

**SOI: 1.1/TAS**

**DOI: 10.15863/TAS**

**Scopus ASJC: 1000**

**ISSN 2308-4944 (print)**

**ISSN 2409-0085 (online)**

**№ 04 (96) 2021**

**Teoretičeskaâ i prikladnaâ nauka**

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**Theoretical & Applied Science**



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**Philadelphia, USA**

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**Theoretical & Applied  
Science**

**04 (96)**

**2021**

# International Scientific Journal

## Theoretical & Applied Science

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

Published since 2013 year. Issued Monthly.

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

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ISJ Theoretical & Applied Science, 04 (96), 490.  
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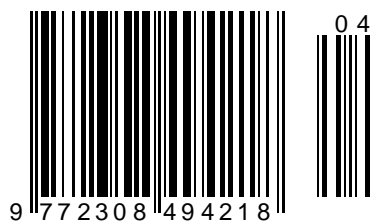
**Impact Factor ICV = 6.630**

**Impact Factor ISI = 0.829**  
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ISSN 2308-4944



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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal  
**Theoretical & Applied Science**

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue

QR – Article



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## IMPLEMENTATION IN MAPLE BOGOLIUBOV-KRYLOV AVERAGING METHOD

**Abstract:** In the present paper questions of computer implementation of Bogoliubov-Krylov averaging method for approximative solving nonlinear oscillation equations is considered. The main subject of our study are Van der Pol and Rayleigh equations. In the paper we suggest a Maple program, realizing the algorithm of Bogoliubov-Krylov averaging method on the computer. On numerical computations the main idea of the method is shown. The advantage of using computer technology is also shown.

**Key words:** nonlinear oscillations Bogoliubov-Krylov averaging method, Van der Pol equation, Rayleigh equation.

**Language:** Russian

**Citation:** Abiev, N. A., & Turar, Z. (2021). Implementation in maple Bogoliubov-Krylov averaging method. *ISJ Theoretical & Applied Science*, 04 (96), 201-210.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-40> **Doi:** <https://dx.doi.org/10.15863/TAS.2021.04.96.40>

**Scopus ASCC:** 2600.

### РЕАЛИЗАЦИЯ В СРЕДЕ MAPLE МЕТОДА УСРЕДНЕНИЯ БОГОЛЮБОВА-КРЫЛОВА

**Аннотация:** В этой статье рассматриваются вопросы компьютерной реализации метода усреднения Крылова-Боголюбова для приближенного решения уравнения нелинейных колебаний. Основным объектом изучения являются уравнения Ван дер Поля и Рэля. В работе мы предлагаем программу на Maple, которая осуществляет алгоритм метода усреднения на компьютере. На численных экспериментах продемонстрирована основная идея метода. Также показано преимущество использования компьютерных технологий.

**Ключевые слова:** нелинейные колебания, метод усреднения Боголюбова-Крылова, уравнение Ван дер Поля, уравнение Рэля.

#### Введение

УДК 517.928.1, 517.928.7

$$x(0) = p, \quad \frac{dx(0)}{dt} = q. \quad (2)$$

Рассмотрим начальную задачу для нелинейного уравнения [4,5]

$$\frac{d^2 x(t)}{dt^2} + \omega^2 x(t) = f\left(x, \frac{dx}{dt}\right), \quad (1)$$

Если бы правая часть (1) равнялась нулю, мы бы получили уравнение свободных гармонических колебаний с решением

$$x_g(t) = a \cos(\omega t + \beta).$$

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Исходя из этого, идея метода усреднения Боголюбова-Крылова (МУБК) состоит в поиске решения уравнения (1) в виде функции

$$x(t) = a(t) \cos(\omega t + \beta(t)), \quad (3)$$

«близкой» к  $x_g(t)$ , где  $a(t), \beta(t)$  - неизвестные функции. Далее будем опускать теоретические подробности. Их можно найти в соответствующих первоисточниках [1,9]. Соответствующую информацию можно найти также в работах [3,8].

Дифференцированием из (3) получаем

$$\frac{dx}{dt} = -a\omega \cos\phi + \frac{da}{dt} \cos\phi - a \frac{d\beta}{dt} \sin\phi,$$

где  $\phi = \omega t + \beta(t)$ .

Поскольку  $x \approx x_g$ , то из соображений

$$\frac{dx}{dt} \approx \frac{dx_g}{dt} \text{ потребуем, чтобы}$$

$$\frac{da}{dt} \cos\phi - a \frac{d\beta}{dt} \sin\phi = 0. \quad (4)$$

Тогда

$$\begin{aligned} \frac{d^2x}{dt^2} &= -\frac{da}{dt} \omega \sin\phi - a\omega \frac{d(\cos\phi)}{dt} \\ &= -\frac{da}{dt} \omega \sin\phi - a\omega(\cos\phi \cdot (\omega t + \beta')). \end{aligned}$$

Подставляя это в уравнение (1), получаем

$$-\frac{da}{dt} \omega \sin\phi - a\omega \cos\phi \frac{d\beta}{dt} = f(a \cos\phi, -a\omega \sin\phi). \quad (5)$$

Разрешая систему уравнений (4) и (5), находим

$$\frac{da}{dt} = \frac{1}{\omega} f(a \cos\phi, -a\omega \sin\phi) \sin\phi, \quad (6)$$

>  $x := \text{proc}(t) a(t) \cdot \cos(\omega \cdot t + \beta(t)) \text{ end:}$

>  $\text{simplify}\left(\frac{d}{dt} x(t)\right)$

$$-a(t) \sin(\omega t + \beta(t)) \left(\frac{d}{dt} \beta(t)\right) - a(t) \sin(\omega t + \beta(t)) \omega + \left(\frac{d}{dt} a(t)\right) \cos(\omega t + \beta(t))$$

>  $xt := \text{op}(2, \%);$

$$xt := -a(t) \sin(\omega t + \beta(t)) \omega$$

$$\frac{d\beta}{dt} = -\frac{1}{a\omega} f(a \cos\phi, -a\omega \sin\phi) \cos\phi. \quad (7)$$

Так как по нашему предположению производные функций  $a(t), \beta(t)$  меняются медленно по времени, то

$$\frac{da}{dt} \approx \left(\frac{da}{dt}\right)_{cp} = \frac{1}{2\pi} \int_0^{2\pi} \frac{da}{dt} d\phi,$$

$$\frac{d\beta}{dt} \approx \left(\frac{d\beta}{dt}\right)_{cp} = \frac{1}{2\pi} \int_0^{2\pi} \frac{d\beta}{dt} d\phi.$$

Подставляя сюда (6) и (7), получаем дифференциальные уравнения для нахождения  $a(t), \beta(t)$ :

$$\frac{da}{dt} = \frac{1}{2\pi\omega} \int_0^{2\pi} f(a \cos\phi, -a \sin\phi) \sin\phi d\phi, \quad (8)$$

$$\frac{d\beta}{dt} = -\frac{1}{2\pi a\omega} \int_0^{2\pi} f(a \cos\phi, -a \sin\phi) \cos\phi d\phi. \quad (9)$$

Таким образом, в качестве приближения к решению задачи (1)-(2) предлагается функция

$$y(t) = a(t, C_1) \cos(\omega t + \beta(t, C_2)), \quad (10)$$

где постоянные интегрирования  $C_1, C_2$ , возникающие в общем решении  $a(t, C_1), \beta(t, C_2)$  системы (8)-(9), определяются подстановкой (10) в начальные условия (2).

*Основные результаты.* На сериях примеров покажем реализацию метода усреднения Боголюбова-Крылова в системе Maple [2]. Покажем компьютерный вывод системы дифференциальных уравнений (6)-(7):

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$$\begin{aligned}
 &> ur1 := \text{simplify}\left(\frac{d}{dt} x(t) - xt\right) \\
 &\quad ur1 := -a(t) \sin(\omega t + \beta(t)) \left(\frac{d}{dt} \beta(t)\right) + \left(\frac{d}{dt} a(t)\right) \cos(\omega t + \beta(t)) \\
 &> xtt := \frac{d}{dt} xt \\
 &\quad xtt := -\left(\frac{d}{dt} a(t)\right) \sin(\omega t + \beta(t)) \omega - a(t) \cos(\omega t + \beta(t)) \left(\omega + \frac{d}{dt} \beta(t)\right) \omega \\
 &> ur2 := \text{simplify}(xtt + \omega^2 \cdot x(t) - f) \\
 &\quad ur2 := -a(t) \cos(\omega t + \beta(t)) \omega \left(\frac{d}{dt} \beta(t)\right) - \left(\frac{d}{dt} a(t)\right) \sin(\omega t + \beta(t)) \omega - f \\
 &> \text{simplify}\left(\text{solve}\left(\{ur1, ur2\}, \left\{\frac{d}{dt} a(t), \frac{d}{dt} \beta(t)\right\}\right)\right) \\
 &\quad \left\{\frac{d}{dt} a(t) = -\frac{f \sin(\omega t + \beta(t))}{\omega}, \frac{d}{dt} \beta(t) = -\frac{f \cos(\omega t + \beta(t))}{a(t) \omega}\right\}
 \end{aligned}$$

