующих в свою очередь слоговые морфемы (С)ГС, СГ(С), (С)Г(С). По мнению сторонников второй позиции (А.Н.Кононов, А.М.Щербак, Б.М.Юнусалиев.), слог корневой морфемы был открытым и затем из него образовывались данные корневые морфемы СГ, ГСГ,СГС. Лингвистами к настоящему времени на материале разных языков проанализировано немалое количество корневых фонем и приведены соответственно статистические данные. Что же касается каракалпакского языка, то многие фонетисты свои исследования построили, опираясь, к сожалению, на фонетические закономерности русского языка. Это объясняется тем, что основной слой словарного состава каракалпакского языка составляли русские заимствования или же интернациональные слова, проникшие через него. А с обретением независимости в каракалпакском языке больше всего стали использоваться арабизмы, что крайне повлияло на фонетическую оболочку заимствовании из русского языка.

Естественно, трудно сразу привести какую-либо мысль о слоговой структуре корневых морфем тюркских языков. Но большинство исследователей придерживаются данной мысли и продвигают ее. Одним из сторонников данной идеи является Н.А.Баскаков, который к своей работе пытался доказать, что в тюркских языках структура слогов корневых морфем состоит из СГС. В своем труде «Древнетюркский словарь» он привел 709 корневых морфе, и систематизировал из слоговую структуру так [1]:

- СГС-504-71%

(С)ГС-107-15,1%
СГСС-25-3,6%
(С)ГСС-14-2,0%
СГ(С)-18-2,5%
(С)Г(С)-5-0, 7 %
709-100%

В казахском языкознании А.К.Хасенова проанализировала 230 корневых морфонем, и их структура показана должным образом[2]:

СГС -179-77,8 %

(С)ГС-39-17% -
СГСС-4-1, 7 %
(С)ГСС-3-1,3%
СГ(С)-4-1, 7 %
(С) Г (С)- 1-0,4%
230-100%

И в узбекском языке велись статистические исследования в области изучения корневых фонем. Было выявлено, что структура морфем согласная + гласная состоит из 49%, а согласная + гласная + согласная составляет примерно 40%. Абдуазизов А.А. пишет, что данная статистика показывает, что в узбекском языке за последнее время увеличилось слоги с согласной + гласной фонемой[3]. Этот вид слоговых фонем широко распространен в мировом языкознании. Он прост в произношении, артикуляция согласного произносится совместно с гласной.

Но некоторые факты говорят о противоположном. Поэтому нужно рассматривать вопрос о фонемной структуре корневых морфем не однобоко, а всесторонне.

В каракалпакском языке только в междометиях встречается корневая морфема, состоящая из одной фонемы. Это фонемы /а/,/о/,/ə/, которые смягчаются при служении структуре состава морфемных фонем. Например: А, сиз бекешекелипкеткен (Ш.Сейтов),О,-дедиАтажановмениңсораганыма…(К. Султанов).

В современном каракалпакском языке корневые морфемы состоящие из открытого слога на согласный + гласный ограниченны. Только редко встречаются в глагольных корневых морфемах, такие как ана – мать, мə –возьми,же – кушай. Но состоящие, из закрытого слога гланый+согласный корневых морфем достаточное количество: ат – имя, ол – он, ал – возьми. Для точности определения таких фонем можно использовать таблицу Кудайбергенова М.С.[4]

Таблица 1.

	Б	г	ғ	д	ж	з	л	р	й	Ў	м	н	ң	п	қ	к	т	с	ш	всего
А	-	-	-	-	-	+	+	+	+	+	+	-	+	-	+	-	+	+	+	11
ə	-	-	-	-	-	-	-	-	@	-	-	-	-	-	-	-	-	-	-	1
о	-	-	-	-	-	+	+	+	+	-	-	+	+	-	+	-	+	+	-	9
ө	-	-	-	-	-	+	+	+	-	-	-	+	-	+	-	-	+	+	+	8
у	-	-	-	-	-		+	+	-	+	-	+	-	-	+	-	+	-	+	7
Ү	-	-	-	-	-	+	+	+	+	-	-	+	-	-	-	-	-	-	+	5
ы	-	-	-	-	-	-	-	-	-	-	@	-	-	-	+	-	-	+	-	3
И	-	-	-	-	-	+	+	-	-	-	-	+	-	-	-	-	-	+	+	5
Е	-	-	-	-	-	+	+	+	-	-	+	+	@	+	-	+	+	+	-	10
																				59

Во первых, М.С.Кудайбергенов в данной таблице привел под знаком (+), что данная фонема есть, и под знаком (–), что ее нет, (@) знак обозначает, что это вспомогательная морфема. Во вторых, он провел анализ морфем, которые подчиняются фонетическим законам каракалпакского языка. В третьих, в данную таблицу вошли смягчающиеся фонемы, к которым не относится согласные /в/, /х/, /ҳ/, /ф/.

Проанализировав словарь заимствований К.М. Кощанова, состоящий из более 2000 слов каракалпакского языка [5], мы нашли всего лишь пять заимствований с одним слогом. Заимствования с корневой морфемой, состоящей из одного открытого слога согласный + гласный, то это всего одно слово: щи – русское блюдо. Заимствования с корневой морфемой, состоящей из одного закрытого слога гласный + согласный, то к ним относятся такие слова как: ар, ас, ом, ох.

Крайне редко встречаются в каракалпакском языке корневые морфемы, состоящие из трех фонем с закрытым слогом – гласная + согласная + согласная. В большинстве случаев следующие друг за другом в конце слова согласные фонемы представляют из себя сонорная согласная +глухая согласная, например: ант – клятва, орт –пожар, айт – скажи. А. Давлетов высказал мнение о некоторых исключениях из правил слов уст и аст, где в конце слова идут оба глухие согласные [6]. По его мнению,эти слова всегда используются в виде слов с добавочными аффиксами усти – с верху чего-то, асты – в низу чего-то.

Существует огромное количество очень часто использующихся корневых фонем, состоящих из согласной + гласной + согласной фонемы. К ним относятся: нан, гул, сен и др. Многие ученые предполагают, что это возможно происходит из-за того, что исторически тюркские слова появились из таких фонем.

Проведя анализ таких корневых морфем на материале словаря заимствований К.М.кощанова, мы пришли к следующим выводам, которые можно показать в числовом соотношении: количество присутствующей фонемы /ə/в морфонемах–33, количество присутствующей фонемы /о/ в морфонеме–40, количество

присутствующей фонемы /ө/ в морфонеме–31, количество присутствующей /у/в морфонеме–45, количество присутствующей фонемы /Y/в морфонеме–36, количество присутствующей фонемы /ы/в морфонеме–49, количество присутствующей ив морфонеме–33, присутствие фонемы /е/в морфонеме–48. Эти же данные приводит в свое работе и М.С.Кудайбергенов [4] . Идентичный результат, скорее всего связан с тем, что за последние годы словари переиздаются на базе старого материала, создание словаря это в основном коллективная и трудоемкая работа которая требует много сил и времени.

Заимствований с тремя корневыми морфемами, на материале словаря заимствований К.М.кощанова мы насчитали более 95. Из них фонемы состоящие из гласная + согласная + согласная, являются не частыми. Это слова: арк, акр, акт,икс. Корневые морфемы состоящие из трех фонем с открытым слогом гласная + согласная +гласная к ним можно отнести заимствования: оба (болезнь), ода. Конечно, преобладающее большинство заимствований, с корневой фонемой состоящее из согласной + гласной + согласной фонемы: бис, баз, бак, бас, бук, бор, вал, газ, гол, ген, док, дот, душ, дюн, зал, йод, кий, куб, код, кэб, кеш, лаг, лак, лок, лом, лек, лот, луб, люк, май, миф, маш, мыш, мэр, нас, Нил, нэд, нэп, пол, пан, пар, поп, пор, пас, пат, пуд, рей, реп, рак (болезнь), рим, ром, руль, рус, сан, сос, суд, сир, сыр, сэр, тип, тиф, ток, тол, толь, тур, туш, фаб-, фон, фас, фут, хор, хот, цех, чай, чат, чех, чек, чор, шок, шар, шик.

По нашим наблюдениям большинство заимствований с тремя фонемами состоят из согласная глухая + гласная +согласная глухая, а также согласная сонорная + гласная + согласная глухая. По приведенной ниже таблице можно наглядно это увидеть.

Таблица 2.

С(с)+Г+С(с)	С(с)+Г+С(г)	С(з)+Г+С(с)	С(г)+Г+С(с)	С(з)+Г+С(г)	С(г)+Г+С(з)	С(г)+Г+С(г)
май	лак	бор	кий	бис	куб	кеш
мэр	лок	вал	лом	бас	код	поп
Нил	лек	гол	пол	бук	кэб	пас
рей	лот	ген	пан	док	суд	пат
Рим	люк	дюн	пар	дот	фаб	сос
Ром	миф	дюн	пор	душ	фаб	тип
руль	маш		сир	баз		тиф
	мыш		сыр	газ		ток
	нас		сэр			тол
	нэп		тур			толь
	реп		фон			туш
	рак		шар			фас
	рус					фут
	сан					шок
	лаг					шик
	луб					
	нэд					
7	17	6	12	8	6	15

Почти в единичном случае есть заимствования со структурой гласная + гласная + согласная (аут, иуд), и наоборот согласная + гласная + гласная (мио,нео, щии).

В современном каракалпакском языке довольно редко встречаются слова с морфемной структурой корневых фонем с закрытым слогом согласная + гласная + согласная + согласная. В большинстве случаев идущие друг за другом согласные состоят из сонорных, а конечная согласная фонема всегда глухая. Например: кант– сахар, төрт–четыре, тарт– тяни и д.р

Как видим из приведенных выше примеров, большинство слов оканчивается на согласную фонему /т/ –глухую. Так же существуют звукоподражательные корневые морфемы, состоящие из закрытых слогов. Они оканчиваются на фонему /п/: жалп-шлёп, шолп- чмок, гурп-бдыш (перевод слов) и другие. В заимствованиях словах, проникших в каракалпакский язык из арабского и фарси, имеют в своей структуре 4 корневые морфемы –согласная + гласная + согласная + согласная: дост–друг, каст–на зло, раст– правда. При переходе этих слов в каракалпакский происходит усечение конечной /т/: дос, рас, кас, но необходимо отметить, что при спряжении по падежам усеченная /т/ присоединяется к основе в виде аффикса: достым,

кастынг, достыма и др., исключение составляет слово рас. По нашему мнению, это связанно с протезией звуков, которое требует изменения звукового состава слова.

В каракалпакском языке много заимствований, структурная корневая морфема которых состоит из 4 фонем. В результате проанализированных более ста слов. мы заметили ту же закономерность и в заимствованиях, идущих друг за другом, согласные состоят из сонорных, а конечная согласная фонема всегда глухая, например: болт, банк, бант, бунд, бунт, бинт, винт, герб, залп, зонд, зонт, ларс и др.

Особо следует выделить, что слова с структурной морфемой согласная + гласная + согласная + гласная оканчиваются на гласную фонему /а/: база, бета, ваза, вена, дача, дина, доза, дюна, зона, лава, лама, лупа и д.р

Заключение

В каракалпакском языке есть и другие виды корневых морфем. Они образовывались под влиянием внешних и внутренних исторических влияний на языковую структуру. Во-первых, к корневой морфеме были присоединены аффиксы, которые вследствие внутренних изменений потеряли свои границы и стали единой корневой структурой, которую невозможно разграничить. В языкознании это явление породило первую и вторую степень корней. Например слова: пышқы–пила, жамғыр–дождь, шөмиш–черпалка и др., которыераньше состояли из двух аффиксов. Мы можем это определить на основании этимологического выбора. В современном каракалпакском языке используемые в данных словах ыр, иш, қы выполняют функцию аффиксной морфемы, например: отиниш, алғыр, қысқы и д.р, в которых они выполняют роль аффиксной морфемы. Во-вторых, в виду внешних влияний на языковую структуру заимствование лексического материала из других языков, приводит к изменениям фонологического строя корневых морфем.

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Impact Factor:					
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	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 08.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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DEVELOPMENT OF READING COMPREHENSION SKILLS OF ENGLISH IN PRIMARY SCHOOL CHILDREN

Abstract: *The urgency of the education problem in the world is one of the most important issues, and the International Education Concept until 2030 recognizes primary education as a key power of educational development and an important activity that achieves the goals of sustainable development. This article presents different ways to improve reading and comprehension skills of young school children, solving the problem that the child faces at analyzing the text and understanding it.*

Key words: *Reading comprehension, literacy, difficulties, tips, strategies.*

Language: *English*

Citation: Olimkhonova, M. (2021). Development of reading comprehension skills of english in primary school children. *ISJ Theoretical & Applied Science, 02 (94)*, 55-57.

Soi: http://s-o-i.org/1.1/TAS-02-94-15 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.15

Scopus ASCC: *3304.*

Introduction

Reading comprehension is the ability of reading a sentence and understanding its meaning. Reading lessons allow students to acquire the learning skills and knowledge required to master the requirements of the State Education Standard. Learning how to comprehend what we read is an empowering feeling. There is a misconception that the importance of reading comprehension ends after we finish schooling, which is definitely not true.

In the world experience, a number of effective measures are being taken to improve the reading ability of young students, to develop their interest in foreign languages by scientists. In particular, European expert Orli Lipka concludes that reading comprehension is a multidimensional process involving the reader, the text, and factors related to reading activity, while Blanca Klimova concludes, that reading is a fundamental skill for academic success because students need to comprehend an extensive amount of information in a short time to achieve their academic goal.

And William H. Rupley thinks that reading comprehension has been increasingly recognized as an important guiding variable for reading success. However, this was not always the case.

The world is undergoing large-scale reforms in the field of education. In this regard, it is important to use international programs to assess reading and comprehension literacy in English in order to identify and develop students' abilities and talents from the earliest grades of general secondary education. It is also important to organize systematic and goal-oriented activities to improve the English language skills of primary school students. In this regard, it is important to further expand the opportunities for primary school students to organize an educational process that develops English reading and comprehension skills. University of the United Kingdom (Harvard University), USA (Harvard University), Germany (University of Haidelberg), England (University of Oxford), South Korea (Adju University) are working effectively to develop students' reading and comprehension skills based on the application of innovative strategies in their teaching.

