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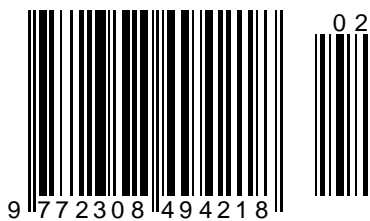
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LEGAL PROBLEMS OF FORECLOSURE ON MORTGAGED PROPERTY

Abstract: In the article, the author formulates the concept of foreclosure on pledged property, examines the features of the judicial and extrajudicial procedure for foreclosure on pledged property, analyzes the legal nature of foreclosure on pledged property. The problem of foreclosure of the mortgaged property and the definition of the parties involved.

Key words: Foreclosure: judicial and extrajudicial order of foreclosure, grounds for foreclosure on the subject of pledge.

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Introduction

The Kyrgyz Republic considers the rights of everyone to housing as one of the constitutionally significant values and has formulated the legal doctrine of this right in a separate article of the Constitution. In accordance with Art. 46 of the Constitution: 1. Everyone has the right to housing; 2. No one may be arbitrarily deprived of his home.

According to clause 2, clause 2 of item 12, the seizure of property against the will of the owner is allowed only by a court decision.

The establishment by the legislator of only a judicial procedure for the foreclosure of a mortgaged dwelling, which is the only one for a citizen to live, implies increased protection of the rights of family members of the owner, is not only economic in nature, but also due to the social significance of the specified subject of pledge. In this regard, pursuing the goals of a legal social state, taking into account the properties of the subject of pledge, the state has the right to establish a special jurisdiction over issues and disputes arising from contractual relations [2].

On the bottom of the main objectives of the pledge, by the time the debtor fails to fulfill his obligation, the creditor has a real opportunity to foreclose on the pledged property.

The investor wants to receive money quickly without cost, delay, uncertainty and litigation. The secured lender also wants to be sure that if the borrower defaults on its obligations, the loan will be repaid from the value of the pledged assets before other claims against the borrower are settled.

Real estate pledge (mortgage) is the most effective way to ensure the fulfillment of obligations. It allows the creditor to satisfy his claims against the debtor at the expense of the value of the mortgaged real estate. And most importantly, he will be able to do this primarily in front of other creditors, which increases the guarantees of debt repayment [3].

Domestic lawyer Alya Tsarnaeva writes about the satisfaction of the pledgee's claims as follows: "The pledgee's claims are satisfied at the expense of the pledged movable property by a court decision, unless otherwise provided by law or by agreement of the pledgor with the pledgee. However, the foreclosure may be levied on the subject of pledge transferred to the pledgee in the manner prescribed by the pledge agreement, unless otherwise established by law.

Collection on the subject of a pledge can be levied only by a court decision in the event that the pledged property is classified in the manner prescribed

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by law to property that has significant historical, artistic or other cultural value for society, and also if the subject of the pledge is the only housing belonging to the right of ownership to an individual [4].

Collection on the subject of pledge to satisfy the claims of the pledgee (creditor) specified in the Law of the Kyrgyz Republic "On Pledge" may be levied in the event of default and / or improper performance by the debtor of the obligation secured by the pledge, in particular:

violation of the term of payment of the obligation;

failure of the debtor to fulfill the pledgee's requirements for the early performance of the obligation secured by the pledge in the cases provided for in Article 56 of the Law of the Kyrgyz Republic "On Pledge".

The foreclosure on pledged property is carried out in the manner prescribed by the pledge agreement or other agreement establishing a mortgage by virtue of law, unless otherwise provided by this Law [5]. In the event of a discrepancy between the terms of a pledge agreement or other agreement establishing a mortgage by virtue of law, and the terms of an obligation secured by a pledge with respect to claims that can be satisfied by foreclosure on the pledged property, preference is given to the terms of a pledge agreement or other agreement establishing a mortgage in force law "[1].

The pledgee, in accordance with the current legislation of the Kyrgyz Republic, has the right to demand early fulfillment of the obligation secured by the pledge, and if his demand is not satisfied, to foreclose on the subject of the pledge in the event of [6]:

- violation by the pledger of the rules on the disposal of the pledged item or if the pledged item has left the possession of the pledger;
- violation by the pledger of the rules on replacement or restoration of the pledged item;
- loss of the pledged item due to circumstances for which the pledger is not responsible, if the pledger did not exercise the right to replace or restore the pledged item [7];
- violation by the pledger of the rules on subsequent pledge;
- violation by the pledger of obligations for the maintenance and safety of the pledged item;
- violation by the pledger of obligations to warn the pledgee of the rights of third parties to the subject of the pledge;
- in other cases stipulated by a law or a pledge agreement, or other agreement establishing a pledge [8].

As already noted, the essence of the pledge and its meaning lies in the fact that the pledgee, in the event of default by the debtor of his obligations, gets the opportunity to satisfy his claims at the expense of the pledged property by levying a penalty on him. Not

every failure to fulfill or improper fulfillment of an obligation on the part of the debtor gives the pledgee such a right [9]. This requires that the obligation has been violated by the debtor due to circumstances for which the latter is responsible. For example, it is impossible to foreclose on pledged property if the obligation was not fulfilled by the debtor for reasons related to force majeure (except for a monetary obligation).

And one more obstacle may be encountered on the way of the pledgee wishing to foreclose on the pledged property: the violation of the obligation secured by the pledge committed by the debtor may be extremely insignificant, and therefore the amount of the pledgee's claims may turn out to be disproportionate to the value of the pledged property. And in this case, the court has the right to refuse the pledgee to foreclose on the pledged property.

In accordance with article 62 of the Law and the Kyrgyz Republic "On mortgage" foreclosure on the mortgaged property is made out of court and court procedures. The out-of-court procedure for foreclosure on pledged property, assumes, when grounds arise for the foreclosure on the pledged property, the transfer of the initiative to dispose of the pledged property to the pledgee, who has the right to determine the methods for the sale of this property in accordance with the agreement on the procedure for foreclosure on the subject of pledge out of court, including acquisition of this property into the ownership of the mortgagee. This procedure does not provide for the possibility of resolving disputes that arose between the pledger and the pledgee in the process of fulfilling the main obligation and foreclosure on the pledged property, but only contains a way to satisfy the claims of the creditor / pledgee based on the concluded agreement [10].

At the same time, the legislator, fixing in the Law "On Pledge" in relation to the order of foreclosure on pledged property the formulas " *on the basis of a court decision* ", " *in court* ", thereby does not exclude the right to consider these disputes in an arbitration court, but excludes the possibility of alienation of pledged property out of court, provided for in Articles 60-61 of the Law "On Pledge" by means of out-of-court implementation mechanisms, the use of which allows the creditor to independently alienate the subject of pledge, without considering this issue by an independent body on the basis of the principles of fairness and impartiality. Arbitration proceedings are fully inherent in the principles of independence and impartiality of an arbitrator, equality and adversarial nature of the parties, and the obligation to enforce an arbitral award. Accordingly, the arbitration court is able to provide the necessary level of guarantees for the rights of the creditor and the debtor.

The decision of the Constitutional Chamber of the Supreme Court of the Kyrgyz Republic dated December 9, 2015 No. 16-r also notes that the term

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"court" should not necessarily be understood as a classical type of court built into the system of state bodies, and may imply a body established to resolve a limited number of disputes, under the constant condition that the necessary guarantees are observed.

The use of an extrajudicial procedure, on the one hand, is a justified exception from the general rules of judicial protection, which helps to simplify and speed up the procedure for protecting the interests of the pledgee and allows the pledger to avoid possible legal costs [11]. On the other hand, the pledgor is deprived of the opportunity to use a set of measures to protect his rights and legitimate interests, which can only be implemented by a court. This order of foreclosure on pledged property, provided for (Article 62 of the Law "On Pledge"), cannot be equated with an out-of-court method of resolving disputes arising from civil relations, which is carried out by arbitration courts, acting as an alternative form of judicial dispute resolution.

It should be noted that the legislation initially laid the foundations for such an approach to the problem under consideration. Thus, according to article 59 of the Civil Code of the Kyrgyz Republic, a citizen is liable for his obligations with all property belonging to him, with the exception of property that cannot be foreclosed and the list of which is established by civil procedural legislation. However, this legal mechanism did not find further development in the civil procedural legislation. An attempt to solve this problem in half by adopting an annex to the Law "On the Status of Bailiffs and Enforcement Proceedings" is a violation of the above-mentioned normative provision of the Code. Ultimately, the limits of the courts' authority to independently change the method and procedure for the execution of judicial acts should not apply to property with a special purpose, possessing certain characteristics and properties, the list of which should be established by procedural legislation [12].

The introduction of such restrictions is due to the need to protect constitutionally significant and internationally recognized values for a dignified life and free human development, an integral part of which is the right of everyone to adequate housing.

Undoubtedly, in this case, it is necessary to specify the criteria for property immunity in relation to residential premises so that law enforcement practice is not limited only to the establishment of the fact that the residential premises is the only one for the residence of the debtor and his family members and excludes the possibility of abuse by unscrupulous debtors who can use property immunity for the purpose of non-fulfillment or improper fulfillment of their civil obligations to creditors [13]. Criteria for the suitability of a dwelling for one person in accordance with established international standards should be established by law.

If we consider the rights of the creditor, on the one hand, and the right to housing of the debtor and his family members, on the other, from the point of view of the equality of all before the law and the court, the values that are constitutionally significant and recognized by international law are proportionate to the introduction of special restrictions. It is impossible to ignore the fact that while satisfying the property interests of the creditor, the legislator is associated with the international legal and constitutional guarantee of the right to adequate housing for the debtor and his family members. The foreclosure of a dwelling must be carried out on the basis of a court decision.

Accordingly, the judicial procedure for foreclosure on mortgaged property, initiated by both the mortgagee and the mortgagor, with the effective force of the principle of equality and adversariality of the parties, is more aimed at protecting the rights and legitimate interests of the parties to an agreement on mortgage of real estate, in the event of grounds for appeal foreclosure on mortgaged property. At the same time, the legislator needs to differentiate the measure of responsibility depending on the nature of the obligation and the legal consequences of the concluded agreement. We are talking about the peculiarities of civil obligations arising from the mortgage agreement, when a person clearly expresses his will for a security obligation and the dwelling itself is the object of a contractual relationship, in this case, he is obliged to bear responsibility in full. And under other civil law obligations, when the owner may underestimate the risk of the seizure of his home, the legislator is obliged to provide for the limitation of the creditor's rights to seize the dwelling if it is the only habitable dwelling for the owner and his family. In other words, the debtor should be granted property immunity in order to preserve him and his family members the minimum conditions necessary for a dignified existence.

Constitutional Chamber of 30 October 2019 examined the case on the constitutionality of subparagraph 9 of paragraph 21 of the Regulations on the minimum requirements for the procedure of financial services and the consideration of consumer complaints, approved by the Board of the National Bank of the Kyrgyz Republic from June 24, 2015 number 35/10 and set a purely judicial procedure foreclosure on real estate, thereby excluding the possibility of resolving such issues out of court.

Taking into account the fact that the judicial procedure for foreclosure on pledged real estate at the moment seems to be well-established and sufficiently regulated - partly by regulatory legal acts, partly by judicial practice - we believe that the legislator should pay special attention to improving the provisions of the current legislation on extrajudicial procedure about rashchenija foreclosure on mortgages. So, among other things, it is necessary to exclude from the

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text of the Civil Code of the Kyrgyz Republic and the Law of the Kyrgyz Republic "On Notaries" the term "agreement on extrajudicial foreclosure on mortgaged real estate" that does not correspond to its actual content [14].

Problematic and not fully resolved remains the issue of a pledge agreement with the participation of a person who is not a debtor under an obligation by a third party, i.e. surety. Often, in the course of action in the courts of general jurisdiction, the parties are guarantors to foreclose on the pledged property, i.e. third parties who are not debtors of the main obligation.

We believe that separate rules on the termination of surety apply to a pledge agreement with the participation of a non-obligated third party. The rule on the termination of the surety, which does not allow the indefinite existence of the obligation of the surety, is aimed at ensuring certainty in the legal relationship with his participation. A pledgor who is not a debtor on an obligation, the performance of which is secured by a pledge, must also be able to reasonably foresee the property consequences of providing security. The absence of a time frame for satisfying the claim to foreclose on the subject of a pledge, the term of which is not specified in the agreement, would lead to an indefinite encumbrance of the pledger's property right for reasons beyond his control. The application of separate rules on surety to the relationship between the debtor, the pledgee and the pledgor who is not the debtor under the main obligation, taking into account the similarity of these methods of securing the performance of obligations. In particular, this concerns the rule that if the pledger is a third party, and the term of the pledge is not specified in the agreement, the pledge is terminated, provided that the creditor, within a year from the date of the due date for the fulfillment of the obligation secured by the pledge, does not submit a claim to foreclose on the subject collateral [15].

In accordance with Clause 1 of Article 326 of the Civil Code of the Kyrgyz Republic, the pledger may be the debtor himself under the obligation secured by the pledge, or a third party not participating in this obligation. According to clause 1 of Article 343 of the Civil Code of the Kyrgyz Republic, under a surety (guarantee) agreement, the surety (guarantor) is obliged to the creditor of another person to be responsible for the performance of the latter's obligations in full or in part in solidarity with the debtor. Article 348 indicates the grounds for the termination of the surety, according to clause 4, the surety is terminated upon the expiration of the period for which it was given, specified in the surety

agreement. If such a period has not been established, it shall terminate if the creditor, within one year from the date of the due date for the performance of the obligation secured by the surety, does not bring a claim against the surety. When the deadline for the fulfillment of the main obligation is not specified and cannot be determined or determined by the moment of demand, the surety is terminated if the creditor does not bring a claim against the surety within two years from the date of the conclusion of the surety agreement.

The court does not have the right to make decisions that affect the rights and legitimate interests of persons not involved in the case. To ensure the correct consideration of the case and the adoption of a legal decision, the court must correctly determine the circle of persons involved in the case.

Thus, foreclosure on pledged property may affect the rights of owners of property in common joint ownership or a governing body chosen by the owners to manage their property, participants in common shared ownership (Article 7 of the Law "On Pledge"), rights of pledgees for subsequent pledge (Article 11 of the Law "On Pledge"), persons or body giving consent to the pledge (Article 62 of the Law "On Pledge"). These persons should be given the opportunity to participate in the case of foreclosure on the subject of pledge as defendants. Persons who have a right to use pledged property based on a law or a contract (tenants, tenants, adult family members of the owner of a residential premises and other persons) or a real right to this property (easement, land use right and other rights) (Article 62 of the Law "On Pledge").

In cases of debt collection and foreclosure on pledged property, the plaintiffs are the creditors for the main loan obligation, who were simultaneously the pledgees, and the defendants are borrowers and pledgers. If the mortgagor under the contract of pledge advocated a third person who is not a debtor under the loan agreement (loan agreement), he was involved as a respondent, on the requirements in lender were provided by the contract of guarantee, to participate in the case as a respondent attracting repent guarantors.

However, regardless of the compensatory properties of the pledged property, the obligee under the obligation secured by the pledge, for the purpose of satisfying his claims, must exercise his right of pledge by sequential foreclosure on the pledged property and the sale of the pledged item. The procedural aspects of the implementation of the right of pledge should be as clearly regulated by law. Otherwise, the pledge will cease to be any effective way of securing obligations.

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LEGAL BASIS OF LAND USE AND OWNERSHIP ON THE RIGHT OF PRIVATE PROPERTY

Abstract: The article reveals some aspects of the legal basis of land use and ownership on the right of private property. The author calls the relations on the use and protection of land as the basis of life and activity of the peoples living in the corresponding territory land relations. The grounds for the emergence, modification and termination of land legal relations are legal facts, i.e. circumstances that entail legal consequences in accordance with the law.

Key words: land use, private property rights, cadastre, land registration, use and protection of land, easement, land plot.

Language: Russian

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ПРАВОВЫЕ ОСНОВЫ ЗЕМЛЕПОЛЬЗОВАНИЯ И ВЛАДЕНИЯ ИМ НА ПРАВЕ ЧАСТНОЙ СОБСТВЕННОСТИ

Аннотация: В статье раскрыты отдельные аспекты правовой основы землепользования и владения им на праве частной собственности. Автор отношениями по использованию и охране земель как основы жизни и деятельности народов, проживающих на соответствующей территории, называет земельными отношениями. Основаниями возникновения, изменения и прекращения земельных правоотношений являются юридические факты, т.е. обстоятельства, влекущие в соответствии с законом юридические последствия.

Ключевые слова: землепользование, право частной собственности, кадастр, земельный учет, использование и охрана земель, сервитут, земельный участок.

Введение

Человек и земля неразрывно связаны между собой. Чем бы не занимался человек, в качестве объекта, на котором происходит действие, либо от которого берутся ресурсы связано с землей. С доисторических времен все живые существа жили на определенных территориях земли, считая его своим владением. За земли богатые ресурсами, разнообразной флорой и фауной, благоприятным расположением происходили сражения и войны. Кроме всего этого, земли представляли интерес и своим историко-символическим значением. С тех пор как появилась религия определенные территории земли начали иметь и духовную ценность. Если животные проживающие на

определенной территории и считающие ее своей, оставляли какие-либо знаки или помечали ее определенными способами, то человек тоже находил методы определения своей земли различными методами. Примерно пять с половиной тысяч лет назад, шумеры начали писать заостренными палочками, выдавливая на глиняных табличках первые знаки и символы в виде штрихов в форме клиньев, которые в то время назывались клинописью. Так появилась первая письменность [1]. С появлением, которого начало развиваться письменное документирование. Из прошлого до нас дошли различные виды документов, с помощью которых мы узнаем историю своей страны, особенности

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быта людей и различных отношений, складывавшихся в далекие времена. Документы появились вместе с письменностью, вначале как средство закрепления имущественных отношений, а затем, с развитием письменности, стали средством общения и передачи информации [2].

В наше время документооборот широко используется во всех сферах деятельности человека. Без письменного удостоверения каких-либо фактов и соглашений не обходится ни одна сделка. В особенности все действия, связанные с владением земель и пользования им [6].

Возникла необходимость собирать и систематизировать подробную информацию по наделам, на государственном уровне. Так появилась современное понятие о земельном кадастре, которую используют практически все страны мира. Земельный кадастр учитывает различные формы собственности, передачи в пользование и оценки земли [7]. Ведется он с двумя целями – правового сопровождения и налогообложения. Предполагает присвоение каждому объекту собственности кадастрового номера, регистрации любых его изменений – пространственных, исторических, юридических.

Происхождение понятия кадастра связывают с историей Древнего Рима. Его возникновение относят к IV в. до н. э. Причем первоначально это был не французский термин *cadastre*, который наиболее точно отражает суть (реестр, книга), а латинское понятие *caput*, означающее предмет обложения (или подати – дани, сбора по итогам оценки земли) государством.

В первом официальном кадастре Древнего Рима «*Табулес Цензуалес*» было введено понятие *caputigum* – дани. Впоследствии оно трансформировалось в *capitum registrum* (обложение податью в зависимости от количества владельцев или пользователей), а уже потом упростилось до *caoitastrum* или *catastrum* – термины, наиболее близкие к сегодняшнему звучанию. Хотя в Древнем мире понятия оценки земли не существовало (в официальном порядке), а сама она рассматривалась, как данность, история находит истоки кадастрового земельного учета именно в этот период. Уже в первобытном строе человек предпринимал первые попытки оценить территории, на которых находилось его племя. Причем подход у племенного общества отличался. Одни осваивали территории, постепенно развивая их возможности (кочевали, покоряя все новые наделы и возвращались к уже обрабатываемым). Другие меняли место обитания в поисках более качественных территорий для ведения сельскохозяйственной деятельности. Учитывая, что процедура передачи территорий в собственность другому лицу за вознаграждение в древние времена была чем-то немислимым,

интересным выглядит подтвержденный факт истории о многочисленных стычках между племенами за более плодородные наделы. В некотором смысле уже это можно считать предпосылками для возникновения земельного кадастра. На примитивном уровне описание земли древними жителями тесно связано с религиями. В Месопотамии плодородная территория рассматривалась, как дар богов, а безжизненная – наказание. Предки же современных европейцев нередко приносили жертвы и окропляли поля кровью животных, чтобы получить больше урожая. Первое официальное описание земли для целей налогообложения ее пользователей и собственников провел римский император Сервий Тулий. К тому времени (IV в. до н. э.) назрела объективная необходимость в структурировании данных по территориям. Возникновение государств, правда, стимулировало подобные попытки задолго до введения кадастра Тулием. Но именно в управлении кадастром «*Табулес Цензуалес*» впервые применены методы описания земли, которые лежат в основе современного подхода. Ключевым изменением, которое ввел император Тулий, был сам порядок земельного учета в государстве:

оценка земли уже проводилась не только с целью сбора информации, ее результаты получили статус юридического акта;

кроме описания земли, стали применяться графические методы земельного учета: на бронзовых таблицах наносились границы наделов с их приблизительной планировкой.

Развитие кадастра в римском государстве продолжилось с приходом понтифика Октавиана Августа (27 г. до н. э.). Он добавил к картам и описанию земли еще один метод кадастрового учета земельного надела – методологию оценивания (ранжирования) по результатам возделывания.

В итоге уже к началу новой эпохи земельный кадастр представлял собой некое подобие современного реестра. Он включал:

- земельный учет (перепись наделов с привязкой к владельцам);
- описание земли (качество, размеры, границы);
- составление карт на бронзовых таблицах.

С этим периодом связывают развитие отношения к наделу, как к средству производства и источнику материального блага. Со временем такой подход привел к развитию товарного характера природного ресурса. Развитие кадастра в привычном сегодняшнем понимании началось только в 1990-х годах после принятия закона № 1738-1 от 11.10.1991 (земельный учет с целью налогообложения). Согласно последнему регламенту, вся земля является платной,

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отличаются только формы платы за ее использование:

- налог;
- арендная плата государству;
- оценка земли (ее стоимость).

В отличие от прошлых версий кадастра, сегодняшний земельный учет выстроен не только на точных измерительных данных, но и на принципах регулярного обновления информации. Сейчас все операции с недвижимостью проходят через регистрацию в кадастре [3].

Как известно, отношения по использованию и охране земель как основы жизни и деятельности народов, проживающих на соответствующей территории, называем земельными отношениями [9]. Основаниями возникновения, изменения и прекращения земельных правоотношений являются юридические факты, т. е. обстоятельства, влекущие в соответствии с законом юридические последствия [8]. Так, гражданские права и обязанности возникают из оснований, предусмотренных законом и иными правовыми актами, а также из действий граждан и юридических лиц, которые порождают гражданские права и обязанности.

Гражданские права и обязанности возникают, в частности:

- из договоров и иных сделок, предусмотренных законом, а также из договоров и иных сделок, не противоречащих закону;
- из актов государственных органов и органов местного самоуправления;
- из судебного решения;
- в результате приобретения имущества по основаниям, допускаемым законом;
- вследствие иных действий граждан и юридических лиц;
- вследствие событий, с которыми закон или иной правовой акт связывает наступление гражданско-правовых последствий.

В силу специфики земельных отношений в большинстве случаев основанием их возникновения является не договор, а административный акт.

Права на землю как объект недвижимого имущества подлежат государственной регистрации и соответственно возникают с момента регистрации соответствующих прав на земельный участок.

Права на земельные участки возникают по основаниям, установленным гражданским законодательством. Участки, находящиеся в государственной или муниципальной собственности, могут предоставляться в частную собственность граждан и юридических лиц. Право постоянного (бессрочного) пользования, пожизненного наследуемого владения, безвозмездного срочного пользования участком,

находящимся в государственной или муниципальной собственности, предоставляется на основании решения уполномоченного государственного или муниципального органа.

А основаниями прекращения права собственности: при отчуждении собственником своего земельного участка другим лицам, отказе собственника от права собственности на земельный участок, в силу принудительного изъятия у собственника его земельного участка.

Основания прекращения права постоянного (бессрочного) пользования земельным участком, права пожизненного наследуемого владения: отказ землепользователя от принадлежащего им права либо в силу принудительного изъятия.

Аренда земельного участка прекращается по основаниям, предусмотренным гражданским законодательством.

Безвозмездное срочное пользование прекращается по решению лица, предоставившего участок, или по соглашению сторон: по истечении срока, на который он был предоставлен; при отказе землепользователя от принадлежащего ему права либо в силу принудительного изъятия.

Частный сервитут прекращается по основаниям, предусмотренным гражданским законодательством. Публичный сервитут прекращается в случае отсутствия общественных нужд, для которых он был установлен.

Выделяют также изъятие земельных участков для государственных или муниципальных нужд, конфискация и реквизиция участка.

Кроме этого, права на землю могут быть ограничены по основаниям, установленным законами. Ограничение прав на землю подлежит государственной регистрации. Под ограничениями прав на землю понимаются в основном ограничения в использовании земельных участков, причем перечень их не является исчерпывающим.

Государственной собственностью являются земли, не находящиеся в собственности граждан, юридических лиц или муниципальных образований.

Право собственности на земельные участки возникает с момента государственной регистрации права собственности на земельные участки. Основание государственной регистрации права собственности – акты Правительства об утверждении перечней земельных участков, на которые возникает право собственности при разграничении государственной собственности на землю, а также вступившие в законную силу судебные решения по спорам, связанным с разграничением государственной собственности на землю.

Конституция установила, что земля и другие природные ресурсы могут находиться в частной,

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государственной, муниципальной и иных формах собственности.

Как нам известно, частной собственностью являются земельные участки, приобретенные гражданами и юридическими лицами по основаниям, предусмотренным законодательством.

Объект права собственности на землю – земельный участок (часть поверхности земли, в том числе почвенный слой, границы которой описаны и удостоверены в установленном порядке).

Собственник вправе владеть, пользоваться и распоряжаться своим имуществом. Указанные правомочия применяются собственником с некоторыми ограничениями.

Владение земельным участком означает обладание им как своим.

Пользование земельным участком представляет собой возможность извлекать ее полезные свойства: размещать на ней постройки и сооружения, выращивать сельскохозяйственную продукцию и т. п. Собственники земельных участков имеют право использовать для собственных нужд как поверхность земельного участка, ее почвенный покров, так и имеющиеся на участке общераспространенные полезные ископаемые, пресные подземные воды, закрытые водоёмы. При этом участок должен использоваться в соответствии с целевым назначением, в зависимости от категории земель и разрешенного использования. Собственник участка обязан осуществлять мероприятия по охране земель, соблюдать требования градостроительных регламентов, строительных, экологических, санитарно-гигиенических, противопожарных и других правил, не допускать загрязнения, захламления, деградации и ухудшения плодородия почв.

Распоряжение участком представляет собой возможность для собственника определять его юридическую судьбу. Собственник вправе отчуждать земельный участок в собственность иным лицам (дарить, продавать, обменивать, завещать, передавать в качестве взноса в уставный капитал коммерческих организаций и т. д.), а также передавать права владения, пользования и распоряжения участком, отдавать его в залог и т. д. [10].

Законом также предусмотрено ограничение в отдельных случаях правомочий собственника по распоряжению земельным участком. Так, установлен перечень изъятых из оборота земельных участков, а также предусматриваются особые требования к процедуре заключения договоров купли-продажи земельных участков.

Граждане и юридические лица имеют право на равный доступ к приобретению земельных участков в собственность. Земельные участки,

находящиеся в государственной или муниципальной собственности, могут быть предоставлены в собственность граждан и юридических лиц, за исключением земельных участков, которые в соответствии с федеральными законами не могут находиться в частной собственности. Иностранцы граждане, лица без гражданства и иностранные юридические лица не могут обладать на праве собственности земельными участками, находящимися на приграничных территориях, и приобретать участки из земель сельскохозяйственного назначения.

Право собственности прекращается при отчуждении собственником своего участка другим лицам, отказе собственника от права собственности, в силу принудительного изъятия [4].

Вопрос права частной собственности в наше время является актуальным. Существуют различные подводные камни в использовании данного права. Одним из способов защиты права собственности на земельный участок является признание права.