Далее правые части системы дифференциальных уравнений (8)-(9) находятся следующими командами:

$$\begin{aligned}
 &> a\_ave := \text{simplify}\left(-\frac{1}{2 \cdot \pi \cdot \omega} \cdot \int_0^{2 \cdot \pi} f(a \cdot \cos(\phi), -a \cdot \omega \cdot \sin(\phi)) \cdot \sin(\phi) d\phi\right) \\
 &> \beta\_ave := \text{simplify}\left(-\frac{1}{2 \cdot \pi \cdot \omega \cdot a} \cdot \int_0^{2 \cdot \pi} f(a \cdot \cos(\phi), -a \cdot \omega \cdot \sin(\phi)) \cdot \cos(\phi) d\phi\right)
 \end{aligned}$$

Рассмотрим теперь несколько конкретных примеров.

$$x(0) = 1, \quad \frac{dx(0)}{dt} = 0. \quad (12)$$

Пример 1. Идею метода покажем сначала на задаче Коши для линейного уравнения [5]

Следовательно, в нашем случае

$$\frac{d^2 x}{dt^2} + \omega^2 x = -2\omega \frac{dx}{dt}, \quad (11)$$

$$f(a \cos \phi, -a \omega \sin \phi) = 2\omega^2 a(t) \sin(\omega t + \beta(t)).$$

Как показывают вычисления на Maple:

$$\begin{aligned}
 &> a\_ave := \text{simplify}\left(-\frac{1}{2 \cdot \pi \cdot \omega} \cdot \int_0^{2 \cdot \pi} f(a \cdot \cos(\phi), -a \cdot \omega \cdot \sin(\phi)) \cdot \sin(\phi) d\phi\right) \\
 &\quad a\_ave := -a \omega \\
 &> \beta\_ave := \text{simplify}\left(-\frac{1}{2 \cdot \pi \cdot \omega \cdot a} \cdot \int_0^{2 \cdot \pi} f(a \cdot \cos(\phi), -a \cdot \omega \cdot \sin(\phi)) \cdot \cos(\phi) d\phi\right) \\
 &\quad \beta\_ave := 0
 \end{aligned}$$

Следовательно, система (7)-(8) для нашего уравнения имеет вид

$$\frac{da}{dt} = -\omega a, \quad \frac{d\beta}{dt} = 0.$$



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Её решение

$$a(t) = C_1 e^{-\omega t}, \quad \beta(t) = C_2.$$

Постоянные интегрирования  $C_1, C_2$  определяются подстановкой  $y(t) = C_1 e^{-\omega t} \cos(\omega t + C_2)$  в начальные условия (2):

>  $Z := rhs(dos[1]) \cdot \cos(\omega \cdot t + rhs(dos[2]));$

$$Z := -C_1 e^{-\omega t} \cos(\omega t + C_2)$$

>  $us1 := simplify(subs(t=0, Z) = p)$

$$us1 := -C_1 \cos(C_2) = 1$$

>  $us2 := simplify\left(subs\left(t=0, \frac{d}{dt}Z\right) = q\right)$

$$us2 := -C_1 \omega (\sin(C_2) + \cos(C_2)) = 0$$

>  $solve(\{us1, us2\}, \{C_1, C_2\}) : allvalues(\%)$

$$\left\{C_1 = \sqrt{2}, C_2 = -\frac{1}{4}\pi\right\}, \left\{C_1 = -\sqrt{2}, C_2 = \frac{3}{4}\pi\right\}$$

>  $y := subs\left(C_1 = \sqrt{2}, C_2 = -\frac{1}{4}\pi, Z\right)$

$$y := \sqrt{2} e^{-\omega t} \cos\left(\omega t - \frac{1}{4}\pi\right)$$

Итак для задачи (11)-(12) его приближенное решение по МУБК, представляемое формулой (10), имеет вид:

Поскольку уравнение (11) линейное, мы знаем и точное решение задачи (11)-(12):

$$y(t) = \sqrt{2} e^{-\omega t} \cos\left(\omega t - \frac{\pi}{4}\right). \quad (13)$$

>  $dsolve(\{dequ, init\}, X(t)); x := rhs(\%)$

$$X(t) = e^{-\omega t} + \omega e^{-\omega t} t$$

Графики

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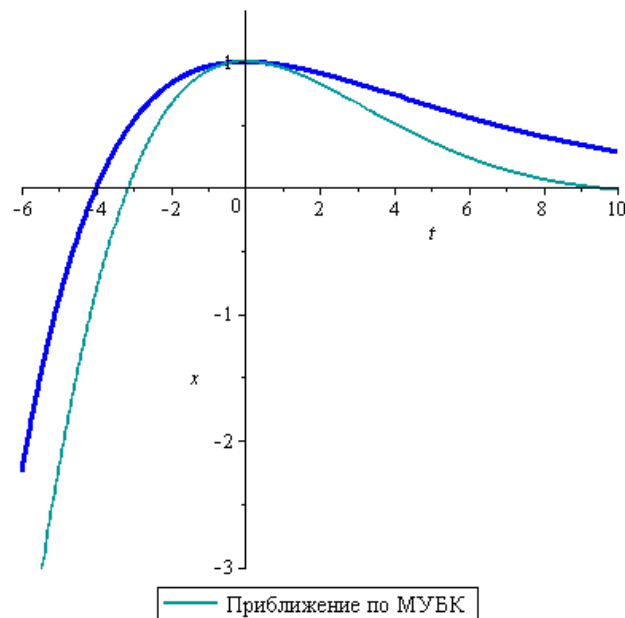


Рисунок 1- Графики решения задачи (11)-(12) (синий цвет) и его приближения (13) по МУБК (темно-зеленый цвет).

Пример 2. МУБК будем использовать теперь к решению задачи Коши для нелинейного уравнения колебаний Ван дер Поля [6,7,10] при  $\omega = 1$ :

$$\frac{d^2 x}{dt^2} + \omega^2 x = (1 - x^2) \frac{dx}{dt}, \quad (14)$$

$$x(0) = 0, \quad \frac{dx(0)}{dt} = 1. \quad (15)$$

### Ввод исходных данных

>  $p := 0; q := 1; \omega_0 := 1$ :

$$p := 0$$

$$q := 1$$

>  $f := \text{proc}(x, y) y \cdot (1 - x^2) \text{ end}$ :

>  $\text{dequ} := \frac{d^2}{dt^2} X(t) + \omega^2 \cdot X(t) = \frac{d}{dt} X(t) \cdot (1 - X(t)^2); \text{init} := X(0) = p, D(X)(0) = q$

$$\text{dequ} := \frac{d^2}{dt^2} X(t) + \omega^2 X(t) = \left( \frac{d}{dt} X(t) \right) (1 - X(t)^2)$$

$$\text{init} := X(0) = 0, D(X)(0) = 1$$

### Вывод системы уравнений (8)-(9) и его решение

$$> a_{ave} := \text{simplify} \left( -\frac{1}{2 \cdot \pi \cdot \omega} \cdot \int_0^{2 \cdot \pi} f(a \cdot \cos(\phi), -a \cdot \omega \cdot \sin(\phi)) \cdot \sin(\phi) d\phi \right)$$

$$a_{ave} := -\frac{1}{8} a (a^2 - 4)$$

$$> \beta_{ave} := \text{simplify} \left( -\frac{1}{2 \cdot \pi \cdot \omega \cdot a} \cdot \int_0^{2 \cdot \pi} f(a \cdot \cos(\phi), -a \cdot \omega \cdot \sin(\phi)) \cdot \cos(\phi) d\phi \right)$$

$$\beta_{ave} := 0$$

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$$\begin{aligned} > \text{deqs} := \left\{ \frac{d}{dt} a(t) = a_{\text{ave}}(t), \frac{d}{dt} \beta(t) = \beta_{\text{ave}}(t) \right\}; \\ & \text{deqs} := \left\{ \frac{d}{dt} a(t) = -\frac{1}{8} a(t) (a(t)^2 - 4), \frac{d}{dt} \beta(t) = 0 \right\} \end{aligned}$$

$$\begin{aligned} > \text{dos} := \text{dsolve}(\text{deqs}, \{a(t), \beta(t)\}); \\ \text{dos} := \left[ \{\beta(t) = \_C2\}, \left\{ a(t) = -\frac{2}{\sqrt{4e^{-t} \_C1 + 1}}, a(t) = \frac{2}{\sqrt{4e^{-t} \_C1 + 1}} \right\} \right] \end{aligned}$$

Для определения  $a(t), \beta(t)$  мы получаем систему

$$\frac{da}{dt} = -\frac{1}{8} a(a^2 - 4), \quad \frac{d\beta}{dt} = 0 \quad \text{с решением} \quad a(t) = \frac{2}{\sqrt{1 + 4C_1 e^{-t}}}, \quad \beta(t) = C_2.$$