Reading comprehension issues are lifelong issues that can truly hurt people's learning process. One easy way to notice these issues among primary school children usually comes with assigned reading.

41% of parents say that their children do not like reading. When kids don't like reading, they are less likely to put the time in to improve.

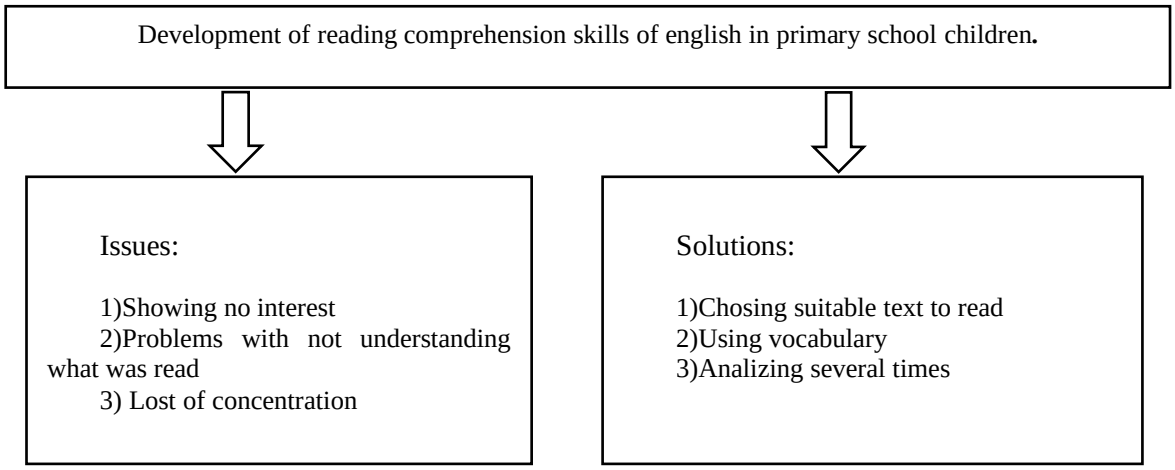
Poor reading skills and comprehension can lead to frustration, low self-confidence, and poor grades. But difficulty with reading and with comprehension is something that can be improved with regular practise.

Reading lessons allow students to acquire the learning skills and knowledge required to master the requirements of the State Education Standard. While reading in English a person strives to understand himself first and foremost, as well as the world. It is important that the topics chosen for the reading lessons are based on the students' daily lives. Of course, the use of all kinds of methods in the interesting organization of topics in the classroom at school has a positive effect. At the same time, there are many positive aspects to the use of didactic games to increase the activity of students in the classroom. Didactic games and simple play activities during the lessons have a significant positive impact on the activities of students in the learning process.

Here are some useful tips to improve English comprehension of young children:

- Reading aloud and hearing the words out loud helps young readers concentrate on the topic and understand better.
- Re-reading the parts that are confusing can help gain a more complete picture of what is read.
- Make the child write down the words they don't know and use the dictionary to translate. Then find ways to use them in a sentence that they make up themselves.
- When the child has finished reading, talk about what he or she just read together. Ask what he or she learned and his or her thoughts.
- Encourage them to make notes in a notebook and read it again and again to understand the point.
- If your student struggles with reading, find a format that works better and incorporate that into reading sessions. This could include writing down the main points as he or she reads, visualizing the material by drawing what your child is reading or playing a game.
- Attending tutors. For students who need an extra boost, a reading tutor can help improve more.

These 7 strategies for struggling readers are the place to start. Following these simple tips you can easily develop kids' reading skills, communication and overall ability to interact with others and perform in a career can develop as well.



Picture 1.

The urgency of the education problem in the world is one of the most important issues, and the International Education Concept until 2030 recognizes primary education as a key power of educational development and an important activity that achieves the goals of sustainable development. Also, the implementation of the results achieved in the field of education requires research on the development of reading literacy in primary school students. So it is crucial for everyone to help the young generation learn English and overcome the reading barriers. Teaching elementary school students to read and understand the text is a complex pedagogical process and its effective organization is the beginning, that requires class teachers to have a purposeful, systematic approach to the process. Consequently, in teaching students to read and understand the text, teachers take the lead. Primary school teachers should be sufficiently aware of the organizational and methodological requirements of developing students' reading and comprehension skills.

All mental processes in elementary school students develop actively. That is why it is important

to follow step-by-step strategies, that can give expected results.

The research was conducted under the supervision of Fotima Rafikova, English instructor of Namangan State University.

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International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 09.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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THE GREAT INFLUENCE OF MOODLE PLATFORM ON EDUCATION SYSTEM; CHALLENGES

Abstract: *Lots of changes occurring in all spheres of society, especially, in education, new technology have been created and transformed gave significant results in E-learning. To clarify, MOODLE platform formed new sphere of lifelong learning in the thoughts of learners and strengthened new era of education. To be more precise, this promote learners pursue their education and acquire necessary instructions on specialty through virtual ways in order to generate expected goals to implement. In particular, students felt this in the period of pandemic which gave a lot of lockdowns for humans to study in recent year.*

Key words: *MOODLE platform, English, ESP students.*

Language: *English*

Citation: Aminova, Z. P. (2021). The Great Influence of MOODLE Platform on Education System; Challenges. *ISJ Theoretical & Applied Science, 02 (94),* 58-60.

Soi: http://s-o-i.org/1.1/TAS-02-94-16 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.16

Scopus ASCC: *1203.*

Introduction

Today is highly motivated and formed technology era with lots of inventions, especially in the sphere of education. Teaching languages through books is unable to involve learners to enhance their knowledge in subject matter or language, instead, teaching languages or subjects via virtual data motivating them to spend much time working on computer and preparing for exams and acquiring updated information via electronic resource. To clarify, the progressive development and diffusion of modern media and Internet technologies have resulted in the formation of the new global computer-mediated communication environment [4,5]. In the current situation modern specialists need to communicate in a foreign language and proficiency in a foreign language, English in particular, has become an essential part of specialists' professional qualifications. Besides, a person created such an electronic platform that gave learners and teachers a great opportunity to accomplish in the time of stressed pandemic. To be more precise, this virtual input successfully enabled both of us to reach the aim of learning and teaching English and other subjects. Furthermore, this paper deals with the issues concerning impact of MOODLE platform in education system, challenges and outcomes.

The advantages of Virtual platform

There are different expressions used to describe educational computer applications, such as e-learning Systems, Learning Management Systems (LMS), Course Management System (CMS) or even Virtual Learning Environment (VLE). In these systems, students can access courses' contents in different formats (text, image, sound), as well as interact with teachers and/or colleagues, via message boards, forums, chats, video-conference or other types of communication tools [1]. These platforms provide a set of configurable features, in order to allow the creation of online courses, pages of subjects, work groups and learning communities [2]. In addition to the pedagogical dimension, these systems have a set of features for registering, monitoring and evaluation activities of students and teachers, enabling the contents' management via Internet. According to the

approach of Piotrowski [3], an e-learning platform represents a system, which provides integrated support for six different activities: creation, organization, delivery, communication, collaboration and assessment.

The essential requirements for the e-course should be also its attraction and visibility, presenting teaching materials in digital media in the forms of tables, charts, and other graphic objects. The most important task for course developers is to determine the conjunction of each activity with learning outcomes, as well as the deadlines for the activities and assessment criteria. On this stage guidelines and instructions for activity presenting, samples of assignments should be prepared, and peer-to-peer review activity is necessary to organize [9].

The presentation of theoretical material has also specific requirements:

• It should be visually attractive to encourage students

• a large amount of information should be avoided.

Undoubtedly, for self-study activities should be interactive with clear and specific instructions. The teaching material contains the most popular tools of the LMS Moodle “Book”, “Glossary”. The most of exercises and activities are presented by “Wiki”, “Seminar”, “Exercise”, and «Quiz

To get complete information about learning outcomes, input, intermediate and final testing was offered to the students in the beginning. It requires a wide variety of interactive tests, such as multiple choice, matching, short answer, etc. to increase students' motivation to work independently on-line.

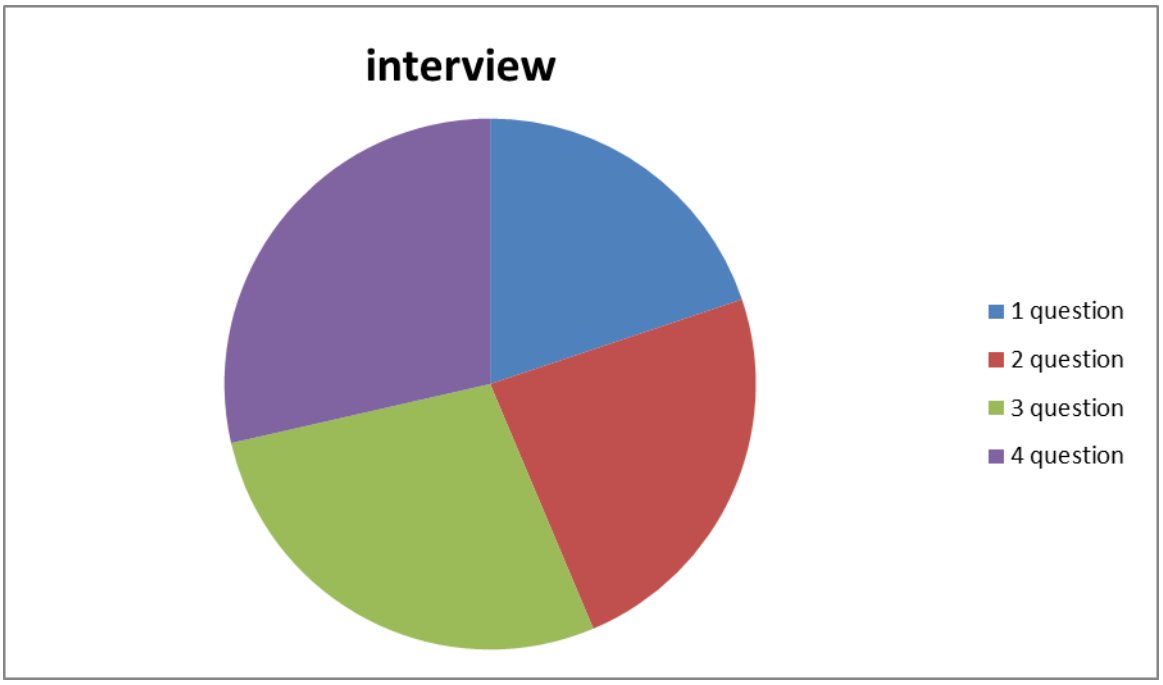
• section including information about units, instructions for units, the rating plan, teaching materials for vocabulary and grammar in textual, audio and video formats), a wordlist, interactive activities, instruction for essay writing and presentation), as well as Internet links as additional resources

• Assessment section (includes tests to determine levels of language skills)

The learning process is based on traditional teaching of a discipline and on-line learning, using the e-course developed in LMS Moodle for monitoring the students’ self-study [10]. At the beginning students get teacher’s on-line instructions in the classroom saving time for the quiz and the results discussed.

Research Methods

In carrying out experiments we use different research instruments such as interviews with applicable questionnaire form to fill out. In fact, we carried out a survey with group of students who studied at the Faculty of Oil and gas, Karshi Engineering-Economic institute, Karshi, Uzbekistan. The respondents were invited for online interview consisted of forty who actively answered to the variety of questions in the questionnaires via telegram. Furthermore, we collected data and made analysis. As a result, the findings were more productive than we expected because students studied English and subject matter via MOODLE platform, found this platform very good of teaching as it does not require limited time to learn and acquire. Questionnaire was close-ended.



Picture 1.

1. Ten students stated their expressions positively according to the question: 50% (how beneficial this platform for learning subjects?).
2. Ten respondents clarified their thoughts on the issues of (could you enhance your background knowledge via this platform?); 70%
3. Ten of forty pointed their views; 70% (how far could you manage your exams through virtual platform?).
4. Ten gave thoughts according to survey; 72% (could you successfully increased communication in English via this platform?).

Conclusion

In the recent years, technology era was highly developed and participants in this issue were succeeded in implementing target aims. Teaching through MOODLE platform was very popular not only in Karshi but also over the world because threatening Covid-19. However, it still does making students learning via virtual platform. We made an experiment with ESP students at this above-mentioned university, with research instruments (interview, survey). The main aim of teaching through this platform is to develop linguistic competence of learners (communicative and written). The notion of communicative competence is considered to be one of the underlying theories of the communicative approach to foreign language teaching. Communicative competence is defined as the ability to use the knowledge of a language correctly and appropriately in order to communicate competently and accomplish the goals of communication.

According to Dнaz-Rico and Weed [7], communicative competence is the one that allows the user of a language to know "when, where, and how to use language appropriately". Canale and Swain[6] defined communicative competence in terms of three components: grammatical competence: words and rules; sociolinguistic competence: appropriateness; strategic competence: appropriate use of communication strategies.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 09.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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VOCABULARY ACQUISITION VIA DRAMA

Abstract: *Teaching vocabulary to ESP students by using different approaches and methods of teaching is long, complex process. To clarify, students are unable to acquire subject-oriented vocabulary in ESP classes; therefore, they have to pursue word acquisition out of classes. In fact, vocabulary formulate their concise in comprehending language in all skills (speaking, reading, writing and listening) as it is fundamental base to extend horizons of knowledge in language abilities. Besides, it is not only useful to focus on language aspects but also it concerns subject matter spheres as doctoring, economics, engineering, and art. Moreover, we have carried out a survey regarding to how much vocabulary words are possible to obtain in classes. The participants were twenty students who were interviewed.*

Key words: *technical vocabulary, ESP classes, teaching methods, research method.*

Language: *English*

Citation: Abdinazarov, K. S. (2021). Vocabulary Acquisition via Drama. *ISJ Theoretical & Applied Science, 02 (94),* 61-63.