Условиями применения признания права в качестве способа защиты гражданских прав являются: а) наличие субъективного права заинтересованного лица на момент обращения в суд за защитой; б) наличие спора о праве (либо наличие нарушенного или оспоренного права); в) обеспечение восстановления нарушенного или оспоренного права, поскольку «защита ради защиты» не допускается действующим законодательством; г) установление факта нарушения права заинтересованного лица именно ответчиком.

Однако в настоящее время указанная форма защиты применяется не как вещно-правовой способ, реализуемый собственником земельного участка, а как основание возникновения права частной собственности. Суть проблемы состоит в том, что признание права как форма защиты прав собственника подменяется фактическим наделением правом собственности лиц, не являющихся собственниками земельных участков [5].

Существуют различные способы решения тех или иных задач по защите права на частную собственность. Следует отметить, что в основе всего зависит своевременное и правильное оформление первичных документов, указание всех сопутствующих данных, условий и особенностей. Упущение из виду одной из них, может явиться предметом разбирательств в будущем. Выше мы перечислили основные понятия и аспекты право обладания землей и ее виды. Конечно, если касаться этой темы, то можно развернуть ее обширно и исследовать все нюансы и особенности. Но на наш взгляд усвоение и

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изучение первичных понятий обо всем этом сможет помочь многим в будущем определиться с тем или иным действием и предусмотреть многие вопросы.

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PSYCHOLOGICAL CHARACTERISTICS OF MINORS DURING INTERROGATION

Abstract: The article reveals the problems of minors during interrogation, his age, legal assessment, parents must know without fail why the child was detained. Also n When establishing psychological contact is necessary to take into account age features of formation of indications and individual characteristics of the person of a minor that requires the investigator's professional skills good knowledge of pedagogy, general and child psychology. At the same time, as with any other form of communication, there is an exchange of information, mutual influence, mutual assessment, the formation of moral positions and beliefs. However, the leading role in this interaction belongs to the person conducting the interrogation. The purpose of the article is to reveal the term legal evaluation and analysis of the protection of the rights of minors during questioning. The results of this study can be applied both in the practical activities of practicing lawyers and for law students studying law. Methods for the study. The research methodology is based on psychological and special legal methods.

Key words: questioning the rights of minors, false e readings I, criminal responsibility, legal representatives, the psyche of the child, mental attitude, law enforcement, protection and children's rights.

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Introduction

If a minor is interrogated by an investigator. Communication during interrogation is manifested in interaction, in which, in addition to the interrogated, other persons (lawyer, expert, specialist, translator, teacher, etc.) can participate. I believe that the participation of a teacher or psychologist in an interrogation should both serve to establish the truth in the case, and have an educational impact on a minor.

When carrying out all procedural actions, a minor should be explained the rights and obligations, as well as the goals of the procedural action in a way that he understands, taking into account the child's age, language of communication, level of development, knowledge and role in a particular production. The obligation to inform the child in a language that he understands or to offer the necessary translation service includes the right to receive

information in a common language rather than a legal language

After all, if a child is in a state of fear, anxiety, uncertainty, it is very easy to get testimony from him not about what actually happened, but about what the adult sitting in front of him wants to hear.

Does the law provide for a number of rights for parents if their child is detained?

If minors are suspected of committing a crime or at that time turned out to be an eyewitness to an administrative offense, then the parent also has the right to be present at the interrogation, to participate in the interrogation of the child or other investigative actions, to get acquainted with the case materials, as well as to present evidence, file petitions, file complaints about actions of the investigator.

The investigator has fundamentally different goals. The correct mental attitude during interrogation is the key to your success. Do not philosophize,

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engage in polemics or demonstrate your oratorical skills. I repeat that the task of the investigator is to get you talking. Don't help him! All questions should be answered as briefly and to the point as possible. It is advisable to limit yourself to the words "yes" or "no". The more a person speaks during interrogation, the easier it is for him to get confused, to be caught in inconsistencies, and the easier it is for the investigator to cling to something. A person is confused, he becomes more vulnerable, he can be manipulated and cornered.

An investigator is a professional. Be professional and you. If the question requires a description, be as laconic as possible. Each word must be carefully thought out. Remember that you are not limited in time (there is no minimum interrogation time, the maximum is eight hours). Set yourself up to a slow pace: you have nowhere to rush. Take your time to answer even the simplest questions, use pauses. Get the investigator used to this pace of conversation. If he starts pushing you, honestly admit that you are a little worried and uncomfortable. It is natural to feel uncomfortable in such a situation.

Interrogation is both a fight between two people in the legal field, and a fight of two characters, in which all the actions of an investigator are aimed at suppressing the psyche of a minor. The law has its own rules, the place for interrogation should not cause concern for the child. The atmosphere should be friendly, dispose the teenager to a frank conversation. Therefore, this procedure is provided in order not to harm the child's psyche. Therefore, legal representatives are invited for questioning without fail, these are parents or the participation of a teacher or psychologist [1].

It is necessary at the initial stage of the interrogation to arouse the child's interest in the conversation. To do this, you can tell him that urgently needed help is expected from him, but you should behave carefully so as not to focus on something specific. You shouldn't put pressure on a minor with such words as "You must understand this ..."; "How can you forget ..". In such cases, the investigator must apply the necessary interrogation tactics and approach competently. The time of interrogation of minors and minors should include not only tasks, but also individual psychological, age characteristics.

According to Kochenov M.M. and Osipova N.R. productive testimony the interrogation time should have at least 30 minutes, children over 10-11 years old. If during the set time it was not possible to obtain the necessary information, then a break is taken. B is in the interrogation is, minors must contain a two-hour or four-hour breaks. So on the basis of the material used, th Rist Alexander Seljutin gives tips on how to talk with the investigator, to ak behave under interrogation? There are no friendly conversations with law enforcement officials: if the police want to talk to you, this is an interrogation or questioning [2].

It is strongly discouraged to go to it without a lawyer. Do not confuse interrogation with polling. The interrogation is carried out in the framework of a criminal case, and the interrogation is carried out during verification in the latter case, it is not necessary to answer the questions at all [6].

So on the basis of the material used, I want to add the interrogation technique, about the bottom of the most important aspects of the interrogation of a minor form the criminal procedural basis. They should be understood as the totality of the requirements of the criminal procedure law regarding the legal status of a minor, the procedure, conditions and sequence of the production of this investigative action, the circle of persons who may take part in it, the subject of interrogation, the procedure for recording its results, as well as procedural guarantees of the identity of this participant in the criminal legal proceedings [8].

The procedural form is a set of conditions established by law for the investigation bodies to perform those actions by which they exercise their functions in the field of criminal investigation, as well as for the citizens participating in the criminal proceedings to perform those actions by which they exercise their rights and fulfill their duties.

Criminal procedure legislation provides for a special procedure for juvenile proceedings, taking into account their age and psychological characteristics, insufficient life experience, emotional instability, underestimation of the social danger of their actions and the severity of their consequences. In turn, the tactics of conducting a preliminary investigation in a specific case of a minor should be based on the fact that the adolescent's external behavior often reflects the action of the causal factors that underlie it.

The object here is the personality of a minor, most often not completely formed, being in great dependence on the environment, environment. One of the most important tasks of the preliminary investigation in the investigation of cases involving minors is not so much the exposure and punishment of the perpetrator, but the identification and elimination of the causes and conditions that contributed to the offense. As already mentioned, parents or other legal representatives or close relatives of a minor, defenders, translators can take part in the interrogation. This creates a difficult psychological situation in preparation for interrogation and during interrogation of a minor, because each of such participants in the interrogation in a certain way brings his own psychological features into this investigative action [7]. In this regard, the investigator faces complex tasks of a special nature: he must take into account the psychological characteristics of minors and all other participants in the interrogation.

Victims and witnesses under the age of 16 are not warned about liability for refusing to testify and for knowingly giving false testimony. This is due to

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the fact that the tactics of interrogating a minor is based on his age.

Also, a special order of summons for interrogation is established, namely Part 2 of Art. 191 of the Criminal Procedure Code of the Kyrgyz Republic states that a person under the age of 16 is summoned for questioning through his legal representatives or through the administration at his place of work or study. A different procedure for summoning for interrogation is allowed only if it is caused by the circumstances of the criminal case.

When interrogating a minor witness or victim, parents or legal representatives are called, in their absence, an employee of the authorized state body for the protection of children is called. When interrogating a minor witness or a victim under the age of 14, a psychologist or teacher is also called in (Article 196 of the CPC KR).

Minor witnesses and victims under the age of 16 are not warned about liability for refusing to testify and for knowingly giving false testimony. When explaining to such witnesses and victims of procedural rights and obligations, they are shown the need to speak only the truth. The juvenile witness and victim shall be explained the right to refuse to give evidence that incriminates themselves or close relatives of committing a crime. A note is made on the clarification of the rights and obligations in the protocol, which is certified by the signature of the witness or the victim, as well as by persons representing their interests. A minor suspect occupies a special position during interrogation. The interrogation of this person is not specifically regulated by the Criminal Procedure Code of the Kyrgyz Republic and is carried out according to the rules for interrogating minor witnesses and victims, as well as an adult suspect, accused. A distinctive feature is that the bringing of a minor suspect without first summoning him for interrogation can be used only in cases when he is hiding from the investigation [9]. Bringing and interrogation cannot be carried out at night, except in urgent cases. It should also be noted that, based on modern experimental data and the provisions of psychological science on the time during which minors are able to hold attention, the interrogation of such a person cannot continue without a break for more than 40-45 minutes, and in total it can last no more than 4 h per day. This is mainly due to the fact that the interrogation of minors is complex and multifaceted. It, as a criminal procedural activity to establish the circumstances and facts of interest to the bodies of preliminary investigation, includes procedural, tactical, organizational, psychological, pedagogical, ethical aspects. The interrelation of these aspects and the relationship between them are expressed in the fact that tactical techniques are used by the investigator in strict accordance with the criminal procedure law and the requirements of moral norms, taking into account the age-psychological and

individual characteristics of the personality of the minor. The achievement of this goal was ensured by solving the following tasks: as Porubov N.I. writes, the act of interrogation at the preliminary investigation [3]:

- to investigate the controversial provisions of the criminal procedural legislation governing the procedure for interrogating juvenile witnesses and victims during the preliminary investigation;

- to disclose the ethical aspects of this investigative action;

- to investigate the psychological possibilities of perception and transmission of information by adolescents, as well as the peculiarities of adolescent psychology from the standpoint of taking them into account in interrogation tactics;

1. to substantiate and reveal the main elements of the tactics of preparation for the interrogation of juvenile witnesses and victims;

2. on the basis of the study of the judgments of a number of criminologists, highlight tactical methods of obtaining testimonies from underage witnesses and victims.

Thus, one should understand the totality of the requirements of the criminal procedural law regarding the legal status of minors, the procedure, conditions and sequence of production of this investigative action, the circle of persons who may take part in it, the subject of interrogation, the procedure for recording its results, as well as procedural guarantees of the identity of these participants criminal proceedings [4].

Therefore, questions asked to a minor witness (eyewitness) are formulated very thoughtfully. They should be short, clear and contain no clue, no suggestion. When interrogating witnesses from the immediate environment of a minor, the fact of their friendly relations should be taken into account. Often they form stable groups formed on the basis of cohabitation, at the place of study (work), and leisure activities. As mentioned above, this is usually emotional excitement combined with depression from an unfamiliar environment. As I write so in his writings the authors as A.P.Ryzhakov, Bogomolov SN "It should be noted that one should start with a conversation about the conditions of life, study (work) and upbringing of a teenager, about the range of his interests and hobbies. A teenager may willingly talk about himself and his friends, believing that these questions have nothing to do with the crime committed" [5]. Also, the investigator must correctly formulate the questions. They should be specific, not complex, and not contain any factual data that could suggest something to a teenager. One should not forget about such a feature of it as suggestibility.

During the interrogation, it will be important for the investigator to demonstrate his awareness of the circumstances of the crime committed [10]. However, this must be genuine information obtained from the

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protocol of the inspection of the incident, the testimony of eyewitnesses. The use of the element of surprise when presenting to the suspect (minor), albeit not very significant, but convincing evidence can incline to the need to tell the truth. When referring to an alibi, it should be borne in mind that adolescents usually do not prepare it in advance.

Therefore, the suspect's detailed questions and answers to them about the place, time, witnesses, joint actions, the information recorded in the interrogation protocol will help to further reveal the inconsistency of his alibi references.

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THE EXPERIENCE OF FOREIGN COUNTRIES IN THE STATE PROTECTION OF WITNESSES IN CRIMINAL PROCEEDINGS

Abstract: *The scientific article provides a brief analysis on the protection of witnesses in foreign countries for implantation in national legislation. Several aspects were taken into account: the adoption of regulations, the consolidation of security measures, the development of mechanisms and its implementation. In developed countries, witnesses whom the state protection of the criminal investigation needs have used and are using strengthened and developed measures and mechanisms on the issue of witness safety. It is noted that the accumulation of the regulatory framework does not stop there; new mechanisms are developed every day. Studying these points will provide an answer to the question of what we can implant, given the current regulatory framework for the safety of witnesses without a protective witness.*

Key words: *witness, protection, security, mechanism, measures, foreign countries.*

Language: *English*

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Introduction

The institution for the protection of witnesses has a special place in criminal proceedings. As we know, the testimony of the witness is one of the most important evidence bases. On this issue, the head of the Witness Protection Department, Oktyabr Urmanbetov, noted in his interview that "... there are many obvious facts when, due to the lack of a guarantee of personal safety from the state, people refuse to testify or change them. In fact, every third or fourth criminal case falls apart for this reason, and the criminals do not receive the punishment they deserve" [1].

On this issue in foreign countries, more attention has been paid and scientifically researched, regulatory frameworks have been adopted, measures for the security of a witness and mechanisms for implementation have been developed.

Witness protection is a set of security measures and a mechanism for protecting witnesses during a criminal investigation, in other cases after a court decision. Ivanov I. S. gives the following definition

"under the protection of witnesses, it is clear to ensure their anonymity, to eliminate public disclosure of the identification data, precisely those witnesses whose health and life are under the threat of obvious encroachments from criminal subjects" [2].

Aspects of ensuring the safety of a witness in the states of the world community, especially those that have already entered the post-industrial period of development, have long and firmly been given increased attention from both representatives of the scientific community and law enforcement officers. This is not surprising, since, as M.P. Fadeeva, "the international practice of combating crime shows that states that have created a legal framework for the protection of persons assisting criminal proceedings from unlawful influence are making the greatest progress in this direction" [3].

Anticipating a review of the normative legal acts of various states on the issues of ensuring the safety of the victim and witness, and in the broadest sense of other participants in the criminal process contributing to justice, it should be noted that legal thought does

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not stand still, and the process of improving this activity is in constant dynamics. This can explain the wide variety of approaches applied to the development of the investigated institution of legal relations.

In this regard, it seems to us that the use of the experience of other states not only helps to solve the problems of today associated with the need to level the factor of unlawful influence on witnesses, but also allows us to determine promising directions for the development and improvement of activities on state protection of participants in criminal proceedings, who, may not be in demand today, but will be relevant in the near future (in relation to Kyrgyzstan, for example, creating conditions for the normal life of the protected person and his family members if long-term security measures are applied). On the whole, in this way, an integrated and multidimensional approach to the problems under study is achieved.

The United States has a law to combat crime, this law was passed in 1968. A feature of this law was the issue of witness protection. This legislation provides a definition for the concept of “reket activity” and one of the types of acts “violence against witnesses”. But unfortunately this law did not define what action or without action we can say “violence”?

VT Tomin wrote in his scientific work that “in various countries, using the example of the United States, a mechanism has been developed and is being implemented to protect witnesses in a criminal trial, as well as its property. In other words, the safety of the witness is elevated to the state program. Foreign experience allows one to come to the idea that “they” have gone far ahead in this area, since this institution is a problem of the state and its citizens. Subsequently, they developed state protection, carefully analyzed and developed a mechanism” [4].

It should be noted that US legislation on the protection of witnesses is extremely mobile, which is largely due to its belonging to the Anglo-Saxon legal system, which is not as rigidly codified as, say, the continental legal system to which most European states belong, including and Kyrgyzstan.

Historically, on the European continent, it was the Italian Republic that was the first of the states to experience the effect of the factor of unlawful influence on the participants in criminal proceedings and was forced to become a European pioneer in the application of the institution of state protection. An interesting feature of modern Italian legislation is the fact that over the past decade it has been in the phase of a transit transition from the continental to the Anglo-Saxon system of law, which, of course, was reflected in the acts of Italian legislation, including on the issues under consideration.

For example, in 1984 Italy adopted its Special Witness Protection Program [5], which is administered by the Department of Public Security of the Ministry of the Interior through a special central protection service and through the Office of the State

Prosecutor for Mafia Cases. This program is used in cases where the measures taken in accordance with the current Italian legislation are not effective enough.

For example, a number of security measures that can be applied during the interrogation of persons collaborating with justice are defined by the new [6] CCP of the Italian Republic. The Code, approved by Decree No. 271 of July 28, 1989 and in effect since October 24, 1989, in a special article No. 147Yz provided the opportunity to conduct remote interrogation during the trial of a person who, in accordance with the law, is subject to the protection program, using technical means enabling audiovisual contact. The condition of such interrogation in order to ensure the equality of the parties is the mandatory presence of a court officer at the location of the protected person.

French criminal law provides for an exemption from criminal liability if a member of a criminal group informs or declares his activities before the initiation of a criminal case or facilitates the prosecution and arrest of organized criminals. According to Art. 62-1 of the French Code of Criminal Procedure, if there is a petition, the witness has the right to testify without information about his place of residence. In addition, during the interrogation of a witness, personal data is established, but does not indicate in the protocol, that is, it is not indicated for public documents. Such information will be entered into a special database that contains personal data about anonymous witnesses. There are similar security measures at the trial stage. At the beginning of the interrogation of the witness, the place of residence is not disclosed.

As noted in the foreign legal literature, “some crimes, in connection with the exposure of which the used witness protection is also modified from country to country. For example, in Italy and Belgium, measures of security are applied in the case of ordinary crimes (cases include drugs action Mafia or deliberate killings or other crimes punishable by taking away liberty from 5 to 20 years)” [7].

In court proceedings, videoconferencing is used to guarantee the safety of the witness (for example, in the Russian Federation). AP Ryzhakov its scientific and practical commentary to the **Federal Law of 20 March 2011 n 39-FZ indicates that at the level of legislation adopted and a mechanism for the protection of witnesses, namely,** “when the inevitability of ensuring the protection of the witness, his close family circle, relatives and associates, the court makes the mentioned in Part 5 of Art. 278 Code of Criminal Procedure definition and without disclosure of authentic information about the identity of the witness spends his interrogation by the use of video conferencing system so that interrogates saw all members of the court, and not all of the parties the court process. Hear the same information a witness in this second case, you should have the admissibility of all nahodschiysya in the courtroom. At the same time

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questioning the witness in order to guarantee its safety under conditions precluding the visual observation of the witness by other participants in the proceedings, it is recommended to make so that in the place where the witness, were defendants' lawyers" [8].

Some countries (eg Austria) do not have such security measures. They believe that the use of videoconferencing to obtain testimony violates the rights of the defendant, namely the presence of the witness at the hearing. But in such cases, for the authorities that are responsible for the safety of the object, that is, the witness (property and close relatives), it becomes more difficult to fulfill their functional duties. They will have to apply security measures from the personal information of the witness to its location, that is, the relocation of the witness abroad must be ensured.

On the issue of including a witness in the protection program, different countries have different procedures. For example, in Northern Ireland, Great Britain, Austria and Latvia, even knowledgeable persons have the right to benefit from protective immunities. In Italy, Germany, Slovakia, an informed person should be given the status of "witness", only then they include them in the witness protection program.

It is obvious that the content and focus of such Programs in each state is different, since the goals and objectives solved by these programs differ. In addition, they all have one thing in common - none of them is limited to the protection of only the persons involved in the criminal case. In some cases, protection is provided for a fairly long time, and in exceptional situations - for life.

As foreign experience shows, for the purpose of protection, such security measures can be applied as, for example: failure to indicate in statements about a crime, in explanations received at the stage of initiating a criminal case, personal data of protected persons, as well as non-disclosure without consent of information about them throughout investigation (used in China, Denmark, Lithuania) [9]; interrogation not of the witness himself, but of a police officer or investigator, who learned the circumstances of the crime from witnesses (including police agents) in the course of their official activities (used in the USA and

Germany); keeping secret the location of the witness by controlling the receipt and sending of letters and other correspondence by police officers, as well as his negotiations with relatives and employees of various institutions (used in Germany);

detention of persons carrying out post-criminal influence during the performance of investigative actions (for example, by threats to their participants) until the end of the investigative action (used in the GDR) or removal of these persons from the place of investigation; verification of documents and searches of persons admitted to the courtroom, as well as the prohibition of entry into the courtroom by individuals, by a court decision (used in Germany) [10]; separate detention of suspects, accused (and convicts - while in custody), whose life and health are in danger from other suspects and accused); mandatory informing of the protected participants in the process about the transfer of the convict to another penitentiary institution, about his early release, about escaping from the place of serving the sentence, about being sent to work outside it (used in the USA); wiretapping of negotiations without the sanction of the prosecutor with the obligatory implementation of sound recording and attachment of the phonogram to the case (used in Latvia); video recording of testimony and its reproduction in court (since 1992 it has been legislatively enshrined and applied in Great Britain) [11]; video broadcasting of interrogations of persons outside the courtroom, the use of protective screens limiting the announcement of the witness's identification data, as well as closed court sessions in the absence of the public in the courtroom, removal of the defendants from the courtroom during the interrogation of victims and witnesses, other participants in the process (used in Italy, The Netherlands, Belgium, Great Britain, France, Russia, etc.) [12], etc.

Despite the fact that many of these protection measures, widely used in other states, go beyond the framework of criminal procedural relations, they seem to be quite effective, and therefore can be recommended for use in Kyrgyzstan, especially since the generally recognized principles and norms of international law and international contracts are part of national legislation.

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SECURITY MEASURES FOR WITNESSES: CONCEPT, ESSENCE, PROBLEMS, PROSPECTS

Abstract: In this article, measures of state protection are applied to a witness who is at the same time a participant in the criminal process, and is also the subject of an indicator of human rights and freedoms. In the course of criminal proceedings, it was revealed that the institution of state protection was developed to protect witnesses from physical, moral and material damage, often as a result of actions (inaction) accompanied by signs of a crime. Attempts were made to establish that and nstitut witness protection was established to ensure compliance with human rights and freedoms and achieving criminal justice purposes. In the course of the analysis, it was revealed that for the implementation of measures to protect witnesses, the powers of law enforcement agencies are not compared with the goal of protection, nevertheless, it cannot go beyond the main tasks that were defined for them. The witness cannot resolve the issue of financing protection measures, is not included in the direct tasks. Essentially, law enforcement agencies cannot provide social protection measures.

Key words: rights, freedom, person, goal, witness, protection, security, state, international law, measures, damage, threat.

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Introduction

Protection of human rights and freedoms is an important indicator of a democratic society, a prerequisite for the formation and development of the rule of law.

One of the first steps towards the formation of the Kyrgyz state as a democratic and legal state is the Constitution of the Kyrgyz Republic, adopted on June 27, 2010 [1]. This constitution adopts a general concept of human rights, including the 1948 Universal Declaration of Human Rights, the 1966 International Covenant on Economic, Social and Cultural Rights [2] and the 1966 International Covenant on Civil and Political Rights [3].

In 2010, the Constitution of the Kyrgyz Republic proclaimed Kyrgyzstan a sovereign, democratic, legal, secular, unitary, social state (part 1 of Article 1), in which a person, his rights and freedoms are the highest value, and the protection of rights and

freedoms and a citizen is the duty of the state (Art.2), in which the rights and freedoms of man and citizen directly determine the meaning, content and application of laws, legislative activity. executive power, local self-government and the judiciary (part 1 of Article 16), where the state protection of human and civil rights and freedoms is guaranteed (part 1 of Article 40), where everyone has the right to defense. his rights and freedoms in all ways not prohibited by law (part 2 of article 40), where everyone is guaranteed judicial protection of his rights and freedoms (part 1 of article 40), as well as the right to receive qualified legal assistance (part 3 of article 40), etc.

However, despite the high importance and correctness of the existing legislative provisions, "it is too early to talk about a complete transformation of the rule of law and giving citizens a comprehensive hectares Ranta rights and freedom of the person " [4],

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because "the overall situation with the observance of human rights and freedoms and a citizen in the country as a whole cannot yet be considered satisfactory". This is primarily due to the fact that the human and civil rights and freedoms enshrined in the Constitution are not properly protected by the appropriate protection mechanism at the level of legitimacy.

The creation of the institution of state protection of participants in criminal proceedings began in the middle of the ninety-third year of the last century. Chapter 2 of the Constitution of the Kyrgyz Republic can be viewed as "stimulating the development of laws and the adoption of a large number of new regulations containing general ideas and individual provisions of the Constitution."

Despite the fact that the normative acts were not adopted for a long time, intensive scientific and legislative work was carried out to develop normative provisions for the protection of participants in criminal proceedings. As a result, "On the Internal Affairs Bodies of the Kyrgyz Republic" (January 11, 1994, No. 1360-XII), "On Operational Investigative Activities" (October 16, 1998, No. 131), "On the Rights of Participants in Criminal Proceedings" protection "(August 16, 2006, No. 170). The Criminal Procedure Code of the Kyrgyz Republic (February 2, 2017, No. 20) states that one of the goals of the criminal procedure legislation is to protect a person from restrictions on his rights and freedoms in criminal proceedings.

Achieving the goals of criminal proceedings involves the creation of conditions for a full, comprehensive and objective consideration of all aspects of the case. The impact on the participants in criminal proceedings threatens the administration of justice. The duty of the state is to ensure the safety of persons participating in criminal proceedings, according to which it, in the full sense of the word, acts as a guarantor of justice. Therefore, in order to solve the problems of criminal proceedings, it is very important to properly protect its participants from any unlawful influence on them. Grounded in art. According to Article 40 of the Constitution of the Kyrgyz Republic, which guarantees the protection of human and civil rights and freedoms, the Kyrgyz Republic undertakes to "fulfill in good faith its civic obligations and protect all subjects of criminal proceedings." However, if the state fails to fulfill its obligations to protect this category of persons, their refusal to participate in the investigation and subsequent criminal proceedings in court is not subject to moral condemnation or punishment.

Particular attention should be paid to some provisions of the Criminal Procedure Code of the Kyrgyz Republic, which clearly demonstrate a systematic approach to the formation of security measures for participants in criminal proceedings. For the first time, the Criminal Procedure Code of the Kyrgyz Republic has developed special security

measures for individual participants in the criminal process, which are used in pre-trial and judicial proceedings. According to paragraph 5 of Article 13 of the Criminal Procedure Code of the Kyrgyz Republic, the circle of persons in need of protection (protection) of human and civil rights and freedoms in criminal proceedings has significantly expanded. The legislative body has extended the application of criminal procedural security measures to all participants in the criminal process, including the accused and his close relatives, including: close relatives, i.e. spouse, parents, children, foster parents, foster children, brothers and sisters, grandparents, grandchildren (paragraph 2 of Article 5 of the Criminal Procedure Code of the Kyrgyz Republic).

Part 3 of Article 13 of the Criminal Procedure Code of the Kyrgyz Republic prescribes the use of five procedural security measures, depending on the nature of the participants in the criminal process. In this case, the only condition for their use is to ensure the safety of the data of the litigants. There are no other criteria for applying procedural security measures. Thus, the law gives authorized persons, including judges, prosecutors, investigators, investigative bodies and investigators, the right to make their own decisions on the advisability of using the institution of state protection of vulnerable participants in criminal proceedings or, conversely, excessive decisions depending on the current situation and , as well as assessment and analysis of information about potential threats to protected persons.

Some proceduralists consider "detention" under Articles 98-99 of the Criminal Procedure Code of the Kyrgyz Republic as a security measure [5].