Определение констант интегрирования и нахождение функции (10)

$$> Z := \text{rhs}(\text{dos}[2, 2]) \cdot \cos(\omega \cdot t + \text{rhs}(\text{dos}[1, 1]));$$

$$Z := \frac{2 \cos(\omega t + \_C2)}{\sqrt{4e^{-t} \_C1 + 1}}$$

$$> \text{us1} := \text{simplify}(\text{subs}(t=0, Z) = p);$$

$$\text{us1} := \frac{2 \cos(\_C2)}{\sqrt{4 \_C1 + 1}} = 0$$

$$> \text{us2} := \text{simplify}\left(\text{subs}\left(t=0, \frac{d}{dt} Z\right) = q\right)$$

$$\text{us2} := -\frac{2(-2 \cos(\_C2) \_C1 + 4 \sin(\_C2) \omega \_C1 + \sin(\_C2) \omega)}{(4 \_C1 + 1)^{3/2}} = 1$$

$$> \text{simplify}\left(\text{subs}\left(\_C2 = -\frac{\pi}{2}, \text{us2}\right)\right)$$

$$\frac{2 \omega}{\sqrt{4 \_C1 + 1}} = 1$$

$$> \text{solve}(\{\text{us1}, \text{us2}\}, \{\_C1, \_C2\});$$

$$\left\{ \_C1 = \omega^2 - \frac{1}{4}, \_C2 = \frac{1}{2} \pi \right\}, \left\{ \_C1 = \omega^2 - \frac{1}{4}, \_C2 = -\frac{1}{2} \pi \right\}$$

$$> y := \text{collect}\left(\text{subs}\left(\_C2 = -\frac{\pi}{2}, \_C1 = \frac{4\omega^2 - 1}{4}, Z\right), e^{-t}\right)$$

$$y := \frac{2 \cos\left(\omega t - \frac{1}{2} \pi\right)}{\sqrt{4e^{-t} \left(\omega^2 - \frac{1}{4}\right) + 1}}$$

Таким образом задача (14)-(15) имеет следующее приближенное решение по МУБК:

$$y(t) = \frac{2 \sin(\omega t)}{\sqrt{1 + 4e^{-t} \omega^2 - e^{-t}}}. \quad (16)$$

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JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

## Графики

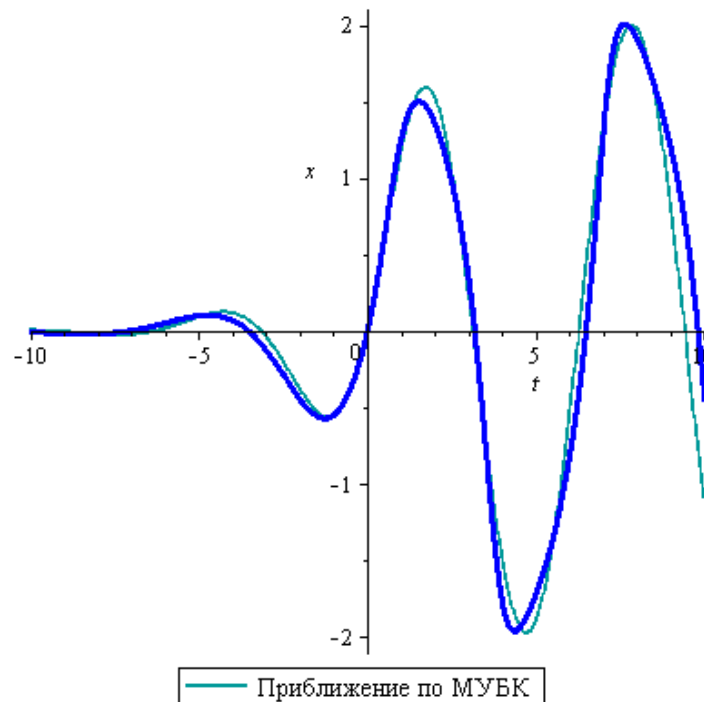


Рисунок 2- Графики решения задачи (14) - (15) (синий цвет) и его приближения (16) по МУБК (темно-зеленый цвет).

Пример 3. Рассмотрим уравнение Рэля при  $\omega = \frac{3}{2}$  :

$$x(0) = 0, \quad \frac{dx(0)}{dt} = 1. \quad (18)$$

$$\frac{d^2 x}{dt^2} + \omega^2 x = \frac{dx}{dt} - \left(\frac{dx}{dt}\right)^3, \quad (17)$$

### Ввод исходных данных

>  $p := 0; q := 1; \omega_0 := 1$  :

$p := 0$

$q := 1$

>  $f := \text{proc}(x, y) \ y - y^3 \ \text{end}$  :

>  $\text{dequ} := \frac{d^2}{dt^2} X(t) + \omega^2 \cdot X(t) = \frac{d}{dt} X(t) - \left(\frac{d}{dt} X(t)\right)^3; \text{init} := X(0) = p, D(X)(0) = q$

$$\text{dequ} := \frac{d^2}{dt^2} X(t) + \omega^2 X(t) = \frac{d}{dt} X(t) - \left(\frac{d}{dt} X(t)\right)^3$$

$\text{init} := X(0) = 0, D(X)(0) = 1$

Вывод системы уравнений (8) - (9) и его решение

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$$\begin{aligned} > a_{ave} := \text{simplify} \left( -\frac{1}{2 \cdot \pi \cdot \omega} \cdot \int_0^{2 \cdot \pi} f(a \cdot \cos(\phi), -a \cdot \omega \cdot \sin(\phi)) \cdot \sin(\phi) \, d\phi \right) \\ a_{ave} := -\frac{1}{8} a (3 a^2 \omega^2 - 4) \end{aligned}$$

$$\begin{aligned} > \beta_{ave} := \text{simplify} \left( -\frac{1}{2 \cdot \pi \cdot \omega \cdot a} \cdot \int_0^{2 \cdot \pi} f(a \cdot \cos(\phi), -a \cdot \omega \cdot \sin(\phi)) \cdot \cos(\phi) \, d\phi \right) \\ \beta_{ave} := 0 \end{aligned}$$

$$> deqs := \left\{ \frac{d}{dt} a(t) = -\frac{1}{8} a(t) (3 a^2(t) \omega^2 - 4), \frac{d}{dt} \beta(t) = \beta_{ave}(t) \right\};$$

$$deqs := \left\{ \frac{d}{dt} a(t) = -\frac{1}{8} a(t) (3 a(t)^2 \omega^2 - 4), \frac{d}{dt} \beta(t) = 0 \right\}$$

$$> dos := \text{dsolve}(deqs, \{a(t), \beta(t)\});$$

$$dos := \left[ \{\beta(t) = \_C2\}, \left\{ a(t) = -\frac{2}{\sqrt{4 e^{-t} \_C1 + 3 \omega^2}}, a(t) = \frac{2}{\sqrt{4 e^{-t} \_C1 + 3 \omega^2}} \right\} \right]$$

Для определения  $a(t), \beta(t)$  мы получаем систему

$$\frac{da}{dt} = -\frac{1}{8} a(a^2 - 4), \quad \frac{d\beta}{dt} = 0 \quad \text{с решением} \quad a(t) = \frac{2}{\sqrt{1 + 4C_1 e^{-t}}}, \quad \beta(t) = C_2.$$

Определение констант интегрирования и нахождение функции (10)

$$> Z := \text{rhs}(dos[2, 2]) \cdot \cos(\omega \cdot t + \text{rhs}(dos[1, 1]));$$

$$Z := \frac{2 \cos(\omega t + \_C2)}{\sqrt{4 e^{-t} \_C1 + 3 \omega^2}}$$

$$> us1 := \text{simplify}(\text{subs}(t = 0, Z) = p);$$

$$us1 := \frac{2 \cos(\_C2)}{\sqrt{3 \omega^2 + 4 \_C1}} = 0$$

$$> us2 := \text{simplify} \left( \text{subs} \left( t = 0, \frac{d}{dt} Z \right) = q \right)$$

$$us2 := -\frac{2 (3 \sin(\_C2) \omega^3 + 4 \sin(\_C2) \_C1 \omega - 2 \cos(\_C2) \_C1)}{(3 \omega^2 + 4 \_C1)^{3/2}} = 1$$

$$> \text{simplify} \left( \text{subs} \left( \_C2 = -\frac{\pi}{2}, us2 \right) \right)$$

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$$\frac{2\omega}{\sqrt{3\omega^2 + 4_{-C1}}} = 1$$

> solve({us1, us2}, {\_C1, \_C2});

$$\left\{_{-C1} = \frac{1}{4} \omega^2, _{C2} = \frac{1}{2} \pi\right\}, \left\{_{-C1} = \frac{1}{4} \omega^2, _{C2} = -\frac{1}{2} \pi\right\}$$