Soi: http://s-o-i.org/1.1/TAS-02-94-17 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.17

Scopus ASCC: *1203.*

Introduction

In teaching and learning English for Specific Purposes, we use different techniques such as role-play, activities and drama. Drama motivates learners gaining language and subject matter faster than ever before. It involves them to think and do different speeches in the area of specialization, by using terminology, character traits. As a consequence, when most teachers think of drama, they envision students memorizing lines, painting sets, and acquiring costumes and props[4]. However, in creative drama students do not present plays in role but also they do give different views, new vocabulary to audience (students) to acquire. The teacher and the students can relax and enjoy their own creations. The success of the activity is not measured by the theatrical skills, but by the creative process the students have experienced as well as linguistic skills. By using drama in ESP classes, students could speak more in English, which results in increasing their communicative competence in FL. Furthermore, this kind of technique requires both teacher and students pay attention to more vocabulary using and acquisition, as it may enrich them to increase word learning because they describe feeling and thoughts. Hutchinson and waters argued that in such cases, ESP teaching needed to play a role in providing the students with background knowledge, termed underlying competency [9]. Moreover, we have made an experiment on the issues of how well drama involved students speaking English, as a result, findings were indicated in the diagram.

Advantages of Drama

Creating something and making needs analysis in it, not always gives us results which we expected beforehand but playing drama in class can give much result because it strengthens students' tolerance in learning a language in short time and enable them to think creatively, consequently, manage their attitude to it. One of the initial concerns in FL teaching is to find effective ways of creating for ESP students a more natural language learning environment. There has to be a reason, a context, the motivation or need to use the language. The relationship of collocation is fundamental in the study of vocabulary; it is a marriage contract between words, and some words are more firmly married to each other than others. Any

word in the language can be examined from the point of view of grammar, and vise-versa, any word, even words like articles and prepositions can be considered as vocabulary items. In addition , languages are full of strong collocation pairs and, therefore, it deserves to be a central aspect of vocabulary study [3]. In ESP classes, vocabulary is also central in acquiring all linguistic abilities.

Creative drama is a valuable addition to classroom instruction, as it gives a context for listening and meaningful language production, involving the learners to use their language resources and, improving their linguistic skills. It also provides situations for reading and writing. It is very useful in teaching engineering texts due to it could help in analyzing plot, character and style. Additionally, students with different profile are quick to learn vocabulary, slower to learn structures because words have tangible, immediate meanings whereas structures are less obviously useful. Duffelmeyer[4] point out that the way words are learned is important in that it affects how well they are really understood. It is often the case that the knowledge gained by the learner is only the surface meaning of the word and the essential meaning of the word is missing.

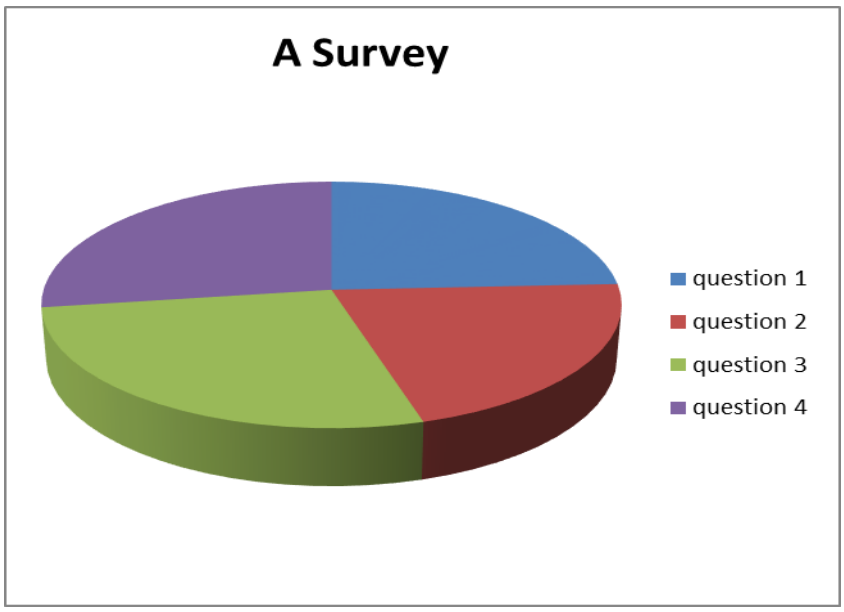
One way to avoid this difficulty is to use a method which ties the words to be learned directly to student experiences. Learners need to be actively involved in the learning of words. This may be difficult in the confines of the average classroom. An effective classroom method is creative drama, which provides psychological meaning as well as logical meaning. Motivation for vocabulary learning is simply to make working with words enjoyable.

Creating a classroom atmosphere in which words are fun, and playing with words is encouraged can be a powerful antidote to the very natural fear of making mistakes that can so easily inhibit learning [5].

Besides, movement and pantomime are excellent components to develop vocabulary since learners can experience the feeling and meaning of the words. “Nouns, verbs, adjectives, and adverbs are better understood when learners physically act them out in the sequential order found in basic sentences” [6]. Speech acts are a key concept in the field of pragmatics, the study of speaker intent and what speakers mean when they use a particular linguistic in context[7]. Thomas argued that we should try to understand how people communicate effectively with the linguistic resources available to them. concept type of description is concerned with word or structure choice, which words or structures are commonly chosen, and the meanings or uses they have in specific disciplines, professions, or workplace environments[2].

Research Method

The population consisted of twenty engineering students, Faculty of Technical Engineering, Karshi Engineering-Economic institute, majoring in transport engineering. The survey focused on questionnaire consisting of variety of questions dealing with effectiveness of drama in language acquisition among engineering students. They were invited to be interviewed with research instruments. Questionnaire they completed was close-ended. The respondents participating in this qualitative research expressed their ideas with more concerns towards to technique they have used in learning a language and subject matter. As a result, we made needs analysis and the findings were depicted in the diagram.



Picture 1.

Findings and Discussion

Five respondents have stated that they prefer drama as role-play more comparing to brainstorming as it increased their comprehension speeches: 80%

Five of participants in this research dialogue expressed their views that this method of learning a language motivated us to acquire more vocabulary words, especially technical which is very difficult to use in daily life:70%

Eight of engineering students randomly revealed that drama is a significant and necessary technique to demonstrate our imagination freely and precisely: 90%

Two of them could reach their aim of learning subject matter through studying English by having already gained new updated resource:90%

Conclusion

Language learning is lifelong process needs a lot of efforts to acquire vocabulary through some teaching methods but it enables learners to be familiar with other cultures. All communication has a structural level, a functional level, and a discoursal level. They are not mutually exclusive, but complementary, and each may have its place in the ESP course[9]. Consequently, drama as a teaching technique creates supportive intellectual and emotional environments which encourage students to consider. It gives them great opportunity to apply their communication skills and take risks to demonstrate their opinions in FL. Drama as a teaching technique promotes long-term retention of vocabulary, therefore, the students need to be actively involved in the learning of words. Engineering ones do not learn the language to represent their teacher, but to express themselves as individuals. We made further experiment on research issue and collected analysis showed high effective of drama on students' improvement and vocabulary acquisition, technical as well. The findings were shown in the above-mentioned diagram accordingly.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 09.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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PESTS IN THE STORED WHEAT AND TAKING SOME MEASUREMENTS

Abstract: *Today, keeping grains and daily need products in the different storehouses is very necessary because of weather condition and some damaging insects outside. However, we may sometimes find some pests which destroy the harvest and give great damage to farmers and government. Therefore, we should take some measurements in order to store the safely. This paper highlights issues focused on pests occurring in the storehouse and measurements farmers take, and some ideas of scholar's according to these insects.*

Key words: *wheat, storehouse, measurements, pests.*

Language: *English*

Citation: Khidirova, M. M. (2021). Pests in the Stored Wheat and Taking Some Measurements. *ISJ Theoretical & Applied Science, 02 (94),* 64-66.

Soi: http://s-o-i.org/1.1/TAS-02-94-18 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.18

Scopus ASCC: *1100.*

Introduction

Pest infestation of wheat grains depends on many factors. As such, quality storage of wheat and its products depends on the geographical region, agronomic techniques, method and conditions of harvesting, as well as storage methods, conditions, quantity of stored products, shelf life, pest control measures and others. As in many other countries, every year a lot of material costs are spent on pest control. Strong protection is possible only through regular monitoring of the condition of grain, improvement of grain storage facilities, application of pest control and control measures. Besides, phytophagus insects have divided two groups' generalist and specialist that feed on several hosts and one or few host, respectively[2]. Sun pest as a main pest of strategic crops (wheat and barley) in Middle East, particularly Iran, was considered as specialist insect [1]. Although many of management tools were used for its suppressing, but chemical control is interested tactic for its control, nowadays. Hemipterous insects have special approach feeding in the world animals. Extra oral digestion is the first step of hemiptera feeding. After it, digestion was completed in gut of them[5]. Furthermore, we strongly dealt with the issues concerning pests giving damage to grain crops.

Literature Review

The optimal growth of phytophagus insects related to their ability in the utilization of essential molecular in their hosts. Some of the plants used from defensive proteins as disruptors in digestive. The process against parasites, protein inhibitors such a protease inhibitor, amylase inhibitor, and chitinase were reported from difference plants [4]. Plant defensive proteins act against both the secreted and structural proteins in gut of insects. Nowadays, using of anti-insect proteins has been considered as an ideal approach in pest management. In co-evaluation process, there were direct evidences that showed of some plant defensive proteins accumulated in lumen of insect [7]. The role of defensive plant proteins in gut of insect is not clear completely and need to be targeted in the new researches. There are two categories of defensive compound in plant with insecticidal activity contains non-protein metabolite like alkaloide, terpenoid, rotenoide, tannins, cyanogenic glycosides and protein metabolites like the most of enzyme inhibitors[10]. Some of these

proteins are constitutive in plant tissues or induced after receiving of the phytophagus signals. The most of these signals are existed in the Insect Oral Secretions (IOS) [2]. These signals have various effects on the defense system of plants. Some of them elicit and some of them may suppress defensive reactions in the plant tissues[9]. Gut and salivary gland proteome of sun pest were studied by Saadati et al.[6],[8]. About 15 proteins that accumulated in adult and fifth instars nymphs' sun pest were reported by Saadati et al. (2012b). Every identified proteins were classified in the special groups such as carbohydrate, lipid and protein metabolism, defense system, muscular system.

Pests in the storehouse

Grain pests have been known since ancient times. In ancient times, humans took various measures to protect grain from pests. With the advent of grain warehouses for the first time, various rodents and insects began to accumulate there. For some species, this new ecological environment was acceptable, and they gradually adapted to living and developing only in these areas. As a result, a whole group of "warehouse" pests began to appear. Furthermore, it is known that insects are very dangerous for the quality and quantity of grain. Grain pests have long been known to man, and man, even in primitive times, used guidelines to protect grain from them. Additionally, the development of agriculture, the expansion of trade between peoples, laid the groundwork for the spread of pests around the globe. As a result, the process of adaptation of pests to different conditions took place; some of them completely multiplied in warehouses and adapted to development, and in practice were completely cut off from the external nature (warehouse long beak, chrysanthemum, warehouse moth). Some can reproduce and thrive both outdoors and in the barn (rice husks, grain husks, bean husks, canals), while others can only reproduce and thrive in nature and accumulate in grain storage facilities. It comes with the harvest (pea grain, grain nightshade). In grain-receiving enterprises, these pests cause great damage to the grain as they develop. As a result of their activity, the product is reduced and also contaminates the grain with dead fungi, etc., resulting in a decrease in product quality. In addition, some serve as a source of moisture and heat in the grain, some disable production facilities, utensils, etc. (rodents), and some become a means of spreading many infectious diseases. In addition, pests cause significant damage to grain and its processing in various food industry enterprises. According to statistics, pests cause the loss of 5% of world grain stocks. Moreover, all insects reproduce by laying eggs. After hatching, the female lays eggs in one, two or balls, depending on the type. Insects usually lay their eggs in or near food because the larva that hatches from them feeds on this food. In addition, many species of female insects protect the eggs with a special liquid or cover them inside the grain in order to protect them from external hazards (temperature, humidity, predatory insects, etc.). Eggs come in different colors, shapes and sizes depending on the type of insect. Larvae also emerge from it at different time intervals.

The development of larvae from eggs is of two types: incomplete and complete. In incomplete development, insects go through three stages: eggs, larvae, and mature insects. In this case, the larva from the egg resembles its parent in appearance, only it has no wings and is small in shape.

During its development, it gradually forms wings: thrips, field handcuffs, haystacks can be taken as an example.

There are four stages in the full development of an insect: the egg, the larva, the fungus, and the mature insect. The larva that hatches from the egg does not look like its parent at all, i.e. it looks like a worm. They are strongly nourished during growth and development.

In the last period of their larvae, they look for a comfortable place, because as soon as they move to the dome, they stop moving. Many insects take refuge during the transition to the dome, some swinging, and some cling to the cocoon.

Conclusion

Insects cause the most damage to grains and grain products among invertebrates. There are now millions of species of insects around the world that are combined into one class - Insect - in a zoology course. The most significant of the pests that damage grain stocks are insects. To date, more than a million species of insects have been identified, all of which belong to the class insects. In the world practice, several hundred species of insects and dozens of species of canes are known. Insects (hard-winged, Coleoptera) On the outside of the beetle is a strongly chitinous wing. That is why they are called hard-winged. In this wing of the beetle there are various ridges, pits, various spots, dots, feathers, and so on. These signs can also be distinguished according to shape, color, size, and other characteristics. All beetles have a rodent-type oral apparatus. Beetles have the ability to reproduce rapidly under favorable conditions. After hatching, the female beetles lay their eggs in grain storage, sacks, woods, and other places. Some species dig eggs and lay eggs here. The larvae hatch from the eggs. The resulting larvae are very nutritious and feed strongly during their development. The larvae of most beetles are worm-shaped and have three pairs of legs on their chests. The mouthparts of the larvae are rodent-type and cause great damage to the grain.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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SOI: 1.1/TAS DOI: 10.15863/TAS
International Scientific Journal
Theoretical & Applied Science
p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)
Year: 2021 **Issue:** 02 **Volume:** 94
Published: 10.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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PRODUCTION OF CERAMIC DRAINAGE PIPES IN UZBEKISTAN

Abstract: *The role of ceramic drainage in determining the aridity of land and increasing productivity in the Republic of Uzbekistan. To create an abundance of agricultural products, a number of measures are required, among which reclamation occupies an important place.*

Key words: *drainage, land reclamation, productivity, agriculture.*
Language: *English*
Citation: Kurbanova, G. D., Ospanov, T. A., & Japarbaeva, M. A. (2021). Production of ceramic drainage pipes in Uzbekistan. *ISJ Theoretical & Applied Science, 02 (94),* 67-71.
Soi: http://s-o-i.org/1.1/TAS-02-94-19 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.19
Scopus ASCC: *1600.*

Introduction

This task envisages assistance in the drainage of excessively wetlands, irrigation and watering of lands in arid regions, as well as the expansion of existing irrigated agriculture and sown areas. The method of draining waterlogged and swampy lands, in which excess water from the soil is discharged by gravity into rivers, lakes or other underlying water bodies, is called drainage. Drainage, lowering the level of excess water, creates the most favorable water and air thermal regime of the soil for plants and thereby contributes to an increase in crop yields.