With the adoption of the Law "On the Protection of the Rights of Participants in Criminal Proceedings" in August 2006, the main institutional norms were established to regulate the appropriate types of behavior of subjects of state protection, participants in criminal proceedings. This law establishes a system of state protection measures, including security measures and measures of social support for persons assisting in criminal proceedings, as well as the grounds and procedure for their application. According to the law, must defend: the victim, witnesses and other participants in the criminal process.

The same law defines the principles for the implementation of state protection: legality, respect for human and civil rights and freedoms, mutual responsibility of state protection bodies and protected persons (part 1 of article 4).

The principle of legality is a general legal principle that implies strict observance of the Constitution and laws of the Kyrgyz Republic by all state authorities, local self-government bodies, officials and citizens. In Art. 5 of the Law on State Protection of the Rights of Witnesses and Victims is based on the [Constitution of the Kyrgyz Republic](#) and consists of the Law "On Protection of the Rights of

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Participants in Criminal Proceedings”, the Criminal [Code of the Kyrgyz Republic](#), the Criminal Procedure [Code of the Kyrgyz Republic](#), the Criminal Executive [Code of the Kyrgyz Republic](#), other laws, and other regulatory legal acts of the Kyrgyz Republic, as well as international treaties and agreements that have entered into force in the manner prescribed by law, to which the Kyrgyz Republic is a party .

The principle of respect for human and civil rights and freedoms complies with the norms of international law and the legislation of the Kyrgyz Republic that regulate these rights and freedoms. An example of compliance with this principle is the provision of the Criminal Procedure Code of the Kyrgyz Republic on the inadmissibility of the use of violence, intimidation and other unlawful measures during investigative actions, as well as threats to human life, and the health of those involved. (part 4 of article 1 58).

Also, the Criminal Procedure Code of the Kyrgyz Republic provides for the possibility of hearing a case in a closed court (part 2 of article 2 8 1). If it is necessary to ensure the safety of the victim, witness or other participants in the process, as well as members of their families, close relatives, relatives and close persons, the criminal case can be considered behind closed doors.

Implementation of the principle of mutual responsibility of bodies providing state protection and protected persons implies a set of bilateral rights and obligations of bodies and protected persons to each other and responsibility for their non-observance. Such rights and obligations are determined by Articles 24 and 25, with the possibility of conclusion of the contract (Part 1 of Article 21) and the exercise of rights and obligations under this agreement, as well as in cases stipulated by the SFA howling 5 of the Law on the Protection of the subjects participants.

The basis for the development of this principle was the recommendations to the governments of states on the status of a victim in the framework of criminal law and criminal procedure, proposed for the revision of national legislation and practice:

- informing the victim about the possibility of obtaining assistance, practical and legal assistance, compensation from offenders and the state, as well as about the results of the police investigation;

- release the offender from criminal liability only after resolving the issue of compensation for the victim;

- informing the victim by the court of the date and place of the consideration of the case, the possibility of obtaining compensation and compensation in the course of criminal proceedings, legal assistance and ways of finding out the results of its consideration. Job;

- increase the level of protection against disclosure of any facts that unreasonably affect the confidentiality of the victim or may damage his

reputation (closed court hearings, non-disclosure of personal data, etc.);

- Ensuring effective protection of the victim and his / her family members from intimidation and possible retaliation by the offender (especially in the framework of organized crime).

The principle of departmental, judicial and prosecutorial supervision over state protection is a requirement for strict observance of the requirements of the Criminal Procedure Code of the Kyrgyz Republic and the Law on the Protection of the Rights of Participants in Criminal Proceedings.

Control is one of the functions of any government agency. Departmental control is control over the legality of state protection, that is, control exercised by the forces and means of specific structural units of specific agencies exercising state protection, as well as control of higher authorities by lower authorities.

Departmental control is carried out in accordance with laws and other normative legal acts that regulate the activities of bodies providing state protection .

The prosecutor's office supervises the activities of bodies that have taken measures of state protection. The Prosecutor's Office of the Kyrgyz Republic is the only body on behalf of the Kyrgyz Republic that monitors compliance with the Constitution of the Kyrgyz Republic and the implementation of laws in force in the territory of the Kyrgyz Republic. The powers of the prosecutor's office to supervise the implementation of state protection are regulated by the Law of the Kyrgyz Republic "On the prosecutor's office of the Kyrgyz Republic" dated August 24, 2020 No. 143.

When implementing state protection, open and covert methods can be used. Sound working methods are not secret, but open. Using confidential (confidential, invisible) methods of work to ensure the safety of protected persons, protecting the confidentiality of information about protected persons, measures taken to protect criminals in order to prevent unlawful actions and creating an "information vacuum" against protected persons.

Covert methods of state protection are mainly used to identify criminals so that law enforcement agencies can detain them when they commit criminal acts. The use of explicit (explicit) and covert (confidential) actions must be carried out in accordance with the legislation of the Kyrgyz Republic.

The rights of the protected person are not limited when applying security measures. It is about respecting the housing, labor, pension and other rights of protected persons. So, in accordance with parts 2-3 of Article 10 of the Law on the Protection of the Rights of Participants in Criminal Proceedings, when the protected person moves to another permanent place of residence, he is provided with housing at the

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expense of the state budget, reimbursement of the costs of moving, material assistance, a guarantee of employment and assistance in choosing a job (position) or place of study, similar to the previous job. The rights of the protected person are also protected when moving to another temporary place of residence, changing the place of study, changing appearance or documents. However, no significant improvement in the housing and other rights of protected persons is allowed.

For example, the laws of the Federal Republic of Germany stipulate that the material condition of a witness should not be "higher" than at the time of the beginning of the defense: this "excludes the possibility of obtaining testimony in connection with benefits, benefits, etc." [6].

The means of protecting human rights and freedoms in criminal proceedings include not only explaining the rights to interested parties, but also the application of security measures, as well as warnings about possible negative consequences associated with the exercise of certain rights. The Criminal Procedure Code of the Kyrgyz Republic provides a wide range of rights to participants in criminal proceedings. However, in order to use them freely, the participants in the process must, firstly, be aware of the rights, duties and responsibilities provided for by the law, and secondly, be able to effectively protect their rights. This provision informs the participants in criminal proceedings about their rights and obligations, whether they understand the meaning and content of these rights and obligations, and also provides an opportunity to exercise these rights. Rights and obligations are clarified at each stage, since the legal status of a participant in criminal proceedings may change [7]. A protocol is drawn up on the explanation of rights and obligations, in which a note is made that the rights provided for by law have been explained to the suspect, the accused and the witness. Clarification of rights and obligations should be made immediately after the recognition of a person as a participant in the process (Articles 41, 50, 54, 58, 59, 60, 61, 99, 161, 162, 170, 202, etc. of the Criminal Procedure Code of the Kyrgyz Republic).

When implementing the principle of criminal justice under consideration, special attention should be paid to the use of procedural means aimed at ensuring the implementation of the so-called immunity of witnesses in a number of articles of the Criminal Procedure Code [8]. According to paragraph 38 of Article 5 of the Criminal Procedure Code of the Kyrgyz Republic, the right of every person not to incriminate himself and his close relatives, i.e. "No one is obliged to testify against himself, his wife and close relatives, the scope of which is determined by law." (part 5 of article 26 of the Constitution of the Kyrgyz Republic).

The implementation of the provisions of Article 4 of the Law on the Protection of the Rights of

Participants in Criminal Proceedings is to strictly observe the law in the activities of specific departments and officials of those bodies that are responsible for state protection. The published ideas on the principles of mutual responsibility of bodies providing state protection and protected persons, the rule of law and respect for human and civil rights and freedoms, unfortunately, are declarative in nature, which requires a detailed mechanism for the implementation of these principles [9]. In particular, it is necessary to make appropriate changes to the housing, pension, labor and other laws.

Thus, the analysis of the articles of the CPC KR, the PEC of KR and the Law On Protection of the rights of participants in criminal proceedings for the protection of participants in criminal proceedings shows that the CD has a specific legal framework of state institute of protection of participants in criminal proceedings.

Thus, the analysis of the articles of the Penal Code of the Kyrgyz Republic, the Criminal Procedure Code of the Kyrgyz Republic and the Law of the Kyrgyz Republic on the protection of the rights of participants in criminal proceedings regarding the protection of participants in criminal proceedings has a certain legal basis for the institution of state protection of participants in criminal proceedings.

Summarizing the material presented in the paragraph, we can draw the following conclusions:

1. The institution of state protection of participants in criminal proceedings is a set of legal norms that determine the grounds, conditions, procedure, objects of application of measures of state protection, as well as the types of these measures, procedural principles, goals of achieving and solving criminal procedural problems that ensure the protection of citizens' rights ... The Public Defense Institute is responsible for clarifying procedural rights, filing petitions, and so on. Along with the elements, it is part of the mechanism for ensuring the rights of participants in criminal proceedings [10]. The legal basis of the institution of state protection in the Kyrgyz Republic is the provisions of international normative acts, laws, as well as by-laws. Legal sources do not include regulation of important aspects of state protection of participants in criminal proceedings: - ensuring the immunity of witnesses; - retain the right to housing, pensions and employment when applying specific protective measures.

2. Protection of participants in criminal proceedings is a special area of law enforcement.

The Kyrgyz Republic has established institutional legal norms regulating the appropriate types of behavior of law enforcement agencies and protected persons.

The problematic issues include:

- the uncertainty of the material and social means necessary to effectively ensure security measures;

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- compliance with regulatory requirements for the protection of persons involved in criminal proceedings, is difficult due to the lack of a common concept of security of protected persons.

Problematic issues include:

- uncertainty of material and social resources necessary for effective security measures;

- Due to the lack of a unified concept of ensuring the security of protected persons, it is difficult to implement the regulatory requirements for the protection of persons involved in criminal proceedings.

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THE MAIN TRENDS IN THE STATE POLICY OF UZBEKISTAN IN THE FIELD OF EXTERNAL LABOR MIGRATION

Abstract: This article discusses the main issues of defining the concept of a labor migrant, as well as the administrative and legal foundations of state regulation of external labor migration in the Republic of Uzbekistan. The analysis of the activities of executive authorities in the field of external labor migration is carried out. The mechanism of implementation of measures within the competence of the Agency for External Labor Migration of the Republic of Uzbekistan is considered.

Key words: the concept of labor migration, migrant, external migration, state migration policy, migration processes.

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Introduction

We are observing human movement on an unprecedented scale in modern world. Based on the International Organization for Migration (hereinafter - IOM), the number of international migrants reaches almost 272 million people worldwide, and almost two-thirds of them are labor migrants [1]. In the context of the acceleration of the processes of globalization of the world labor market for the Republic of Uzbekistan, the issue of improving the legal regulation of relations in the field of external labor migration is of paramount importance. The relevance of this issue is especially clearly manifested in connection with the fact that Uzbekistan has become in recent years one of the largest suppliers of labor resources in the CIS labor market.

Main part

Being de facto one of the donor countries in the field of external labor migration, Uzbekistan is taking active steps to determine the priorities of state policy in this area, develops state programs to streamline the processes of labor migration of its citizens. However,

despite the measures taken to streamline the processes of external labor migration, the conclusion of international agreements on the organized recruitment of citizens to work abroad, the creation of favorable conditions to ensure their safe passage to the place of work outside the republic, there are many unresolved problems in this area. For example, there are still large flows of illegal labor migration, the indicators of organized employment of citizens abroad, as well as the provision of employment for persons returning from labor migration, remain low [2].

To improve the management of labor migration processes in the structure of the Ministry of Employment and Labor Relations, specialized bodies have been formed: the Agency for External Labor Migration, its regional Bureau for Employment of Citizens Abroad, Centers for Pre-Departure Adaptation of Citizens Going Abroad, Representative Offices of the Agency abroad, as well as the Support Fund and the protection of the rights and interests of citizens working abroad. This, to a certain extent, contributed to the improvement of the quality and efficiency of public administration in this area and the

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strengthening of the protection of the rights of labor migrants.

The foregoing allows us to say that external labor migration should be considered not only as an important sphere of the social life of the country's population, characterized by many socio-economic characteristics, but also as an independent direction of the state's activity, as a separate object of public administration. The state system, which includes the entities, means and forms of regulation of external labor migration, is sharpened for the management of this area of the life of society.

As you know, the basis of any state activity in a certain area of public life is the formation of state policy. Before considering the goals and content of state policy in the field of external labor migration, it is necessary to define the very concept of "labor migrant".

According to the IOM definition, a migrant is any person who is or has already moved across an international border or within a State and has left his place of usual residence, regardless of (1) the legal status of the person; (2) voluntary or involuntary displacement; (3) reasons for displacement; or (4) length of stay [3]. As stated in the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, adopted by General Assembly resolution 45/158 of 18 December 1990, a migrant worker, more precisely means a person who were engaged, are in engaged and will engaged in a paid activity in a country of which he or she is not a citizen [4]. A similar definition is given in ILO Convention No. 97 concerning Migrant Workers (as revised in 1949) [5]. Coming into force on January 21, 2021, the Law of the Republic of Uzbekistan "On Employment of the Population" (Article 4) determined that employed are "citizens engaged in temporary labor activity outside the Republic of Uzbekistan» [6]. Thus, any citizen of Uzbekistan engaged in labor activities outside the country is a labor migrant. And the Republic of Uzbekistan, in accordance with the specified document, has the status of a "state of origin", which means the country of which the labor migrant is a citizen. In accordance with the agreement between the Government of the Republic of Uzbekistan and the Government of the Russian Federation on the organized recruitment and attraction of citizens of the Republic of Uzbekistan to carry out temporary work in the Russian Federation, "A migrant worker is a person who is a citizen of the Republic of Uzbekistan, permanently residing in the territory of the Republic of Uzbekistan, who has reached 18 -years old, selected and legally staying on the territory of the Russian Federation temporary labor activity with a permit» [7].

In a broad sense, state policy is a process of administrative influence of state institutions on the main spheres of society, including the strategy and

tactics of regulating the functioning of society [8, P.52]. Actually, the concept of "public policy" is defined as "a set of goals, measures, objectives, programs, attitudes, implemented by the state» [9, P.318]. As you can see, this is a multifaceted concept covering a fairly wide range of phenomena and tools.

We support D.F. Vorontsov's opinion, who defines state policy as a set of static and dynamic means (legal, informational, economic, social, organizational and others) implemented by public authorities to achieve their goals. In static means, the strategic, conceptual aspect of public policy (ideas, principles, directions, goals, objectives) is manifested, and in dynamic means - the activities of bodies to exercise their powers [10, P.18].

Article 6 of the Law of the Republic of Uzbekistan "On employment of the population" contains an exhaustive list of the main directions of state policy, which, in particular, includes assistance to citizens in employment outside Uzbekistan, ensuring their legal and social protection during the period of temporary employment [6]. Ensuring the implementation of a unified state policy in the field of employment of the population is entrusted by the law to the Cabinet of Ministers of the Republic of Uzbekistan, and the direct implementation of this policy to the authorized state body in this area - the Ministry of Employment and Labor Relations.

In accordance with the law, the ministry implements a unified state policy in the field of employment of the population, develops and implements state and other programs in the field of employment of the population, coordinates the activities and interaction of government bodies and other organizations in the field of employment; implements measures to assist citizens in finding employment outside of Uzbekistan, ensuring their legal and social protection during the period of temporary work, as well as their reintegration after returning to the country, monitors compliance with legal requirements, as well as international cooperation in the field of employment.

State administration in the field of external labor migration is carried out by the Agency for External Labor Migration under the Ministry of Employment and Labor Relations. According to law and government decree [11] it is entrusted with the conclusion of agreements with foreign employers on the attraction of labor migrants, agreements on the provision of services for the organized recruitment of citizens for temporary work outside Uzbekistan. At the same time, the Agency monitors and controls the conditions of employment of citizens outside of Uzbekistan, compliance with the norms for providing labor migrants with appropriate wages, decent living and working conditions in the country of employment.

Based on the foregoing, we can conclude that the state policy in the field of external labor migration is, in our opinion, the direction of the state's activity,

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covering the system of goals, objectives, principles and measures of organizational and legal, socio-economic, information, personnel and other nature in the field external labor migration, as well as practical work to ensure the rights, freedoms, interests and needs of labor migrants.

Conclusion

Thus, the analysis of the state of the modern state policy of Uzbekistan in the field of external labor migration allows us to highlight the following trends in it:

1. A radical revision of the priorities of state policy in the field of external labor migration is carried out, aimed at the formation of a modern system of safe, regulated, legal labor migration;

2. A course has been taken to ensure the organized implementation of external labor migration, the provision of state support on the ground to the families of labor migrants;

3. International cooperation in the field of external labor migration is intensified, interaction with foreign organizations in the field of labor migration and with organizations of compatriots abroad is being established.

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OBTAINING A CHEMICALLY RESISTANT COMPOSITION BASED ON BUTADIENE-NITRILE RUBBER

Abstract: SKN-40 rubber is compatible with other ingredients, mixes quickly and improves the physical and mechanical properties of vulcanizate. For this purpose, based on standard indicators, it is necessary to prepare a rubber mixture based on comparative dioctylphthalate, dibutylphthalate and their combination and to study its physical and mechanical properties by vulcanizing it. In the laboratory, it is possible to synthesize diphenylolpropane dicaprylate and diphenylolpropane oxypropylene esters on the basis of naphthenic acids and use it as a plasticizer in SKN-40 rubber. Using this new plasticizer synthesized is to obtain rubber resistant to aggressive environments. The following issues have been resolved to achieve the set goal:

- preparation of polymer compositions using new types of plasticizers;
- research of technological parameters of polymer-plasticizer system, study of interfacial field, structure and properties of polymer composition;
- study of rheological properties of the polymer composition prepared depending on the type of polymer base and plasticizer;
- Vodka of the components of the mixture, cuff, sealant, vulcanization, rheological properties. study of physical and mechanical properties of the polymer composition depending on the ratio;
- Research of technological mode of processing of plasticized polymer composition with sulfur vulcanization;
- development of proposals on perspective directions of application of the studied polymer composition; For the first time in the polymer composition based on SKN-40 rubber, diphenylpropane dicaprylate and diphenylolpropane oxypropylene esters were used as plasticizers. These organic compounds, which are esters of naphthenic acids, are characterized by high technological parameters. The plasticizers we use are very important for composition systems. The functional groups in the esters affect the rubber macromolecule, forming new vulcanization networks. The results confirmed the use of this plasticizer to produce rubber that meets the requirements and can work in aggressive environments.

Key words: Butadiene-nitrile rubber, plasticizer, composition, technological parameters, aggressive environment, technical carbon, vulcanization, physical and mechanical properties.

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Introduction

Rubber products are widely used in the oil refining and petrochemical industries for the

production of vodka, cuffs and sealants. Different plasticizers are used in the preparation of rubber compositions according to different recipes: fuel oil,

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rosin, rubrax, synthetic fatty acids, dioctylphthalate, dibutylphthalate, naphthenic acids and their simple and complex esters, etc. The main purpose of adding plasticizer to the rubber mixture is to modify the physical and mechanical properties of the rubber mixture.[1-10]

A number of plasticizers were used to plasticize SKN-40 rubber. However, these plasticizers do not fully ensure the even distribution and adaptation of the ingredients used in the rubber mixture based on SKN-40 rubber, the purpose of which is to synthesize a new plasticizer and eliminate its shortcomings.[11-14]

Ex is widely used in the refining and petrochemical industries for the production of rubber products, seals, cuffs and sealants. Different plasticizers are used in the preparation of rubber compositions according to different recipes: fuel oil, rosin, rubrax, synthetic fatty acids, dioctylphthalate, dibutylphthalate, naphthenic acids and their simple and complex esters, etc. The main purpose of adding

plasticizer to the rubber mixture is to modify the physical and mechanical properties of the rubber mixture.[15-22].

A number of plasticizers were used to plasticize SKN-40 rubber. However, these plasticizers do not fully ensure the even distribution and adaptation of the ingredients used in the rubber mixture obtained on the basis of SKN-40 rubber, the purpose of which is to synthesize a new plasticizer and eliminate its shortcomings.

2. RESULT

We have adopted the recipe shown in Table 1 for obtaining a chemically resistant composition based on butadiene-nitrile rubber. Our main goal is to use the sample of the composition we bought to get vodka, cuffs and sealants. To prepare a composition based on butadiene-nitrile, the ingredients shown in Table .1 were mixed in a laboratory vial.

Table 1. The optimal recipe offered for the preparation of rubber mixture

No	Name of the ingredient	100 parts by weight of mass by part of rubber	Weight %	Weight
1	SKN-40	100.0	45.04	15
2	Altaks	2.0	0.90	0.30
3	Captaks	2.0	0.90	0.30
4	Neozon D	2.0	0.90	0.34
5	Zinc oxide	5.0	2.26	0.73
6	Dioktilftalat	2.0	0.90	0.4
7	Dibutilftalat	5.0	0.90	1.00
8	Sulfur	4.0	1.80	0.60
9	Technical carbon П-324	20.0	9.00	3.0
10	Oxypropylene ether of diphenipropane	1.0	0.45	0.15
11	Dicaprylate ether of diphenylolpropane	1.0	0.45	0.15

Optimal reseptə uyğun olaraq seçilmiş xammallar uyğun nisbətdə götürülmüşdür. Kompozisiya 25-30⁰C temperaturda 10 dəqiqə ərzində hazırlanmışdır. Daha sonra əldə etdiyimiz rezin qarışığı Bakı Rezin-Texniki məmulatlar zavodunda xüsusi press-formalarda vulkanizasiya edilmişdir. Tədqiqatlarımızdan sonra belə məlum oldu ki, efir molekulunda olan funksional qruplar hesabına polimer makromolekulunda əlavə vulkanizasiya torları əmələ gəlir. Bu da öz növbəsində vulkanizatın aqressiv mühitlərə qarşı davamlılığının artmasına səbəb olur.

2.1 Research of vulcanization process

The vulcanization process was carried out at a temperature of 1550C for 20-25 minutes.

Physical and mechanical properties of rubber, vulcanizates and rubber compositions were studied in the laboratory.

The following parameters of vulcanizates based on rubber mixture were determined: relative residual deformation, breaking strength, relative elongation, tensile strength, adhesion strength, adhesion (metal contact strength), elasticity, hardness, flammability, etc.

The sequence of adding the ingredients between the shafts for the preparation of the composition on the laboratory roll is given in Table 2.

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Table 2. Sequence of adding ingredients to the composition

No	Sequence of components	Qarışma vaxtı, dəq
1	SKN-40	0,1-1
2	Captaks	2,5
3	Zinc oxide	3
4	Mix	12
5	Sulfur	13
6	Cut	27

We studied the kinetics of plasticization of butadiene-nitrile rubber with naphthenic acids. As a result of the research, we found that the vulcanization process for the samples first decreases rapidly and then decreases. 25-35% of the 95/5 sample is vulcanized in the initial process. However, at the end of the process, the rate of vulcanization decreases, which is due to the heterogeneous nature of the

system. When the ratios of rubber and naphthenic acid ether in the mixture are taken to be 90/10 and the temperature is 117-1210C, vulcanization is relatively slow. Further increase in temperature leads to the elimination of this deficiency.

The main properties of rubber are given in Table 3.

Table 3. Basic properties of vulcanizates of SKN-40 / Ether composition

	Part of the mixed mass						
	Rubber 100	97.5	95	92.5	90	87.5	85
Ether		2.5	5	7.5	10	12.5	15
	1	2	3	4	5	6	7
Properties of vulcanizates							
Tensile strength limit, MPa	20.7	21.5	22.9	22.1	20.2	19.2	17.6
100% tensile stress, MPa	3.6	3.6	3.5	3.54	3.2	2.8	2.0
300% tension in stretching, MPa	13.6	13.7	14.0	14.0	13.3	12.1	11.7
Relative stretch, %	380	450	475	470	470	450	410
Residual deformation, %	14.0	18.0	19.5	20.5	21.6	24.0	26.0
Tear resistance kN / M	32.9	39.5	45.9	51.0	49.5	49.0	45.5
Elasticity, %	40.0	40.0	40.5	39.7	40.1	38.0	35.0
Hardness conventional unit	70.0	70.0	69.0	69.0	69.5	70.0	71.0
120 minutes aging coefficients over time	0.76	0.79	0.81	0.86	0.89	0.92	0.97
On fp	0.41	0.41	0.40	0.41	0.42	0.33	0.24
On E _p							
Resistance to fatigue in repeated traction E _{din} = 200% V = 250 rpm.	1.150	1.99	2.450	2.500	2.580	1.750	1.150
Swelling for 180 hours at 250C,%	114.0	115.0	115.0	117.0	120.0	125	139.0
Ignition time	x	x	x	x	x	x	x
	292	300	320	390	97	60	35
Swelling after 168 days at 25 degrees,%							
Oil	31.13	31.4	33.2	31.7	32.3	31.9	32.5
Gasoline	9.18	9.25	9.46	9.50	9.38	9.40	9.35
acid	22.3	22.7	23.5	23.8	22.9	24.0	23.7
(40% alkaline solution)	0.014	0.014	0.0199	0.013	0.0095	0.0105	0.095
Metal contact strength	1.45	1.48	1.52	1.65	1.99	1,67	1.58

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2.3 Research of rheological properties of rubber composition

Diphenylolpropane oxypropylene and diphenylolpropane dicaprylate esters were modified with CKH-40 at 125-1350C for 4-5 minutes. Modifications were obtained and the physical and mechanical properties of the composition mixture were studied. It was determined that the obtained composition meets the requirements of the advanced standards and harsh operating conditions.

In the process of assessing the technological parameters of a polymeric material or filled compositions based on this or that polymer, it is necessary to know enough important information about their fluidity in the case of alloys. This is due to the fact that polymer-based materials are processed in the form of alloys, mainly under pressure casting, as well as by extrusion into many types of products. Without determining the rheological properties of the flow process of polymer alloys, it is impossible to apply them to industry by choosing the optimal mode

of processing this or that material. In practice, the role of information to determine the fluidity of a polymeric material is played by the concept of the fluidity index of the alloy.

In order to determine the processing mode of the rubber mixture on the basis of ether / SKN-40, its rheological properties were studied. For this purpose, we found the flow rate of the mixture using the most modern devices and used it in processing. At the same time, we determined the volume flow rate (Q) depending on the amount of load, the voltage dependence of the flow rate of the mixture, the effective viscosity depending on the displacement voltage. In the laboratory, the device IIRT-5 (capillary viscometer) is used to determine the above parameters. In this device, the Ether / SKN-40 composition was used to determine how long the viscometer indicator needle flowed at a distance of 20 mm. The results obtained are given in Table 4. We calculate other indicators based on the flow times shown in the table.

Table 4. Indicators of capillary flow time

№	Alloy flow			
	13,08	19,14	24,54	32,06
1	68"04"	49"09"	31"75"	17"63"
2	38"73"	18"24"	11"808"	8"36"
3	29"18"	15"25"	10"90"	6"96"
4	17"32"	13"93"	8"30"	6"08"
5	9"22"	7"05"	4"45"	3"08"

3.CONSLUSION

The kinetics of the vulcanization process of a rubber mixture based on butadiene-nitrile rubber was found. The vulcanization mode is defined as follows: T = 1550C, P = 5MPa, t = 20 minutes.

The physical and mechanical properties of vulcanizate were studied and it was shown that the

parameters of the obtained product meet the requirements of the standard.

For the first time we used diphenylolpropane dicaprylate and oxypropylene esters as plasticizers, and the results allow us to use these plasticizers in the future in the production of oil and gasoline resistant rubber.

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FEATURES OF THE USE OF PARTICIPLES IN HEROIC EPICS

Abstract: The importance of studying the language of folklore in the study of the formation and development of the Karakalpak literary language is shown. In Soviet times, this epic was not published because it had religious content and didn't respond to ideological demands of the time.

Key words: history of Karakalpak language, participle, grammatical form, language of folklore, epic.