> y := simplify(subs(\_C2 = -1/2 pi, \_C1 = omega^2/4, Z))

$$y := \frac{2 \sin(\omega t)}{\sqrt{\omega^2 (e^{-t} + 3)}}$$

Таким образом, задача (14)-(15) имеет следующее приближенное решение по МУБК:

$$y(t) = \frac{2 \sin(\omega t)}{\sqrt{\omega^2 (e^{-t} + 3)}}. \quad (19)$$

#### Графики

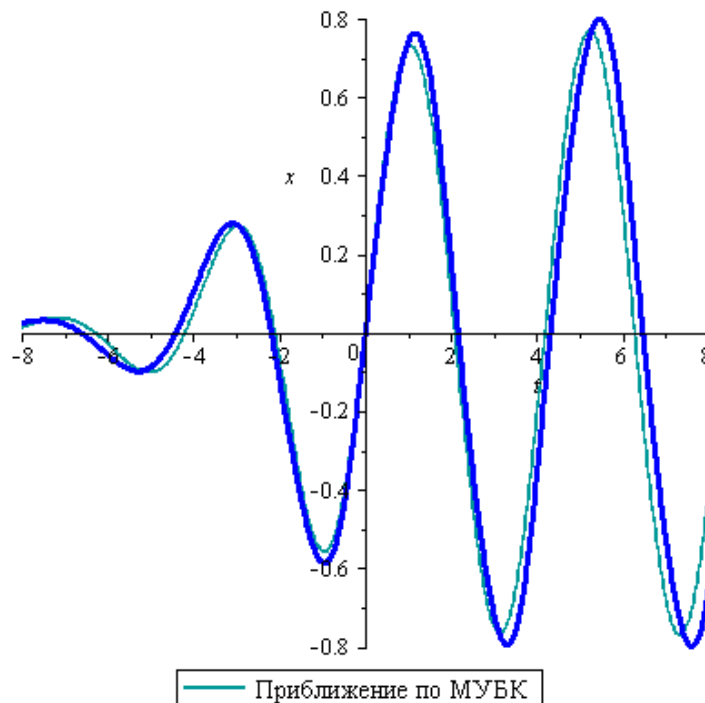


Рисунок 3- Графики решения задачи (17)-(18) (синий цвет) и его приближения (19) по МУБК (темно-зеленый цвет).

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SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

## International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## REGULATORY FRAMEWORK FOR FINANCING THE EXPORT OF AGRICULTURAL PRODUCTS

**Abstract:** This article examines the basic legal framework for the practice of financing the export of agricultural products and provides relevant scientific conclusions.

**Key words:** product export, agriculture, export promotion, competitive in international markets, funding sources.

**Language:** English

**Citation:** Tazhenova, G. E., Taspanova, A., Tleubergenov, R., & Dosmuratova, S. K. (2021). Regulatory framework for financing the export of agricultural products. *ISJ Theoretical & Applied Science*, 04 (96), 211-214.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-41> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.41>

**Scopus ASCC:** 2000.

### Introduction

The primary basis of the practice of financing the export of agricultural products is its regulatory framework.

In accordance with the Resolution of the President of the Republic of Uzbekistan dated July 29, 2019 No PP-4406 "On additional measures for deep processing of agricultural products and further development of the food industry", from August 1, 2019 Reimbursement by the Agency for Export Promotion of the Ministry of Investment and Foreign Trade of the Republic of Uzbekistan in accordance with the substantiated calculations of the Agency "Uzstandard"; On loans from the State Fund for Entrepreneurship Development under the Cabinet of Ministers of the Republic of Uzbekistan in the national currency in the amount not exceeding 10

billion soums, at the rate of not more than 1.5 times the refinancing rate of the Central Bank of the Republic of Uzbekistan - 5 percentage points; for loans in foreign currency, the value of which does not exceed the equivalent of 10 billion soums - 40 percent of the interest rate set by commercial banks, but not more than 4 percent.

In accordance with the Regulation "On the procedure for export of fruits and vegetables", approved by the Cabinet of Ministers of the Republic of Uzbekistan dated February 23, 2019 No 163:

- Business entities have the right to export fruits and vegetables without a wholesale license. In this case, the procedure of taxation, which provides for the payment of a single tax on export earnings of individual entrepreneurs, is applied;



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- exporting legal entities have the right to export fruits and vegetables without down payment, without opening a letter of credit, without issuing a bank guarantee and without an insurance policy against commercial risks;

- from the date of registration of the customs cargo declaration on export operations, the period of occurrence of overdue receivables is set at 120 calendar days for fruit and vegetable products;

- Exporters have the right to export fruits and vegetables on the basis of invoices without concluding an export contract to bank accounts of commercial banks of the Republic of Uzbekistan by bank transfers from nonresidents of the Republic of Uzbekistan in foreign currency, as well as cash in foreign or national currency has

According to the Central Bank of the Republic of Uzbekistan No. 464 of February 22, 2001 "Procedure for microcrediting by commercial banks of farms and other small businesses operating in the legal entity status in national and foreign currencies":

- three-year loans in national or foreign currency in the amount not exceeding the equivalent of 10 thousand US dollars for the development of production and the creation of new jobs in micro-firms, small businesses, farmers and farms with the status of a legal entity;

- Up to 50% of these loans are issued in cash for the purchase of livestock, poultry and seedlings from the population, subject to repayment within a period of up to one and a half years;

- Commercial banks can also provide reliable microcredits without requiring collateral to borrowers with whom they have regular contact, have a regular cash flow in the bank account, have a good reputation and credit history;

- The procedure for consideration of credit applications submitted to the bank by entrepreneurs without the status of a legal entity within a period not exceeding 5 working days, consideration of a loan application submitted by entrepreneurs without the status of a legal entity within a period not exceeding 10 working days.

According to the Resolution of the President of the Republic of Uzbekistan dated February 28, 2018 No PP-3574 "On measures to radically improve the system of financing the cultivation of raw cotton and grain":

- From March 1, 2018, guaranteed state prices for raw cotton and grain will be set;

- indebtedness of cotton and grain farms to service organizations (as of 01.01.2018), including the indebtedness of the domestic sector and the repayment period of debts to the budget and state trust funds, excluding accrued fines and penalties, 3 extended for a period of one year;

- The Fund for Targeted Financing of Public Procurement of Agricultural Products and Agricultural Equipment under the Cabinet of

Ministers of the Republic of Uzbekistan was transformed into the Fund for State Support of Agriculture;

- The Ministry of Finance of the Republic of Uzbekistan has been instructed to place 150 billion soums in a deposit at a rate of 5% per annum within a week to provide loans to grain-growing farms in excess of the planned amount of public procurement.

Ensuring the implementation of this Resolution should increase the profitability of agricultural producers and encourage the production of high quality products.

In accordance with the Resolution of the President of the Republic of Uzbekistan dated August 11, 2020 No PP-4803 "On measures to implement the project" Modernization of Agriculture of the Republic of Uzbekistan "with the participation of the International Bank for Reconstruction and Development and the International Development Association:

- March 20, 2020 by the Board of Directors of the World Bank for 30 years to finance the project "Modernization of Agriculture of the Republic of Uzbekistan" to the Republic of Uzbekistan:

\* \$ 181 million loan from the International Bank for Reconstruction and Development with a grace period of 10 years;

\* \$ 100 million loan from the International Development Association with a 10-year grace period;

\* Approval of the International Development Association's concessional loan of \$ 219 million with a grace period of 5 years;

- The total cost of the project is 659.3 million US dollars, of which the share of the Republic of Uzbekistan - 159.3 million US dollars, including:

\* share in the form of tax and customs benefits, payment of financial expenses during the investment period - 124.3 million US dollars;

\* The share of project participants (beneficiaries) is the equivalent of 35 million US dollars;

- It is accepted for information that the project implementation period will be 6 years (2020 - 2026).

The following are the priorities of financing under the project "Modernization of Agriculture of the Republic of Uzbekistan":

\* creation of an effective system of research, education and consulting services in agriculture, integrated with production;

\* introduction of reliable and transparent methods of digitization of agriculture, collection, analysis and dissemination of statistical data;

\* Ensuring food safety and strengthening quality control in the cultivation of agricultural products on the basis of the principle "From field to consumption", the creation of agro-logistics, roads and other necessary infrastructure;

\* creation of a favorable agribusiness environment and value chain for the promotion of

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exports, the production of competitive, export-oriented high value-added agricultural products in international markets;

\* Diversification of the agricultural and food sectors, reduction of state participation in the sector, development of cooperation and increasing the investment attractiveness of the industry;

\* rational use of land and water resources, forest resources;

\* introduction of modern management systems in the industry, improvement of service.

It is noteworthy that the important regulatory framework for the practice of financing the export of agricultural products in the country are the financial terms of international settlements and generalized rules developed by the International Chamber of Commerce.

Currency terms of international trade agreements:

### 1. Contract price.

This is the amount of money that the buyer of the goods must pay to the seller of the goods and is denominated in a particular currency.

Fixed and variable prices are widely used in international trade:

Strict valuation - is set at the time the contract is entered into and does not change until the contract is executed.

Variable price - is set at the time of the contract and it changes if its market price changes at the time of delivery of the goods.

Typically, contracts allow fluctuations in market prices from the contract price of the commodity at the level of 2-5%.

The prices published in the special newsletters reflect the world prices.

World prices are the export prices of the major exporters in the world commodity markets and the import prices of the importers. For example, world prices for aluminum and wheat are Canada's export prices. The world price of rubber is the price of the Singapore Stock Exchange, the world price of tea is the auction price in Calcutta, Colombo and Dondon, the world price of oil is the price of the London Stock Exchange.

### 2. Discounts.

About 20 discounts are applied in international trade.

Discounts range from 2% to 40% of the price of goods, depending on the type.

For example, up to 15% discount on off-season sales of mineral fertilizers.

### 3. Payment currency.

This is the currency in which the payment is made and may not correspond to the valuation currency of the contract.