At present, the device of closed horizontal drainage on the saline lands of Central Asia is carried out mainly from bell-shaped pottery pipes with filtering sprinkles from sand-chan-gravel mixture. Along with its advantages, this design has a number of disadvantages. The technology for making pottery pipes is complex and time consuming. Specialized factories for the production of ceramic pipes and quarries of sand and gravel mixture, with the required fractional composition, are often located quite far from the work sites, which greatly increases the cost of the drainage device and, in addition, the very design of the drainage from tight butted pipes with filter packing is not enough effective in terms of creating the necessary soil water regime.

Drainage ceramic pipes are a kind of piping elements. Their main feature is the use of plastic clay as a raw material for production. They can be made in various configurations, depending on the geometric shape of the cross section. The product is classified into: standard cylindrical with a round cross section, hexagonal and octagonal. In this case, the internal through-hole for the passage of the medium is always circular. The quality standard for these products is the technical conditions, which are regulated in GOST 8411-74 [8,9].

Drainage is called open when it is made in the form of ditches, and closed when it is made in the form of underground pipelines. Closed drainage is more perfect and progressive than open drainage. Of particular importance is the construction of closed drainage systems under conditions of irrigation of saline soils in Central Asia and Uzbekistan. Irrigation is used here not only for plant nutrition, but also for desalination of the upper layers of the soil, from which salts are washed out, which contributes to an increase in soil fertility. In the absence of drainage, irrigation raises the level of groundwater, which becomes saline due to the migration of dissolved salts of the underlying soil layers and, rising to the upper soil layer, salts are again deposited in it. In the republics of Central Asia and Uzbekistan, large tracts of irrigated land are not used due to their salinity and waterlogging[10].

The main raw materials for the production of ceramic drainage pipes are low-melting clays or mixtures of various low-melting clays with or without additives. The main property of clay is plasticity, i.e. the ability in a wet state, under the influence of an external force, to take a given shape without breaking and to maintain this shape after the cessation of the external force. For the manufacture of pipes of small diameters (50-100 mm), clays must have a plasticity number of at least 7-15 (according to GOST 9169-75), i.e. belong to the group not lower than “moderately plastic raw materials”. As for pipes of large diameters (125-250 mm), their production requires clays belonging to the group of “medium plastic raw materials” with a plasticity number of 15-25. Clays should be fine-grained, dispersed and contain clay particles (less than 0.005 mm) at least 20-25%, and dusty particles (0.005-0.05 mm in size) no more than 40-50%. If the dusty particles are more than 40-50%, then such clay is low-plastic and for the manufacture of drainage pipes (especially large diameters) it is necessary to add more plastic clays to it [1,2].

They must have good drying properties, i.e. dry quickly without cracks and warpage, with an air shrinkage of no more than 7-8%. In terms of chemical composition, clays suitable for drainage pipes of small diameters are predominantly acidic, i.e. contain less than 14% Al_2O_3, and for pipes of large diameters they are usually semi-acidic, i.e. contain Al_2O_3 more than 14%. Clays and loams used in the production of drainage pipes are usually fusible, with refractoriness below 1350ºC with water absorption of the shard of more than 5% [3,4,5].

Reclamation is a system of organizational, economic and technical measures aimed at improving the unfavorable natural conditions of lands used in agriculture, mainly as a result of changes in the water regime. The water regime is changed by drainage (drainage) or irrigation (irrigation) of the soil.

In our country, in the countries of Central Asia, as well as in the CIS countries, there are tens of millions of hectares of bogs and loamy arable land, subject to excessive spring moisture and in need of drainage work. Drainage of swamps and wetlands in the Baltics, Belarus, Ukraine, Russia, the Caucasus, the Far East, Central Asia and Uzbekistan is of great economic importance.

Drainage systems are also used in industrial and urban construction to protect various structures, underground parts of buildings and communications from flooding by groundwater.

Ceramic drainage pipes have found the greatest application for the construction of closed drainage systems. The reliability and service life of these pipes are very high and they began to be used long ago.

However, only after the 30s of the last century, great opportunities opened up for the introduction of various reclamation measures in the country's agriculture.

After gaining independence, in the main directions of economic and social development, it is planned to ensure the further development of land reclamation, to commission hundreds of thousand hectares of irrigated and drained land, to water hundreds of hectares of pastures in desert, semi-desert and mountainous regions.

Materials and Methods

From the above, the relevance of organizing the production of ceramic drainage pipes in sufficiently large quantities is visible.

Drainage of bogs and lands by drainage with lowering water pounds to a certain level from the surface makes it possible to productively use lands for agricultural purposes, increases productivity, promotes air penetration into the soil and intensifies its oxidation, and also increases the assimilation of nutrients contained in the soil by plant rhizomes.

Wetlands contain large reserves of essential plant nutrients, and drainage allows these reserves to be used. The yield on drained land is 2-3 times higher than that on old arable land. To lower an unnecessarily high level of groundwater, two methods of drainage are mainly used - open and closed [6,7].

Acidic clays containing less than 15% A120z are suitable for the production of drainage pipes of small diameters, and semi-acidic clays containing from 15% to 23% AI2O3 are suitable for the production of large diameter pipes. Clays should have good drying properties, air shrinkage of clays should not exceed 7-8%. Clays and loams should be non-caking, with a water absorption of the shard of more than 5%. Fire shrinkage of clays during firing up to 950-1000 ° C should be no more than 1-2%.

The content of limestone inclusions in the clay in the form of individual grains larger than 1.5 mm is unacceptable, as well as stony inclusions and plant fibers.

In order to achieve this goal, we have developed new compositions of ceramic drainage pipes based on

local raw materials. Optimal charge compositions of experimental laboratory masses are shown in Table 1.

Table 1. Optimal charge compositions of experimental laboratory masses

Components	Pipe diameter (mm)							
	50	75	100	150	175	200	225	250
Clay Angren	80	77	75	70	70	70	65	60
Kaolin AKT-10	10	13	13	15	13	10	15	20
Fireclay	10	10	12	15	17	20	20	20

Physicomechanical parameters of experimental laboratory samples are shown in Table 2.

Considering the absence of drainage pipe production plants in the Republic, as well as poorly established production of drainage pipes in neighboring countries, to raise the issue of its own development of drainage pipes production in order to import substitution and export of products based on local raw materials. From the given data it can be seen that the obtained experimental laboratory samples meet the requirements of GOST.

Table 2. Physico-mechanical properties of experimental laboratory samples

Indicators	Pipe diameter (mm)							
	50	75	100	150	175	200	225	250
Shrink, %	7,0	7,2	7,5	7,7	8,0	80,5	80,7	80,9
Water absorption, %	11,0	11,2	11,4	11,0	11,0	10,7	10,7	10,7
External load, kN	3,5	4,0	4,5	5,0	5,3	5,7	6,0	6,3
Strength, kN	5,5	6,0	6,5	7,0	7,5	8,0	8,5	9,0
Frost resistance, cycle	>25	>25	>25	>25	>25	>25	>25	>25
Firing temperature, °C	1050	1050	1050	1050	1050	1050	1050	1050

Results and Discussion

Analysis of the data obtained showed that overburden, in accordance with the radiation safety standards, can be used without restrictions for the production of all types of building materials. The content of noble and rare-earth elements in the overburden is relatively small and is of no value for their industrial extraction. The amount of environmentally hazardous elements (lead, vanadium, arsenic, chromium, antimony, gallium, mercury, etc.) is below the maximum permissible level and, in general, characterizes the rocks as a relatively environmentally friendly raw material. The data obtained were compared with the content to be quantified. The quality of finished ceramic products obtained from coal mining wastes is greatly influenced by the physical and mechanical properties and the chemical and mineralogical composition of the overburden. The main physical and mechanical properties of overburden are density, natural moisture content, compressive strength and porosity.

Analysis of the obtained data on density shows that it decreases from horizon +50 to horizon +150 n. At the same time, the density of siltstones is 7-10%

higher than the density of mudstones and is 2.3-2.7 g / ch3 for mudstones, 2.6 g / ch3 for light gray mudstone. Natural humidity for mudstones ranges from 4.9 to 5.8%. siltstones 4.3-4.7% and increases from the horizon +50 to the horizon +150 m. Natural moisture content for light gray mudstones was 4.8%. The compressive strength of the overburden is 34.7-37.4 MPa for mudstones, 45.0-43.9 MPa for siltstones, and 45.6 MPa for light gray mudstones. When the horizon of the bedding of rocks changes from +50 to +150, and a decrease in the compressive strength of siltstones and mudstones is characteristic. The porosity of mudstones is 12.9-18.7% of siltstones 10.6-19.1% and increases depending on the bedding horizon from +50 to +150 m. The porosity of light gray mudstone is 15.6%.

Analyzing the data of chemical analysis of overburden rocks of various lithological types, one can judge the quantitative content of rock-forming oxides (Table 2.3). The content of silicon oxide SiO2 is 56.7-61.3%. It is in a bound and free state. Bound silica is a part of clay-forming minerals, freely represented by impurities of finely dispersed quartz, its content in samples is 16-25%. According to the content of free quartz, coal mining wastes belong to the group of raw materials with an average quartz content / 102 /. Aluminum oxide A12 03 is a part of clay-forming minerals and micaceous impurities. Its content for mudstones is 17.6-18.4%, for siltstones 17.6-18.5%, for light gray mudstones 17.9%, decreases for mudstones depending on the bedding horizon from +50 to +150 m According to the content of aluminum in the calcined state, the rocks belong to the group of semi-acidic raw materials. The content of iron oxides in the studied samples is 5.6–6.4% for mudstones, and 3.4–4.18% for siltstones. Iron compounds are represented by pyrite and siderite. Overburden rocks in terms of iron oxide content belong to the group of raw materials with a high content of coloring oxides. Alkaline earth metal oxides are found in clay minerals and carbonates. The total content of calcium and magnesium oxides is 1.67-2.3% for mudstones. for siltstones 1.09-1.84%.

Conclusion

The total content of sodium and potassium oxides in lithological types of various horizons ranges from 2.96 to 3.36%. Alkaline oxides are part of clay-forming minerals, and are also present in impurities in the form of water-soluble salts. The content of sulfur oxide S03 does not exceed 0.28%, which is typical for low-sulfur environmentally friendly raw materials and allows the use of overburden in the production of ceramic products without restrictions. In addition, overburden contains organic carbon, which ranges from 3.5 to 5%.

As a result of studying the regularities of changes in the composition and properties of coal mining waste as a raw material for the production of ceramic building materials, the following was established: - according to radiation safety standards, coal mining waste can be used for the production of all types of building materials without restrictions, the amount of potentially toxic elements in waste does not exceed the maximum permissible concentrations which characterizes them as environmentally friendly raw materials; - the physical and mechanical properties of coal mining waste change downward from the horizon + 50m to the horizon + 150m, which is explained by a decrease in the degree of compaction and more significant weathering; in terms of chemical composition and content of water-soluble salts, coal mining wastes are close to clay raw materials and belong to the group of semi-acidic raw materials with a low content of coloring oxides; - during the thermal treatment of coal mining waste, transformations occur, associated with the dehydration of kaolinite, a change in the crystal structure of minerals with the formation of new phases. Based on the above, it can be concluded that coal mining wastes are close to traditional clay raw materials in terms of their physical and mechanical properties, chemical and mineral composition and can be used for the production of ceramic drainage pipes.

The research was conducted under the supervision of the Nurimbetov Baxtiyar Chimbergenovich, Candidate of Chemical Sciences, Associate Professor at Karakalpak State University named after Berdakh.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 10.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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SIMILARITY OF ASKIA'S THEORY AND JOKE

Abstract: *The article examines the askiya genre based on the humor of Uzbek folklore, its compatibility with the theory of humor, including such poetic elements as humor, laughter, which constitute the essence of the askiya genre, their content, origin, expression, reason, means and methods, and also textual and subtext meanings of the word, their specific expressive image.*

Key words: *humor, askiya, laughter, payrov, script, prototype, binary category, tag meaning, euphemistic meaning.*

Language: *English*

Citation: Kholbutayev, G. O. (2021). Similarity of Askia's theory and joke. *ISJ Theoretical & Applied Science, 02 (94),* 72-76.

Soi: http://s-o-i.org/1.1/TAS-02-94-20 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.20

Scopus ASCC: *1208.*

Introduction

UDC 398.25

It is known that askiya is the art of creating light humor with more than one figurative meanings. The use of figurative words skillfully in public and the creation of laughter without discriminating one's identity are also considered common occurrence in the early period of the history of the art public speaking.

The art of expressing hidden content through the figurative meaning of a word was first studied theoretically by the ancient Roman philosopher and orator Markus Tully Cicero and Marcus Fabius Quintilianus.[9].