Language: English

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Introduction

A number of well-known linguists have commented on the importance and necessity of studying the language of folklore in Karakalpak linguistics. Prof. Sh.Abdinazimov's opinion is noteworthy: "Karakalpak oral editions have been extensively studied by our writers, many scientific tasks have been created, but It should be noted that the study of epics, which are an inexhaustible source of rich material for the history of our language, in the linguo-folkloristic, linguopoetic, linguocultural aspects is one of the most delayed aspects of the development of Karakalpak linguistics." [3, 28].

In this article, we have set ourselves the task of reviewing the participle verb forms used in the language of the epic "Ramuzshah" [6, 331] in 100 volumes of Karakalpak folklore.

It should also be noted that the manuscript collection of the fundamental library, which was not previously published, contains a copy of this epic in Arabic script. In Soviet times, this epic was not published because it had religious meaning and didn't respond to ideological demands of the time. Written by literate people of his time, this epic language is dominated by elements of biblical style, and this shows that the Karakalpak language is very close to the language of Old Turkic written monuments. Therefore, the study of the linguistic features of this epic, which has not been studied before in the

linguistic direction of folklore, is important in all-round.

In the language of the epic, the functional forms of the verb occur in the form of participle, past participle and infinitive, as in the modern Karakalpak language.

Participle verbs in the language of the epic "Ramuzshah" are formed with the following affixes:

-ip / -yp / -p affix. This affix is used productively in the modern Karakalpak language and signifies an action related to past tense [5, 121]: Endi men ketermen kezip, sharq uryup, Haziret Aliyding kabirin kydyryp; Kelurmen men gariyb sana zarlayyp, Ugil ushyn kara yuzim daglayyp, Men arzim aytayin sana yiglayyp, Neshshe biyfarzandni korgen Aliysen; Oz dinine salyp, zakatin alyp, Madiynege kaytyp yol salyp, Andin sonar kelip masjid olturyp, Yetimlerge sarpay Bergen Aliysen: Kadem basyp sening ushyn yol tuship, Haqga kullyk kylyp, kozim telmirip; Men kaldim izinde bagrym ezilip, Telmirip yolinda kozim suzilip; Piyryng bilen Jayhun beli bugilip, Kulaky tikilip, beli shekilip. (Now I go with walking, facing to the east, visiting the tomb of Hazrat Ali; I will come begging you, blacking my face for son, I complain you crying, You're Aliy who saw many childless; Taking in his religion, taking the zakot, putting the road returning Madiyne, then came building the masjid, you're Aliy who gave alms to the orphans; I will set off walking for you, I will be a servant of the Truth,

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staring sadly; I am left in the footsteps of you, upsetting my heart, staring my eyes on your way; bending Jayhun's back with your piyr, picking up their ears, bending their waists).

At the same time, there are variants of this affix -yb / -ib / -b, -ub / -ub, which are characteristic of the biblical language: Endi karrylyk mahaline yetdim, perzent dagi yuragimni kuydirib baratur; Yaring dardi tushib, akli-huwshinan ketti; Birneshe maydan yol yurib yete bilmediler; Maruf aytur, bir Alladan tilermen, Mahram deyub ahi-afgan qilurmen; - yaranlar, uykidan biydar bolinlar, Sashrayub uykidan turing, janlarim.; (Now that I have reached the age of old age, my heart is still burning in child's stain; His wife's stain came and fainted; They could not reach walking several roads; Say Maruf, I pray to God, I lament, calling Mahram; - Friends, Wake up, wake up smiling, dears);

The participle with -ban / -ban (-yban / -iban // -uban / -uba'n) affix. The participle with the affix -ban / -ban is characteristic of the language of Ancient Turkish monuments. It occurs in the form -pan / -pen (yoripan-jurip, kelipen-kelip, etc.) in the language of Orkhon-Yenisei monuments. In "Devanu lugat-it turk" it is also used in the form -yban / -iban // -uban / -uban (yay baruban – jazda baryp). In the language of the epic it is found in the following examples: Allani yad etib kunde yadlaban, Ashik oti kara bagrin daglaban, olgunshe bir-biri wade baglaban, Yar ushin janini keshgene megzer; Allahim dast berse, khabarin alsak, Tawekkel aylaban zindana barsak; Raziman jan balam, ketiban kelding, Anam janim deyip kelding urgilding. (Remembering God every day, love burns the heart, Promising to each other until death, like dying for the lover; God willing, if we receive the message, if we go to the dungeon with Risk; Satisfied, my dear child, you have gone and come, telling Mother my dear you're in time) .

-mayin / -meyin affix. In modern Karakalpak language, the affix -may / -mey serves as a form of negativity. The ancient variant is the -madyin / -madyin form, which was used in the Orkhon-Yenisei monuments, in the language of the XI-XII centuries monuments (Devanu lugat-it turk, Kutadgu bilik and Hibatul haqoyiq). At the end of the XIV century in the language of written monuments ("Kissa-sul-anbiya", "Muhabbatnama", "Khisrau and Shiirin", "Gulistan-bit-turkiy") the use of affixes -mayin / -meyin // -may / -mey of negative forms of the participle was activated. In the language of the epic it is found in the following examples: Buringini endi yada salmayin, Balki basip agzima men almayin, Uglanlar dep gamgun bolmayin, Men endi tilagim muning amani; Zaynep aytur, lahze tura bilmenem, Jandin korkip urishmayin kalmanam; Bir uglanni bersa, yalgiz demeyin, Shukir etip Kudaga, kaygi yemeyin. (I will not remember the past, Maybe I will not take it in my mouth, I will not grieve for the boys, I wish now for his health; Zaynab says, I can't stand for a moment, I

will not fight being afraid of Zhan; If he gives a boy, I will not say that I am alone, I will give thanks to God, I will not grieve).

-galy / -geli / -kaly / -keli / -aly / -eli affix. In Turkish, participle is one of the verb forms used since the ancient times. Prof. M. Davletov writes that the historical origin of this affix is formed by the addition of the affix -ly / -li to the past tense form of the participle verb -gan / -gen [4, 101]. Prof. Sh. Shukurov says that the affix -g'a / -ga' // -ka / -ka' of participle was formed by adding the affix -ly / -li [2, 195-196]. The meaning of this type of participle refers to the temporal beginning of its relation to a second action: Shahardin ketkeli sahra gezgensiz, Neshshe kun, neshshe tun tuzde yurgensiz, Sen ketkeli yazim qishga do'nibdur, Ko'ngil bag'im kurip, guller solipdur; - Kulak salip arzim eshit, padshahim, Mehman ariz ekeli kelen ukhshaydi; - Biz ketkeli yeti yildur, Keling janlar, ko'risheli; Yur ha' yur, barali birden to'kilip, Yeter zaman kalmas kirlay – kirlaya. (How many days and how many nights have you walked in the desert before leaving the city; By the time you leave, my summer turned to winter, the garden of my heart has withered and flowers have withered; - Listen my complain, my king, the Guest seems to want to complain; "It's been seven years since we left. Let's meet, friends." Come on, let's go collecting sudden, it's time to move on).

-g'ansha / -genshe / -guncha // -kansha / -kenshe affixes. In the language of ancient Turkic monuments, especially the old forms of this affix (-gyncha / -ginche / -kincha / -kinche) were used. From the historical point of view, the past participle is formed by the addition of the affix (-gan / -gen + -sha / -she), which forms the adverb. The participles expressed by this affix indicate the extent of the action, or compare the two actions: "Dushmanlari seni padshah ornina padshah qilur barip kelgenshe, - dedi; Har bale dushmandin sakit bol o'zing, O'lgenshe dushmaning kara mat bolsin; Haqing koshg'an man'a sawer yarisan, Kelip ko'z ko'rgenshe intizarisang; Aman bolsaq on ekki ayda kelermen, Ko'rgenshe Allah yar aman bol endi; Ta'ngri nesiyb etse anjamine tutar, Ta ko'rgenshe ko'rfe qozim aman bol; Ta kelgenshe yuralmadim xosh bolip, Qara ko'zim nuri, janim kelding mu. (Until you come, enemies make you king instead of a king," he said. Beware of every calamity of the enemy, Let the enemy be black until he dies; you're my sweetheart added to me by God, waited for me to come; If we survive, I will come in twelve months. May God bless you, if god wills he gives me tool; Be safe my sweet until we meet, I wasn't happy until I came, the light of my black eyes, you come my soul).

-gash / -gesh affix. This affix is not found in the language of ancient Turkish monuments. It began to appear in the language of written monuments from the 14th century. For example, it is used in the language of the works "Muhabbatnama", "Khisrau and Shiyrin"

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[2, 196]. In the language of Karakalpak written monuments of the XVIII-XIX centuries, as well as acad. H. Khamidov writes that this affix is very rare in the language of Karakalpak written monuments of the XIX century and the beginning of the XX century and occurs only in the language of Azhiniyaz's works [1, 126]. The participle expressed by the affix -gash / -gesh, describes the action in the temporal sense. However, this affix does not occur in the language of the epic we have studied.

Conclusions.

One of the most important issues in determining the history of the Karakalpak literary language, the stages of its emergence and formation, along with written memoirs, is the study of the language of epics, the folklore. Comprehensive study of folklore works from the point of view of folklore and from the point of view of the newly formed science of linguo-folklore in Karakalpak linguistics has become an important issue today.

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THE STATE OF RUSSIAN LANGUAGE TEACHING IN SCHOOLS OF KARAKALPAKSTAN IN 1950-1960

Abstract: This article examines the issues of teaching the Russian language in Karakalpak schools in the 1950-1960s. A specific feature of the study of this issue is characterized by the fact that during this period for the local population the Russian language acts as a non-native language. Textbooks and methodological foundations of training on local material were actively developed. Particular attention was paid to the formation of a culture of Russian speech. Official propaganda represented the Russian language in the national republics as the second native language and a means of international education.

Key words: Russian, teaching, methodology, phonetics, morphology.

Language: Russian

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СОСТОЯНИЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В ШКОЛАХ КАРАКАЛПАКСТАНА В 1950-1960 ГОДЫ

Аннотация: В данной статье рассматриваются вопросы обучения русскому языку в каракалпакских школах в 1950-1960-е годы. Специфической особенностью изучения данного вопроса характеризуется тем, что в этот период для местного населения русский язык выступает как неродной. Активно разрабатывались учебники и методические основы обучения на местном материале. Особое внимание уделялось вопросу формирования культуры русской речи. Официальная пропаганда представляла русский язык в национальных республиках как второй родной язык и средство интернационального воспитания.

Ключевые слова: Русский язык, обучения, методика, фонетика, морфология.

Введение

Послевоенный период в истории обучения иностранным языкам имеет ряд специфических особенностей. Повсеместную поддержку получало обучение русскому языку в национальных школах. В Каракалпакстане этому вопросу тоже относились довольно серьезно, однако, кадров, простых учителей с квалификацией не хватало. В 1950/1951 учебном году во всех школах республики числились 308 учителей русского языка и литературы, из них с высшим образованием всего 20, с неполным высшим – 102, со средним образованием – 155,

ниже среднего – 30 и 180 – имели только начальное образование¹. Из них в национальных школах занятия по русскому языку вели 216 учителей, из них с высшим образованием всего 3, а 109 учителей были с незаконченным высшим, 87 – со средним и 17 – с незаконченным средним, при этом последние являлись заочниками в педагогическом училище и педагогическом институте.

Проблемы были и в обеспечении национальных школ учебниками и учебно-методическими разработками, особенно в сельской местности, например, выступая на

¹ ЦГА РК, ф.Р-188, оп.2, д.248, л.1.

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Совете Института усовершенствования учителей отмечалось, что «уже несколько лет учителя на местах жалуются на недостаточность учебников». Здесь же член Совета Г. Макаренко указывает на необходимость переработки учебников русского языка, «тем более у нас есть все возможности для этого»².

Поэтому в 1950-1960-х годах в Каракалпакистане проводились научные исследования по различным вопросам теории и истории педагогики, психологии и методике обучения частных наук, широко развернулось дело по составлению учебников и учебных пособий для учащихся общеобразовательных школ. Большие усилия приложил развитию педагогической науки в Республике Узбекистан и Каракалпакистане профессор доктор педагогических наук Н. А. Урумбаев. Он с 1936 года до конца своей жизни работал заведующим кафедрой методики начального обучения и директором Каракалпакиского филиала Узбекского научно исследовательского института педагогических наук. В последующие годы появилось в свет множество его трудов по методике преподавания русского языка в каракалпакиских школах.

В целях подготовки высококвалифицированных кадров в области обучения 1937 году был организован факультет русского языка и литературы. Первый контингент студентов состоял из 16 человек, однако через два года, в 1939 году учителями русского языка и литературы стали 8. Количество студентов возросло послевоенный период: в 1947 году оно составляло 65 студентов очного и 25 – заочного отделения. К 1957 году количество студентов возросло почти вдвое на очном отделении (110 студентов), а на заочном отделении – в пять раз³.

Согласно утверждениям Ж.Урумбаева, начиная с 1954 года учебники по русскому языку составляются местными авторами. Каракалпакиским издательством были выпущены букварь – учебник русского языка для 2-класса Н.Урумбаева и Ф.Усмановой, учебник русского языка для 3 класса У.Алланиязова, учебник русского языка для 4 класса И.Янина, учебник русского языка (фонетика и морфология) для 5-7 классов И.Янина, А.Умарова, А.Нурушева, учебник русского языка (синтаксис) для 7-8 классов А.Сидоровой, Г.Макаренко, И.Муютдинова.

Одновременно с созданием учебников решались проблемы подготовки учителей русского языка в каракалпакиских школах. Как известно, в 1930-е годы в нашу республику стали

прибывать специалисты из РСФСР для помощи восстановления экономики и культуры нашего края. К их числу относятся А.Яковлев, С.Шайтыр, М.Панкратова из Ростова, М.Бабайкина, Л.Щелкова, М.Бекбулатова, П.Сенин, Р.Тимашева, Г.Адигамов, Х.Якубов. В этот период прибывают учителя русского языка С.Рымский, А.Загородская, А.Уразаев, М.Панкратова, Х.Кудряков, М.Бабайкина, В.Пильщикова и др. «Все они сыграли большую роль в улучшении качества и методики преподавания отдельных предметов, в особенности русского языка в каракалпакиской школе»⁴.

В 1950-е годы в республике начал формироваться научно-интеллектуальный потенциал, который позволял разрабатывать методику преподавания русского языка в каракалпакиской школе. Методика преподавания русского языка в каракалпакиской школе стала рассматриваться как педагогическая наука, определяющая цели, содержание, объем и структуру учебного предмета «Русский язык», а также изучающая и описывающая наиболее рациональные методы и приемы обучения русскому языку в иноязычной среде и исследующая условия и пути усвоения учащимися точно очерченного круга знаний, овладения определенными навыками и умениями.

Этому способствовала деятельность Каракалпакиского государственного педагогического института. В институте факультет русского языка и литературы состоял из кафедры общего и русского языкознания, кафедры русской и зарубежной литературы. Ежегодно пополняясь новыми высоко эрудированными кадрами, кафедры стали расширяться, открываться новые. Например, в 1964 году была сформирована межфакультетская кафедра, поэтому кафедра русского языкознания готовила специалистов русского языка. В 1972 году выделилась кафедра методики и практикума русского языка. В разработке вопросов методики преподавания русского языка в каракалпакиской школе большую роль сыграл кандидат филологических наук, доцент А.Джаксыбаев. Из наиболее крупных его работ можно выделить учебники «Русский язык для пединститута и средних специальных учебных заведений Каракалпакии», «Книгу для чтения» для 7 классов каракалпакиской школы, сборник диктантов и изложений, учебник русского языка для 10 класса каракалпакиской школы. Впоследствии он занимается вопросами методики обучения русскому языку, среди важных его работ

² ЦГА РК, ф.359, оп.1, д.18, л.4.

³ 40 лет Каракалпакискому госпединституту. Нукус, Каракалпакистан, 1975. – с.55.

⁴ Камалов С., Германова В. Москва – Каракалпакистан. История шефства Дзержинского района столицы над автономной республикой. – Нукус, Каракалпакистан, 1986. – С.96.

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выделяются «Книга о русском языке», «Роль функции русского языка и русской литературы в обучении и воспитании учащихся», «О сопоставлении русских и каракалпакских языков в учебных целях» и т.д. В его работах указывалось, что обучение русскому языку в каракалпакской школе имеет воспитательное, образовательное и коммуникативное значение. Задачи обучения состоят в том, чтобы помочь учащимся овладеть русским языком как средством коммуникации, пробудить интерес к изучению русского языка, стремление овладеть им, выработать прочные орфоэпические, орфографические и пунктуационные навыки. Успешное выполнение этих задач зависит, в частности, и от содержания обучения, под которым принято понимать система знаний, умений и навыков, которыми должны овладеть учащиеся в процессе обучения.

Обучение русскому языку в школах Каракалпакстана в этот период переживал период активного расширения своего ареала. В то же время в этом процессе можно наблюдать некоторое несоответствия. Если в предыдущие годы в школах республики русский язык в русских классах и национальных классах преподавался на основе учебников, утвержденных Министерством просвещения РСФСР, то есть, еще с 1930-х годов сложилась традиция автономного изучения русского языка и литературы в национальных школах, то в 1950-1960-е годы для нерусских классов начали разрабатываться учебники на местном материале.

Одним из первых составителей учебников русского языка для каракалпакских школ был У.Алланязов. В 1955 году в Каракалпакском государственном издательстве («Каракалпакгосиздат») был издан учебник «Русский язык» для 3 класса каракалпакской школы. Этот учебник с 1958 по 1969 годы переиздавался несколько раз.

В 1960 году в «Каракалпакгосиздат» была издана «Книга для чтения на русском языке» Д.Я.Вифлиемского в переработке В.Н.Насыровой и Б.Акимниязова. Книга была выпущена для 7 класса каракалпакской школы.

В 1962 году была издана «Книга для чтения по литературе на русском языке» для 7 класса каракалпакской школы (составители А.Джаксыбаев, А.Тюгай, В.Насырова), а также «Книга для чтения по русскому языку для 6 класса

каракалпакской школы (составители Г.Макаренко и И.Муятдинов), пережившей несколько изданий до 1968 года.

В 1970-е годы обучение русскому языку в национальной школе переходит на новый, более высокий уровень. Известный ученый-филолог

А. Джаксыбаев писал, что «овладение нерусскими народами страны русским языком успешно прошло свой первый этап и находится на количественно и качественно новой ступени», в связи с чем, он предлагал «разработки проблем культуры русской речи нерусского населения»⁵. В контексте этого вопроса А.Джаксыбаев выдвигает свои предложения из 10 пунктов. В частности, активизация разработки проблем каракалпакско-русского двуязычия с целью усовершенствования культуры русской речи у учащихся каракалпакских школ, что требует консолидации усилий учителей русского и родного языка, усовершенствование технических средств обучения, подготовка новых практических пособий для учителей и учащихся, справочников по способам словоупотребления русского языка для учащихся национальных школ. Особо выделяет вопрос подготовки учительских кадров: «Не требует доказательств то, что в формировании и развитии культуры русской речи нерусских учащихся главной и ответственной фигурой выступает учитель. Отсюда необходимо уже в стенах вуза научить будущих учителей русского и родного языков культуре речи, вооружить их теоретическими знаниями, практическими и методическими приемами»⁶.

Подобного рода вопросы методики преподавания русского языка в национальной школе вызвали большой научный резонанс, а на страницах печати опытные педагоги-новаторы делились своим опытом работы, ученые делились основными положениями своих научных разработок. В периодической печати обучение русскому языку приобрел социально-политический характер, например, известный ученый-педагог Н. Урумбаев писал, что «преподавание должно носить воспитывающий характер, оно должно содействовать воспитанию студентов в духе дружбы и братства народов»⁷. Таким образом, подводя к мысли о том, что обучение русскому языку является важным направлением политики советского государства.

⁵ Джаксыбаев А. Книга о русском языке. Нукус, Каракалпакстан, 1978. – С.72.

⁶ Джаксыбаев А. Указ. соч. ... - С.75.

⁷ Советская Каракалпакия, 1968, 1 августа.

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FROM THE HISTORY OF CULTURE OF THE AZERBAIJAN DEMOCRATIC REPUBLIC

Abstract: This article characterizes the activities of the Azerbaijan Democratic Republic in the 1918-1920s in the field of culture and art. The activity of the cultural life of Baku, as well as the formation of new trends in the theatrical art, is emphasized.

Key words: Azerbaijan, republic, culture, music, theater.

Language: English

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Introduction

In a short period of its existence, the government of the Azerbaijan Democratic Republic (1918-1920) achieved high results in the field of culture, enlightenment, education.

The dynamic progressive development, carried out in such a short time in the economy, society, culture, society, was also stimulated by the fact that the end of the XIX - the beginning of the XX century was marked by a powerful educational movement.

Prominent Azerbaijani enlighteners professing democratic ideas have become leading figures in the Azerbaijan Democratic Republic.

Educational ideas, which manifested themselves so diversely and vividly at the turn of the 19th - 20th centuries, received their continuation and development in the historical period of the Azerbaijan Democratic Republic. Thus, the progressiveness and dynamics of culture during the Azerbaijan Democratic Republic is substantiated by a huge base of historical sources.

Materials and Methods

The promotion of education and concrete active steps towards enlightenment were reflected in various aspects of culture.

During the period of the Azerbaijan Democratic Republic, training stage studios were actively

functioning in Baku. We emphasize the breadth of the educational process in this kind of stage studios. As an example, I will cite the program of one of the studios, which speaks volumes about the level of educational training:

1. Diction and recitation; voice production, correction of speech deficiencies, logical reading and artistic reading;
2. Practical exercises in mastering art, experiencing individual words and moods, passing roles in excerpts from dramatic works;
3. Director's class;
4. Plastic;
5. Conversations on the history of art and the history of theater in particular [2].

The cultural life of the period of the Azerbaijan Democratic Republic was distinguished not only by highly professional staging of various kinds of performances. The so-called "Oriental Concerts" were popular. "Oriental concerts" were performances of musical numbers, excerpts from operas and musical comedies, etc., performance of folk songs and dances.

Performances and musical evenings were staged for charitable purposes, which especially clearly demonstrated the humanistic essence of the Azerbaijan Democratic Republic. Charity performances have become a tradition in the theater's

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activities and were announced in the "Azerbaijan" newspaper.

In 1918, the landmark historical drama Nadir Shah by N. Narimanov was staged at the Government Theater. The entire collection went to the families of the soldiers who fell near Baku.

To attract the public, the management of br. Hajibeyovs", the organizers of the performances invited the musicians who played between intervals - the Turkish orchestra and the sazandari. Moreover, the performances were enhanced by an exhibition - the sale of valuable things, the collection from which was also charitable. Let us also say that the desire to show their charity was the reason that donations from various persons were sent to the theater [3-5].

Not only the propaganda of the national artistic culture was encouraged, but also the staging of international performances. Thus, in the newspaper "Azerbaijan" the performances of such theaters as "Pel-Mel", "Smile", "Novosti" were announced.

A positive interpretation of such theatrical events was reflected in the leading publications of the Republic. So, about the opening of the Pel-Mel theater, the correspondent of the "Azerbaijan" newspaper wrote the following: "... we must welcome those small tasks that the leaders of the "Pel-Mel" theater have undertaken - to give the layman a part of a harmless rest in the evening, to snatch him - the layman - from the realm of "non-being" with a pun" [7].

The organization of the State Theater in Azerbaijan in 1919 was the brightest page in the cultural life of the ADR period. So on October 18, 1919, the ADR government, after hearing the report of the Minister of Education on the organization of the State Theater in the capital, decided to purchase the building of the Mailov brothers' theater in Baku (now the Azerbaijan State Opera and Ballet Theater) for this theater.

A special place in the theatrical life of Baku during the period of the Azerbaijan Democratic Republic is occupied by the performances of works by the outstanding Azerbaijani composer Uzeyir Hajibeyli, carried out at the Government Theater.

It should be emphasized that the play of the actors who are part of the theater troupe and who perform roles in the operas and musical comedies of U. Hajibeyli was inspired by the ideas and aura that reigned in the country in the 1918-1920s.

It must be said that an international creative team was often represented in charity events. Thus, "Azerbaijani, Lezghin, Russian music sounded at the Persian evening at the Baku Public Assembly on

March 1, 1919. The evening was held with the direct participation of the Persian consul and was arranged in favor of the Persian gymnasium "Ittihad". According to the program, an artist of Muslim and Russian troupes took part in it, excerpts from well-known operas and operettas sounded" [11-14].

The national march "Azerbaijan", the song "The Black Sea was raging", written by Uzeyir bey Hajibeyli to the words of Ahmed Javad, are musical symbols of the ADR period.

Conclusion

The Azerbaijan Democratic Republic has left a deep imprint on the historical memory of the people. The humanistic ideals proclaimed during the 23-month existence of the Azerbaijan Democratic Republic have been concretely embodied in the development of the centuries-old national culture of Azerbaijan. Based on historical materials could say that, multicultural values have been one the main characteristics of Azerbaijan Democratic Republic. The importance of multiculturalism in Azerbaijani society is high. Multiculturalism creates in modern Azerbaijan the preconditions for a successful intercultural dialogue, allows us to rely on the positive trends of intercultural dialogue. Moreover, it is the guarantor of the unity and cohesion of society, since it ensures the equality of all citizens of Azerbaijan regardless of religion and ethnicity.

Let us formulate some relevant parameters of modern education in the Republic of Azerbaijan:

1. Clear definition of goals and strategic directions;
2. Adequacy to the relevant state priorities of national development;
3. Appeal to the experience of theory and practice of domestic and world culture;
4. Creation of universal models in the management, administration of the modern educational process;
5. Development of effective innovative programs that ensure high rates of development of national education;
6. Implementation of projects in which the use of the results of scientific and creative activities of the country's pedagogical elite is recorded;
7. Systematic training and education of personnel capable of serving in the interests of national development;
8. Development of programs with the definition of forecasts for the future development of Azerbaijan, taking into account national interests.

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TO THE PROBLEM OF THE ARTISTIC ROLE OF A REMARK IN THE KARAKALPAK COMEDY

Abstract: In the given article are investigated the problems of artistic and aesthetic functions of the main compositional unit of the comedy genre. The theoretical side of the problem is analyzed on the example of comedies of Karakalpak playwrights. For the first time in Karakalpak literary criticism, a conclusion has been made about the problem of artistic classification of a remark. The article explores such artistic functions of the remarks as the actions of the hero and the formation of the external compositional structure of the work. The comedies of D. Aytmurov and M. Nizanov were analyzed when determining the theoretical result of the remark. The problem of internal and external remarks were first implemented into the science of Karakalpak literature. Based on the studied problem, theoretical solutions and proposals are given.

Key words: drama, comedy, remark, gesture-emotion remark, gesture-intonation remark, author-account remark.

Language: Russian

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К ПРОБЛЕМЕ ХУДОЖЕСТВЕННОЙ РОЛИ РЕМАРКИ В КАРАКАЛПАКСКОЙ КОМЕДИИ

Аннотация: В статье исследованы проблемы художественно-эстетических функции основной композиционной единицы жанра комедии. Теоретическая сторона проблемы проанализирована на примере комедий каракалпакских драматургов. Впервые в каракалпакской литературоведении сделано заключение о проблеме художественной классификации ремарки. Исследованы такие художественные функции ремарки, как действия героя и образование внешнего композиционного строения произведения. В установлении теоретических результатов ремарки были проанализированы комедии Д. Айтмуратова и М. Нызанова. Были впервые введены в науку каракалпакского литературоведения вопросы внутренней и внешней ремарки. На основании исследованной проблемы даны теоретические решения и предложения.

Ключевые слова: драматургия, комедия, ремарка, жестово-эмоционального ремарка, жестово-интонационного ремарка, литературно-повествовательные ремарки.