### 4. Payment term.

### 5. Currency pisanisasi (ogovorka).

This is one of the forms of currency risk insurance and is applied when the valuation currency and the payment currency do not match.

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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## CONSIDERING STUDENT ANXIETY PROBLEMS

**Abstract:** The authors of the article presented an analysis of the feelings of anxiety and fear in students. The article provides an overview of the scientific works of foreign and domestic psychologists on the problem of the genesis of feelings of anxiety, fear and panic attacks in children and ways of overcoming the indicated psychological personality traits. The work examines in detail the mechanisms leading to neurosis, such as fear, fear of difficulties. The authors analyzed the works devoted to the disclosure of the nature of anxiety. In the article, the concept of the nature of anxiety is considered from two sides: anxiety as a property that is written to a person from birth, and anxiety as a person's reaction to a hostile external world. The authors pay great attention to the social origin of feelings of anxiety and panic attacks and propose effective methods of dealing with unreasonable feelings of anxiety and fear.

**Key words:** Adler, fear, panic, anxiety human.

**Language:** Russian

**Citation:** Altaeva, G. A., Ussenova, S. M., Abdrakhmanova, A. T., & Alpysbai, L. A. (2021). Considering student anxiety problems. *ISJ Theoretical & Applied Science*, 04 (96), 215-219.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-42> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.42>

**Scopus ASCC:** 3300.

## РАССМОТРЕНИЕ ПРОБЛЕМ ТРЕВОЖНОСТИ СТУДЕНТОВ

**Аннотация:** Авторы статьи представили анализ чувства тревоги и страха у обучающихся. В статье проведен обзор научных трудов зарубежных и отечественных психологов по проблеме генезиса чувства тревоги, страха и панических атак детей и путей преодоления указанных психологических качеств личности. В работе подробнее рассмотрены механизмы, приводящие к неврозу, такие как страх, боязнь перед трудностями. Авторами проведен анализ работ, посвященных раскрытию природы тревожности. В статье понятие природы тревожности рассмотрено с двух сторон: тревога как свойство, присущее человеку с самого рождения, и тревога как реакция человека на враждебный внешний мир. Авторы уделяют большое внимание социальному происхождению чувства тревоги, панических атак и предлагают эффективные методы борьбы с необоснованными чувствами тревожности и страха.

**Ключевые слова:** Адлер, страх, паника, тревожности человека

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### Введение

Понятие тревожности было введено в психологию психоаналитиками и психиатрами. Большинство представителей в области психоанализа рассматривали тревожность как врожденное качество личности, изначально свойственное человеку. З.Фрейд, заложивший основы психоанализа, утверждал, что у человека есть несколько врожденных инстинктов. Они определяют его настроение, являются движущей силой человеческого желания. З.Фрейд считал, что сочетание биологической страсти и социальных суждений порождает невроз и тревожность. По мере взросления, как полагает З.Фрейд, первичные инстинкты обретают новые формы проявления. В новой форме они сталкиваются с запретами цивилизации, и человек вынужден сдерживать свою страсть, скрывая ее. Психическая драма жизни индивидуума начинается с рождения и продолжается всю его жизнь.

Потребность в общении – это необходимость и, в то же время, потребность быть в группе. Чувство неполноценности, неспособности что-либо сделать, приводит человека к определенному стрессу. Таким образом, он отказывается от своих желаний и пытается избавиться от них путем капитуляции или компенсации. Здесь индивид направляет свою энергию в незаполненные пустоты. Те, кто не понимает своих трудностей и чья энергия направлена на себя, обречены на провал. Стремясь к высоте, индивид создает собственный «образ жизни», жизненный путь и поведение. Уже в 4-5 лет у ребенка возникает чувство дезадаптации, неудовлетворенности, неполноценности, а в дальнейшем они могут привести к жизненным неудачам.

Адлер указывает на три условия, которые приводят к появлению у ребенка неправильной позиции и стиля жизни:

1. Органическая, физическая неполноценность организма. Дети при наличии указанной неполноценности, если не привлекать их внимание на что-либо другое, не заинтересовать общением с другими людьми, могут замкнуться в себе. Сравнение себя с другими детьми приводит таких детей к ощущению неполноценности, апатии, стресса. Это чувство может усиливаться из-за насмешек знакомых. В сложных ситуациях, когда ребенок чувствует себя хуже, чем обычный ребенок, это чувство увеличивается. Но неполноценность сама по себе не является патогенной. Больной ребенок также чувствует способность к изменению ситуации. Как результат, во все времена все зависит от творческой силы индивида, который имеет определенную цель, обладает необходимой силой. Первым, кто описал страхи и трудности ребенка, связанные с проблемами

организма, попытался найти пути их преодоления, был Адлер.

2. Чрезмерная избалованность также может привести к подобным результатам. Может появиться привычка брать все, не давая ничего взамен. Легко приобретаемое, не связанное с преодолением трудностей, становится стилем жизни. В этой ситуации у такого человека все интересы и заботы будут направлены на себя, у него не будет опыта общения с людьми, он не приобретет опыта помогать и заботиться о других. У таких детей единственным способом реакции на трудности будут требования к другим людям. Для таких детей общество кажется врагом.

3. Недооцененный ребенок, ребенок, лишенный внимания. Такой ребенок не знает, что такое любовь и дружеские взаимоотношения. Он не видит ничего от дружбы с окружающими. Когда ребенок сталкивается с трудностями, оценивая их, он даже не верит в свои силы, потому что не осознает, что с помощью других можно их преодолеть. Он не верит в то, что любовь и высокая оценка могут быть достигнуты людьми путем совершения полезных действий. Поэтому он подозрителен и никому не доверяет. У такого ребенка нет опыта любви к другим, потому что его не любят, и цена подобных взаимоотношений с людьми – ненависть.

Отсюда – замкнутость, необщительность, неприспособленность к сотрудничеству. Здесь органическая, физическая неполноценность организма, чрезмерная избалованность также могут привести к таким результатам, и ребенок остается обделенным вниманием. Именно такой расклад может сказаться на психике ребенка.

Чувство неполноценности состоит либо в субъективном ощущении физической слабости, либо в качестве и психическом свойстве личности, которое препятствует удовлетворению потребности в общении с окружающими.

В психологии личности А.Адлер предлагает новый подход к проблеме возникновения неврозов. По мнению Адлера, в основе невроза лежат такие механизмы, как страх, боязнь перед трудностями. Отсюда заметно, что в группе, стремящейся к определенной позиции, индивид не может достичь чего-либо в силу каких-либо личностных особенностей и социальных условий. Именно в подобных и иных случаях такой индивид в той или иной мере испытывает чувство тревоги.

Нужно учиться любить других, это требует определенного развития чувств. В пробуждении способности любви к окружающим велика роль семьи, отца и матери. В этой связи Адлер подчеркивает основополагающую роль членов семьи, а также, в первую очередь, матери и отца. Так, по мнению Адлера, внутренние конфликты рождаются на основе противоречивых чувств и

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стремлений к превосходству, что может привести к тревожности и неврозу. В зависимости от того, как решается это противоречие, происходит дальнейшее развитие личности. Причем следует подчеркнуть, что стремление к мощи и есть изначальная сила. Говоря о том, что стремление к превосходству - это как изначальная сила, А. Адлер подчеркивает, что стремление к господству не может быть реализовано без группы людей.

Конкуренция, столкновение, страх исходят из этой борьбы, и все личные конфликты – в поле зрения такого профессионального психолога, как Адлер. Он не понимал, почему возникло стремление к превосходству. Поэтому он ошибочно воспринял феномен конкретно-исторического явления в западном обществе в 20-х годах и считал его врожденным биологическим инстинктом, из которого вытекают тревожность, страх, и другие явления, связанные с неосуществленным стремлением к господству. Недостатком концепции Адлера является неразличение между адекватным состоянием тревоги и неадекватностью, поэтому фактически тревога как структурное состояние отличается от других аналогичных состояний.

В книге «Невротическая личность нашего времени» Хорни отмечает 11 системных потребностей:

1. Нервная потребность быть милым, нравиться другим.
2. Страх остаться в одиночестве, нервная потребность в «компании», которая исполняет все ожидания и мечты.
3. Нервная потребность ограничивать свою жизнь, оставаться незамеченным.
4. Нервная потребность манипулировать другими людьми посредством своих предположений, мыслей.
5. Нервная потребность получать от других хорошее, эксплуатируя их.
6. Достоинство или потребность в социальном уважении, признании.
7. Потребность в личностном т. е. в собственном проявлении.
8. Потребность опережать других, нервное стремление к личностным достижениям.
9. Нервная потребность в самоудовлетворении и самостоятельности, потребность не нуждаться ни в ком.
10. Нервная потребность в любви.
11. Нервная потребность в совершенстве, достижениях.

Удовлетворяя эти потребности, человек пытается избавиться от страха, но нервные потребности не имеют границ, их невозможно удовлетворить, а выход из этого заключается в том, что нет способа избавиться от страха, как считал К. Хорни. Во многом К.Хорни солидарен с С.Салливаном, который известен как создатель

«теории межличностных отношений». Индивид не может быть отделен от других индивидов ситуациями. Малыш уже с первого дня своего рождения вступает во взаимоотношения с людьми и, в первую очередь, с матерью. Салливан считает, что дальнейшее развитие и действие индивидуума – это первичная тревога, страх, которые считаются продуктом отношений между индивидом и окружающими.