M. T. Cicero, based on his oratorical experience, divided the words with figurative meaning into two categories:

1. Words that create laughter by expressing the content of an object;

2. Figurative meaning in the form of a slang word; He emphasized that this form included the followings: absurdity, ambiguity, contemplation, calembour, allegory, opposite meaning (antonym), simplicity,humorous image, analogy,oppositeness - opposite meaning, unfulfilled dream, suitable for direction, (irony) - humor, metaphor, imitation, fable, proverb, light laughter, surprising, no explanation needed, literal comprehension of words, an unusual interpretation of proper nouns

This scientific observation, made by Ancient period orator M. T. Cicero, was the first theoretical interpretation which was devoted to determine the place of eloquence in effectiveness of speech.

Later, M.F. Quintilianus studied eloquence in connection with rhetoric. He attained some clarity compared to M. T. Cicero in identifying the different aspects of the eloquence from ordinary laughter. He considered that "A person laughs not only cause of their sharp intellect, but also their ignorance, cowardice, lack of self-control and other reasons," [4].

Orators focused more on the relationships between laughter and the human psyche. In particular, M.F. Quintilianus considerations, it is preferable to substantiate a scientific and philosophical point of view how laughter arose. M. F. The Quintilianus divided all the causes forming laughter and smiles into six groups: 1. Interpretation (urbanitas); 2. Sudden gift (venustum); 3. Distinctiveness, uniqueness (salsum); 4. Humor (facetum); 5. Ingenuity (jocus); 6. Sincerity (decacitas) [2].

To what extent do the reasons cited by M. F. Quintilianus related to the askiya performance and the nature of the genre? The style of explaining a

particular thing or occurrence is common in askiya. The categories of ingenuity, humor and sincerity are also signs of askiya. For instance, let's look at the "Bedana" payrov:

Askiyachi 1 (who practises askiya): You hand grain on the one hand and console one's head with the other hand.

Askiyachi 2: You are singing inside the net squash saying my homeland, my homeland.

Askiyachi 3: You quail is short, mincing steps

Askiyachi 4: My quail was sticking its head out of my sleeve, the male quail was holding his corn inside my sleeve.

Askiya 5: As my quail kicked your quail, yours ran away.

Askiyachi 6: After a kick from my quail, yours wanted to seek it to come from.

Askiyachi 7: You have to keep your cloth open when it comes out.

Askiyachi 8: It wil take me nine to sing after mine is full of energy."

Askiyachi 9: You spray water completely." Askiyachi 10: He'll take me to ten when I'm full."

Askiyachi 11: Does it be use of a kick?

Askiyachi12:After kicking my quail, it goes into her coming out.

Askiyachi13:Keep it in the middle of feet and console its head.

Askiyachi14: Bit-bildik (the other name of quail sings vavaq.

Askiyachi15:The quail will get between your knees without coming back to you after you've beaten yourself up.

Askiyachi 16: It pulled out its head if your cloth was a little torn"

Askiyachi 17: It is true that I brought it in my bag, and they said that if you do not have a bag, they say that they are bringing it from Hasanqovoq.

Аскиячи 18: Besides the quail, there were two eggs in the bag.

19-аскиячи: There are both eggs and milk. And so on.

In the cited askiya, the style of interpretation was predominant in the speech of all participants. The first askiyachi addressed a mixed requested explanation. The next askiyachi explained what he did and told funny words.

In the speech of the next askiyachi, a certain comment is made in the first part and followed by a funny part. All the spiritual signs, such as ready with an answer unexpectedly, humor, originality, sincerity, stand out in the speech of the askiyachi.

The fact that Askiya is an example of the oral art which presents laughter shows that it has a social-spiritual function. A Russian psychologist Alexander Luke, who studied the effects of laughter on the human psyche, divided the emotions related to humor into twelve groups in his pamphlet on humor and ingenuity:

1. Opposition on purpose; 2. Fake intensity; 3. Leading to nonsense (hyperbole, euphemism); 4. Nonsense; 5. A mixture of styles or combinations of plans (mixed speech styles, figurative meaning terms, similarity of style and content, differences in speech style and pronunciation conditions, figurative (tag) meaning); 6. Signs or specific connections; 7. Two-sided interpretation; 8. Humor; 9. Reverse comparison; 10. Random or secondary basis comparison, inclusion in different objects and occurrences in a single list; 11. Repetition: a) exact repetition, b) Repetition of changing the grammatical structure, c) Repetition of the changing the meaning; 12. Paradox [3].

The cases noted in psychiatrist's interpretation should be viewed as specific styles of speech-generating laughter, not emotion. A logical repetition is also evident in his comparisons and interpretations in his classification because of Alexander Luke's psychoanalytic approach.

A professor Victor Raskin at Purdue University in the United States thought about the linguistic sources of comedy in his reseach of "The semantic theory of humor". Victor Raskin tries to define the understanding of speech and semantic meaning in the creation of a comic situation.

He analyzed the essence of comedy, its components and the actions related to it. He also gave information on the types of laughter, problems and comedy theory. He expressed his views on the grammatical inaccuracy of the elements of speech creating laughter but it can signify the figurative meaning. Victor Raskin gave the definition the verbal form of laughter as follows: "Any comedy comes of real and unreal situation. Typically such situations are:

1. True and false; 2. An expected and unexpected, unimaginable event; 3. An event that is close to reality, possible, but unbelievable. Such scripts are often used in humor, sometimes separately, to evoke laughter in speech. There is a binary category related to a person's outlook and perception of the world.

We are discussing about a woman / man, a lie / truth, life / death, goodness/ badness, wisdom / ignorance, worthiness / inadequacy "[1]. V. Raskin emphasized correctly and distinctly that the binary category consists of only human intelligence and human-specific concepts in the emergence of laughter. The exact analogies, the hidden meanings in the words and phrases expressing the figurative meaning, the semantics of reality have binary importance, with other words, they have two forms of meaning related to each other.

The "Bedana" payrov quote above described the events that characterize quail movements.

If we analyze the words pragmatically, the topic is not only about the quail "Bedana" payrov, but also it is about elements like human that in some ways resemble it.

In particular, motives such as raising his head, singing more when they become stronger, and "seeking where they came from" after having sang have binary importance with their semantic essence.

"Humor is created, the occurrence in laughter happens," said the Austrian psychologist Sigmund Freud, who explained the difference between laughter and humor.[8] Victor Raskin also wrote about intentional and unintentional events which might cause laughter.[1] The views of Sigmund Freud and Victor Raskin on the distinction between humor and laughter are quite close but it is more controversial.

We think that humor and laughter vary according to the timing and nature of their occurrence. Humor is expressed by actions and words. Laughter is a hilarious event which manifests as a result of humor. Execution process of askiya is a joke. Specifically, humor is a process which executes on the basis of askiyachi's word game with each other.

Laughter is an event that manifests itself in the presence of the listener, the performer, in general, all the witnesses of reality.

In Askiya, laughter comes about as a result of the depiction of the object to be satired and the event or situation associated with it. The essence of Askia is based on humor. For this reason, the performers make the audience laugh by joking each other. Laughter is created by the scripts which the performers used in their speech. Scripts contain words, combinations that have a metaphorical meaning in askiyachi's speech. In the above mentioned payrov, the quail used as a scrip.

A script is the name of an object which is at the center of the askiya theme. Script is actually a sound that comes from accidental slipping, friction (e.g., the squeaking of an oiled iron wheel, the squeaking of a door, etc.). In the theory of comic genres, the script is probably used as a term to describe a comic element that evokes a high-pitched laugh. An object selected as a script must have a specific prototype that is similar in meaning to specify a hidden meaning. The prototype is required to be similar to the script in some way: shape, movement, character, in short, in terms of a specific function.

In Askiya, the qualities and description of the script are explained. Exaggeration is sometimes allowed in interpretations. For example, in the description of the quail "Bedana": " After a kick from my quail, yours wanted to seek it to come from." or in the process of praising the quail among the askiyachi, there is exaggeration. "Askiyachi 8: It wil take me nine to sing after mine is full of energy." "Askiyachi 9: You spray water completely." "Askiyachi 10: He'll take me to ten when I'm full." Apparently, eloquence is the skill of the askiyachi.

After selecting a particular script, the askiyachi does not stop describing it, they try to exaggerate more the interpretation of what is being described. The fact that the quail stays inside the most is due to the fact that the prototype stays in a similar outfit. It means that the choice of the script is required its location and place of activity corresponding to the prototype.

If we analyze a quail in real, how much power may the quail have in its kick if it is a small bird? In the text, the quail's kick also means evaluating the movement of an object that is understood in a specific tag meaning. This causes the script to move towards the hidden meaning area of the logic in the open meaning area and to expand in the tag meaning area. The expansion in the tag meaning field results in a hidden picture that is involuntarily formed in the listener's imagination. Laughter ensues as a result of a hidden picture that is accidentally created in the listener's imagination.

Another specific functions of the script is that it must have a euphemistic meaning. In the euphemistic meaning, a particular thing is meant to express the name of an event or the concepts associated with it by something else. Based on the resemblance of one of the human organs to a quail, the quail is used as a euphemism.

In the Askiyachi speech, "Askiyachi 15: The quail will get between your knees without coming back to you after you've beaten yourself up.

The Askiyachi 16: It pulled out its head if your cloth was a little torn" these descriptions make the audience laugh because it has a euphemistic meaning. The tag meaning of the euphemism is revealed in a metaphorical way in images such as quail 's "slipping between his knees" and " It pulled out its head if your cloth was a little torn"

Oral genres with persuasive words based on humor are called "wit". It means the genres close to Uzbek askiya. According to N.M. Chuyakova, who studied the sharp-spoken comedies of the Caucasian Adige people "sharp-spoken comedies have their own signs. It means that they are within a specific topic (political, social, class issues) and with laughter, comedy which are more predominant. The wit genre of the Adige people is close to our askiya, but its performer consists of the only one. Askiya is performed by two or more people. But it is similar to the features of the Askiya genre with its specific features. In particular, laughter-based construction, such as dedicating laughter by making jokes and jokes around a particular topic, have in common with features of the askiya genre.

Any member of humanity can gain pleasure from laughter and humor, as laughter does not choose a nation, race, or boundary. The art of making people laugh intelligently and eloquently is also found in other nations of the world. The form of group art as Uzbek askiya has not developed in their nation. V. Ya. Propp stressed "The concept of humor has been described several times in aesthetics which means the ability of creating a humorous situation in a wide sense. "Humor is a factor in our spiritual communication with people, expressing of their inner pain in appearance, in the creation of a good mood

through sincerity " he noted [6]. Having the prior postion of humor in askiya serves to ensure its artistic and aesthetic essence. According to folklorists C. Ruzimbaev and H. Ruzmetovs' interpretation "Humor is an English word which means "moisture". "Light laughter means humor in folklore".[7]

Askiya has popular importance because of becoming a factor of laughter, our humorous analogies and jokes. According to dissertation of folklorist Nafset Muratovna Chuyakova, who studied the problems of satire and humor in the folk art of the Adiges, they performed their satirical, genres like askiya at hashars, parties, and public gatherings.[11] The wit genre of the Adiges is closer to our askiya in terms of performance, but it is different from performing by one person. The performers of this genre are also described as singers, songwriters and bakhshi.

Udmurt scholars have written in a textbook on the role of humor as a tool for the comparative study of cultures: "Humor is the key that opens the door to another world. The humorous work is a complete guide to different cultures."[12] Indeed, humor, joke, laughter indicate a person's cultural existence. Certain social issues are criticized, a certain mood is created, the mood of the audience is raised by humor.

Рус юморининг лингвокултурологик таҳлилини олиб борган Моу Шуангшуангнинг ёзишича: "Mou Shuangshuang, who conducted a linguocultural analysis of Russian humor, wrote: "Humor is a general concept that includes humor, anecdotes, and askiya. Anecdotes is a form of humor, embodying all the hallmarks of humor, a unique and short form of dialogic speech-oral humor with an unexpected ending"[5].

In brief, Askiya has importance with as an independent genre of Uzbek folklore in accordance with the theory of humor, due to its poetic nature, humorous nature, the use of metaphorical words and phrases in a dialogic speech and a specific topic, as well as binary nature.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS
International Scientific Journal
Theoretical & Applied Science
p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)
Year: 2021 **Issue:** 02 **Volume:** 94
Published: 11.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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DRIVER AS A GUARANTEE OF ROAD SAFETY

Abstract: *By analogy with the definition of the reliability of technical systems, the reliability of a driver is his ability to work without failures for a certain period of time, that is, without road accidents. There are four main components of driver reliability: medical - the absence of diseases, the symptoms (manifestations) of which can lead to loss of control over the car while driving; -psychophysiological - a complex of personal qualities of a driver (properties of the nervous system, memory, reaction time, quality of attention, etc.), the disadvantages of which can cause a loss of time in conditions of its deficit, for example, in a dangerous situation, or lead to errors in decision-making or to their execution; -professional - experience, a set of driving skills, allowing to implement the most rational methods of ensuring safety in any traffic conditions, including dangerous and critical situations; -socio-psychological - a set of personal qualities of a person (level of general culture, sense of responsibility, discipline, etc.), which determine the nature of behavior on the road, which is a kind of social environment.*

Key words: *driver reliability, safety, road accidents, excessive fatigue, traffic safety fundamentals.*
Language: *English*
Citation: Akmatova, A. T. (2021). Driver as a guarantee of road safety. *ISJ Theoretical & Applied Science, 02 (94),* 77-82.
Soi: http://s-o-i.org/1.1/TAS-02-94-21 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.21
Scopus ASCC: *3308.*

Introduction

Kyrgyzstan ranks first among the CIS countries in terms of the number of deaths in road accidents. This was stated by the main traffic safety department (GUBDD) of the Ministry of Internal Affairs of the Kyrgyz Republic Talant Isaev. " Kyrgyzstan ranks first in the number of fatalities in road accidents in the CIS countries, according to a study by the World Bank, " T. Isaev said. According to the traffic police, 3171 accidents were registered in the republic this year, of which 220 drunken drivers were committed, 581 people died in these accidents this year in 8 months, last 613 people. "Despite the fact that this year for 8 months the number of deaths is less than last year, the number of people injured in road accidents significantly exceeds the number of people injured in comparison with last year," T. Isaev said. According to the general, an increase in the number of accidents was noted this year in the capital, there were 860 accidents, an increase of 18% compared to last year [1].