Введение

Каждый жанр имеет специфические композиционные элементы. Ремарка является важным композиционным элементом жанра драмы. Режиссёр инсценирует драму, а актёр исполняет. Действие в пьесе состоит из начала, развития, кульминации, завершения которые обращаются в диалоги и монологи персонажей. Но если мы ограничимся только диалогами

персонажей, то можно обнаружить спад художественно-эстетической силы драмы. Поэтому нужно разнообразно оживить и дать палитру красок разных оттенков. Для этого актёры должны использовать нужные обязательные элементы (ритмика, мимика, жестовые движения, паузы и т.д.). Обязательные элементы показывают психологическое состояние образа, а также способствует раскрытию личного характера. «С

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художественной точки зрения проблема состоит во внутренней гармонии, соразмерности «непосредственного» и «опосредованного» изображения различных фаз драматического действия, единстве его «масштаба». Эти фазы не всегда совпадают с тем, что на языке теории драмы, ее технологии называется обычно экспозицией, завязкой, кульминацией и развязкой (и тем более с делением пьесы на акты) [1, с. 156]. Как автор передает художественность таких признаков. Драматург обязан ограничиться при художественном описании идеи. Он должен кратко, в двух словах передать скажем пейзаж или при создании портрета героя. Ремарка – композиционный элемент который спасает в таком трудном положении драматурга. «Ремарка (фр. *remarque* — замечание, пояснение) — указание автора в тексте пьесы (обычно в скобках) на поступки героев, их жесты, мимику, интонацию, на психологический смысл их высказываний, на темп речи и паузы, на обстановку действия» [2, с. 870]. Ремарка это художественный элемент описывающий место, время, состояние персонажа и т.п. Если мы обратим внимание на художественно-творческое взаимоотношение драматурга и актёра, то можем обнаружить то, что единственным основным средством художественного отражения образа на сцене является ремарка. Степень сознательного психотехнического преодоления актёром ремарки определяет его степень правильного исполнения роли «Правильность исполнения роли-это логическое, последовательное правдоподобное рассуждение, движение при исполнении роли на сцене (3, с. 27). Последнее время в каракалпакской драматургии ремарка передается в кратком виде, чем его предшественники или чьи местами пропущены. Например у М.Нызанова ремарка встречается кратко или в пропущенном виде. Ремарка, по мнению Сахновского-Панкеева, компонент, привнесенный историей развития драмы. В Древней Греции их нет, у Шекспира – минимум, чем дальше, тем ремарки появляются чаще и становятся все более обширными [4, с. 40].

Художественный функции ремарки в драматических произведениях обращает внимание Б.Имамова которая связывает его с функцией отражения биографией персонажей, жестовыми движениями, мимикой [5]. А.И.Рустамова указывает на такие виды ремарки как описание места, движения, состояния, психологизма по жанровым особенностям [6].

Основными функциями ремарки можно считать:

- *комментирование;*
- *сообщение дополнительных условий;*
- *прояснение смысла;*
- *указание мест действия;*
- *указание время действия;*

- *раскрытие психологического состояния;*
- *указание на simultaneity.*

Система ремарок:

1. Ремарки характеристики («в поддевке», «в сапогах»);
2. Жестовые - движения тела в ограниченном пространстве.
 - а) бытовая функция («повязывая салфетку»);
 - б) характеризующая функция.
 - в) экспрессивная и драматическая функции («вырывая руку»).
3. Жестово - эмоциональные («плачет», «смеется»).
4. Речево - интонационные («радно», «раздражаясь»).
5. Жестово - интонационные («перебивая», «поддевая»).
6. Мизансценические.
7. Паузные.
8. Уход / вход персонажа.
9. Адресат реплики («слуге»).
10. Эмоциональной природы («в негодовании»).
11. Совершения действия («упирается руками», «захлопывает дверь, читает письмо»)
Физического состояния («запыхавшись»).
13. Места действия.
14. Времени действия.
15. Сюжетные.
16. Сценографические (обстановочные).
17. Служебные ремарки (указание на различные сценические приемы).
18. Литературно - повествовательные («города не видно, но лишь в хорошую погоду»).
19. Паузные (одни относятся к игре актеров, другие к режиссуре):
 - люфт-пауза в речи (выражается трюеточием);
 - остановка в речеведении (как признак затруднения);
 - как остановка в действии («пауза»);
 - смысловая пауза;
 - как бессловесное действие;
 - как режиссерский прием;
 - паузы тейхоскопии [4, с. 40].

В произведении «Ревизор» Гоголя которая стала классической комедией в мировой литературе даётся замечания актёрам о характерах и костюмах персонажей и таким образом положит основу текста на настоящее сценическое произведение. «Городничий, уже постаревший на службе и очень неглупый по-своему человек. Хотя и взяточник, но ведет себя очень солидно; довольно сурьезен; несколько даже резонер; говорит ни громко, ни тихо, ни много, ни мало. Его каждое слово значительно. Черты лица его грубы и жестки, как у всякого начавшего службу с низших чинов. Переход от страха к радости, от грубости к высокомерию довольно быстр, как у

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человека с грубо развитыми склонностями души. Он одет, по обыкновению, в своем мундире с петлицами и в ботфортах со шпорами. Волоса на нем стриженные, с проседью» [7, с. 4]. Если мы условно назовем внутренний ремаркой речь автора, тогда можем называть внешней ремаркой описание автором вне сюжета, так как обе являются пояснением автора. Такие замечания для актёров пишут быть примером для внешней ремарки в комедии «Ревизор». Данным пояснением драматург нагружает на ремарку исполнительскую функцию. Такое истолкование дает режиссёру возможность для более качественного инсценирования комедии. Данное объяснение служит основным фактором превращения произведения в классическую комедию. Ремарки Н.В.Гоголя стали толчком для полного освещения динамики времени. Такие ремарки как «пальцем показывает на верх», «помахивая рукой вокруг головы», «показывая сжатый кулак в сторону» полностью сливаются временем в действие. Таких примеров много в «Ревизоре». Нам хотелось бы увидеть данное явление и в каракалпакской комедии. Мы оправдываемся тем, что А.Утегенов, Ж.Аймурзаев, К.Авезов, А.Бегимов и др. являются одними из первых драматургов и вполне естественно, что в их произведениях могут быть композиционные недостатки. Но все это большой недостаток. Мы должны согласиться тем, что в их произведениях есть погрешности которые не соответствует тексту драмы, не говоря уже о ремарке. Однако в последнее время можно увидеть гармонию ремарки со временем действия в произведениях К.Рахманова, С.Жумагулова, М.Нызанова и У.Абдурахманова в связи с развитием каракалпакской драматургии. Если в каком-то драматическом произведении встречаются бессловесные движения, тогда часто используются ремарки. В комедии «Экстрасенс» С.Жумагулова мы можем увидеть замечательные образцы ремарок. (К сожанию настоящая комедия до сих пор не напечатана). В произведении действия персонажей динамично развиваются вместе с диалогом. Здесь важна художественная функция ремарки.

Калбай: – Вот увидишь сейчас почувствуешь! (Он тихо незаметно берет утюг из-под кровати и вводит в электро-розетку. Таким образом он тихо держит утюг ближе к спине.

Жоллыбай: – Нет! То есть да, чувствуется тепло. Да, ещё горячо (Кричить). Да! Да! Есть у вас биоэнергия! Ай, как им хорошо! Да хранит вас боже! (Он наслаждается и лежит очень довольным).

Калбай: – (ближе поднося) Ну, теперь ты журналист рассказывай! Убедился, наконец что я имею дар.

Жоллыбай: –ещё как же! Да! Да! [8, с. 27]

В данном эпизоде в ремарку загружена функция передачи действия. Первая ремарка авторская-повествовательная, то есть ограничена только наблюдением внешнего действия персонажа. Вторая- жестово-эмоциональная ремарка. Она передана для показания чувства восторга и удивления. Третья ремарка-жестово-интонационная, где показаны продолжительные действия персонажа до и после процесса. Четвертая – авторская – повествовательная, то есть так же передает действия персонажа которая должна происходить: В таких ремарках, несмотря на то, что нет никакой эмоции, им загружена функция более совершенного раскрытия характера персонажа.

Драматургию порождают только живые действия. По этому часто используются жестово-эмоциональная и жестово-интонационные ремарки.

Жестово-эмоциональная ремарка – это отражение эмоциональных действий происходящей в психологии персонажа. Если одним из основным условием жанра комедии является передача диалога и действия в юмористическом и сатирическом пафосе, то ремарки служат элементом обеспечивающее исполнение данного условия.

Байназаров Кошкарбай: – (ударя кулаком в свою голову обращается Матсапаеву Досмурза и Тилепбаю). Вы только что горевали на свою несчастную судьбу?!

Матсапаев, Тилепбай: Да, мы только что горевали на свою несчастную судьбу!

Байназаров Кошкарбай: - Если так, то действительно нам очень трудно, свергнуто наше знамя!!! (горько рыдает ударяя себя кулаком голову) [10, с. 217].

Если в вышеприведенных строках не было бы ремарки, то не раскрыты были бы чувства Байназарова Кошкарбая. С помощью ремарки повествуется горький плач и самоосуждение в связи с скоростижной смертью его начальника Пиркаккана. У зрителя не пробуждается чувство жалости к Байназарову Кошкарбаю, а наоборот усмешка на его глупость. Как было вышеуказано, в комедии диалог (монолог, пролог) и действия подчинены юмористическому и сатирическому пафосу. Безусловно, действия Байназаров Кошкарбай порождает не трагизма, а комизма. Потому что, он принимает смерть. Пиркаккан Уракова которая привела наше общество в кризисную ситуацию с большим соблезнованием. Это привело стать свидетелем горькой правды на сцене. Автору удалось подчинить жестово-эмоциональную ремарку на все требования жанра комедии.

Жестово-интонационная ремарка происходит в результате слияния действия и интонаций. Персонаж показывая и действия и

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интонации одновременно вместе, способствует появлению жестово-интонационной ремарки. И снова обращаемся к «Ревизору»:

«Городничий посередине в виде столба, с распростертыми руками и запрокинутой назад головою. По правую руку его жена и дочь с устремившимся к нему движением всего тела; за ними почтмейстер, превратившийся в вопросительный знак, обращенный к зрителям; за ним Лука Лукич, потерявшийся самым невинным образом; за ним, у самого края сцены, три дамы, гости, прислонившиеся одна к другой с самым сатирическим выражением лица, относящимся прямо к семейству городничего. По левую сторону городничего: Земляника, наклонивший голову несколько набок, как будто к чему-то прислушивающийся; за ним судья с растопыренными руками, присевший почти до земли и сделавший движение губами, как бы хотел посвистать или произнести: «Вот тебе, бабушка, и Юрьев день!» [7, с. 47].

В данном явлении не участвует никаких действий или голоса. Только жестовые движения ремарки, то есть прерванная ситуация тех действий персонажем. «Заключительные слова драмы должны напомнить, что ее задача изображать не случайное, единожды происшедшее, а подлинно поэтическое, обладающее понятным для всех всеобщим значением» [9, с. 120]. Это сцена придает остроту решения «Ревизора».

Байназаров Кошкарбай и Танатаров Яумытбай горько рыдают, Мамбетсадаев Аккокирек ага вместе с Аймереке Аккатын тоже рыдают. Супруга Пиркаккан Уракова Акбозлакханым вместе со своим любовником Актамак-айым плачут втихомолку. Утегенов Исмайыл, Матсапаев Досмурза, Тилепбай и другие не очень горько, но со слезами на глазах, потому, что они не смогут горько плакать, как женщина, явление построенное без никаких речей,

только на действиях и голосе. В данной сцене только движения и они продолжают действия. В такой продолжительности жестово-интонационные действия персонажей сливаются с содержанием действий.

Изучая художественную функцию ремарки в драматургии приходим к нижеследующему решению:

Целесообразно разграничить на внешнюю и внутреннюю ремарку до или после начало действия. Потому, что есть различия в их художественной функции. Внешне ремарка ограничивается только общей характеристикой персонажа. Например исполняет обязанности дать информацию о его характере, внешнем виде, об одежде.

Мы остановились вкратце на жестово-эмоциональную, жестово-интонационную, авторско-повествовательную ремарку в каракалпакской комедии.

1. Авторско-повествовательная ремарка – ограничивается только изложением действия авторами, показывает какое-либо действие обязательно выполняемое персонажем на сцене.

2. Жестово-эмоциональная ремарка – обоснована отражением эмоциональных действий происходящих в психологии персонажа.

Жестово-интонационная ремарка – происходит путем слияния движения и интонации. Она передается для сцен показа интонации персонажем между какими-либо действиями.

В целом ремарка выполняет важную роль в начале действия, развитии, кульминации а также, и в пути передачи до решения. Она обеспечивает правильную и качественную роль которая служит путеводителем для режиссера и актера. Безусловно, ремарка является важным композиционным элементом определяющим жизнь драмы на сцене.

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THE IMPORTANCE OF RULES, NORMS AND DISCIPLINE IN FOREIGN LANGUAGE CLASSROOM

Abstract: Teachers play a major role for effective class conduction. It is the responsibility of the teacher to make his/her class interesting so that students are keen to attend and participate in the class. Some of the teachers keep complaining about the class which they teach. The problem is normally related to student's behaviour and discipline. Such students miss out on learning. They usually bunk or are irregular to class. They don't even bother to be present for the class. So many students today just don't value their education. If we suspend such students for bunking class they don't seem to care at all. Sitting at home doesn't change their attitude. Maybe a fresh look at the approach to Classroom management is required.

Key words: norms, classroom, management, communication, speaking, effective, to manage, activity.

Language: English

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Introduction

English plays an important role in globalization era. It is widely used as a means of communication among people around the world. For example: the use of English as a means of communications among all the nations. Uzbekistan has taken step to introduce English as a subject in the school curriculum in the primary years. Several arguments supporting the importance of English for Elementary School students are: (1) speaking English in Uzbekistan is required for the demands of tourism industries; (2) nowadays, the result of final examinations in many schools is unsatisfactory; (3) some educators believe that the earlier the children learn a foreign language, the more opportunity they will acquire a high proficiency in the target language; and (4) the Uzbekistan has automatically prepared the human resources for the future. [1; 15-16]

Effective Classroom Management and the profession most experienced teachers have encountered a few peers trapped in a vicious cycle in which they are heavily dependent on reprimands and punishment as the primary vehicles for attempting to create order and reduce misbehavior. Such an approach to management strips teachers and students

of dignity and threatens the credibility and professionalism of all teachers. In contrast, teachers who clarify the "hidden curriculum" effectively implement a well-planned and validated sequence of instruction, and frequently recognize and praise students, thereby add to the credibility of the profession and have more positive feelings about themselves as persons and as educators. It has been reported that although effective teachers work hard, they rarely have difficulty "coping." [2; 144-145] Hosford (1984) summed up the issue as follows:

Effective teachers manage well. Coping is rarely an issue. The students are so busy at task related activities, following sensible routines, and striving toward clearly understood objectives, that situations with which teachers must "cope" seldom have an opportunity to arise. Through management skills, superior teachers achieve what has commonly been labeled "preventive discipline" in the professional literature. They are not automatically superior teachers. They plan, worry, and work hard. I have never known superior teachers who "took it easy." But the secret to their success—what sets them above the good teachers who also work, plan, and worry—is their process of management. They have learned (and

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firmly believe) that process affects product; that how they manage their classroom significantly affects the climate, motivation, and goal achievement in their classrooms. In short, their knowledge base includes a thoughtful understanding of the importance of the Silent Curriculum [3; 141-142]

The achievement of affective and academic goals is an integrated and interdependent venture. No matter how affect-laden the communication used in the classroom may be, the student will not develop a positive self-concept when exposed to consistent failure experiences in the academic curriculum. The technical skills to ensure consistent demonstrations of success need to be complemented with management and communication processes that emphasize the worth and dignity of the individual. Teachers who are highly knowledgeable in the content area but deliver instruction in an arrogant manner, with no demonstrated respect for the weaker members of the class, are just as unprofessional as teachers so preoccupied with affective objectives that they fail to master the instructional skills needed to provide the consistent demonstrations of academic success that are so vital to the development of health self-concepts on the part of the students.

The issue describes the role of various rules and regulations in the group's life. It presents the ways of developing a constructive system of classroom norms and 'learning contracts' and discusses the implications of group norms to the broader question of classroom discipline. When people are together, in any function and context, they usually follow certain rules and routines that help to prevent chaos and help everybody to go about their business as effectively as possible. Take traffic, for example: if there didn't exist some rules, most of us wouldn't dare to sit in a car – of course, this is exactly why every country in the world has developed their own 'Highway Code'. But traffic is also a good example to illustrate that there is more to rules than simply whether they exist or not: Why is it that some of the traffic rules seem to be generally observed in a given context, whereas some others are constantly violated (e.g. we rarely jump the red light but often park illegally)? And why is it that cultures differ widely in the extent to which they observe certain rules and not others? Or, more generally, what makes a rule work? And are all rules as explicitly formulated as the Highway Code? In this chapter we will address these questions with regard to the classroom situation and examine how class rules contribute to the group's life and to the level of discipline in the class.

Classroom management is the way that you manage students' learning by organizing and controlling what happens in our classroom.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

While a limited or more traditional interpretation of effective classroom management may focus largely on "compliance" rules and strategies that teachers may use to make sure students are sitting in their seats, following directions, listening attentively, more encompassing or updated view of classroom management extends to everything that teachers may do to facilitate or improve student learning, which would include such factors as *behavior* (a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students, etc.), *environment* (for example, a welcoming, well-lit classroom filled with intellectually stimulating learning materials that's organized to support specific learning activities), *expectations* (the quality of work that teachers expect students to produce, the ways that teachers expect students to behave toward other students, the agreements that teachers make with students), *materials* (the types of texts, equipment, and other learning resources that teachers use), or *activities* (the kinds of learning experiences that teachers design to engage student interests, passions, and intellectual curiosity). Given that poorly designed lessons, uninteresting learning materials, or unclear expectations, for example, could contribute to greater student disinterest, increased behavioral problems, or unruly and disorganized classes, classroom management cannot be easily separated from all the other decisions that teachers make. In this more encompassing view of classroom management, good teaching and good classroom management become, to some degree, indistinguishable. Effective Classroom Management and the Profession Most experienced teachers have encountered a few peers trapped in a vicious cycle in which they are heavily dependent on reprimands and punishment as the primary vehicles for attempting to create order and reduce misbehavior. Such an approach to management strips teachers and students of dignity and threatens the credibility and professionalism of all teachers. In contrast, teachers who clarify the "hidden curriculum" effectively implement a well-planned and validated sequence of instruction, and frequently recognize and praise students, thereby add to the credibility of the profession and have more positive feelings about themselves as persons and as educators. It has been reported that although effective teachers work hard,

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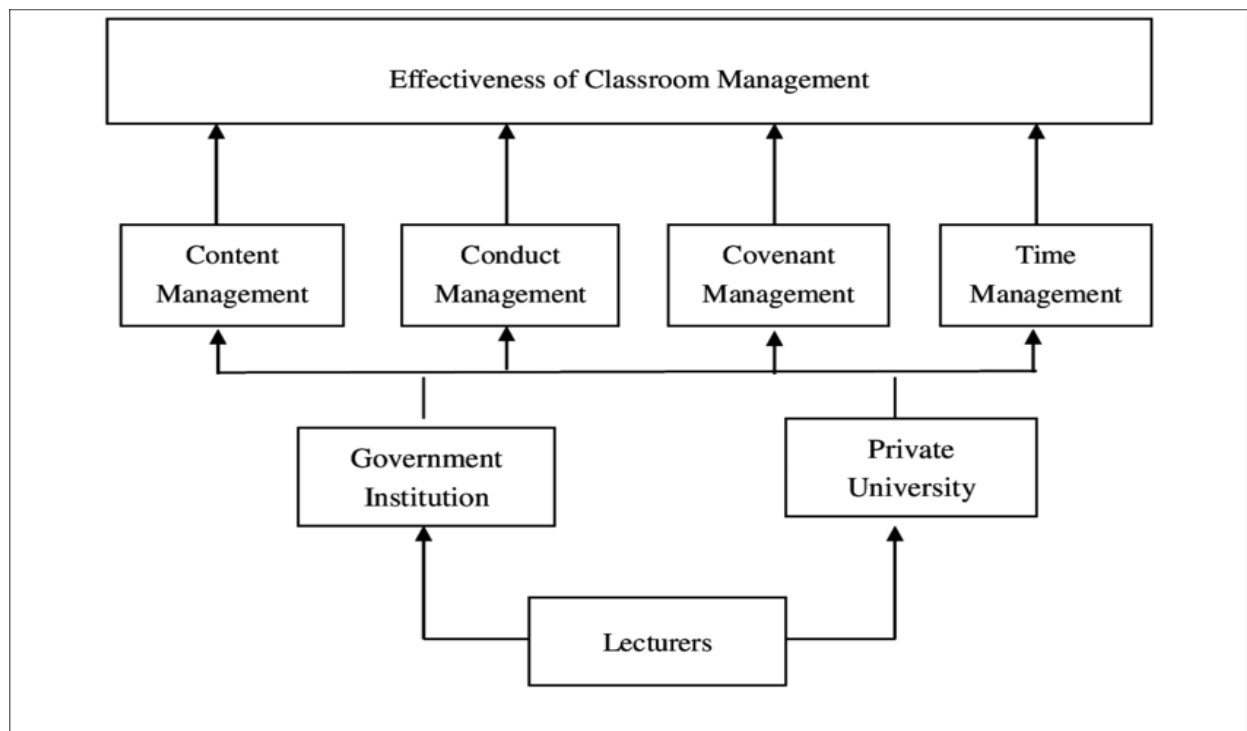
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Picture 1.

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According to Crocker, R. K., & Becker, W. C. effectiveness of classroom management based on content, conduct and time. (table 1) [6;32-33]

The classroom functions as a miniature society with its own cultural norms, rules of behavior, and power structures. As a teacher, you face issues related to character whenever students make a decision to learn or not to learn, to act in anger or to exercise self-control, to disrupt the class or to stay focused. All are matters of both skills and character.

Classroom management and student discipline are areas where your classroom norms and interpersonal skills are most obviously consequential for determining how well the school works to accomplish its mission. According to Evertson and Weinstein, classroom management has two distinct purposes: “*It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth.*” Putting this into practice means that effective classroom managers: [7;35-36]

- develop caring, supportive relationships with and among students
- organize and implement instruction in ways that optimize students’ access to learning
- use group management methods that encourage student engagement with academic tasks
- promote the development of student social skills and self-regulation
- use appropriate interventions to assist students who have behavior problems

By using the Six Pillars of Character, you have the foundation for character-based discipline.

- Be intentional in making sure you embed the values of trustworthiness respect, responsibility fairness, caring, and citizenship into your classroom rules and procedures.

- Ensure that students recognize inappropriate behaviors when they see them.

Establish firm limits to unacceptable behavior.

- Reach consensus about expectations that can be conveyed to students.

- Be a positive adult model who is caring, firm, consistent, and fair[8].

For a classroom teacher, there are some techniques and strategies to ensure effective

classroom management. Provide a productive learning environment that promotes a positive classroom atmosphere. Where students can enjoy and at the same time to learn and produce language effectively. Teacher should know how to encourage on-task student behavior. Giving positive feedback to the tasks. Promote character-based discipline. Establish rules, routines, and expectations. Every student have to know about these rules and expectations. Craft a suitable discipline plan. Aware our students about these plans. We need to build relationships by connecting with students. Telling their names, asking their advice or giving them chance to shew themselves. Manage consequences and behaviors in all spheres of groups’ life. We should use positive reinforcements. Creating classroom community. Helps to improve all language skills. If we have good positive atmosphere and classroom community our students can work collaboratively. We can easily maintain succesful classroom management[9].

There is no doubt that in the era of globalization speaking is more important than ever. As English is a foreign language in our country and our education system does not put much emphasis on teaching speaking, it is recommended that speaking should be properly taught by following the appropriate methods and techniques. We can notice that speaking competences are complex skills that need to be developed consciously[10].

They can best be developed with practice in classroom through activities, which promote interaction between students. We can see that it is easier to obtain students’ participation and motivation when the suggested materials are entertaining, original and interesting. The key is to motivate and change their negative attitude towards English, giving students a chance to speak about interesting topics. It is desirable to say that teachers must support students in their education and encourage them to use English, and at the same time, teachers need to be in constant contact with new techniques and materials in this changeable teaching world. It can be said that all the institutes should pay special attention to make the students competent in spoken English. If the teachers, students and the authorities cooperate and adopt the recommendations, the teaching and learning of spoken English will be more effective.

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FORMATION OF STUDENTS' COMMUNICATIVE ABILITIES IN TEACHING FOREIGN LANGUAGES

Abstract: This article discusses the diversity of approaches to the study of the problem of developing students' communicative skills. Over the past ten years, there have been positive changes of a political, socio-economic nature, which have a direct impact on the education sector. In this regard, the question of a more effective organization of the educational process and the need to create such learning conditions under which a student could feel more confident, overcome psychological difficulties and remove the language barrier that prevents the formation of foreign language competence is acute. In this context, there is a need to develop innovative teaching methods and more active use of interactive teaching methods in the educational process. Within the framework of this article, the effectiveness of the use of interactive technologies in the process of teaching a foreign language at a university is substantiated. Methods aimed at developing communication skills are analyzed.

Key words: intercultural communication, foreign language, interactive learning, interaction, motivation.

Language: English

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Introduction

Intercultural communication is a complex phenomenon that attracts the attention of specialists in various fields of scientific knowledge: sociologists, cultural scientists, psychologists, anthropologists and philologists. The culture of any country is in constant interaction with the cultural achievements of other peoples. Recently, interest in the study of intercultural communication has increased significantly due to the expansion of opportunities for cultural interaction and the development of international integration and globalization processes.

Currently, several concepts and theories have been developed that address the problems of intercultural interaction. According to some scholars,

globalization entails cultural homogenization. In this case, stronger cultures contribute to the formation of a homogeneous world or global culture. Consequently, the development of intercultural communication skills and the formation of a tolerant attitude towards foreign languages and cultures are becoming an integral part of university education in the era of globalization.

Possession of communicative competence, which allows you to communicate competently and effectively, becomes one of the professional qualities of a modern university graduate, allowing you to achieve success in professional activities.

In modern conditions, a graduate of a higher educational institution needs not only professional

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skills. He must be ready to work in a team, have negotiation skills, be fluent in foreign languages, and easily adapt to changing conditions [4]. Accordingly, universities, in addition to providing high-quality professional education, should contribute to the comprehensive and harmonious development of the individual, the formation of humanistic values and tolerance. In addition, modern communication-oriented learning should contribute to the formation of the ability to use a foreign language in real life, both in professional and personal communication with representatives of other traditions and cultures. In this regard, the teacher has a need to create such learning conditions under which students will strive to develop their skills and abilities, to activate creativity in order to obtain new results of their work. The use of an interactive approach to teaching allows you to optimize the process of mastering foreign language communication skills and make it more effective.

According to a number of researchers, the creation of an innovative educational environment based on advanced technologies is an integral part of the development of the higher education system. In this regard, in the framework of the implementation of professional educational programs in the educational process, interactive teaching methods are increasingly used [3, p. 287].

In recent years, the issue of using interactive teaching methods in the educational process is increasingly attracting the attention of scientists, various ways of their more effective use are proposed, the goals of education are being revised, and new educational technologies are being developed [1, 8].

The main goal of interactive learning is to engage learners in the cognitive process and provide them with the opportunity to reflect on what they know and think. In the course of joint activities, students exchange their knowledge and ideas [5, p. 57]. In order for the learning process to be more effective, it is important for the teacher to create conditions under which the student can feel his success, self-confidence, which will help to remove the language barrier in learning a foreign language. According to American linguist Stephen Krashen, a person experiencing negative emotions (fear, irritation, anger) deteriorates language abilities. It is much more difficult for a person in a state of nervous excitement to formulate their thoughts in a foreign language. The scientist focuses on the fact that a calm, relaxed environment is necessary for the most effective and successful learning.

Currently, the issue of using various technologies in the educational process is complicated by the need to choose one or another teaching method. In the context of this work, by interactive teaching methods, we mean those forms of activity in which there is a wide interaction of students both with the teacher and with each other in comfortable conditions,

which leads to an increase in the efficiency of the learning process.

Let us designate the following main tasks of using interactive teaching methods: students' independent search for ways to solve the set educational problem; stimulating students' interest in work; development of life and professional skills; effective assimilation of educational material; formation of teamwork skills; formation of students' own point of view.