Э. Фромм утверждал, что в эпоху Средневековья, при свойственных этому периоду способах производства и групповой структуре человек не был свободен, но он не был одинок и разлучен, поэтому чувствовал себя в такой опасности и не испытывал страха, как в эпоху капитализма, поэтому он не «уходил» от природы, людей, вещей. Человек был связан с миром, с первоосновами. Фромм назвал их естественными социальными связями, которые были первыми общинами людей. С ростом капитализма появляется волевой индивид, лишенный первобытных начал, разобщенный от мира природы, людей, в результате чего он испытывает глубокие чувства неуверенности, беспомощности, неуверенности, одиночества и паники. Чтобы избавиться от паники, человек стремится избавиться от самой свободы. Единственный путь, по его мнению – это бегство от свободы, то есть, убегая от себя, пытаюсь забыться и подавлять в себе состояние ужаса. Фромм, Хорни и Салливан стремятся продемонстрировать различные механизмы избавления от паники.

По мнению Фромма, эти механизмы, «уход» себя – это только прикрытие чувства ужаса, которое не спасает индивидуума. Наоборот, обостряется чувство разлуки и формируется самое болезненное состояние в виде потери своего «я». Психические механизмы бегства от свободы иррациональны. По мнению Фромма, они не являются сутью реагирования на окружающие условия и поэтому не способны устранить причины паники и стресса. В этой связи можно прийти к следующему выводу: тревожность основана на реакции страха, а страх – это врожденная реакция, отвечающая за определенные ситуации, связанные с сохранением целостности организма.

Авторы не разграничивают тревогу и беспокойство. И то, и другое, когда-то проявляющееся в ребенке воспринимается как ожидание ужаса, предвзятости. Ребенок может избавиться от страха. Проанализировав и систематизировав рассмотренные теории, авторы обозначили в своих работах несколько истоков паники, выделив следующее:

1. Потенциальный физический вред как тип тревожности возникает в результате контакта со стимулами стресса, риска, физической неудачи.

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2. Страх потерять любовь (материнская любовь, доверие сверстников).

3. Паника может быть вызвана чувством вины, которое обычно наблюдается в возрасте не менее четырех лет. Чувство вины у детей чуть постарше характеризуется унижением, самоуничижением, тревогой, ребенок думает о себе как о недостойном существе.

4. Страх перед неспособностью принять окружающую среду. Это проявляется, если человек чувствует, что проблемы, порождаемые окружающей средой, не могут быть решены. Паника связана с чувством неполноценности.

5. Паника также может возникнуть в состоянии фрустрации. Фрустрация определяется как беспокойство, когда возникает сильная потребность или препятствие в достижении желаемой цели. Нет полной независимости между ситуациями, вызывающими состояние паники (потеря родительской любви и т.п.) и порождающими фрустрацию, и авторы также нечетко разграничивают эти понятия.

6. Паника характерна для людей разных уровней, как в каждом человеке, так и в отдельном случае. Малейшая тревога мобилизует на достижение цели. Может быть также эмоциональное расстройство от сильного чувства страха и встречается в ситуациях, приводящих к необдуманным действиям. Паника в человеке обязательно должна быть побеждена. С этой целью применяются различные защитные механизмы (способы).

7. Большое значение в возникновении паники отводится семейному воспитанию, роли матери, взаимоотношениям ребенка и матери. Период юности – это время, когда прогнозируется последующее развитие личности.

При этом массер, корнер и кагон рассматривают страх, с одной стороны, как врожденную реакцию на опасность, присущую каждому индивиду, с другой стороны, можно выделить уровень тревожности человека, который находится во взаимодействии с окружающей средой, зависящий от уровня нарастания обстоятельств (стимулов). Состояние страха и тревоги рассматривается субъектом, находящимся в окружающей среде, как реакция на ситуацию. Различия между этими двумя явлениями не делаются. Тревожность характерна для маленького ребенка, когда он, услышав громкий звук, ощущает случайное смещение или теряет опору, а также при других случайных раздражителях, к которым организм еще не готов. Но маленький ребенок остается безразличен ко многим стимулам, которые могут беспокоить его в более позднем возрасте.

Роджерс рассматривает эмоциональное самосознание по-разному (Rogers K, 1980). Он рассматривает личность как продукт

человеческого опыта или как результат усвоения общественных форм поведения и сознания. В результате взаимодействия с окружающей средой у ребенка появляется характеристика себя, самооценка. Оценочность может восприниматься не только из опыта постоянного общения с окружающей средой, но и как заимствованная, использованная у других людей, переработанная самим индивидом.

Роджерс видит другие истоки тревожности, как утверждает психолог, есть явления, лежащие под уровнем сознания, и если они носят опасный для личности характер, то они могут быть восприняты подсознанием. Это может вызвать у человека состояние неспособности оценить причины тревожности, реакции на учащение сердцебиения, когда волнение воспринимается подсознательно как паника. Паника кажется ему беспричинной. Основной страх и основной конфликт личности Роджерс рассматривает, исключая из соотношения двух уровней – сознательной и бессознательной систем личности. Если между этими двумя системами будет полная гармония, то настроение у человека будет хорошее, и он будет спокоен, удовлетворен собой. И наоборот, при нарушении соглашения между двумя системами возникают различные тревоги, панические атаки. Главное условие предупреждения этих эмоциональных состояний – быстрота, такая, чтобы человек мог рассмотреть свою самооценку и изменить себя, если этого требуют новые условия жизни. Так, напряженная составляющая теории Роджерса возникает в процессе индивидуалистической жизни между его представлением о себе, созданным в результате прошлого опыта, и его переживанием настоящего. Это противоречие является основным источником беспокойства.

Анализ основных работ показывает, что авторы в зарубежных странах рассматривают понятие природы тревожности с двух сторон. Понятие тревоги как свойство, данное человеку от рождения, и понятие тревоги как реакция человека на враждебный внешний мир, т. е. тревожность исходит из социальных условий жизни. Но, несмотря на это, необходимо принципиально разделить понятие тревожности на биологическое и социальное. Но мы не можем разделить мнения авторов по этому принципу. Эти две точки зрения всегда пересекаются и смешиваются у многих авторов. Таким образом, Хорни или Салливан считают страх исходным свойством основного страха. Но его социальное происхождение зависит от условий его становления в раннем детстве.

Фромм считает, что страх, как и другие социальные принципы, чрезмерное беспокойство возникает в результате нарушения «первозданных начал» естественных социальных связей. А что такое природные социальные начала? – они

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неестественные, то есть социальные. Здесь паника возникает из-за вторжения социума в биологический мир. Это явление также рассматривается Фрейдом, но вместо расстройства естественных страстей, по его мнению, происходит расстройство «естественных связей».

Подобные биологические и социальные вмешательства в понимании тревожности мы наблюдаем и у других авторов. Есть один общий для всех принцип, несмотря на неточность понимания природы беспокойства, различные непримиримые различия. Никто не разделяет объективно обоснованное беспокойство и неадекватное беспокойство. При этом, если рассматривать панику или беспокойство как состояние тревоги или особенность более или

менее адекватной личности, то становится незначительным, насколько она адекватна ситуативности. Тревога, основанная на страхе, не отличается от тревоги, которая, как считается, не существует. Субъективно эти состояния равны. Но с объективной стороны разница очень большая. Тревожные переживания в объективной тревожной ситуации для субъекта – это нормальная адекватная реакция, характеризующая правильное формирование и хорошую социализацию личности. Такое беспокойство не является показателем тревожности субъекта. Тревога как недостаточно обоснованное переживание – это восприятие, искажающее мир. В данном случае тревожность выступает в качестве особого неадекватного типа, как специфическое свойство развития.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## PREREQUISITES FOR ORGANIZING TRAINING GROUPS IN A COMPREHENSIVE STUDY OF PERSONALITY

**Abstract:** Personality is a mental structure that develops continuously, despite its stability. Since development is the most important attribute of the individual, it is considered “the main form of existence”. This is a creative process. The individual is able to feel neither his age nor other limitations. This article discusses the importance and effective organization of trainings in Group psychological work.

**Key words:** Training, psychological training, psychodrama.

**Language:** English

**Citation:** Imanbekova, G. S., Ussenova, S. M., Ospanova, P. A., & Sagat, I. N. (2021). Prerequisites for organizing training groups in a comprehensive study of personality. *ISJ Theoretical & Applied Science*, 04 (96), 220-224.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-43>

**Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.43>

**Scopus ASCC:** 3300.

### Introduction

In recent years, significant changes in public and social life have set many new tasks for the education system of the Republic. Especially in the education system, one of the most pressing issues is the formation of a personal culture of young people on the basis of national and civil spiritual values, creating favorable conditions for their comprehensive personal development.

Today, special attention is paid to the education and development of the younger generation. In psychological and pedagogical research, improving the mental development of the individual has become one of the most serious problems. However, it is realized at school when it recognizes the development

of the individuals a priority in educational activities, attaches special importance to the formation of its mental development.