The reasons affecting the decrease in the reliability of drivers are somehow connected with its components. For example, the inability of a driver to safely drive a car is most often due to his low psychophysiological qualities, illness, excessive fatigue, stress, etc. The reasons for the driver's unwillingness to drive safely are a low level of culture and legal awareness, aggressiveness, irresponsibility, and a tendency to drink alcohol.

The driver's ignorance of the rules of safe driving is most likely due to the fact that he has gaps in his knowledge of the Rules of the road, the device of the car, the basics of traffic safety.

Finally, the reason for the inability to drive safely is the lack of professional skill of the driver, in particular, improperly formed skills or the loss of such.

The driver must constantly monitor himself. If he notices that he regularly becomes the culprit of dangerous situations, he should either reconsider his behavior on the road, or give up driving. The inclination to take risks as one of the indicators of

socio-psychological stability in combination with the motives of activity has a decisive influence on the degree of risk taken by the driver. It often happens that the “acceptable” level of risk in road traffic for the driver may be inadequate for his technical skill and the traffic situation.

How to determine how dangerous a situation that has arisen on the road due to the driver's risky behavior? This can be done according to your subjective feelings. Drivers are aware of the "experienced danger" associated with a sharp increase in the amount of adrenaline in the blood. In this case, there is a rapid heartbeat, a rush of blood to the limbs, a feeling of heat, and often a complex spectrum of emotions. With a normal reaction of the body to stress, this state is replaced after a short time by the mobilization of all human capabilities for safe driving [2].

The underestimation of danger, along with the propensity to take risks, is one of the persistent behavioral characteristics of the driver that lead to road accidents. Assessing the road situation, the driver, by virtue of the accumulated experience and the available knowledge, predicts the development of TPA. Each typical TPA corresponds to some objective level of danger, measured by the frequency of TPA escalation into an accident. The mismatch between the objective danger and its subjective assessment by the driver leads him to inappropriate actions.

A driver who underestimated the danger always unknowingly (in contrast to a risk-averse driver) makes risky maneuvers or does not take the necessary preventive action in conditions of a high probability of a dangerous development of road traffic safety. An overly cautious driver makes a lot of unnecessary braking, "shies away from every pillar", which also creates risky situations on the road.

Instability to monotony. Monotony is the state of a driver that occurs when driving on a relatively free flat road or on a familiar, well-known route, where the driver has to perform monotonous, repetitive actions for a long time. Monotony causes drowsiness, a slowdown in reaction, a decrease in the severity of perception of the road situation: the so-called "road hypnosis" occurs.

If you cannot overcome the state of "road hypnosis", you should make a short stop to do several physical exercises (warm-up), rest or eat. But the best "medicine", of course, is a 15-20 minute sleep. On a long journey, such stops are recommended to be made at least every three hours of driving, even if the state of monotony has not come.

Neglecting the state of "road hypnosis" most often leads to going off the road, overturning a car, hitting an obstacle.

Experts interpret the skill of the driver as a set of qualities that determine the level of safe, economical and comfortable driving, the combination of the driver's professional intelligence and technical skills in driving. In this case, professional intelligence is understood as the ability of a driver to perceive information and make decisions in order to prevent the occurrence of dangerous situations in road traffic. Technical skills determine the skill of coping with dangerous and critical situations. Studies have found that the role of professional intelligence in ensuring traffic safety is the greatest.

The skill of a driver is determined by the quality of the following elements:

- perception and processing of information;
- preparation and selection of solutions for driving a car;
- decision making;
- technical execution of decisions.

The driver's professionalism in terms of ensuring traffic safety is primarily determined by the unity of three qualities: technical skill in driving; knowledge and skills of behavior in road traffic; discipline and responsibility, including moral and business qualities and social and psychological stability. In this case, the key and resulting ones are precisely the knowledge and skills of behavior in road traffic.

The decisive role of the driver in ensuring traffic safety is due to the fact that it is a person who introduces the absolute majority of disturbing subjective factors into the traffic system. So, determining the cause of an accident comes down mainly to the analysis of human actions, which in most cases are committed in violation of the traffic rules.

The number of vehicles and citizens receiving driver's licenses is growing in Kyrgyzstan. At the same time, the number of road accidents is also growing in the republic: according to official data for 9 months, more than three thousand. Accidents involving drunk drivers have also become more frequent. However, some of them prove otherwise over time. Experts note that a certificate for alcohol is simply bought.

For the whole last year in Kyrgyzstan, about 24 thousand Kyrgyz citizens received driving licenses . And over 10 months of this year, more than 20 thousand citizens received driving licenses. There are about 35 driving schools in the country. After training in the department of registration of vehicles and driver's personnel at the State Registration Service, drivers pass theory on a computer, and then practice. Deputy head of the department **Bakyt Baizakov** notes that every year there are more and more Kyrgyz people who want to drive, especially the weaker sex. - We have an increasing number of vehicles. If under the Soviet Union there was one car for 4 people, now every family has 2-3. We make every effort to ensure that educational schools teach quality. Now from 25 to 35 people are studying, mostly young people. There are a lot of women, as you can see a lot of women drivers on the street, - says Bakyt Baizakov, deputy head of the department for registration of vehicles and

driver's personnel at the State Registration Service . Kyrgyzstan becomes the record holder for the number of road accidents. Every day on the roads, willy-nilly, you witness more than one accident. Almost all fatal accidents happen due to the fault of a drunk reckless driver who got behind the wheel. And drunk drivers are documented to come out "clean". Citizens spoke openly that alcohol certificates are simply bought. **Gulnara Tashibekova,** head physician of the ambulance of Bishkek, has no doubts about the forgery of such certificates. In August policeman **Ulan Sadykov** rammed an ambulance while intoxicated. However, the forensic medical examination showed the opposite. - The population, the president, the akim of the Pervomaisky district, all collected money. 599 thousand 950 soms this money is in the account of the ambulance. We have already applied for the purchase of a used car in order to somehow organize the exit of the ambulance . The tender has been announced, - said the head physician of the ambulance in Bishkek [3].

The statistics of insurance companies showed what violations of the wheel are committed by representatives of different sexes. Men are significantly more likely than women to commit serious misdemeanors and offenses while driving. According to a recent study by European insurance company CompareTheMarket, **65% of crimes are committed by male drivers**, while the remaining 35% are by women driving. First of all, men are 2.5 times more likely to get drunk driving.

- Even more men in comparison with women neglect the speed limit: 65% of such violations occur in the stronger sex.
- More often than women, men allow themselves to drive a car without an insurance policy.

Insurance companies note that the European Union has canceled the division of insurance premiums depending on the sex of the driver since 2012, although men still pay more for insurance on average because of riskier driving.

- By the way, the Russian traffic police has a gender differentiation of accidents .

And despite the constant growth in the number of women driving, the indicators have remained practically unchanged for many years: women get into accidents several times less often than men (depending on the year, the gap is 6-10 times). Much (1-12 times) fewer people were injured or killed in road accidents that were committed by women drivers.

Gaining experience and developing professional skills. Positive and negative skills.

According to various studies, in order to acquire the necessary skills in predicting hazardous road vehicles, a driver must drive about 100 thousand km behind the wheel of a car. This requires 5 to 10 years of driving experience.

Driver characteristics based on skills are sometimes critical; at the same time, the development of skills is significantly influenced by their interference - the process of inhibition of a new recently acquired skill by the old, more firmly mastered one. At the same time, the driver uses old skills automatically, without hesitation. In conditions of lack of time, distance, as well as distraction of attention, it is common for a person to act in accordance with firmly mastered skills brought to automatism, for example, assessing the size, braking and traction dynamics of a car. When changing to a car with different characteristics, the driver gradually adapts to them, however, the danger of interference remains and in difficult road conditions can lead to an accident.

Among the tasks of increasing the reliability of drivers, the task of neutralizing the interference of skills takes an important place. You should pay special attention to the required changes in the actions of driving a car, and in case of the slightest uncertainty, go through a simulator in an enclosed area.

Linking the hazard assessment of road traffic situations with the driver's experience [4].

Jokes about blondes driving are told in all countries, regardless of the hair color of their inhabitants. However, the dry figures of statistics prove that it is time to get rid of stereotypes: the worst (and most idiotic) road accidents are arranged by men. A skeptical, and sometimes - to be honest - an openly contemptuous attitude towards a woman driver is widespread in almost all countries of the world, regardless of the general degree of society's tolerance. Its roots go deep into the era of patriarchy, when any attempts by the weaker sex to leave the triangle "kitchen, church, children" caused amazement and rejection, as something incomprehensible to the mind. However, progress cannot be reversed: women went to work, put on trousers, and won the right to vote in elections ... The right to drive a car became a logical step in this series of emancipation, but there are few signs of advancing feminism that men made fun of in the way that, in general something, not a fundamental factor. There can be many explanations for this behavior - from the reluctance to allow girls to "toys big boys" to the fear that the woman will be more skilled at driving - but the fact remains: we can quite sincerely recognize women's talents in the automotive field, but the phrase "monkey with a grenade ”will still be spinning somewhere in the background of consciousness. However, stereotypes exist to destroy them with numbers in hand. One study that can help restore justice was conducted by the British insurance company Elephant . Its specialists have done a tremendous job, analyzing the data on 200,000 insured events by a number of parameters - the age and gender of the driver, the presence of injured and victims, the amount of damage - and compiling a number of comparative tables. The results of the study are

striking: for drivers under the age of 25 (note, as a rule, women begin to learn to drive later, therefore, by the age of 25 they usually have less experience than their male peers), the difference in the cost of an accident for an insurance company is 15% - and not in favor of men. Such a spread cannot be explained by an error in the calculations; in addition, for all age groups as a whole, it is also a very noticeable 6%, again in favor of women. However, money is not everything. According to the independent British research center Brake , every sixtieth male Englishman under the age of 30 becomes a participant in an accident with serious consequences, that is, one in which at least one person is killed or injured. Last year, these accidents cost the British economy $ 2.4 billion. For women of the same age, this figure is three and a half times lower.

The UK data is almost entirely confirmed by the US statistics. According to the National Highway Traffic Safety Administration (NHTSA), 23,726 men and just 10,070 women died on United States roads in 2009. The department explained that men between the ages of 16 and 25 are much more inclined to reckless driving, so they not only get into accidents more often, but also pay much more fines for speeding, driving at red lights and other traffic violations. ... Overall, the American Automobile Association estimates that the average man is 77% more likely to die in an accident than the average woman.

A driver's assessment of his own qualifications is usually overestimated. The magnitude of exceeding the self-esteem of driving skills and the level of hazardous behavior in various TTS are closely related. The more self-esteem is overestimated, the more risky actions a driver can take while driving. It has been established that drivers who have driven about 40-80 thousand km gravitate towards an overestimated self-esteem of skill. The skills acquired by this time allow you to drive the car without initial stress, which creates the illusion of high skill, especially if the training stage has passed without incident. The actual skill level of the majority of drivers at this time is still far from what is required. This manifests itself in drivers in a tendency to commit various types of errors, various both in nature and for reasons. Let's note some of them.

Perceptual errors are expressed in the fact that signs of danger are detected either incompletely, or with a delay, and sometimes not at all. For example, the driver did not notice a sign warning of a danger, or a pedestrian who got out from behind a parked bus, etc. When the signs of danger of the TPA are detected in time, errors in assessing the parameters of the situation may occur . As a rule, the speed, acceleration (deceleration) of other cars, distance or interval, the location of vehicles on the roadway, and the distance to objects are commonly misjudged. For example, a driver noticed a car approaching an unregulated intersection on the right, but underestimated its speed, and as a result made an incorrect assumption about the possibility of crossing the intersection first.

Another group of mistakes is associated with decision making. You can notice the signs in time and correctly assess the degree of danger, but at the same time make the wrong decision. For example, start overtaking despite a close distance to an oncoming vehicle, or increase your speed before a sharp turn in the road. The reasons for such errors are most often associated with a conscious risk.

Finally, there is an error taking action . And the danger was perceived in a timely manner, and the assessment was correct, and the decision was made correctly (say, to go around an obstacle), but the steering wheel was turned at an insufficient angle, which led to a collision.

Research confirms that the greatest weakness of skill in the vast majority of drivers is related to their ability to perceive and assess traffic hazards.

That is why it is important to constantly improve the level of knowledge and consolidate behavior skills in various TPA.

Thus, the reliability of the driver and its level are determined by a number of factors. It depends on the state of health, mental and physical development of a person, on the organization of his work and rest, it is influenced by age and many circumstances associated with the physical and intellectual maturity of the individual, as well as the state of the driver while driving. Of course, among them is the level of preparedness and professional skill of the driver.

The reasons for an inattentive, careless and dismissive attitude towards observance of traffic rules are mainly due to certain negative social positions of the offender, his views, orientations, moral principles and habits that determine the insufficient significance of public interests for him, indifference to the safety of others, to public duty and unwillingness to mobilize intellectual and volitional capabilities to fulfill established norms.

In this regard, it is of interest to study the personal characteristics of drivers who have committed road traffic crimes, criminological assessment of their characteristics.

Until recently, the driver's specialty remains mainly the privilege of men. Only among drivers of public electric transport, the proportion of women is quite high. So, among the drivers of trolley buses in Moscow 25%, and among the drivers of trams 70% are women. Female drivers are significantly less prone to recklessness, gross and otherwise guilty traffic violations [10]. Thus, among convicted women, the proportion of persons who have committed a crime while intoxicated is 1.5 times less than among men. The distribution of offenders by age category convincingly confirms the indisputable position that young drivers are most prone to non-compliance with the established Rules. Speaking about the peculiarities of the negative manifestation of this age group, it

should be borne in mind that young drivers are also beginners at the same time, i.e. do not have sufficient experience in driving vehicles. As a result, drivers under the age of 20 are 3 times more likely than drivers over 40 to be involved in road traffic accidents [5].