In these conditions, the role of the teacher ceases to be central. Now he only organizes the process by preparing the necessary tasks, advises, and controls the order of the task.

Thus, the following features of interactive learning can be identified: independent search for a solution to the problem; activation of the student's creative and cognitive activity; the interactive nature of interactive methods; stimulating interest in learning; the most effective assimilation of educational material; the formation of life and professional skills; formation of students' own opinion on the problem.

The use of interactive teaching methods in the educational process contributes to the development of students' creative activity, increased motivation to study the subject, the development of communication skills and the formation of an active life position [6].

Among the interactive methods used in teaching a foreign language, one can single out discussion, play, reflexive and methods of organizing collective thought activity. Discussion techniques give students the opportunity to formulate their point of view regarding the problem posed, contribute to the formation of a respectful attitude towards the opinion of opponents. Thanks to the use in the educational process of various discussion techniques (debates, round table, discussions), students develop the ability to formulate questions, argue their statements, and increase the motivation to learn a foreign language [2, 7]. Play techniques (role-playing and business games, simulations, mind games) help create mental stress in the student, overcome shyness and reduce anxiety. The use of business games in the classroom makes it possible to bring the educational process as close as possible to practical activity, teaches you to make decisions in conflict situations, and develop team feelings in the participants of the game.

Reflexive methods are associated with the transformation of one's own mental and practical activities through the psychological mechanisms of reflection. The use of reflective techniques ensures the stabilization and harmonization of the emotional world of the student.

The methods of organizing collective thought activity are aimed at developing the skill of independent search for solutions, the formation of the ability to work in a group and speak in public, as well as to prepare students for subsequent scientific

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activities. The use of interactive methods in teaching a foreign language contributes to the formation of students' abilities to express and defend their opinions, to enter into an argument, to receive the necessary

information, to work in a team, to develop leadership qualities, and helps to form communication skills and abilities.

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ANALYSIS OF THE TRANSLATION OF ANTHROPONYMS IN CHILDREN'S LITERATURE (ON THE EXAMPLE OF ENGLISH AND UZBEK FOLK TALES)

Abstract: *In this study, we study the Analysis of the translation of anthroponyms in children's literature (using the example of English and Uzbek folk tales).*

Key words: *anthroponomy, literature, folk tales, analysis.*

Language: *English*

Citation: *Ochilova, N. U. (2021). Analysis of the translation of anthroponyms in children's literature (on the example of English and Uzbek folk tales). ISJ Theoretical & Applied Science, 02 (94), 155-157.*

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Introduction

At present, a universal classification of anthroponyms has been adopted in onomastics, according to this classification, such types of onyms are distinguished as: anthroponyms (names of people), zoonyms (animal names), phytoonyms (plant names), toponyms (names of geographical objects), cosmonyms (names of zones space and constellations), mythonyms (names of fictional objects and creatures), chrematonyms (names of objects of material culture), ergonyms (names of business associations), names of natural phenomena, names of natural disasters. [14]. According to many researchers, the division into these categories is equally typical for both real onomastics (realonyms) and artistic (fictonyms) [2; 4-6; 12]. This classification is convenient for a clear delineation of onyms by semantic categories and therefore we use it when analyzing anthroponyms and toponyms in the studied works of art.

Difficulty in translation can be presented by names for which negatively escorted meanings are fixed in culture, which are often not spelled out in dictionaries and are the most difficult to understand and translate, since they require the recipient to have the necessary socio-cultural experience.

All of the above is also true for children's literature, which is replete with "speaking" (motivated) names. A productive way of the name of

creativity is the onimization of appellatives (common nouns that function in the text as proper names, which leads to the convergence of their stylistic functions). Often the names of the characters represent a kind of psychological portrait, containing both a characteristic of personal qualities and an indirect author's assessment of these characters. In naming the heroes of their tales, the authors also resort to onomatopoeic words and their derivatives. In addition, allusive names are sometimes used, and they can cause a young reader to misunderstand the author's intention due to the insufficient level of Uzbek-English cultural and historical knowledge.

That a prerequisite for the translation of children's literature is the exact transmission of the meaning and idea of the work, but in this case one should neither resort to "formal literalism", nor excessively "take liberties" with the original text.

In works for children, it is not just the authenticity of the image that is important: it is also necessary to transfer this image to the foreign language consciousness in an interesting and vivid way, using the arsenal of translation skills and strategies to the maximum. A professional requires the ability to convey repetitions, rhyme and onomatopoeia of the original text, if they are contained in it. Often, translation of dialectisms, metaphors and comparative phrases is particularly difficult. Therefore, the translator must have not only

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a large vocabulary, but also knowledge of proverbs and idioms.

If the events of a children's work unfold in a fictional world, the translator needs to understand the structure and laws of this world and convey the peculiarities of a fairytale reality, realizing his creative potential based on the linguistic and cultural-historical background knowledge of the author.

Finally, the most important characteristic of children's literature is its simple and emotional language. The immediate task of the translator is to preserve the simplicity and expressiveness of the presentation of the author's thought. Khudoiberdi Tukhtaboev agrees with this statement in "High Art", noting that the main criterion for a good translation of a children's book is that it should be read as if it was written in Uzbek.

Thus, a translation that satisfies all the above characteristics can be considered a successful translation of a literary tale.

Although D.W. Jones rarely uses realonyms, she supports the fairytale concept of the two worlds by naming fictional characters by real names. So, the most common ways of naming a name are borrowing from national birthday people of different countries, as well as using the "identifier + proper name" model, where borrowing, as a rule, again acts as a proper name.

To nominate some characters, H. Tukhtaboev also uses allusive names - for example, Hoshimjon, which belonged to the child of the hero, and in the author's books, they serve to nominate a relative of Hoshimjon in the real world and a character of noble blood.

Thus, the most common way of giving a name is anthroponization and its varieties: 118 units, or 40%. This conclusion is especially important, since we see a tendency to endow onomastic vocabulary with an internal form that must be taken into account

when translating. In addition, the author often uses a mixed adjective model "identifier + proper name": 59 units, or 20%, respectively.

Quantitative data show that the mixed method of naming an adjective corresponds to a mixed method of translation: for example, the model "identifier + proper name" often corresponds to the method "tracing + transcription": 29 units, or 10%.

Finally, our main assumption about the relationship between the method of naming and the reception of translation must be concretized as follows: if the original anthroponym does not have an internal form, it is translated by means of transcription / transliteration or selection of the traditional correspondence. However, if anthroponyms are formed as a result of anthroponization (semantic or grammatical) and are endowed with motivation, this motivation must be conveyed.

As our research shows, a translator can choose one of three methods: create his own anthroponyms while preserving the original semantics, choose an anthroponic replacement, or transcribe / transliterate the external appearance of a word, erasing the internal form. Statistical data let us understand that D. Jones out of 33 motivated anthroponyms transferred semantics only in 18 (54%). Thus, the main problem of translating anthroponymasticon is to ignore or replace the internal form of the original anthroponyms, which inevitably leads to a violation of the author's style.

The prospects of the research consist in further research and description of other types of anthroponyms, in creating their own version of the translation of the motivated onomastic vocabulary of these works, based on the comparison and evaluation of existing ones, as well as in studying the anthroponymasticon of other books by these Uzbek and English authors.

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TECHNOLOGY OF DEVELOPMENT OF SOCIO-CULTURAL COMPETENCES IN STUDENTS IN PREPARATION FOR PEDAGOGICAL ACTIVITY

Abstract: *The article considers the results of the research, the technology of the development of socio-cultural competencies in students in preparation for teaching. Highlights the development of pedagogical conditions aimed at the effective formation of socio-cultural competence in students. Methods for assessing the forced socio-cultural competence of students are proposed.*

Key words: *pedagogical conditions, socio-cultural competence, socio-cultural aspect, information and communication technologies, independent work, pedagogical activity.*

Language: English

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Introduction

In the context of the volatility and contradictions of the modern world, there is a growing need for a teacher who considers linguistic diversity and cultural diversity as the most valuable elements of the world cultural heritage, who understands the specifics of intercultural communication and contributes to intercultural social interaction in any multicultural space. This situation requires, in addition to language proficiency, knowledge of culture, socio-cultural features of the development of a particular country.

By the formation of socio-cultural competence among students of a pedagogical university in the study of foreign languages by means, we mean a process that involves the development of positive motivation and interest in learning foreign languages by means of information and communication technologies. The mastery by students of the amount of socio-cultural knowledge obtained in the study of foreign languages using information and communication technologies, the development of their skills and abilities to work with technologies to increase the level of organization of knowledge about reality,

culture, lexical means describing a certain part of a foreign language linguistic culture [5, p. 21]. The interest of students in a foreign language culture is explained by the need for successful communication, which is impracticable without taking into account culture in the structure and content of communication as a determining condition for a student to adapt to new living conditions. The high level of foreign language literacy of future specialists increases their competitiveness in the labour market and contributes to positive transformations in society. The choice of optimal means of forming sociocultural competence is relevant. Researchers have established that the integrated introduction of technologies into the educational process is designed to prepare students for work in a modern school, in which the process of forming an information and educational environment begins or there is already a developed information infrastructure [4, 6]. It is obvious that information and communication technologies, which are a set of methods and technical means of collecting, organizing, and storing. Processing, transmitting and presenting information that expands the

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knowledge of people and develops their ability to manage technical and social processes, have great potential for the study of foreign languages, which has a significant impact on socio-cultural competence. As well as the use of heuristic search and creative focus, necessary in the study of foreign languages in an information and communication environment.

Solving the problem of creating a favourable atmosphere for the formation of socio-cultural competence among students of a pedagogical university who study foreign languages by means of developmental technologies required identifying and substantiating pedagogical conditions, which are certain factors affecting the formation of sociocultural competence of students of non-linguistic specialties of a pedagogical university [2, p. nine]. Among them, it is advisable to include the actualization of the socio-cultural aspect of learning foreign languages by means of information and communication technologies. The organization of independent work of students of a pedagogical university in the study of foreign languages by means of information technology, the creation of an information and communication learning environment with the appropriate scientific and methodological support of the process of learning foreign languages by means of information technology.

The first of the conditions under consideration is the actualization of the socio-cultural aspect of the study of foreign languages by means of technology, aimed at orienting the teaching of foreign languages, at determining and comparing the patterns and features of the cultural development of different countries of the world. Forming an understanding of the cultural diversity of the countries of the studied languages and positioning oneself as a representative of one country and a citizen of the world as a whole. The use of various sources of information and the study of one or another educational material, accompanied by the analysis of works of art that can create the necessary socio-cultural background within the framework of the studied topic.

The implementation of this condition in the organization of the educational process with the help of developing technologies was facilitated by the use of Internet resources, the work with which was aimed at conducting observations, studying and summarizing socio-cultural information, preparing presentations, which had a positive effect on motivating students to study foreign languages.

An increase in the level of socio-cultural competence among students of a pedagogical university is facilitated by the preparation of students for independent work in the study of foreign languages by means of information and communication technologies, which was organized

in such a way that students could learn a variety of methodological techniques of independent work. One of the most effective types of independent work, as practice shows, was project activity. During the experiment, its content was of a socio-cultural nature and was attributed to the category of creative activity, since it contributed to the development of students' cognitive independence, critical and reflective thinking, and creative abilities.

In order to create positive motivation among students for the manifestation of sociocultural competence in creative and research activities, they were offered the development of research projects.

In order to create positive motivation among students for the manifestation of sociocultural competence in creative and research activities, they were offered the development of research projects.

The preparation of students for independent work with the means of technologies in the study of foreign languages contributed to the deepening and expansion of their knowledge on a narrowly chosen topic of research character. The formation of aspirations for independent generalization and comprehension of the entire amount of knowledge on the problems of using such technologies in teaching both foreign languages and other disciplines. The development of interest in conducting experimental pedagogical work on the problems of information and communication technologies, obtaining practical skills for performing pedagogical works of a research nature, the acquisition of the ability to draw conclusions and their psychological and pedagogical analysis.

Justifying another condition for creating to learn environment with the appropriate scientific and methodological support for the process of learning foreign languages by means. We emphasize the role of the information and communication environment formed by means of these technologies in the process of teaching foreign languages, which is considered as an integral part of the educational environment, influencing the participants in the educational process and representing the relationship of specific material communication and social conditions that ensure the processes of teaching and learning.

Educational materials database (texts, questions, lexical minimum, training assignments, and project work) are selected in accordance with socio-cultural topics and are focused on teaching students to read and translate with a dictionary of original texts of a sociocultural nature. Observations show that students are more responsible in their studies and show greater interest in electronic learning of foreign languages than in learning with paper media, which affects the effective formation of students' sociocultural

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competence.

Thus, we have identified and implemented in practice the above pedagogical conditions aimed at the effective formation of socio-cultural competence among students of a pedagogical university when studying foreign languages by means of information and communication technologies.

The results obtained confirmed the effectiveness of the development of the formulated pedagogical conditions. At the same time, the

research carried out does not exhaust the whole range of problems associated with the formation of socio-cultural competence among students of a pedagogical university in the study of foreign languages by means of information and communication technologies. Prospects for our further work are seen in the development of the issue of the development of socio-cultural competence among students of a pedagogical university in an information and communication environment.

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USING EDUCATIONAL GAMES IN THE TEACHING FOREIGN LANGUAGE IN HIGHER EDUCATION

Abstract: The article substantiates the conditions that allow the most effective use of word games in foreign language classes, as well as provides examples of games at different stages of work with students. The article discusses the possibilities of using educational games in the process of teaching a foreign language in higher education.

Key words: teaching a foreign language, game methods, types of games, innovative technology, competence.

Language: English

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Introduction

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

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

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

A.C.Makarenko emphasized that the main value of the game and its specific meaning is that it represents collective activity and teaches social relations [2]. The concept of "game technologies" includes a fairly large group of techniques and methods of organizing the pedagogical process in the form of a variety of pedagogical games.

The pedagogical game is characterized by a precisely formulated goal of teaching and a pedagogical result corresponding to this goal, which has an educational and cognitive orientation, thanks to which, in combination with well-organized educational work, students "noticeably develop aesthetic feelings, the ability to notice, emotionally perceive and love the beautiful in the surrounding reality: in nature, art, social life". Use in educational process of higher education gaming technology involves "intensive teaching method", which is that all training information is given to the student during one lesson in large enough quantities that exceed the subjective "barriers" to learning [3]. Active cognitive activity of students is what helps to organize their attention and allows them to work calmly and enthusiastically for a long time. At the same time, it should be noted that "since it is on the cognitive interest that cognitive activity is based, cognitive

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interests inevitably penetrate into all spheres of human activity and activate cognition”.

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

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

It is appropriate to give classifications of games that will help you find out which games can contribute to the development of certain language skills. Thus, M. F. Stronin distinguishes the following types of games:

1. Lexical.
2. Grammar.
3. Phonetic.
4. Spelling.

5. Creative [4]. The first four can be attributed to the so-called language skills, the purpose of which is to form appropriate skills. Creative games are complex and involve the creative application of acquired knowledge and skills in a game situation. There are other classifications of games.

For the games discussed in this article, we suggest the name "word games" – they are all related to the word, its spelling, meaning, and compatibility with other words (in the terminology of Stroninus, both lexical and spelling games can be included here).

Word games allow students to:

- expand your vocabulary by learning new vocabulary units;
- learn more familiar lexical units;
- to practice the spelling words;
- to activate speech-thinking activity;
- gets acquainted with the compatibility of lexical units, stable expressions, phraseological units.

Word games include the following:

1. Anagrams
2. Crosswords
3. Search for words among the letter chaos (Wordsearch)
4. "The Gallows" (Hangman)
5. "Balda" (a word game in which you need to compose words using letters that are added in a certain way to the square playing field).

6. "Words" (making shorter words out of one long one, often temporarily).

7. "Unscramble" (making a word from an existing set of letters).

8. Wordchain (creating a list of words by replacing one letter in each subsequent word, possibly based on definitions).

9. Constructor (making words from morphemes presented on separate cards).

10. "One letter – many words" (students call the words they know to a specific letter of the alphabet).

11. "Last letter" (name a word beginning with the last letter of the previous one; it is worth noting that in English, taking into account the unpronounceable-e at the end of the word, it may be suggested to start the word with the last sound of the previous one).

12. "Missing letters" (guess the word only by vowels/consonants).

13. Hot Chair (guess a word by its definition, synonyms, antonyms, etc.) and others.

In General, students consider the use of games in English classes "an interesting, effective method for better memorizing material. Organizing games at the lesson of foreign language in high school, the teacher should take into account General methodological principles and pedagogical principles of adult learning (because the students often claim to "adulthood", and eagerly responds to the tools and techniques used with children):

- adults need to know why they teach the material. Therefore, the teacher should be ready to explain how the game will help students learn a foreign language;

- adults see learning as a solution to problems, they learn from their own experience, "in practice", and the use of word games can present more opportunities for this than simply performing exercises from a textbook;

- the game should be well thought out, have clear rules and simple conditions, and be supervised by a teacher;

- the game should be held in a friendly atmosphere, providing the student with opportunities for self-expression and self-development;

- the game must contain an element of competition (under the initial condition of equality of participants/teams), which can activate the students' mental activity, encourage their active participation. Here are examples of using different games at different stages of organizing a foreign language class.

At the warm-up stage, when the task of the teacher is to update the students' knowledge and experience on a particular topic, "tuning" to work, you can offer students to play "Missing letters", "Unscramble", "Constructor". In this case, the word should be either already familiar to most students, or can be predicted based on the topic. For example, the word "adventure" in the game "Missing letters" can be represented on the board as ". d v . n t . r . " as part of

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the discussion of the General theme "adventure holidays".

Games such as Word search, crosswords, and Unscramble are often used when working out vocabulary on a specific topic. In school and foreign textbooks/workbooks, this task is not uncommon, but textbooks for higher education, especially professional orientation, do not often offer students such an exercise-game. The method is quite effective when students create a "letter chaos"/crossword puzzle themselves as a creative task and offer it in class for working in small groups.

The Hot Chair team game can be offered to students when completing a topic, when lexical units/phrases have already been repeatedly presented to students in texts and exercises. The essence of the game is as follows: the team representative needs to guess the word written on the board, which can be suggested by the teacher or another team, based on the suggestions and explanation of their team. The student sits with his back to the Board and does not see the word[6].

Associations and ways to explain the word that come to mind for modern students are sometimes striking in their originality and creative approach, showing that students are trying to update and transfer knowledge from other subject areas in a foreign language. It is necessary to encourage students to Express ideas in a foreign language, so they are involved in communication, develop skills of building

sentences, certain speech formulas. At this stage, you can also play "the gallows"; usually students actively think, offer options, not wanting the game to end in a loss.

The game "WordChain" can be played with primary - level students, as it often contains short, simple words of 3 to 4 letters. However, if definitions of modifiable words are used, the task becomes more difficult for students. Some games can be used to present new words, focusing on their spelling. The teacher can be advised not to "take all the heat" on the game itself, but to delegate some of the work to students – for example, on the choice of lexical units in the game within the topic. Thus, they feel involved, responsible for the correct presentation of the material, for the success of the game. And in this case, using the game in a foreign language class actually becomes an effective technique.

In conclusion, it should be noted that games are a method of learning, which can be attributed to the group of active methods of teaching practical knowledge of a foreign language. The game is a conditional reproduction of its participants real practical activities, creates conditions for real communication. Thus, the use of game technologies in the process of preparing future foreign language teachers for professional and pedagogical activities significantly facilitates the educational process, makes it more interesting, accessible and feasible for students.

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STUDY OF THE POSSIBILITY OF STYLIZATION OF MATERIALS OF THREE-DIMENSIONAL MODELS BASED ON THE APPARATUS OF ARTIFICIAL NEURAL NETWORKS

Abstract: The purpose of this work is to create a program that can create stylized materials for three-dimensional models, allowing a 3D artist to automate the process of creating materials.

Key words: texture, material, three-dimensional model, stylization.

Language: Russian

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ИССЛЕДОВАНИЕ ВОЗМОЖНОСТИ СТИЛИЗАЦИИ МАТЕРИАЛОВ ТРЕХМЕРНЫХ МОДЕЛЕЙ, ОСНОВАННОЙ НА АППАРАТЕ ИСКУССТВЕННЫХ НЕЙРОННЫХ СЕТЕЙ.

Аннотация: Целью данной работы является создание программы, способной создавать стилизованные материалы для трехмерных моделей, позволяющей 3D художнику автоматизировать процесс создания материалов.

Ключевые слова: текстура, материал, трехмерная модель, стилизация.

Введение

В этой статье демонстрируется решение задачи стилизации трёхмерных моделей, какие этапы в этом процессе уже заменяются на решения с использованием алгоритмов нейронных сетей (Neural Networks – NN), почему выбор делается именно в их пользу (материалы, DeepBRDF, SVDRDF). Рассматриваются также методы, использующиеся для выравнивания финального (законченного) стиля (постпроцессинг и super sampling от Nvidia). Будет рассмотрена генерация, сетка модели и текстуры при создании игровой модели (а также решение

компании Netease Games, с помощью которого по одной входной фотографии можно сгенерировать выходного персонажа, стилизованного под человека на фото) и в конце показано решение для графики от TensorFlow – TensorFlow Graphics оценка его применимости для решения поставленной задачи.

Сегодня в создании трёхмерных моделей и визуализации (в основном для игр и фильмов) используют специальные программы (Substance, Quixel, Marmoset, небольшие плагины для больших графических пакетов, таких как Maya, ZBrush, Blender), в которых специалист – 3D художник – может с помощью различных

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инструментов раскрасить модель и после этого выгрузить текстуры и материалы (assets), которые впоследствии будут использованы в игре (фильме или чём-то подобном). На создание одной модели таким методом тратится как много времени, так и много ресурсов. Модель с текстурами получается статической, а сегодня, особенно в играх, часто необходимо динамичное изменение некоторых свойств игровой (т. е. задействованной в игре) модели для придания сцене большей реалистичности. Надо сказать, что такая необходимость уже давно стояла перед игровой индустрией – речь пойдёт в основном о ней, в остальных областях проблемы либо аналогичны, либо слишком специфичны.

Но прежде, чем перейти к описанию того, как именно в игровой индустрии подошли к решению проблемы, надо рассказать, как происходит render – отрисовка финального кадра. Точное понимание

всего процесса rendering (рендеринга) позволит чётче увидеть проблему и понять, почему индустрия двинулась в таком-то (ниже описывается, в каком же именно) направлении для решения.

Render – это процесс отрисовки кадра на экране. В играх существуют разные механики (Deferred, Forward, Forward+, Clustered Forward и т. п. Их отличия не играют важной роли для задач, но суть заключается в том, что для создания финального кадра создаётся большое количество промежуточных кадров, на каждом из которых хранится только часть необходимой информации (что позволяет добавление максимально большого количества источников света в сцену), и уже из этой информации, её анализа и сопоставления с другими данными получается новое, изменённое или стилизованное изображение (рис. 1).

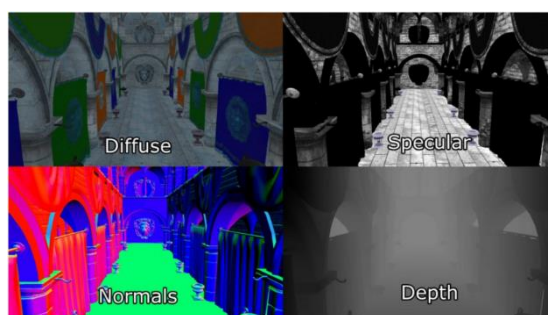


Рисунок 1 – Карты материала.

В «собираемой» таким образом картинке много внимания уделяется текстурированию, ведь текстура объекта состоит из самых разнообразных материалов и нескольких слоёв, в буквальном смысле отражающих свойства окружающей сцены (количество источников света и его интенсивность, огня, теней и многого другого – что может рассеиваться, преломляться, отражаться и т. д.). В статье будет описано, каким

именно образом пользователь может влиять на стилизацию (изменения конечной текстуры в зависимости от новых или изменившихся данных) и как в этом процессе могут быть полезны алгоритмы Neutral Networks (NN).

Речь коснётся типов рендера (для разных типов используют разные наборы алгоритмов), а также методов генерации обучающих данных в контексте компьютерной графики на (рис. 2).

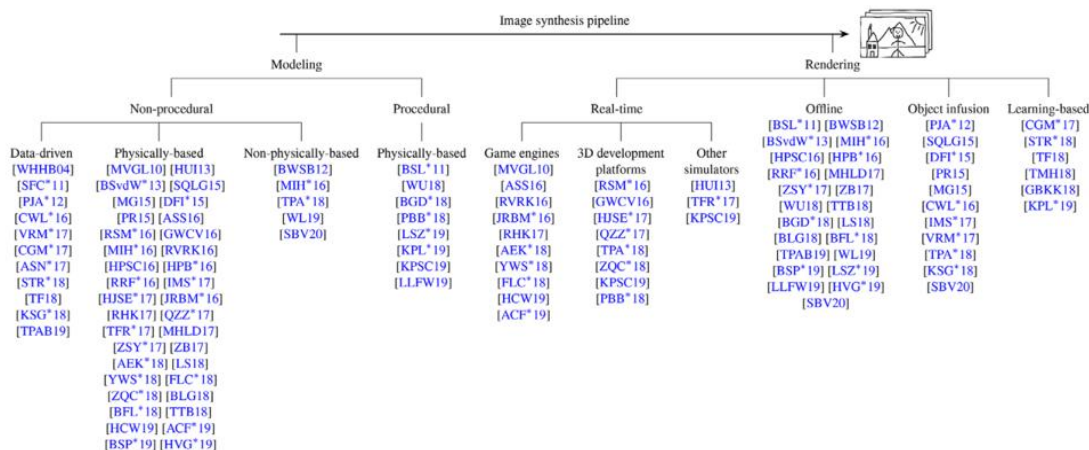


Рисунок 2 – Методы генерации обучающих данных в контексте компьютерной графики [12, с. 6].

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Речь пойдёт преимущественно про real-time render (пересчёт которого происходит непосредственно во время выполнения программы), противоположности offline (когда все вычисления происходят сначала на стороне GPU/CPU, а уже после отображаются на экране), о котором также скажем пару слов. Для придания реалистичности (или просто единого стиля) в графике используют так называемые модели освещения и материалов: от простых bloom, lambert (названных по фамилиям инженеров предложивших формулу их расчёта) до сложных, учитывающих степень реалистичности распространения света в предложенной среде (которая может сильно варьироваться) и использующих формулы Чандрасекхара или Макгири [23] (McGuire), модели отражения, теней и сглаживания. До последнего времени решение поставленной задачи требовало высокой производительности GPU, за счёт которой и проводились столь ресурсоёмкие вычисления на стороне шейдера, и всё же качественное отображение поверхности текстуры, состоящей из комбинации разных материалов, было очень низким, а постоянно увеличивающиеся разрешения (4K) и возросшая частота кадров требовали больших ресурсов и сильно загружали графический процессор.

Поставлена задача: получить в процессе рендеринга несколько текстур (а именно Albedo, Normal, Roughness, Metallic), которые будут отображать изменения в окружающем игровом

мире. То есть, учитывать интенсивность, позицию и источники света, а также тени. Таким образом модель будет стилизоваться под окружающий её мир. В статье будут рассмотрены несколько существующих подходов для решения аналогичных или смежных задач.

Для придания трёхмерным моделям реалистичности каждый пиксель текстуры (на самом деле microfacet – небольшую область текстуры) считают по формуле, учитывающей свет, падающий на эту поверхность, способность её материала отражать/рассеивать и угол обзора (откуда можно наблюдать этот эффект и некоторую аппроксимацию). Называется эта методика bidirectional reflectance distribution function (сокращённо BRDF). Каждое такое вычисление необычайно громоздкое (к тому же с повышением точности и реалистичности требуется всё больше переменных для вычисления). Законченная трёхмерная модель имеет несколько текстур, в которых хранится информации о цвете (Albedo map), шероховатости и неровности (Roughness map), нормалей (Normal map) и металл (Metallic map), бывают дополнительные и другие текстуры, но они всё равно используют такие же данные для отображения. Рассмотрим несколько методов: первый – SVBRDF – где по одной входящей фотографии NN генерирует на выходе четыре карты, пригодные для использования в игре или другой задаче по визуализации (рис. 3).