School education is the main and private type of activity. In the course of its implementation, students develop the basis of theoretical thinking and attention, which form the basis for the development of new mental phenomena and are aimed primarily at revealing the laws of the origin and development of things, and the activity of the individual increases. Spiritual development of the individual is an understanding of the complex structure of the world, its place in life, its duties, its responsibility to present and future generations, and continuous uniform self-improvement. Personal development is associated

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with continuous expansion of their capabilities and increasing their needs. This level of development is measured by the area of relationships that were characteristics of particular person.

An important condition for the effective functioning of training groups is the ability to understand the principles of organizing this form of communication by its supervisor.

First of all, it is the implementation of the principle of voluntary participation, both in full-fledged training and in its individual lessons and exercises. The participant should be internally interested in changes in their personality during the work of the group. It should be borne in mind that when forced, personal changes are never formed.

Each participant must always adhere to the principle of organizing their own diagnostics. The content of the classes includes questions and exercises aimed at self-disclosure of participants.

Various sections of the training are presented in the form of a series of test procedures, during which participants receive the first information about themselves. Using this information, the participant can check it again during the training, and if necessary, they can also change it.

The principle of interrelationship in the style of dialogue is the core of the training. It is based on mutual respect of participants, compete trust in each other, the ability to recognize the presence of the interlocutor and listen to him. Dialogue involves equal and full-fledged interpersonal relationships throughout the entire period of working with the group [1].

The essence of the principle of uniformity of the composition of the group is that after the start of classes in training groups, new participants should not be accepted and participants attending classes should not leave until the full completion of the training.

The principle of compatibility of intellectual and emotional environments. On the one hand, the training will be characterized by a high emotional fever, participants will experience what is happening in the group with sincere pleasure. This helps them to share their thoughts openly, trust their parents, and build a moral relationship with each other. But on the one hand, the processes of intellectual analysis also increase the activity of discussing situations. And the main form of such intellectual activity is group discussion, which is practiced throughout the entire training period.

The principle of balance of convenience and discomfort. Its essence lies in the fact that the overall well-being in the group is comfortable, convenient, safe, and even fun. The software principle in training is convenience. However, in some cases, the participants should be uncomfortable. For example, during the execution of instruction.

**The principle of isolation.** The main requirement is that the participants are sure that no one

is listening to them. If there is a need to use print media, it is carried out only with the consent of the group members.

**The principle of representation.** All phenomena studied and considered in the training must necessarily be depicted in drawings, metaphors and symbols.

**The principle of free space.** The environment in which the training will be conducted should be spacious enough for free movement of participants.

**Loading principle.** The duration of classes should be determined at the very beginning of the work. The practice of conducting socio-psychological training is based on the following conclusion: the greatest effectiveness is achieved in the process of working with large time blocks, that is, in the systematic use of active forms of training (the duration of one lesson is three to four hours or more). In school conditions, training groups are included in the school schedule.

**The principle of orientation to the use of training results in the course of life.** This principle is intended to help participants replace the experience gained in the course of practice. The training should have a practical significance [2]. Participants of the training should apply everything they have learned and studied in normal life. It is for this purpose that training sessions are organized and conducted.

By the end of the XX century, socio-psychological practice had accumulated a rich material for conducting various trainings. Without going into theoretical research, let's briefly describe the types of training that are currently used in various psychological schools and environments.

**Training groups (training for the development of personality in the interpersonal space).**

The basis for the emergence of this training is the well-known social psychologist Kurt Levin, who worked on the issues of group dynamics and social influence. He was the first to use the term "group dynamics".

The training groups took their initiative from laboratory training sessions conducted in 1945 under the guidance of Kurt Levin. In 1947, a national training laboratory was established in the United States. Training groups were one of the first of all group psychological work related to the concept of "socio-psychological training".

The goals of laboratory training usually consist of the following main aspects:

- development of self-awareness in the process of overcoming the boundaries of psychological protection and sincerity at the personal level;
- understand the conditions that make it difficult or easier to perform group activities;
- achieving interpersonal relationships in a group for effective interaction with others;

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- mastering the ability to identify individual, group and organized problems.

Currently, there are many types of training groups in the world that also communicate with other areas of training.

The training groups themselves are divided into three main areas:

- general development of the individual (sensitivity groups);
- formation and research of interpersonal relationships;
- development through organization.

Due to the sufficient specialization of the training leader, in training groups, participants will be able to master the skills of valuable communication, experience in analyzing interpersonal relationships and group dynamics, better recognize the needs of themselves and others, increase the scope of their behavioral capabilities, be more prepared to solve life problems, realize a single self - assessment, and become very sensitive to the moods of other people.

### **Behavioral groups (Life Skills Training).**

The behaviorist direction in psychotherapy received its own development from Pavlov's research related to the concepts of conditioned reflexes and Skinner's operant conditioning.

The essence of the behaviorist trend is that if a person accumulates his experience by learning, then it is necessary to free him from ineffective behavioral reactions and teach him to perform more inclined reactions.

The task of this direction is to teach participants the ability to solve certain problems and develop the ability to adapt to certain living conditions.

A characteristic method of conducting behavioral groups is Behavior training:

- 1) participants are shown a sample of self-sufficient behavior in a particular situation.
- 2) then the training phase is performed. Here, the participant tries a new type of behavior or a fragment of it. During the event, the host provides assistance to the participant and, if necessary, provides feedback, i.e. gives instructions.
- 3) at the end, the approval phase is performed, i.e. the positive reactions of the group for a successful attempt or the praise of the participant in the form of some kind of reward.

### **Groups of psychodrama orientation (training for solving personality problems).**

The origin of psychodrama is closely related to the name of Jacobs Levi Moreno. In Group Psychotherapy, it is recognized as a more effective and productive course.

The essence of this method is the participation of group members (participants) under the guidance of the host in the production of performances using special techniques.

Stages of psychodrama passage:

1. Heating phase.

2. Psychodrama phase of action.

3. Integration phase, participants share their feelings and impressions.

D. Moreno called his proposed method of deep emotional surgery. The participants of the psychodrama create conditions for emotional impact on the stage, get rid of anxiety, overcome ineffective forms of behavior, improve their own creative and human atmosphere. In the course of role-playing games, participants will have the opportunity not only to re- "experience" their own experience, but also to be able to analyze their response feelings and reactions, try new patterns of behavior.

### **Gestalt-oriented groups (G-groups).**

The founder of Group Gestalt therapy is Friedrich Perls. "Gestalt" is a German word that means organized as a whole. The main task of Gestalt therapy is to stimulate body processes and promote the development of participants' sense of their own "self".

According to the established order, the group leader works with a member of the group, who is in the center of the seat, and other members of the group actively participate in the study, supporting this participant and equalizing themselves.

It is very powerful and should be used with caution. Gestalt therapy helps to expand self-awareness; increase empathy; feel the depth of moods and the ability of others to understand themselves; increase the ability to enter into relationships; the transition of the individual from addition to autonomy and self-confidence.[3].

In order for the use of social and psychological trainings in schools and classes to be carried out more effectively, it is necessary to provide for a variety of conditions that contribute to the student's ability to demonstrate their own abilities.

The task of the training leader is to create conditions for the active of students participating in the training. It is this principle that presupposes the preparation of recommendations and programs on the methodology of using active forms of training with students in the classroom. The teacher or psychologist creates the necessary conditions for the successful conduct and implementation of training exercises, but only the children themselves need to participate and act.

Socio - psychological training is a specially organized form of communication, the psychological impact of which is based on active methods of group work. In the course of training, the problems of personal development are solved more effectively, and communication skills are successfully formed.

One of the main advantages of the training is that the person participating in it feels accepted himself by others and can accept others. He gains full trust in the group and, most importantly, is able to rely on others to express his thoughts and feelings, worries and doubts.

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The main task of socio-psychological training is to help the participant show their own personality, and to do this, they need to learn to accept and recognize themselves. For the effective functioning of socio and psychological training groups, the head who organizes and conducts the lesson must know the general purpose of the training:

- personal development;
- raising social and psychological awareness of participants;
- formation of an active social orientation of participants;
- develop the ability to make meaningful changes in your life and the lives of others;
- development of the ability to recognize yourself and other people in a single and more complete way;
- correction of personal qualities and abilities, elimination of boundaries that hinder creative and productive activities;
- research and development of individual approaches to improve the effectiveness of interpersonal relationships.

Training is a group form of working with various categories (teachers, students, parents, families) in order to develop communication. The purpose of socio-psychological training is to develop social intelligence, professional pedagogical communication skills.

The effectiveness of the training can be attributed to the following:

1. Self-diagnosis:
  - A) obtaining accurate information about yourself;
  - B) determining how a person manifests himself in the eyes of others;
  - C) to determine how independent his ideal self is;
2. Diagnostics:
  - A) development of self-analysis;
  - B) develop the ability to classify feelings, express yourself clearly;
  - C) the ability to feel that the disclosure of one's own "self" is possible only in relationships with others;
3. Checking instructions for other people's videos:
  - A) develop the ability to understand the direction of another;
  - B) formation of sensitivity to nonverbal forms of their definition;
  - C) development of the ability to listen and understand others;
  - D) psychotherapeutic effect.

The group consists of teachers who are motivated to improve their own social intelligence. The upper number of group members is twenty-five people (mediotope), the lower number is seven to nine people (microgroup).