In our time, there is no longer any work that a woman could not do. A woman is an athlete, a special forces fighter, a business woman and even flies into space. If we talk about a car, then statistics say that women drive much safer than men. In 2018, Kyrgyzstan started thinking about introducing a women's social taxi program. The idea was borrowed from the United Arab Emirates, where such a service has been successfully operating for many years. In the past year, the project is successfully implemented, bought cars and typed in a command-women drivers. Today the service employs eight women. The representative of the pilot project "Women's Social Taxi" Dastanbek Dzhusupbekov told **24.kg** news agency why more and more women want to work in taxi companies. [6].

Today, female drivers are a trend of our time. Their need for this service sector is growing every year. " Recently, we hear more and more news about the inadequacy of taxi drivers. Many girls would like, without fear, to call a car and return home, go on business in the company of women drivers. According to our survey, mothers who take their children by taxi to school or kindergarten want women to take them . Because they can calm the child down if necessary, "said Dastanbek Dzhusupbekov. **Fact: a female driver is much more accurate and responsible than many men.**

In 2019, nine Hyundai Avante cars were purchased for Kyrgyzstan and began to recruit a team. However, there were few people who wanted to work on a rental car; they knew practically nothing about the project . Therefore, at first , five Kyrgyz women started working there [7].

"Someone came because they wanted to try themselves in a new field, because at 45-50 it is difficult to get a job in an office. Someone has been working in a private cab for a long time and for them the prices for car rental were optimal, "says the source. To use the car, women paid 600 soms per day for old models and 700 for new ones. This despite the fact that the cars were in their own content. On holidays it was possible to rent a car for 300 soms.

In the main drivers work for 7-8 hours per shift can earn up to 2 thousand soms, which pay rent 500-600 soms and gasoline - 500 Net income - from 500 to 1 thousand soms.

" About 40 women drivers have worked in our project, they change for different reasons. For someone conditions were unbearable, someone and not accustomed, someone went to buy the car at the other taxis, since for months they could practice at us and were confident that they can earn more, some left after the first accident, being afraid of repetition, "says Dastanbek Dzhusupbekov.

Today, eight beneficiaries are working on the project, the lease terms have changed. Now you need to take cars from the parking lot and return them at 20.00. Car rental was also reduced by 100 soms, and for the first two weeks a woman taxi driver can pay 300 soms per day. "This period is a trial - a pilot project. In 2021, we will start looking for partners and grants for expansion, because the number of applicants has increased and is growing constantly, "the project representative clarified [8].

Dastanbek Dzhusupbekov said that women become private cab drivers for a variety of reasons. Gulnura Maripova (name has been changed) owned a hostel - a family business. For many years, she made a stable income, but due to the spread of coronavirus infection, tourists and guests almost disappeared, and her savings gradually became less and less [9]. Having learned about the project, I decided to try it, and it works to this day. She also needed a car to take the children to school, to solve everyday tasks. One of the taxi drivers is 63 years old and retired. The new job became a good income for her in the context of the COVID-19 pandemic. Some women get behind the wheel because of family problems. "There was one resident of Bishkek who had to go to work in a taxi because her husband was diagnosed with an illness and he could not earn money, and a lot of money was required for treatment and surgery. In general, there are a lot of stories, but due to different prejudices they do not want publicity, they do not like publicity, "the source concluded. According to statistics from international taxi services, women are 5 percent more likely to get good grades than their male colleagues, and users write positive reviews about trips with them one and a half times more.

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Impact Factor:					
	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 11.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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INTERNAL AFFAIRS BODIES OF THE KYRGYZ REPUBLIC IN THE SYSTEM OF STATE AUTHORITIES

Abstract: *This article examines the role and place of the internal affairs bodies of the Kyrgyz Republic in the system of state authorities. The author defines the internal affairs bodies as the main tool for the implementation of law enforcement activities of the state. This work is devoted to the disclosure of the tasks of the internal affairs bodies of the Kyrgyz Republic.*

Key words: *Constitution, human rights and freedoms, internal affairs bodies, police, law enforcement agencies, law enforcement activities of the state.*

Language: *English*

Citation: Ashirov, Z. T., & Mombekova, D. M. (2021). Internal affairs bodies of the Kyrgyz Republic in the system of state authorities. *ISJ Theoretical & Applied Science, 02 (94)*, 83-87.

Soi: http://s-o-i.org/1.1/TAS-02-94-22 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.22

Scopus ASCC: *3308.*

Introduction

National Development Strategy of the Kyrgyz Republic for 2018-2040 approved by the Decree of the President of the Kyrgyz Republic" On the National Development Strategy of the Kyrgyz Republic for 2018-2040 " dated October 31, 2018, UP No. 221 (hereinafter – National Strategy-2040), proclaims that by 2040, Kyrgyzstan should become a country with a safe environment for human life, ensuring the state of physical security of society and its stable socio-economic development, resistant to external and internal negative impacts of political, economic, social, military, man-made, information, environmental and other nature, based on the principles of early warning of emerging risks and threats to people, society and the state.

The National Strategy-2040 focuses on the fact that the sense of security and confidence of the citizens of the Kyrgyz Republic in the future will be guaranteed by large-scale measures to ensure public safety. The crime rate will be reduced, and citizens ' trust in law enforcement agencies will become a key criterion for their success. The state priority in the activities of law enforcement agencies will be the prevention and prevention of offenses. A deep technical modernization of security facilities will contribute to the implementation of the principle of the inevitability of punishment [1].

In the process of developing the Kyrgyz Republic as a legal, democratic state, the role of law enforcement agencies, primarily internal affairs agencies, whose activities are aimed at combating crime, protecting the rights and freedoms of citizens, and ensuring the rule of law, is increasing.

The security of citizens is the basic and most important element of the formation, preservation and development of our state. Ensuring a high level of protection of the rights of personal data subjects to

privacy, personal and family secrets, as well as compliance with the requirements of legislation in the field of personal data is one of the priorities of the state. One of the mandatory features of a State governed by the rule of law is that it recognizes a person and a citizen as the highest value, and the state assumes the obligation to recognize, observe and protect their rights and freedoms. This feature is enshrined in Article 16 of the Constitution of the Kyrgyz Republic.

At the same time, in order to be the guarantor of the rights and freedoms of its citizens, the state must exercise its own protection. The activity of the state, carried out with the aim of ensuring law and order, protecting the rights and freedoms of citizens, in the theory of state and law, is usually called a law enforcement function.

In accordance with Article 3 of the Law "On Internal Affairs Bodies of the Kyrgyz Republic", the internal affairs bodies in their activities proceed from respect for the rights of citizens and are the guarantor of the protection of every person, regardless of their citizenship, social, property and other status, race and nationality, gender, age, education and language, attitude to religion, political and other beliefs, type and nature of occupation [2].

The internal affairs bodies are the main instrument for implementing the state's law enforcement activities. The special place of the internal affairs bodies of the Kyrgyz Republic in the law enforcement system and the mechanism of law enforcement is due to the presence of exceptional areas of activity, the variety of functions, the extensive scope of powers of their employees, the organized territorial structure and a certain image for the population, which characterizes the degree of their trust and public support.

The activities of the internal affairs bodies should have a clear legal basis. The internal affairs bodies, as one of the subjects of law enforcement activity, within the framework of their legal status and competence, solve tasks that are not inherent in other bodies. The Basic Law of the Kyrgyz Republic does not contain special provisions defining the place of the internal affairs bodies in the mechanism of the State, in particular, in the system of law enforcement agencies. Nevertheless, there are constitutional grounds for their organization and activity. One of them is the principle of legality enshrined in the Constitution in ensuring the rights and freedoms of citizens, protecting public order, and fighting crime (paragraph 3 of Article 88 of the Constitution of the Kyrgyz Republic) [3]. Therefore, the internal affairs bodies, being part of the system of the Ministry of Internal Affairs of the Kyrgyz Republic, one of the executive authorities, are also part of the executive power, which ultimately determines their place in the State apparatus of the Kyrgyz Republic. The Constitution of the Kyrgyz Republic regulates the main issues of organization and activity of internal affairs bodies (art. 3, 5, 16, 88, 20, 22, 24, 41); - the principles of their organization and activity as an integral component of the mechanism of the state, which is the object of constitutional regulation.

Internal affairs bodies in their activities should proceed from the fact that: - "a person, his rights and freedoms are the highest value" (Part 1 of Article 16 of the Constitution of the Kyrgyz Republic); - all state authorities and officials may not exceed the limits of the powers defined by the Constitution and laws (Part 3 of Article 5); - all are equal before the law and the court (Part 3 of Article 16); everyone has the right to freedom and personal inviolability (Part 1 of Article 24).

The internal affairs bodies of the Kyrgyz Republic are managed by the Minister of Internal Affairs, who is appointed and dismissed in accordance with the legislation of the Kyrgyz Republic. The Minister of Internal Affairs of the Kyrgyz Republic reports to the Prime Minister of the Kyrgyz Republic and is personally responsible for his activities to the Government of the Kyrgyz Republic.

Within its competence, the Ministry of interior of the Kyrgyz Republic is developing proposals to strengthen the rule of law, preparing draft legislative acts related to the activity of bodies of internal Delhi submits them to the President, Parliament, Government of the Kyrgyz Republic. The main tasks of the internal affairs bodies are: - ensuring public order, security of the individual and society; - fight against crime; - implementation of proceedings on cases of violations and execution of punishments within the competence; - ensuring road safety within the competence and implementing control and licensing measures in this area [2].

The internal affairs bodies carry out the tasks assigned to them in cooperation with State bodies, public associations, labor collectives, as well as public formations created to assist the internal affairs bodies in their activities.

In accordance with Article 1 of the Law "On Internal Affairs Bodies of the Kyrgyz Republic", internal affairs bodies are state armed law enforcement agencies that perform executive and administrative functions to ensure public order, the security of the individual and society, and the fight against crime.

Article 2 of the Law states that the tasks of the internal affairs bodies are:

- ensuring public order, security of the individual and society;

- fight against crime;

- execution of criminal penalties and administrative penalties within the scope of competence;

- implementation of control and licensing measures in the field of road safety; registration and examination work, established by law [3]. Employees

of the internal affairs bodies should be guided in their activities by the principles of legality, the priority of universal values, social justice, and other general democratic and humanistic principles [10].

The internal affairs bodies are endowed with the state-power powers necessary for the performance of the duties assigned to them [9]. In particular, Part 4 of Article 5 of the Law of the Kyrgyz Republic" On Service in Law Enforcement Agencies of the Kyrgyz Republic " of 25.07.2019 states that the employee is a representative of the state authority and is under the protection of the state. No one except the bodies and officials directly authorized by the law has the right to interfere in their official activities [4].

The legal requirements of an employee of the internal affairs bodies are mandatory for citizens and officials to fulfill. Service in the internal affairs bodies is a special type of public service, however, it is not equated with military service [8]. In this regard, the service in the internal affairs bodies can be qualified as a law enforcement service that unites special state bodies whose tasks are to maintain order, fight crime and other offenses, protect human and civil rights and freedoms, and ensure public safety. The content of public service in the internal affairs bodies is the performance by employees on behalf of and on behalf of the state of specific official duties to ensure the personal safety of citizens, protect public order, fight crime, assist citizens and organizations in the exercise of their legitimate interests [5].

In the modern conditions of the Kyrgyz state, the protection of public order and ensuring public safety is the main responsibility that is assigned to the internal affairs bodies. It is this activity of the internal affairs bodies that contributes to ensuring the internal security of the country [7]. Therefore, this activity of the employees of the internal affairs bodies should be very effective. It includes various measures aimed at maintaining public order, protecting the rights and interests of society, and the entire state as a whole.

As part of the implementation of measures to reform the internal affairs bodies of the Kyrgyz Republic (Resolution of the Government of the Kyrgyz Republic No. 220" On Measures to reform the internal Affairs bodies "of April 30, 2013, Decree of the President of the Kyrgyz Republic No. 161" On Measures to reform the law Enforcement system of the Kyrgyz Republic " of July 18, 2016) and the implementation of measures to enact new codes, a number of results were achieved that generally had a positive impact on the state of the Internal Affairs Department [6].

The Ministry of Internal Affairs of the Kyrgyz Republic has established six independent services: the Public Security Service, the Criminal Police Service, the Service for Countering Extremism and Illegal Migration, the Service for Combating Drug Trafficking, the Investigative Service, and the Internal Investigation Service. The creation of independent services is aimed at strengthening the structure of the Ministry of Internal Affairs of the Kyrgyz Republic.

Since January 1, 2019, the units for the investigation of minor crimes of the Investigative service of the Ministry of Internal Affairs of the Republic have been withdrawn from the investigative services into independent units for the investigation of cases of misconduct. In the optimization and decentralization in the apparatus of the Ministry of interior police of the internal Affairs of the Republic was reduced 262 posts and to strengthen the cases of misconduct were allocated 99 posts for investigative service selected 95 posts. The Ministry of internal Affairs of the Kyrgyz Republic in the framework of interdepartmental cooperation "Tndq" (service project to provide electronic interaction between state bodies, local authorities, state institutions, enterprises, organizations), created and effectively implemented in practice computerized information systems that gave the police the ability in real time to receive and impart true information about stolen vehicles; availability of criminal records, etc. This, in turn, made it possible to minimize corruption risks in the provision of services to state bodies and citizens.

Since 2018, the Ministry of Internal Affairs of the Kyrgyz Republic has switched to providing public services on the principle of a"single window". Thus, in Bishkek and Osh and 6 regions of the Republic (Chuy, Talas, Batken, Ysyk-Kol, Naryn, Jalal-Abad), Centers have been opened on the principle of a "single window" in order to create convenience for citizens in the provision of public services. They help organize the provision of services in one place, beginning from the time of application and until the results of rendering of services in line licensing system. Such Centers on the principle of a "single window" since September 2019 began to operate in 2 cities and 9 districts of the republic (Tokmok, Kara-Kul, Zhayyl, Ala-Bukin, Alai, Kara-Kuldzhinsky, Kadamzhaysky, Leilek, Kochkor, Ysyk-Kul, Kara-Buurinsky districts), in November 2019 were opened in 2 cities and 4 districts (Balykchy, Kyzyl-Kiya, Ak-Talinsky, Toktogul and Nookat districts). The main directions and mechanisms of interaction between the internal affairs bodies and civil society are defined (Resolution of the Government of the Kyrgyz Republic No. 547 of July 30, 2015 "On Approval of the Regulation on Mechanisms of Interaction between the Internal Affairs Bodies of the Kyrgyz Republic and Civil Society Institutions").