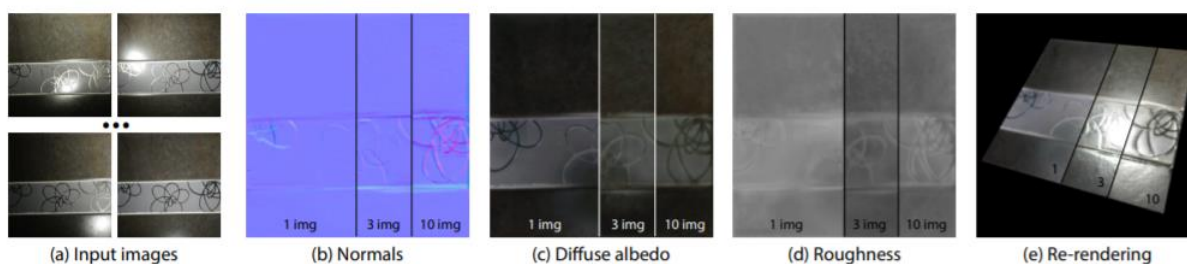


Рисунок 3 – Четыре карты для использования в задачах по визуализации [10].

Теоретические основы работы

Методы DeepBRDF, SVBRDF.

Существует два этапа работы метода: генерация карты методом [13, с. 2], основанном на distant pixels, а тем генерация карты функции, сохраняющей информацию для обработки.

Интересный момент: в метод не поступает информация о свете и позиции камеры, так как поставленная задача – максимально упростить входные данные.

Вторая часть объединяет несколько карт функций производимыми сетями одного

изображения, чтобы сформировать единый объект карт фиксированного размера.

В частности, дорожка кодера-декодера каждой сети с одиночным изображением создает карту промежуточных характеристик размером $256 \times 256 \times 64$, соответствующую обработанному входному изображению. Все они объединены в единую карту объектов одинакового размера путём выбора максимального значения, сообщаемым любой сетью с одним изображением для каждого пикселя и канала функции. Эта процедура максимального объединения даёт каждому отдельному изображению равные

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возможности в сети и средства для внесения вклада в содержание совместной функции финальных (генерируемых) карт совершенно независимо от порядка.

Наконец объединённая промежуточная карта признаков декодируется тремя слоями свёрток и нелинейностей, которые обеспечивают сети достаточную выразительность для преобразования извлеченной информации в

четыре карты (рис. 4). Глобальные функции полностью подключенной дорожки объединяются в максимальный пул и декодируются аналогичным образом. Через сквозное обучение сети с одним изображением учатся производить функции SVBRDF, которые имеют значение для операции объединения и полезны для восстановления окончательной оценки.

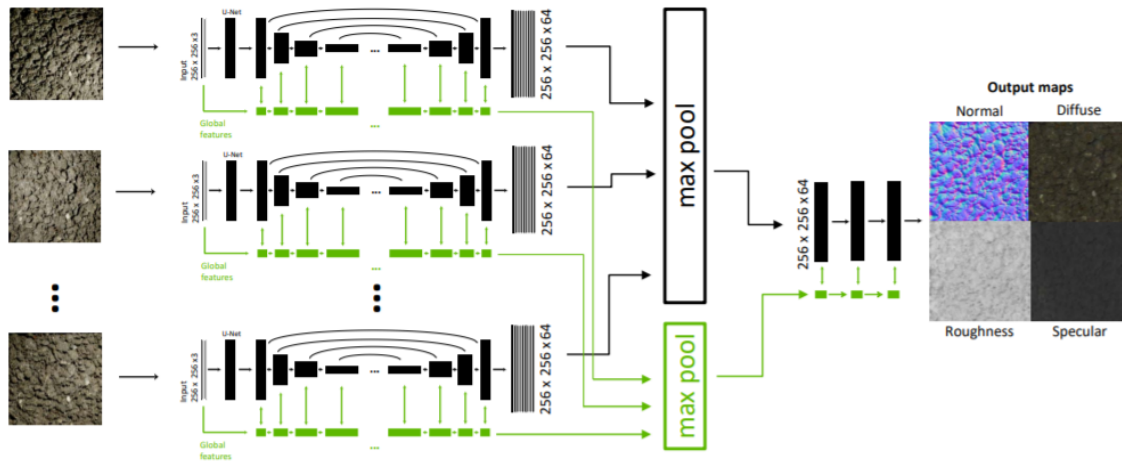


Рисунок 4 – Преобразования извлеченной информации в четыре карты.

Оценивается качество сетевого предсказания с дифференцируемой потерей рендеринга рассчитанной по следующей формуле:

$$L = LRender + 0.1 LNormal + LDiffuse + LSpecular + LRoughness, \quad (1)$$

где все названия соответствуют генерируемым картам.

Ещё один метод, который пока не применяется в играх, но является интересным результатом переосмысления и практического применения стилизации – получение из одной фотографии нескольких карт (света, глубины, самого изображения и т. д.), которые уже могут

быть применимы в игре – DeepBRDF. С использованием доработанных моделей Convolutional Inverse Graphics Network (DC-IGN) [24] получается не просто текстура, а скорее завершённый аппарат для финального преобразования всей композиции, включающую не только материалы, но и расчёт освещения (рис. 5).

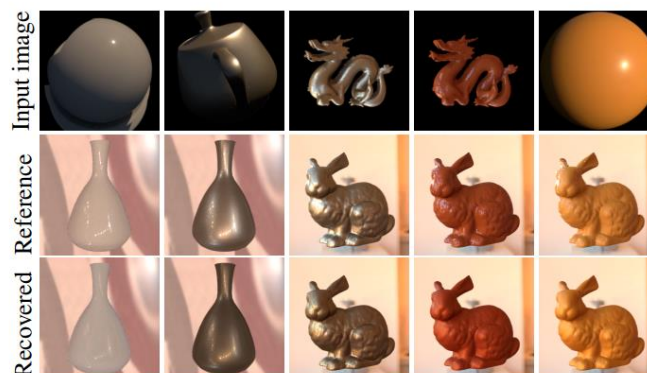


Рисунок 5 – Завершённый аппарат для финального преобразования всей композиции.

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Эта сеть натренирована на датасете (dataset) MERL BRDF [19, с. 2] (более 100 изотропных материалов с разной степенью коэффициента отражения) с весьма интересными особенностями: так как поступающая картинка часто имеет довольно широкий HDR диапазон, здесь применена формула, сжимающая данные – такая обработка позволяет значительно расширить диапазон входного изображения. После предварительной обработки данных BRDF в создании решения мы проектируем и обучаем глубокий автоэнкодер [25, с. 75] для исследования низкоразмерного представления входных BRDF. Автоэнкодер использует кодировщик для уменьшения размерности входных данных X и для извлечения низкоразмерного скрытого признака Y для каждого BRDF. Математически есть:

$$Y = fq(X), \quad (2)$$

где f_q обозначает кодировщик, параметризованный q .

Затем последующая сеть декодера преобразует скрытое представление Y обратно в многомерный выход X^{\wedge} , который, как ожидается, будет похож на вход, то есть:

$$X^{\wedge} = gq(Y), \quad (3)$$

Набор параметров q кодера и декодера изучен одновременно с задачей реконструкции BRDF. В (табл. 1) архитектура нашего автокодировщика.

Таблица 1. Архитектура автокодировщика

Layer	Kernel	Stride	Resolution
Input			540 × 90 × 90
Conv2D	3 × 3	2	256 × 45 × 45
Conv2D	3 × 3	2	128 × 23 × 23
Conv2D	3 × 3	2	64 × 12 × 12
ResidualBlock	3 × 3	1	64 × 12 × 12
ResidualBlock	3 × 3	1	64 × 12 × 12
ResidualBlock	3 × 3	1	64 × 12 × 12
FC-10			
FC-64 × 12 × 12			
DeConv2D	3 × 3	2	128 × 24 × 24
DeConv2D	3 × 3	2	256 × 48 × 48
DeConv2D	4 × 4	2	540 × 90 × 90
Output			540 × 90 × 90

В предлагаемой сети три 2D свёрточных слоя (Conv2D) с размером ядра 3 × 3 и шагом 2 используются для субдискретизации входных данных. Разрешение уменьшается вдвое после каждого свёрточного слоя. Три остаточных блока (ResidualBlock) вставляются для повышения эффективности обучения. Каждый остаточный блок содержит два свёрточных слоя, блок активации ReLU с утечкой и остаточное соединение. Эти свёрточные шаги расширяют рецептивные поля предлагаемой сети. Для извлечения скрытого вектора малой размерности используется полностью связанный слой. Чтобы расшифровать скрытый вектор, его расширяют

другим полностью связанным слоем (FC-64 × 12 × 12), за которым следуют три деконволюционных слоя (Deconv2D). На вход автоэнкодера поступают полные данные BRDF, представленные переупорядоченными угловыми координатами половинной разности Русинкевича: (fd; qh; qd), которые получают из dataset, и преобразованные в 540 × 90 × 90 понижающей формулой, описанной выше. Таким образом, каждая измеренная BRDF фактически рассматривается, как последовательность срезов изображения. После обучения сложные фрагменты изображения могут быть полностью восстановлены сетью (рис. 6).

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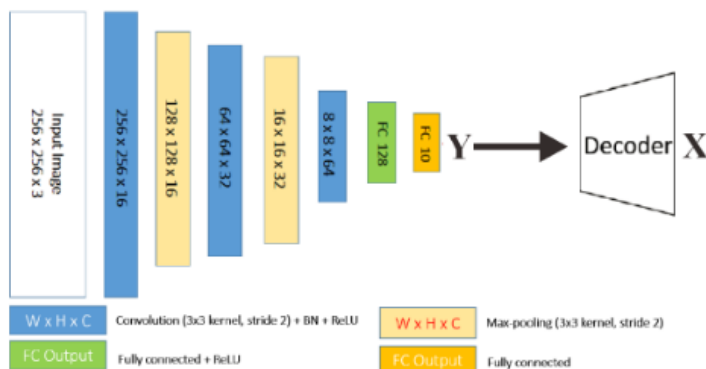


Рисунок 6 – Сложенные фрагменты изображения.

В итоге можно видеть, как это решение, при получении небольшой картинки с произвольно большим HDR диапазоном (что критически важно для современных игр), возвращает полноценный

объект, сочетающий в себе всё необходимое для добавления в рендер (в описанные выше шаги отрисовки). На (рис. 7) приведены входные изображения и их получившиеся стилизации.

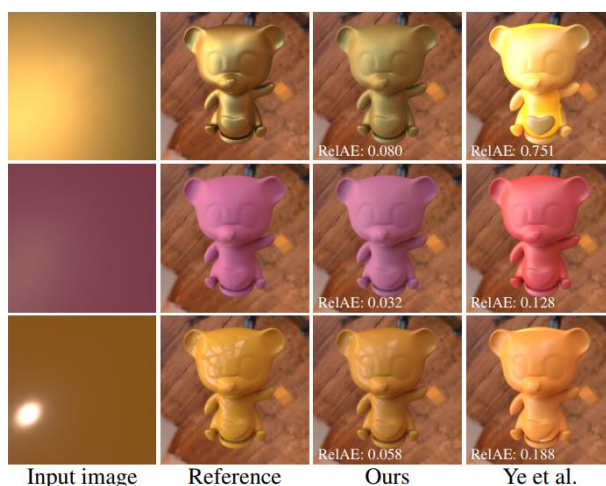


Рисунок 7 – Входные изображения и их стилизация.

Видно, как использование алгоритмов NN уже сегодня позволяет создавать не только материалы, но и готовые текстурные объекты, сохраняющие в себе все необходимые свойства для полноценного и качественного текстурирования.

Алгоритмы постобработки и глубокого обучения

Важной частью стилизации, придания единообразия и «выравненности» общей картине (завершённого кадру) является процесс Upscaling. В примере обработки кадра на (рис. 8) очень явно прослеживается переход от обычных методов (MSAA [multi-sampling anti-aliasing]), TSAA [temporal anti-aliasing], FXAA [fast approximate anti-aliasing]) к алгоритмам, использующим ML DLSS (Deep learning super sampling). Если предыдущие алгоритмы использовали

попиксельную обработку на стороне шейдера в один из последних проходов кадра (так называемая постобработка), то DLSS от Nvidia использует методы ML (разработанный самой компанией convolutional autoencoder обученный на сети NGX, где выходное изображение сравнивалось с автономно визуализированным эталонным изображением сверхвысокого качества 16K, и разница от такого сравнения передавалась обратно в сеть. Такой процесс на суперкомпьютере повторяется десятки тысяч раз, пока сеть не выдаст изображения высокого качества в высоком разрешении. После завершения обучения такая сеть передаётся на компьютер вместе с драйвером, где может работать в режиме реального времени), выстраивая «очередь» из предыдущих кадров (в игре или ином видео процессе) и обрабатывая

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получившийся массив кадров, по завершению возвращает изображения повышенного качества.



Рисунок 8 – Переход от MSAA, TAA и FXAA к DLSS.

На (рис. 9) хорошо прослеживается замена устаревших методов на алгоритмы ML,

позволяющие усовершенствовать входное изображение.

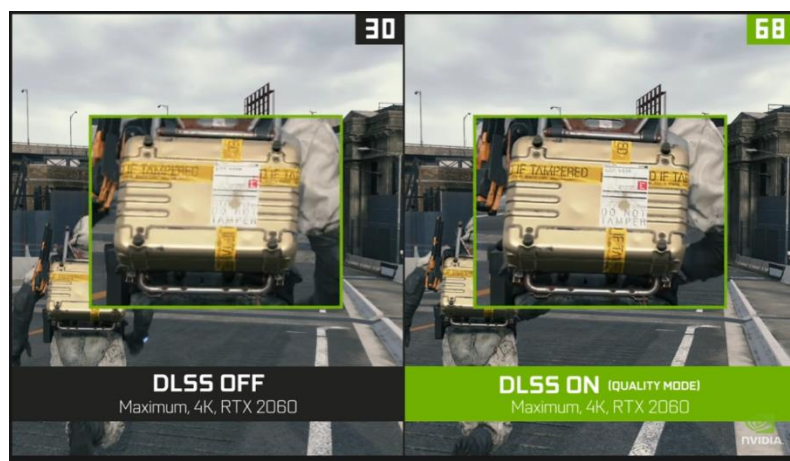


Рисунок 9 – Разница между устаревшими методами и алгоритмами ML.

Часто стилизация модели происходит не только с помощью материалов и текстур, но и с помощью эффектов, накладываемых на финальный кадр, когда все остальные «слои» рендеринга завершены. Они могут быть направлены не только на повышение чёткости или upscaling без потери качества, но и на иные эффекты (Bloom, Depth of Field, Ambient Occlusion), таким образом завершая некоторые эффекты материалов текстур (такая практика довольно распространена).

Стилизация игрового персонажа по входящей фотографии человека

Следующая возможность стилизации – применение алгоритмов NN для создания персонажей (модели и текстуры) по фотографии пользователя, на примере RPG-игр от компании NetEase Games. Здесь используется две фазы: в первой Generative Neural Network обучается как рендер (Imitation learning), во второй с помощью метода Gradient Descent Method определяется сходство лица, и по лекалам (если так можно сказать) создаётся фигура игрового персонажа, то есть происходит не просто создание текстуры, но и деформация заготовленной модели под входные контуры (рис. 10).

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Character Auto-Creation

- Step 1: Align the user-uploaded photo based on the default game face
- Step 2: Solve the following optimization problem

$$\min_x \mathcal{L}_s(x)$$
 - Step 2.1: Freeze all networks (G, F_1, F_2), initialize $x = x_0$, set learning rate $\eta = 10$ and max iterations $i_{max} = 10$
 - Step 2.2: Use gradient descent method to update x
 - Step 2.3: When reaching the max iterations, output optimized facial parameters x^*
- Step 3: Write x^* into the game and obtain the character

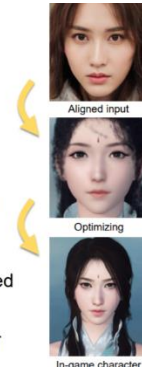


Рисунок 10 – Создание текстуры и деформации модели под входные контуры.

В первом шаге сначала определяются параметры лица (Facial Parameter) и прогоняем их через 8 Transposed Convolution Layers с прикреплёнными к ним Rectified Linear Unit (ReLU) и Batch Normalization (BN). После каждого прохода элемент увеличивается в 2 раза.

Во втором шаге процесс разбивается на две части: на Face Recognition Model F1 [15] и Face Segmentation Model F2 [14] для получения

параметров Identity Loss (лямбда 1) и Content Loss (лямбда 2) соответственно. Для метода Face Recognition Model F1 используется натренированная нейронная сеть Light CNN-29v2 [15] принимающая исходное изображение размера 128x128 (сгенерированное на предыдущем шаге) и отдающая на выходе необходимую функцию (лямбда 1):

Definition:

$$\mathcal{L}_1(x) = 1 - \cos \langle F_1(y_r), F_1(G(x)) \rangle, \quad (4)$$

Cosine distance:

$$\cos(e_1, e_2) = \langle e_1, e_2 \rangle / \|e_1\|_2 \|e_2\|_2, \quad (5)$$

Optimal object:

$$\min_x \mathcal{L}_1(x) - \text{лямбда } 1, \quad (6)$$

Во втором методе (Face Semantic Segmentation Model F2) применяется Convolution Network с основой Resnet-50 [26], последний слой

заменяется на Convolution Layer 1x1. В конце разрешение выходного изображения увеличивается с 1/32 до 1/8.

Базовое определение:

$$\mathcal{L}_2(x) = \|F_2(y_r) - F_2(G(x))\|_1, \quad (7)$$

Используются семантические карты вероятности для «уточнения» чётр лица.

Оптимальное определение:

$$\min_x \mathcal{L}_2(x) - \text{лямбда } 2, \quad (8)$$

На (рис. 11) виден результат работы нейросети.

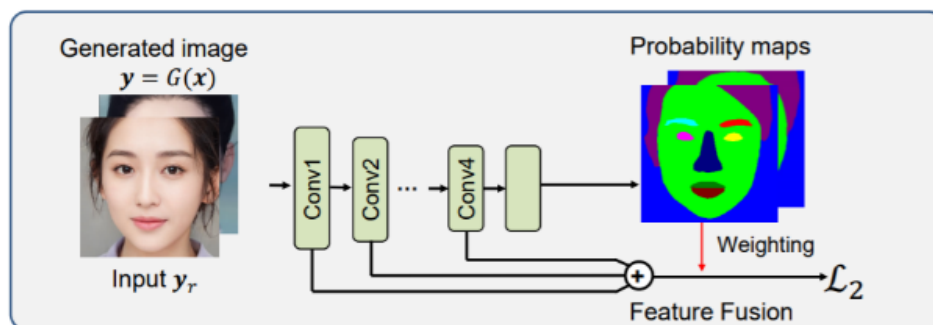


Рисунок 11 – Результат работы нейросети.

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Функция общих потерь:

$$Ls = \alpha L1 + L2, \quad (9)$$

Оптимальная функция:

$$\min x Ls(x), \quad (10)$$

Gradient descent method

Обновление параметров:

$$xi = xi - 1 - \eta (\partial Ls xi - 1 / \partial xi - 1), i = 1, 2, \dots, imax, \quad (11)$$

Вычисление градиента:

$$\begin{aligned} \partial Ls(x) / \partial x &= \alpha (\partial L1(x) / \partial x + \partial L2(x) / \partial x), \\ \partial L1(x) / \partial x &= \partial L1(x) / \partial F1(G(x)) \partial F1(G(x)) / \partial G(x) \partial G(x) / \partial (x), \\ \partial L2(x) / \partial x &= \partial L2(x) / \partial F2(G(x)) \partial F2(G(x)) / \partial G(x) \partial G(x) / \partial (x), \end{aligned} \quad (12)$$

На (рис. 12) первое изображение – фото пользователя, второе и третье – получившееся с помощью вышеописанного метода изображение.



Рисунок 12 – Получение персонажа с фотографии человека.

Это только основные шаги этого метода, чтобы наглядно проиллюстрировать, каким именно образом алгоритмы NN позволяют модифицировать текстуры и объекты на основе входных данных и получать приемлемый результат.

Разработка алгоритма стилизации текстуры трёхмерного объекта

Создаваемая программа будет использовать TensorFlow Graphics от компании Google. В этой статье будет рассмотрена его часть, отвечающая за работу света, материала, а также определения (detect) частей тела в трёхмерном объекте – и оценена возможность применения этого решения для стилизации уже сегодня.

Программа будет получать на вход простые данные – карту основного цвета (albedo) (рис. 13), которую будет стилизована с применением алгоритмов NN, доступных в пакете.



Рисунок 13 – Карта основного цвета.

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За основу стилизации взята не совсем обычная идея: отображение максимизированной «потери» (loss) в виде градиента – на выходе получается нанесённая на исходное изображение карта градиентов. В данной статье используется предтренированная модель InceptionV3 [22], в которой есть объединенные слои (convolutions layers) – идущие по возрастанию от mixed0 до mixed10, и усиливающие «раздражители» от меньшего к большему – слои высокого порядка

реагируют на раздражители более высокого порядка (явные элементы: глаза, впадины, отчётливо контрастные переливы). В обычных вариантах тренировки сетей NN преследуется цель уменьшения потерь с помощью метода градиентного спуска (gradient descent), но в этой задаче потери, наоборот, усиливаются с помощью градиентного подъёма (gradient ascent) и эти градиенты наносятся на первоначальную текстуру (рис. 14).



Рис.14 – Нанесение gradient ascent на первоначальную текстуру.

Именно таким образом выглядит изначальная текстура на трёхмерной модели (рис. 14).

С каждым последующим проходом карта будет получаться всё более стилизованной и узорчатой (рис. 15).

```
class DeepDream(tf.Module):  
    def __init__(self, model):  
        self.model = model  
  
    @tf.function(  
        input_signature=(  
            tf.TensorSpec(shape=[None, None, 3],  
                dtype=tf.float32),  
            tf.TensorSpec(shape=[], dtype=tf.int32),  
            tf.TensorSpec(shape=[], dtype=tf.float32),  
        )
```

```
def __call__(self, img, steps, step_size):  
    print("Calculated out images")  
    loss = tf.constant(0.0)  
    for n in tf.range(steps):  
        with tf.GradientTape() as tape:  
  
            tape.watch(img)  
            loss = calc_loss(img, self.model)  
  
            gradients = tape.gradient(loss, img)  
  
            gradients /= tf.math.reduce_std(gradients) +  
                1e-8  
  
            img = img + gradients*step_size  
            img = tf.clip_by_value(img, -1, 1)  
  
    return loss, img
```

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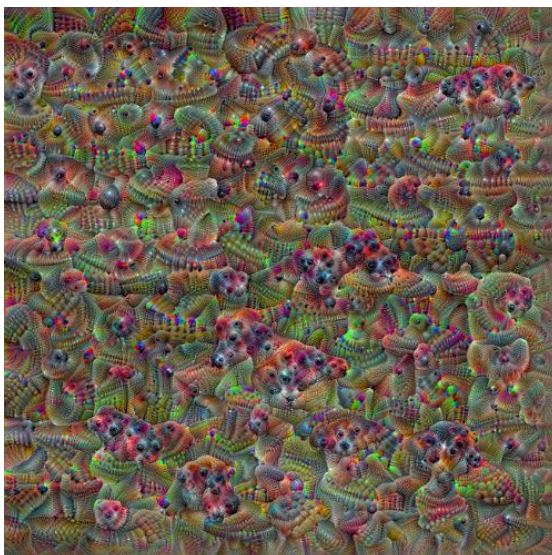


Рисунок 15 – Карта после множества проходов алгоритма.

На (рис. 16) эта же модель, но уже в визуализированном виде. Вносимые изменения можно усиливать или, наоборот, ослаблять так, чтобы текстуры получившихся объектов не выглядели рваными. Можно использовать для

этого алгоритмы этой же сети InceptionV3. Можно увеличить размер первоначальной картинке (так как размер потери напрямую зависит от размера исходного изображения).



Рисунок 16 – Визуализация модели.

Сравним метод с предыдущими: как правило, на текстуру трёхмерных объектов, наносят такие эффекты стилизации за счёт заранее высчитанных сил GPU. (вычислительных сил шейдеров), чаще всего являющимися комбинацией наборов алгоритмов (Voronoi Diagram, Fast Fourier transform и прочих). Сейчас сравнивать результаты довольно проблематично, так как момент внедрения таких методов и алгоритмов в сферу практического использования только наступает.

Заключение

Дальнейшее направление исследований в данной области в первую очередь касается повышения качества генерируемой модели и уменьшения выборки датасета (набора данных) для создания предобученной нейронной сети. На сегодняшний день большая часть исследований включает поиск возможности включить больше переменных в генерируемые текстуры: не только свет, тени и некоторые их параметры, но и особенности и нюансы окружения (например

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Height map для отображения глубины трещин и повреждений), которые также должны найти отражения в стилистике представленных трёхмерных моделей. Часть исследований, показанных выше, работают над иными аспектами применения алгоритмов NN в визуализации, в частности, в стилизации трёхмерных моделей (DLSS, Deep BRDF, Charactered Auto).

Можно сказать, что дальнейшее развитие исследуемых проблем приведёт к однозначному замещению привычных решений с участием человека (например подготовка первоначальных карт), и будет происходить исключительно с использованием алгоритмов нейронных сетей.

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STATISTICAL DATA PROCESSING IN THE DIGITAL ECONOMY

Abstract: Recently, software tools or information systems designed to automate the work of statistical data processing have become widespread, which allow collecting, storing and processing heterogeneous data sets using a single information base. These systems are guided when performing management functions based on internal and external statistical data. The advantage of such systems is the adaptation of the information base and system functions to the operating conditions of the enterprise. The article deals with the use of statistical packages STATISTICA, SPSS, Deductor in organizations.

Key words: digital economy, statistical work plan, data warehouse, information systems, unified statistical register.

Language: English

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Introduction

The determining factor of production in the digital economy is digital data, a distinctive feature of which is the need to process large amounts of information. The collection and provision of statistical data based on a digital analytical platform, as well as the establishment of a unified regulatory and reference information for all categories of information users is extremely important. As you know, software is oriented when performing management functions on the basis of internal and external statistical data of enterprises [1,2,3,4]

Currently, statistical packages have become widespread, which can be easily connected to the existing information processing system at the enterprise.

Analysis methods. When writing the article, methods of synthesis and analysis were used.

Discussion. In Uzbekistan, the following statistical packages were disseminated: STATISTICA; SPSS; Deductor. The STATISTICA application package is a universal data analysis system

developed by StatSoft, built on a modular basis, each module performs a certain set of functions and can be used independently. Key features of the package makes it possible to present a graphical interpretation of the results (in 2D, 3D graphs, pictograms or graphs developed in our own design):

- supports all standards of modern office applications (import of data from spreadsheets, including their MS Excel, export of diagrams to MS Office applications, etc.);

- allows expanding the capabilities of the package due to the built-in programming language Statistica Visual Basic.

The STATISTICA package can be used in various fields of activity:

- In banking (for analyzing credit risks and predicting financial indicators);

- Trading activities (for comparative analysis of suppliers and forecasting the consumption of goods and resources);

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- Marketing research (to study the seasonality of demand, classification of goods by consumer properties);

- Production activities (for predicting the need for material resources, identifying causal relationships between technological parameters, analyzing the reliability and durability of products);

- Sociological research (for the analysis of public opinion polls).

In addition, the STATISTICA package is the basic statistical package at the Tashkent University of Economics, the Research Institute for Advanced Studies and Statistical Studies of Uzbekistan.

SPSS (Statistical Package for Social Science) is a statistical package developed by SPSS Inc, designed to run on the MS Windows operating system.

This package is used to process and analyze sociological data.

The main features of the package:

- Implements a set of mathematical methods for statistical data processing;

- Provides access to geographically distributed data and allows you to combine several databases;

- Generates non-standard reports that allow evaluating data from different points of view - configures the interface and procedures for working with data using the built-in scripting language;

- Supports communication with most data formats and data exchange with other MS Windows applications.

The Deductor application package is a statistical package developed by Base GroupLabs and consists of 3 parts: Deductor Warehouse multidimensional data warehouse, Deductor Studio analytic application and Deductor Viewer end-user workstation.

Deductor Warehouse is a multidimensional data warehouse that accumulates all the information necessary for analyzing the subject area.

Deductor Studio is a program that implements the functions of importing, processing, visualizing and exporting data.

Deductor Studio includes a full set of mechanisms that allows you to get information from an arbitrary data source, carry out the entire processing cycle using the Processing Wizards (cleaning, transforming data, building models), display the results in the most convenient way (OLAP, diagrams, trees ...) and export the results to the side. This is fully consistent with the concept of extracting knowledge from databases.

Deductor Viewer - end user workstation. Allows you to separate the process of building models from the use of ready-made models. All complex model preparation operations are performed by expert analysts using Deductor Studio, and Deductor Viewer provides users with an easy way to work with the finished results. The processors implemented in Deductor cover the basic need for data analysis and

the creation of complete analytical solutions based on DataMining.

It is necessary to eliminate duplication of statistical data in reporting forms. As you know, data collection is carried out within the framework of: the state plan of statistical work: tax, customs, banking and other statistics at the republican level in accordance with the legislation of the Republic of Uzbekistan, departmental statistics (in order to implement managerial functions), regional and viloyat (region) information systems. It is advisable to move from various forms of reporting to information flows: to a unified register of objects of observation, a unified data warehouse, the use of unified tools for the formation of primary statistical data and their transfer at a given frequency to a Unified warehouse, as well as an inventory of reporting forms, a data card. Improving the national data management system based on State Committee for Statistics of Uzbekistan (Uzkomstat) is the starting point for many ideas and initiatives for the development of statistical accounting. Such a system creates a modern infrastructure, where the formation and implementation of a unified methodological and technological basis for storing and processing data based on a family of data management standards is taking place. The basic component of the national data management system is a digital analytical platform for providing statistical, administrative data and normative reference information (NSI) [5,6,7,8,9,10,11,12].

The primary tasks of the digital analytical platform are the standardization of reporting collection procedures and the creation of a unified data warehouse, the formation of a unified system of regulatory and reference information (NSI). Currently, there is departmental and regional reporting, where government bodies collect data on a range of enterprises and organizations on the existing specific methodologies, create their own local data stores. The departmental approach gives rise to differing methodologies for collecting and processing aggregated data. A unified form of reporting indicators collected by the state from business is the most effective; it will cover all government bodies and will create a unified register of indicators and reporting forms. It will act as a tool to eliminate duplication at the indicator level. Based on the results of the assessment and analysis of the information posted in the Register, it is possible to establish the maximum permissible norms for the reporting burden for various categories of business. Optimization of the collection of reports and the creation of the Unified Register of Objects of Observation on the basis of the modernized Statistical Register of Uzstat made it possible to modernize the automated system of the general population of objects of statistical observation (AS GS OFSN), which gave the Statistical Register in

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Uzstat the status of a single and mandatory basis for collecting information in the country.

Information processing, the transition from numerous forms of reporting to information flows, and primary accounting and analytical accounting are automated at many enterprises and organizations.

The transition from manual filling of reports to the automated generation of primary statistical data at enterprises, based on primary accounting data, is nearing completion, and they are being prepared for automated transfer to a single virtual data warehouse. This approach can significantly improve the quality of statistical data, as well as speed up the process of their generation. It will be possible to generate more detailed information on types of activities and products, information that is so necessary for enterprises to conduct business and analyze markets. Subsequent connection to the digital analytical platform of alternative sources of information, including big data, will open up opportunities for data verification and information dissemination tools. A basic benchmark for a digital analytics platform is providing access to real-time data. Today, this landmark seems difficult to achieve, requiring a significant change in the reporting collection technology and revision of the regulatory framework.

A digital analytical platform should be created as soon as possible and put into operation by the end of 2021 year.

During its creation, key basic components could be used, as well as the available software, technological and hardware potential of the operating information and computing system of State Committee for Statistics of Russia (Rosstat), including a centralized data processing system, server facilities, data storages, and communication channels. As the analysis of the needs of authorities, local governments and respondents in the services of a digital analytical platform has shown, is huge. Based on the analysis of all the proposals received, together with the expert community, the development of the concept of a digital analytical platform has begun.

Conclusion

It is advisable to move from various forms of reporting to information flows: to a unified register of objects of observation, a unified data warehouse, the use of unified tools for the formation of primary statistical data and their transfer at a given frequency to the Unified warehouse, as well as an inventory of reporting forms, a data card.

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INTERACTION OF EMOTIONAL AND COGNITIVE FACTORS IN THE PROCESS OF SELF-KNOWLEDGE OF PERSONALITY

Abstract: Cognitive and emotional factors that interact with each other in the process of activity are synergistic. Cognitive factors are observed in emotional factors, as emotional elements are observed in cognitive factors in the process of self-knowledge of the individual. Cognitive and emotional factors complement each other in the identification process and interact with each other.

Key words: cognitive, emotional, process of activity, individual, object, subject, personality.

Language: English

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Introduction

Cognitive and emotional factors interact with each other in the process of personality activity. This problem is discussed in the context of the interaction of cognitive and emotional psychology. However, research on this relationship has been poorly developed to date. Because the cognitive and emotional aspects of psychology have been studied separately until the period when behaviorism weakened. Since the 1980s, this issue has received increasing attention. Research has shown that cognitive (thoughts, beliefs, evaluations, etc.) and emotional (joy, sadness, anxiety, fear, anger, compassion, etc.) factors interact and are organically linked in the process of a person's activity. It is a wrong methodology to separate them. Because in the process of a person's activity there are emotional in cognitive factors, and cognitive factors in emotional factors. They complement each other and interact with each other's development.

However, until now, there was an opinion that emotional factors negatively affect the process of cognitive self-awareness of a person and his logical behavior. Recent research confirms that emotional factors generally have an adaptive effect on the process of cognitive self-awareness [3; 5].

Work of cognitive psychologists is essential for helping people who have experienced issues with mental processes. While we tend to take abilities such as attention and problem solving for granted, perhaps because they are so woven into the fabric of our everyday existence, cognitive disruptions can create havoc in multiple areas of an individual's life.

Attention problems can make it difficult to focus at work or at school. Even relatively minor memory problems can make it a struggle to handle the demands of everyday life. Consider, for example, how negative thinking can interfere with your health and happiness. We all experience these negative thoughts from time to time, but some people may find themselves overwhelmed with pessimistic thinking patterns that make it difficult to function in daily life.

Materials and methods

Research is conducted in two directions:

1. *Cognitive processes as a source of emotional factors.*

Cognitive evaluation theories (appraisal theories) emphasize the role of cognitive factors in the emergence and development of emotional processes (psychological feelings related to pleasure and non-pleasure) directed to certain objects (beings and events). According to them, any object is valued when

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it is important for the subject, and emotions arise in the process of evaluation depending on its motives. If the subject's object evaluation process is a cognitive factor, the importance he or she attaches to the object in the evaluation process and the feelings of pleasure or dissatisfaction arising from internal motives are emotional factors. As can be seen, cognitive and emotional factors are organically linked in the evaluation process.

2. *The effect of emotions on cognitive processes.*

Empirical research confirms that emotions have a direct and indirect adaptive effect (with information and motivational functions) on the evaluation process and the resulting behavior. Adaptive influence creates conditions for the formation of an individual's motivation (goal), the availability of useful information to achieve it, and a change in behavior. This means that emotion interferes with cognitive processes [1; 4, p. 49-51; 7, p. 112-114].

Because emotions have the ability to change the information that guides the thought process, to influence the definition of styles and ways of their creation.

Research on cognitive psychology may at times seem academic and far-removed from the problems you face in everyday life, yet the findings from such scientific investigations play a role in how professionals approach the treatment of mental illness, traumatic brain injury, and degenerative brain diseases [3; 5, p. 146-148; 10].

Thanks to the work of cognitive psychologists, we can better pinpoint ways to measure human intellectual abilities, develop new strategies to combat memory problems, and decode the workings of the human brain—all of which ultimately has a powerful impact on how we treat cognitive disorders. The field of cognitive psychology is a rapidly growing area that continues to add to our understanding of the many influences that mental processes have on our health and daily lives.

From understanding how cognitive processes change over the course of child development to looking at how the brain transforms sensory inputs into perceptions, cognitive psychology has helped us gain a deeper and richer understanding of the many mental events that contribute to our daily existence and overall well-being.

Cognitive and emotional factors that interact with each other in the process of personality activity are synergistic. Just as emotional elements are observed in cognitive factors in the process of a person's activity, cognitive factors are also observed

in emotional factors. Cognitive and emotional factors complement each other in the process of personality and interact with each other's development.

Conclusion

Cognitive and emotional factors that interact with each other in the process of activity are synergistic. Cognitive factors are observed in emotional factors, as emotional elements are observed in cognitive factors in the process of self-knowledge of the individual. Cognitive and emotional factors complement each other in the identification process and interact with each other.

Some researchers believe that there are no cognitive factors in the emotions that arise through certain sensory parts related to pleasure and non-pleasure. For example, the emotions created by the beautiful and bitter scent through the senses have no value. That is, the individual reacts emotionally to the object (flower, pepper) not because of the importance he has given in advance, but because of the information he receives through the senses. However, cognitive evaluation theorists are in favor of characterizing this reaction as a mood, not an emotion. Because, unlike emotion, mood does not have a concrete and clear object. These objects are located outside the subject's focus and are not perceived. Or, the mood combines the same kind of emotions directed at several objects. That is, mood appears as a peculiar form of emotion.

Some researchers believe that phobias and feelings of anger have no cognitive basis. Even if the subject is convinced that there is no danger, he cannot get rid of the phobia. For example, in an experiment, individuals who are afraid of snakes automatically experience the same phobia when they see a picture of a snake in the blink of an eye (that is, when they do not have time to understand what it is). Cognitive assessment theorists consider this assessment to be an incomprehensible automatic assessment. Affective priming studies confirm this.

In his research, the plaintiff tried to identify emotional factors in cognitive processes, cognitive factors in emotional processes. In this regard, he comparatively studied some of the theoretical and conceptual approaches in this area and drew scientific and theoretical conclusions from them. In the article, he used the works of well-known experts dealing with the problem and made interesting comparisons. This article reveals the level of interaction of cognitive and emotional factors in the process of activity, what problems exist. This approach increases the importance of the article.

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MEANING AND NECESSITY OF IMPROVING THE MECHANISM OF FINANCIAL INCENTIVES FOR INNOVATIVE ACTIVITIES IN INDUSTRIAL ENTERPRISES

Abstract: The article analyzes the implementation of innovative activities in industrial enterprises on the basis of a conceptual approach associated with the mechanism of financial incentives.

Key words: innovation, innovative activity, financial incentives, financing, types of innovation.

Language: English

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Introduction

In the current situation, the achievement of business competitiveness depends on the activation of innovative activities. Because the creation of innovations, the expansion of the range of products produced, the introduction of new consumer properties of the product can ensure successful competition in domestic and foreign markets.

Innovative activity is carried out within the framework of financial and economic relations and has its own specific financial purpose. This is typical for an economy where market relations are principal or dominant. Therefore, the mechanism of financial support of innovations or financial incentives for innovative activities, which is at its heart, is crucial in ensuring the implementation of innovative processes in industrial enterprises.

The study of innovative development requires, first of all, consideration of concepts such as innovation, the innovation process and its components, the classification of innovations, the innovative project and its description. Based on the analysis of the essence of these economic categories, it is possible to substantiate the modern concept of financial incentives for innovative development of enterprises.

Here are the most common definitions of innovation. The term "innovation" was first

introduced into scientific circulation by the Austrian scientist Josef Schumpeter. He saw innovation as a tool or tool for the benefit of the entrepreneur. According to him, the source of economic fluctuations in economic life is a "passionate entrepreneur" [1].

In many cases, innovation is seen as a final result of innovative activity, as its integration into the marketed product. This approach is typical of a number of Russian researchers [2].

While it is appropriate to describe innovation as the result of an innovation process, innovation is not limited to a new product, technology, social service, or "consumer value". In all cases, it is also reflected in new ways of selling the finished product, marketing, supply and organization of production.

Researchers also use the terms "innovation", "introduction of innovation" and "novelty" as synonyms. In our opinion, it is also necessary to distinguish them without denying the commonality of these terms. The novelty is the formalized result of research, development, or experimentation, or more precisely, the result that enhances the effectiveness of a particular activity. An innovation can be formalized as a patent, invention, discovery, trademark, improved or completely new product.

"Innovation" or "introduced innovation" means the innovation that is being used, that is, the innovation that has been introduced and is becoming

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a form of innovation. The introduction of innovation in such an approach is one of the stages of the innovation process. Of course, for the innovation process to continue, the introduction of innovation must be able to yield positive results.

Hence, it is seen as the result of modifying a business object to achieve economic, environmental and social benefits through innovation.

The contents of the categories of novelty, innovation and innovation are summarized in Table 1.

Table 1. Description of the content and features of the categories of novelty and innovation.

Category name	Role in the process	Meaning	Feature
Novelty	Introduction stage	Patent, invention, discovery, new method, etc.	Availability of novelty
Innovation introduction	Intermediate stage	Introducing innovation and use of it	Materialization of news
Innovation	Final stage	Dissemination of news	Achieving the important result

The categories shown in this table also have their own financial content. Innovation usually does not require very large financial investments. Its financial results are also not yet reflected in accurate financial calculations. More precisely, while the expenditures are clearly visible, they do not directly represent the expected future financial flows (incoming flows). The introduction of innovation will give a more detailed picture of the flow of costs, the material results will be determined, but while the existence of economic nepotism is evident, its growing scale is not yet clearly expressed. The innovation category, on the other hand, reflects all costs and revenue streams in sufficient detail from a financial point of view. At the same time, it relies on substantial financial investments. It is precisely the expected economic benefits that provide the strongest financial incentives for innovators.

According to researchers, innovations can be seen as new material and intangible benefits with new properties (new products, new materials, processes, methods, etc.). At the same time, innovation is also a process. Because it also refers to the process of producing, assimilating, disseminating, and use of news. In this sense, the innovative process and innovative activity develops over time, going through stages.

In a developing economy, innovation needs to be understood in a broader sense. Any progressive changes in the organization of production in the productive forces in relation to the stage of development achieved here will have an innovative meaning [3].

Innovations can be divided into technological and non-technological innovations. Technological innovations are directly reflected in production results. These include changes in production methods, tools and technologies. Technological innovations form the basis of technological development. That's why researchers often focus on them exactly.

In the economic literature, in most cases, the approach to the classification of innovations on the basis of material criteria, noting the following types:

- Product innovations (new products in the field of production or consumption);
- Technological innovations (new production technologies);
- Organizational and management innovations (new methods of production management and organization of work);
- Social innovations.

The last three types of innovations can also be called process innovations. Such innovations also allow to reduce costs and get additional benefits. As a result, they also master the production of new products or improve the quality of existing products. However, the main type of innovation is in the form of product innovations. It should be noted that typically any innovation combines all of the four indicated characters in different combinations at the same time.

Product innovations will be more attractive in terms of financial incentives for innovation. Because the new product will allow you to get a higher profit faster by having a dominant position in the market until its competitors appear. Technological innovation is important for products that already have a place in the market. Appropriate financial results can be achieved by reducing the cost or improving the quality of the product. Typically, technological innovation is a much more complex process, both in terms of financial relationships and connections.

In contrast to the above, organizational management innovations often do not require substantial financial resources. But its relation to the human factor and the mobilization of human capital also seriously complicates its inherent financial incentive mechanism.

Social innovations do not have a direct financial impact. More precisely, the financial results are mainly enjoyed by consumers, not financiers. But

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such innovations are important for the company's position in society and thus its position in the market.

In most cases, depending on their financial capabilities, smaller industrial enterprises are more prone to product innovation, medium-sized enterprises to technological innovation, and large enterprises to social innovation. While social innovations do not bring direct financial and economic benefits, they do help to increase and accelerate the effectiveness of product innovations or technological innovations.

From the financial and economic point of view, scientific and technical development, which characterizes innovation, should be considered as technological process innovation and product innovation at the enterprise level. This approach combines technology upgrades and product upgrades, including determining the optimal direction of financial flows in addressing issues in this process. In other words, the financing of the technical and technological level of production ensures that the product is carried out in accordance with the stages of the life cycle. Investing in new technologies for a long period of time in terms of profitability or financial result is considered effective. But it is in this direction that the level of financial risks will be higher. Therefore, investors are wary of technological innovations, preferring previously tested technologies. Another financial aspect of the issue is that the capital requirement of this line is higher and requires less labor.

The success and effectiveness of any enterprise's innovative activities depends in many ways on determining the sources and methods of financing it [4].

Creating a well-founded system of financing innovative activities in industrial enterprises will create conditions for the accumulation of financial resources and spending on innovative activities [5].

Financing of innovative activities is the use of funds directed to the design, research and organization of the production process of new types of products, the creation and introduction of new types of equipment and technologies, works and services [6].

The classification of innovations proposed by Russian researcher A.I Prigogine many years ago is noteworthy:

1. By prevalence: unique and flexible innovations. Substitute innovations.
2. By role in the production process: binder, product and raw material innovations.
3. By place in relation to previous innovations: canceling, paving, reversing, entering, replacing innovations of the past.
4. Market share: strategic, systemic and local innovations.

5. In terms of novelty and innovation potential: improving, combinatorial and radical innovations [7].

The last two areas are based on the financial and economic content of innovations and are a priority in financial decision-making.

In the classification of researchers of the Russian Research Institute of Systematic Research, innovations are divided into innovations in the field of trade, production, economics, technology and management [8].

We believe that a different approach is possible based on the above-mentioned categories of innovations. In our opinion, innovations can be divided into types according to the following characteristics.

In meeting needs: innovations that meet existing needs and meet new needs.

On the role of science and technology in development: technological, technical, organizational and social innovations.

Coverage: global, national, regional, local and local innovations.

By field of application: product, process and market innovations.

In our opinion, depending on the financial analysis based on marketing research, it is possible to distinguish the stages of innovative activity:

1. The possibility of gaining a position in the market, taking into account the financial opportunities;
2. Design a new product, estimate costs and revenues;
3. Testing a new product on the market;
4. Market access;
5. Financial management of new products.

The principles of organizing the financing of innovative activities are based primarily on the abundance and diversity of sources of funding [9].

In a market economy, it is inappropriate to study innovations in isolation from their sources of funding, the mechanism of financial incentives. Because innovations in all cases have a financial meaning, as well as material-technological or social utility. The classification by the above criteria is also based on the assumption that in fact every type of innovation is financially secured and brings financial benefits.

Due to the development of innovative infrastructure in our country, there are opportunities for the formation and development of innovative potential, as well as further increase the competitiveness of the economy. It also has a positive impact on the development of the national economy [10].

Therefore, in the process of implementing innovative activities, it is very important to rationally establish a mechanism for its financial incentives.

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FINANCIAL SUPPORT FOR ECONOMIC DEVELOPMENT OF REGIONS IN THE CONTEXT OF THE CORONAVIRUS PANDEMIC

Abstract: The article examines the areas of financial support for economic development in Namangan region in the context of the coronavirus pandemic.

Key words: pandemic, economics, coronavirus.

Language: English

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Introduction

At present, the coronavirus pandemic poses a number of difficulties in the implementation of economic processes. Overcoming them requires that the organizational measures taken be provided with appropriate financial resources and financial support for economic development. The activities carried out in the framework of the Action Strategy for the priorities of the development of the Republic of Uzbekistan for 2017-2021, in addition to setting long-term fundamental goals, also include the identification of means and ways to achieve these goals. The transfer of production to modern technologies and the continuous increase of efficiency remain at the center of economic processes, even in pandemic conditions [1].

In the Action Strategy, the issues of rational use of raw materials of the regions, accelerated development of industry, wide introduction of innovative technologies, ensuring the competitiveness of products in the domestic and foreign markets are urgent tasks. Accordingly, with the use of advanced production technologies existing in the world and their introduction into practice in the industry of the regions, drastic changes are taking place, new types of products are being consistently created, new jobs are being created. As for in the field of agriculture, the scope of free market relations is gradually expanding,

on this basis the industry should be focused on ensuring the country's food security as a priority.

In Namangan region, the issue of increasing the competitiveness of enterprises in the domestic and international markets is becoming increasingly important, especially in the context of globalization. The economic reforms and liberalization processes taking place in Uzbekistan in recent years have led to significant changes in the conditions in which enterprises operate. At the same time, there is an intensification of market competition at the international level. Despite the significant measures taken under the Action Strategy, some industrial enterprises are forced to buy resources and services in monopoly markets and sell their goods in highly competitive international and domestic markets. This limits the financial capacity of enterprises, which is the case when their ability to attract external financial resources is limited reduces efficiency and competitiveness. The coronavirus pandemic is leading to a more pronounced display of similar problems that already exist in our economy.

It should be noted that in times of crisis the national economy the importance of various aspects of independent mobility (economic security, financial security, food security, energy security, access to medicines and medical equipment, job security, etc.) has increased. This, of course, is due to the fact that in the context of the global crisis, without denying the

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importance of external resources (material, financial, scientific, etc.), each country must first solve its problems on its own.

While economic entities operate independently in the context of market relations, the importance of financial support from the state is becoming increasingly important. In the context of the coronavirus pandemic in Uzbekistan, the state's anti-crisis measures are aimed at direct and indirect support of financial and economic activities of business entities [2]. These include reducing the tax burden (exemption from land tax and property tax for 3 months, then until the end of 2020, delays in tax payments, reduction of various tax payments - in 2020 they amounted to 70 trillion sums), simplification and simplification of bank lending procedures, expansion of the resource base of bank lending.

Industrial processing enterprises have a place in economic development. The textile industry employs 365,000 people and employs 1.6 billion people. It exports products in the amount of USD. In the next 3 years, the volume of exports should increase at least 2 times. From 2020, the export of cotton fiber was stopped and it was fully processed in the enterprises of the country. In addition to domestic financial resources in the network, 300 million foreign direct investment in the amount of USD will be used. In 2019, the export of textiles in Namangan region will reach 226 million. In 2020, it reached to 417 million US dollars.

One of the priorities in the development of the national economy is the expansion and promotion of innovative activities in the context of the coronavirus pandemic, the formation of an innovative economy, a "knowledge" economy. The global economic crisis caused by the coronavirus pandemic has a serious negative impact on the economic situation, the development of various sectors, employment, incomes. These lead to large shifts in the volume and structure of market demand by changing the system of needs in society. In such circumstances, the requirements for the innovative content of investments are growing.

In this regard, we can distinguish two main modern trends in the development of regional economies:

- Modernization in accordance with the requirements of the "knowledge" economy and development of education, science, innovation;
- Comprehensive support of business activities, especially innovative activities, including financial support [3].

Each of the measures taken by enterprises to modernize production, technical and technological renewal, is inherently innovative, as they form the economic, production and sales potential, based on advanced techniques and technologies. Stimulation of modernization processes involves the integration of the goals of technical and investment policy of the

enterprise and the expansion of the production and range of new products. As a result of the consistent structural policy pursued in the country to modernize the leading sectors of the economy, there have been qualitative changes in the structural structure of the economy.

World experience shows that development is effective through the simultaneous use of foreign resources, new knowledge and technologies attracted to the country, along with national resources. Also, if the technological and institutional innovations developed in the region or enterprise are recognized and disseminated internationally, the development will be creative and can bring a certain amount of income (in the form of rent, royalties).

Even in the context of the coronavirus pandemic, the positive trends achieved in economic development and investment processes in Namangan region remain stable and deepen. In 2019, 5.4 trillion sums were invested and in 2020, 7.2 trillion sums were invested in Uzbekistan and 20,800 jobs were created [4].

Foreign financial resources are consistently involved in investment processes. In 2020, 326.4 million USD, including 234 million foreign direct investment in the amount of US dollars was disbursed. In the 1st quarter of 2020, 76.8 million foreign direct investment in the amount of USD 1 billion was used and 10,000 new jobs were created [5].

It should be noted that the investments have a high economic efficiency. In particular, Chust Textile and Ifoda enterprises in the Namangan Free Economic Zone have received \$ 21.5 million, while their annual production capacity is \$ 63.6 million. An investment project to launch the production of ceramic granite slabs is being implemented in the "Yuksalish" industrial zone. It is planned that the cost of 1 square meter of product will be \$ 3 [6]. In related enterprises abroad, this figure is \$ 8, with the same product quality. The main reason for this is that the company uses high quality raw materials from sources located in Uzbekistan. The annual capacity of the enterprise is 1.6 million square meters. Currently, the country's demand for such products is met by 70% through imports [7].

The positive results of investment processes are also reflected in the changes in the volume and structure of regional exports. In 2000, the region exported \$ 75.3 million worth of goods to foreign markets, while in 2010 the figure was \$ 119.5 million. In 2017, exports amounted to 196.6 million US dollars. In 2020, the region's exports exceeded 450 million U.S. dollar [8].

It has affected the external economic relations between the coronavirus pandemic, the structure of exports and imports. The role of food exports has increased. Of course, this was important before. In the context of the pandemic, not only the nutritional and energy properties of food, but also their value in terms

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of their impact on human immunity are taken into account. These factors are opening up new opportunities for fruit and vegetable exports, opening the way for producers to enter larger markets.

In order to accelerate the process of agro-industrial integration in the fruit and vegetable sector in the country in 2020, 86 clusters and 125 cooperatives were established. Their activities should serve to strengthen the material interest of producers in the production of food products that are competitive and in demand in foreign markets [9]. Clusters and cooperatives should not only sell the product, but also organize its storage and processing. The result is a value chain and a socio-economic effect is achieved.

In the context of the coronavirus pandemic, there is a growing urgency to ensure the well-being of the rural population and reduce poverty. In this regard, the financial support of the state farms is yielding both economic and social results. The number of personal subsidiary plots in Uzbekistan is 4.5 million and they have 435,000 hectares of land at their disposal. On April 15, 2020, the President of the Republic of Uzbekistan adopted a decision on the systematic organization of effective use and planting of land plots of the population and farms. In 2020, the state budget will provide \$ 300 billion to support them and 100 billion sums will be allocated for bank loans. In addition, the state has allocated 600 billion sums for the construction of light greenhouses for the population. In 2020, production in this sector should be doubled.

As part of these measures, 1,000 greenhouses for rural families were built in Chartak district of

Namangan region. They can be harvested three times a year. The family's income from the greenhouse is 30-40 million a year. sum, which allows to get out of poverty. 13 billion sums will be allocated for the construction of these greenhouses. 6.7 billion sums were spent from state subsidies, 6.3 billion sums were soft bank loans. A family that can use the greenhouse properly can repay a bank loan (6.3 million sums) a year. Such a project is also supported by institutional measures. A cluster will be established under the leadership of a private entrepreneur. It provides greenhouse owners with seeds on a contract basis, purchases their products, and provides agronomic services and advice. An agribusiness training center has been established in the cluster. In 2020, it is planned to export products worth \$ 1 million, and in the future to increase it to \$ 5 million [10].

Currently, the development of the food industry and agriculture in Namangan region, the focus of economic development on ensuring food security of the country is wider and deeper, and includes:

- increase the production of the most important products in stable volumes;
- maintaining and strengthening the competitiveness of products in domestic and foreign markets, export orientation;
- Improving production efficiency on the basis of innovative development (new technologies, and agrotechnics, varietal change, introduction of organic production, water and energy saving, high agricultural culture);
- harmonization of agricultural development with environmental requirements.

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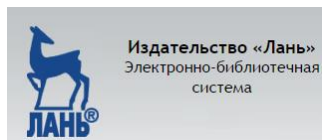
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