The interior Ministry of successfully carrying out the activities of the Public Council of the Ministry of interior, which meets on a monthly plan and field meeting in ATS units, hears reports of practical ATS units, draws attention to the problematic aspects and generates an instruction to address the existing shortcomings in the activities of OVD. The public Council of the Ministry of interior is focused at promoting activities of OVD by media coverage of

problems that arise in practical units and by making recommendations.

Since January 1, 2019, the Unified Register of Violations (ENR) has been functioning in all territorial divisions of the Department of Internal Affairs. The introduction of the new system has a positive effect on the process of monitoring the situation in the field of accounting of offences, monitoring of offenders for the correctness of the protocols, evaluation of the performance of the ATS units in cases of violations, as well as improve the efficiency of the mechanism of punitive damages.

In Bishkek since 2018, in Osh and in the Issyk-Kul region since 2019, Tourist police units have been established to ensure the safety of tourists. The creation of the Tourist Police is aimed at improving the image of the police officers in front of tourists and foreign citizens, by helping to ensure their safety and providing them with effective assistance in difficult situations. As an additional requirement for the employees of these departments, it is their knowledge of 2-3 foreign languages.

The offices of interrogation of suspects in all police departments, police departments (ROVD) are equipped with portable video cameras, so that the process of interrogation of suspects and accused persons is as transparent as possible, the use of violent and other illegal actions on the part of police officers is not allowed, measures are being taken to equip the offices of individual investigative actions with Venetian glasses. All territorial units ATS laid fiber-optic cable, the police Department of the country is connected by dedicated lines to the Internet, the opportunity to provide in the future on-line access to the enforcement officers for investigative and reference information system "Tntc".

Since March 4, 2019, hardware and software systems have been installed in Bishkek and on highways located in the Chui region (42 points in Bishkek, 38 of them at intersections, 4 under bridges and 5 stationary). In the Chui region, a total of 48 hardware complexes (“Bishkek-Osh”, “Bishkek-Naryn”, “Bishkek-Chaldovar”, “Bishkek-Manas Airport”, “Bishkek-Kordai”) are installed, as well as 15 stationary posts. Thus, to date, the first stage of the "Safe City" project has been implemented, preparations are underway for the launch of the second stage, within which it is planned to install 306 hardware complexes (266 stationary, 40 mobile). The situation on the roads with the launch of the "Safe City" has started to change dramatically, the number of traffic violations is decreasing, and the driving culture of drivers is changing. The launch of the project exposed many problems in the road infrastructure and in the traffic management system. There is a need for a comprehensive analysis of the road transport system in order to optimize it.

From October 31, 2019 in Bishkek, on December 7, 2020 in Osh, the Police Patrol Service Department and the Digitalized Command Center of the Bishkek Police Department began operating on a pilot basis. The purpose of the Digitalized Command Center and the UPSM is to provide timely operational response, organize visits to crime scenes, ensure the protection of public and transport accidents, and coordinate measures to prevent crimes and offenses.

On July 25, 2019, the Law of the Kyrgyz Republic "On Service in Law Enforcement Agencies of the Kyrgyz Republic"came into force. This Law defines a unified legal and organizational framework for the order and conditions of service in law enforcement agencies and provides for increased guarantees of social security for law enforcement officers and their family members. In the framework of the Law unified system of salaries, clothing allowances, pensions and social support to employees of all law enforcement agencies, envisages the attainment of transparency and openness of the reception of citizens for service in law enforcement bodies, as well as to ensure the professional selection of employees with equal access of citizens to serve in law enforcement.

Thus, the internal affairs bodies of the Kyrgyz Republic, as a state authority, are an integral, relatively separate and independent part of the state mechanism, which participates in the implementation of the functions of the state, acts on behalf of the State and on its behalf, has state authority, has a structure and competence established by the state, and applies its inherent organizational and legal forms of activity.

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SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 02 **Volume:** 94

Published: 11.02.2021 **http://T-Science.org**

QR – Issue QR – Article

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CONCEPT AND SIGNIFICANCE OF PERFORMANCE PRODUCTION

Abstract*: The study of the legal nature of executive law (enforcement proceedings) is of particular interest due to the fact that this branch of law is still relatively young and is still in its formation.*

Key words*: court, execution, bailiff, order, decision, civil process, claimant, debtor.*

Language*: English*

Citation: Enazarov, Z. (2021). Concept and significance of performance production. *ISJ Theoretical & Applied Science, 02 (94)*, 88-91.

Soi: http://s-o-i.org/1.1/TAS-02-94-23 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.02.94.23

Scopus ASCC*: 3308.*

Introduction

In the meantime, it should be recognized that the question of the legal nature of the industry n Rav is today in jurisprudence is quite debatable conditionally possible to allocate the following approaches to the legal nature of the rules on enforcement proceedings:

1. Enforcement proceedings are considered as an integral element (stage) of civil procedure and, accordingly, is a part of civil procedural law. It should be said that such an understanding was traditional for the Soviet stage of development of legislation and science. This point of view was based primarily on the fact that the enforcement of court decisions was regulated by the norms of the Civil Procedure Code (CPC) of the RSFSR. The HS were supporters of this approach. Yudelson, M.G. Avdyukov. In addition, nowadays his supporters are: M.S. Shakaryan, I.B. Morozova, A.T. Bonner and some other scientists.

2. Enforcement proceedings are a sub-branch of administrative law (administrative process). Here, the main argument is the assertion about the special legal status of the enforcement agencies - the bailiff service, which belongs to the state authorities and administration. Consequently, the bailiff-executor, being an official of the executive authority [1], is vested with powers in relation to all other participants in the enforcement proceedings. This approach was implemented in the works of I.I. Strelkova, I.P. Kononova, A.N. Sarycheva, N.E. Buznikova , etc.

3. Enforcement proceedings form an independent complex branch of law. Moreover, within the framework of this approach, some authors are inclined to attribute this branch to the number of non-procedural (material) branches of law (V.V. Yarkov), while others, on the contrary, emphasize its procedural nature (0.8. Isaenkova , E.N. Serditova , D.Kh. Valeev, M.Yu. Chelyshev).

The first to advocate the independence of enforcement proceedings back in 1975 was M.K. Yukov . In his opinion, proceedings on the execution of court decisions and decisions of other jurisdictional bodies are not a stage of civil proceedings. M.K. Yukov believes that executive law “is one of the branches of law, without which the legal system cannot function normally.

The executive law regulates legal relations that develop in the process of enforcement proceedings, where a subjective substantive law or an interest protected by law, violated or contested by the debtor and confirmed by a jurisdictional act, is implemented through the mechanism of state coercion [2].

The scientist came to the conclusion that this branch of law has legal integrity, its own separate subject and a special method of legal regulation, its own principles and general provisions.

In our opinion, this approach, taking into account the essence and specifics of the regulated sphere of public relations, the nature and purpose of such regulation, is more preferable, with the only

clarification that enforcement proceedings must be considered as the basis of the procedural branch of law [3].

Enforcement proceedings, from our point of view, is a special statutory procedure or a set of procedures that have as their main purpose the enforcement of judicial acts, as well as acts of other bodies

Enforcement proceedings in civil proceedings are activities of a court and a bailiff, as well as other participants in enforcement proceedings, regulated by the Civil Procedure Code of the Kyrgyz Republic , to ensure and enforce orders contained in judicial decisions and other acts, to protect rights in the manner prescribed by law. Enforcement proceedings, as a rule, represent the final stage of the civil process and arises in cases of refusal by the debtor to voluntarily execute court orders and other acts to protect the right. In the latter cases, the enforcement proceedings complete the protection of the right carried out by the extrajudicial body.

Enforcement proceedings are a specific stage of the civil process, since the application of measures of direct coercion is imposed by law on bailiffs [4]. Execution of judicial acts and acts of other bodies of the Kyrgyz Republic is entrusted to bailiffs, the number of which is determined by the Chairman of the Supreme Court of the Kyrgyz Republic on the proposal of the Director of the Judicial Department in agreement with the Council of Judges within the budget.

The task of the enforcement proceedings is to restore the violated rights, freedoms and legal interests of individuals and legal entities.

Enforcement proceedings are carried out on the principles [5]:

1) the legality and obligation of execution of the executive documents;

2) the timeliness of the execution of enforcement actions;

3) discretion;

4) procedural equality of the parties to the enforcement proceedings;

5) independence of the bailiff;

6) inviolability of the minimum property necessary for the existence of a debtor - an individual and his family members.

The presence of such measures (seizure of property, its implementation, etc.), their implementation by a special body significantly distinguishes enforcement proceedings from other stages of the civil process [6]. At this stage , the subjective rights and interests protected by law, confirmed by the court or other jurisdictional bodies, find real implementation.

In the cases provided for by this Law, the bailiff shall issue an appropriate resolution.

The resolution must indicate [7]:

1) the date and place of the decision;

2) the position, surname, name and patronymic of the bailiff who issued the order;

3) enforcement proceedings on which the decision is made;

4) the essence of the issue under consideration;

5) the grounds for the decision taken with reference to laws and other regulatory legal acts, as well as documents that were guided by the bailiff when making the decision;

6) conclusion on the issue under consideration;

7) the procedure and term for appealing against the decision.

The decision of the bailiff may be appealed against to a higher bailiff or to the court within ten days from the date of familiarization with it or receipt of notification of its adoption [8].

To confirm the right of the claimant for enforcement, the legislation requires, within the time limits established by law after the issuance of an act or its entry into force, the issuance of executive documents by the relevant jurisdictional body, while the implementation of decisions binding on state bodies and officials is carried out on the basis of court orders without issuing executive documents ...

In its development, enforcement proceedings go through a **number of stages:**

1) initiation of enforcement proceedings;

2) preparation for compulsory execution;

3) implementation of the performance;

4) issuance of an act completing the enforcement proceedings.

Enforcement proceedings do not arise automatically. By virtue of the principle of dispositiveness, in order to initiate it, it is necessary to submit an executive document to the court, as well as submit a written or oral statement of the claimant or other person authorized by law.

Executive documents are:

1) orders of execution issued by courts on the basis of decisions, sentences, rulings and orders of courts, amicable agreements approved by the court, decisions of international and foreign courts and arbitration tribunals;

2) court orders;

3) court rulings issued in order to secure a claim;

4) executive inscriptions of notary bodies;

5) collection orders with a note of banks and other credit institutions about the absence of funds in the payer's account;

6) decisions on monetary penalties issued by commissions for minors;

7) decisions made by bodies (officials) authorized to consider cases of administrative offenses;

8) certificates issued on the basis of decisions of labor dispute commissions and trade union bodies;

9) decisions of the prosecutor on the eviction in an administrative order of citizens who have

arbitrarily occupied residential premises or live in houses that threaten to collapse;

10) acts of other bodies in the cases provided by law.

2. In case of loss of the original of the executive document, the court or other body that issued the act on the basis of which the lost executive document was issued may issue a duplicate, having the force of the original.

Copies of executive documents are not.

The writ of execution may contain other information necessary for the implementation of the execution. So, for example, in cases of the recovery of alimony for minor children, the time and place of birth of the debtor, as well as information about the children (surname, name and patronymic, date of birth), etc. are indicated [9].

A writ of execution on the basis of court orders is issued to the recoverer by the court of first instance after the decision, verdict, ruling, ruling enters into legal force, except for cases of immediate execution, when the writ of execution is issued immediately after the court decision is made.

The bailiff as an obligatory subject of civil procedural relations is endowed with law enforcement power.

A bailiff is an official who is in the civil service and performs the tasks assigned to him for the compulsory execution of executive documents.

The bailiff carries out the execution of executive documents independently, regardless of the will of third parties, subject only to the Constitution of the Kyrgyz Republic and the law.

The bailiff is obliged:

1) take measures provided by law for the real, complete and timely execution of the executive document;

2) explain to the parties their rights and obligations, the provisions of the law on liability and actively help them in protecting their rights and interests protected by law;

3) provide the parties to the enforcement proceedings or their representatives the opportunity to use the rights and fulfill the obligations provided for by law;

4) consider applications regarding enforcement proceedings and petitions of the parties and issue resolutions on them, explain the terms and procedure for their appeal;

5) declare self-rejection if he is personally, directly or indirectly interested in the outcome of the enforcement proceedings, or there are other circumstances that raise doubts about his impartiality;

6) observe official, commercial, banking and other secrets protected by law;

7) comply with professional ethics;

8) perform other duties provided for by the legislation on enforcement proceedings [10].

The parties to the enforcement proceedings are the claimant and the debtor. The persons participating in enforcement proceedings are:

1) the claimant and the debtor (hereinafter referred to as the parties to the enforcement proceedings) and their representatives;

2) other participants (experts, specialists, appraisers, translators and attesting witnesses) who contribute to the fulfillment of the requirements contained in the executive document.

The guarantee of the right of the parties to judicial protection in enforcement proceedings is their right to appeal against the actions of the bailiff in the court in which he is a member. The parties also have the right to submit private complaints against judges' decisions to resolve issues related to the implementation of enforcement proceedings.

Enforcement proceedings are a specific stage of the civil process, since the application of measures of direct coercion is imposed by law on bailiffs.

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Contents

Scientific publication

«ISJ Theoretical & Applied Science, USA» - Международный научный журнал зарегистрированный во Франции, и выходящий в электронном и печатном формате. **Препринт** журнала публикуется на сайте по мере поступления статей.

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Impact Factor ESJI (KZ) based on Eurasian Citation Report (ECR)		1.042	1.950	3.860	4.102	6.015	8.716	8.997	9.035
Impact Factor SJIF (Morocco)		2.031				5.667			7.184
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Signed in print: 28.02.2021. Size 60x84 1/8

«Theoretical & Applied Science» (USA, Sweden, KZ)
Scientific publication, p.sh. 22.625. Edition of 90 copies.
http://T-Science.org E-mail: **T-Science@mail.ru**

Printed «Theoretical & Applied Science»