It is possible to identify the following main conditions for conducting classes in groups of social and psychological training:

1. people gather together in a closed environment;
2. they cannot leave the relationship (group members are placed face-tj-face in a circle);
3. the group does not have a pre-proposed step structure;
4. if the members of the group have not meet each other, the acquaintance may also not be carried out.
5. in the group there is a person (guide) who has group experience, knows the "rules of the game", knows the technique of expressing the feelings and opinions of the group members.
6. group classes should be conducted in a specially equipped environment with sufficient sound insulation.

Participants of the training group must adhere to the following principles of behavior in the group: each member of the group can say what he wants to say about each of them, each member can say aloud about what is happening in the group, about the group members "all thoughts that arise here and now".

The group training program consists of two parts. The first part is an introductory lecture on the problem of communication. Participants will get acquainted with the general concepts and mechanisms of group psychology, communication psychology. The second part is the training section. Its recommended duration is approximately sixty hours (the duration of 1 session is up to 1.5 hours).

During the lesson, exercises are performed aimed at developing social thinking and communicative skills.

1. Development of the ability to respond to the community situation
2. Formation of muscle contractions in the process of pedagogical activity
3. Improving the emotional and positive state of the teacher in the classroom.
4. Develop skills of relaxed attention, observation and stability
5. Develop simple communication skills
6. Rules of speech based on the tone of the voice
7. Defining and clarifying the communication system
8. Development of facial expressions and pantomimic
9. Figuratively convey information
10. Identification and solution of pedagogical tasks.

Classes in groups of social and psychological training are a leading way to develop the communicative abilities of teachers, in the course of which they improve their professional level [4].

As for the general conclusion, for the effective organization of trainings in group psychological work,

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it is important, first of all, to have a clear understanding of the training, to be able to distinguish

the types of them, to know the features and principles of their application and organization.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



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## THEORETICAL ANALYSIS OF THE EMOTIONAL-WILLED CHARACTERISTICS OF TEENAGERS IN THE CHILDREN'S HOUSE

**Abstract:** This article is devoted to the problem of psychological adaptation of inmates of orphanages. The authors analyze in detail the behavior of children left without parental care. The article provides an excursion into the history of the origin of orphanages, from the Middle Ages to the modern period. As the analysis of the works of psychologists shows, inmates of orphanages, due to objective circumstances, have difficulties in socialization, psychological adaptation to the environment. The main reason for social phobia, aggression, misunderstanding, inability to build positive relationships with others, fear and fear of loneliness, the authors of the article see in the absence of mother-child connections, which play a decisive role in the personal development of the child. Analyzing the emotional and volitional features in the behavior of children in orphanages, the authors propose various methods that will allow us to correct the behavioral stereotypes of children living in a boarding school.

**Key words:** upbringing, relationships, emotion, character.

**Language:** Russian

**Citation:** Salimbaeva, S. O., Altayeva, G. A., Ussenova, S. M., & Saylybayeva, K. A. (2021). Theoretical analysis of the emotional-willed characteristics of teenagers in the children's house. *ISJ Theoretical & Applied Science*, 04 (96), 225-229.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-44> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.44>

**Scopus ASCC:** 3300.

## ТЕОРЕТИЧЕСКИЙ АНАЛИЗ ЭМОЦИОНАЛЬНО-ВОЛЕВЫХ ОСОБЕННОСТЕЙ ПОДРОСТКОВ В ДЕТСКОМ ДОМЕ

**Аннотация:** Данная статья посвящена проблеме психологической адаптации воспитанников детских домов. Авторы подробно анализируют поведение детей, оставшихся без попечения родителей. В статье совершено экскурс в историю возникновения детских домов, начиная с эпохи Средневековья до современного периода. Как показывает анализ трудов психологов, у воспитанников детских домов вследствие объективных обстоятельств возникают трудности в социализации, психологической адаптации к окружающей среде. Главную причину социофобии, агрессии, непонимания, неумения выстраивать позитивные взаимоотношения с окружающими, страха и боязни одиночества авторы

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*статьи видят в отсутствии связей матери и ребенка, которые играют определяющую роль в личностном становлении ребенка. Анализируя эмоционально-волевые особенности в поведении воспитанников детских домов, авторы предлагают различные методики, которые позволят скорректировать поведенческие стереотипы детей, проживающих в условиях интерната.*

**Ключевые слова:** воспитание, отношения, эмоция, характер.

### Введение

Развитие детей, воспитывающихся вне семьи (воспитанников детских домов и интернатов), многие специалисты рассматривают как качество некоторых видов ущерба. Атмосфера семейной среды ребенка определяет качество роста и развития личности. Так, многолетние исследования развития воспитанников интернатов или детских домов и особенностей их поведения проведены А.М. Прихожаном и Н.Н. Толстых. По итогам их исследований психологическая особенность сирот – непростая закономерность. Авторы не только проанализировали задержку психического развития, но и рассмотрели качество поведенческого развития ребенка [1-3]. В этом контексте современная психолого-педагогическая наука дает целостный образ, характеризующий психические особенности ребенка, его эмоции, мышление, словарный запас, особенности поведения, взаимоотношения со взрослыми и окружающей средой.

Этапы становления и развития личности ребенка строятся в зависимости от каждого возрастного периода, и именно в этом проявляется качество его психики. А формирование психики воспитанников в детских домах отличается другими закономерностями психики, чем у детей, воспитывающихся в семье. Большое влияние на развитие психики ребенка, становление личности оказывает спланированная ее среда. Кроме того, воспитанники детских домов составляют общую среду обитания. Следовательно, дети, воспитанные в семье, разумно формируют свои отношения со старшими и младшими, создавая в своей среде чувство родства.

Формирование отношения со взрослыми, жизненного восприятия и поведения воспитанников в детских домах являются конституциональным. Следовательно, общая тенденция психологического характера воспитанников детских домов такова: их эмоциональный фон несколько скуден. В этом учреждении воспитанники должны адаптироваться к требованиям окружающей среды. Воспитание детей и другие жизненные переживания в таких учреждениях, таких как сиротство, приводят к эмоционально-волевому недоразвитию ребенка. В этом контексте И.А. Залысина в сравнительном порядке изучила необходимость заботы о воспитанниках детских домов и детях, воспитывающихся в семьях [4-6].

Чаще всего реактивные тревоги, возникающие при ответе на чувства другого

человека, вызывают у них чувство отчужденности. А в экспериментальном исследовании И.А. Залысиной обосновано, что дети в семье не только нуждаются в чувствах взрослых, но и сами активно делятся с ними своими чувствами в качестве партнеров. Потребность в развитии переживаний и выражении чувств формируется еще с детства и находится в состоянии, продолжающем развитие во взрослом периоде. Для того, чтобы такое взаимодействие ребенка и взрослых было необходимым, следует создать условия, чтобы ребенок мог свободно общаться с взрослыми, раскрывать свое состояние, свободно выражать свои чувства. В заключении И.А. Залысина в своих исследованиях широко освещает развитие эмоциональной сферы воспитанников детских домов. Воспитанники детских домов не могут оценить свои чувства, они полагаются на мнение взрослых, хотя и имеют свое суждение. Поэтому, чтобы раскрыть чувства таких детей, нужно относиться к ним с теплотой.

О психологической зоне воспитанников детских домов А.М. Прихожан и Н.Н. Толстых пишут следующее: «Воспитанники детских домов в общении со взрослыми проявляют агрессию». От решения конфликтных ситуаций, возникающих в процессе общения, воспитанники детских домов не чувствуют свою ответственность, ждут от окружающей среды путей решения своих проблем. У них преобладает чувство вины за окружающую среду, агрессия, неумение признавать свою вину, решать конфликтные ситуации. Эти перечисленные особенности «вызывают защитную реакцию». Вместо того, чтобы попытаться выйти из сложной ситуации, они прибегают к аффективным действиям и перекладывают ответственность на плечи другого, что вызывает у них чувство облегчения.

Указанные особенности характеризуют формирование эмоционально-волевой зоны детей-сирот. То есть следует ли из этого, что в данной ситуации виновата окружающая среда? вопрос: "Что делать?" Всем нам также известно, что передача детей в такое учреждение происходит по разным причинам (пьянство, асоциальное поведение или смерть родителей, недостаток материальных условий, психические отклонения, умственная отсталость). Эти факторы сами по себе порождают трудности в общественной среде.

История воспитания сирот такая же древняя, как и история человечества. Во все времена были

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специальные учреждения, где воспитывались дети-сироты. Вопрос о том, чтобы оказывать психологическую помощь детям, оставшимся без попечения родителей, никогда не терял своей актуальности. Она тесно связана с теми проблемами, которые возникают сейчас. То есть, хотя эти социально-общественные вопросы являются наиболее востребованными на сегодняшний день, потребность в научных исследованиях очень высока.

Первые психологические исследования развития воспитанников детских домов стали предметом исследования в 20-х годах XX века. В эти годы под влиянием психоаналитических теорий в психологической науке обсуждалось множество вопросов, связанных с данной проблемой. То есть это проблемы, с которыми сталкивается ребенок в своей жизни. Все дело в том, что обратное развитие эмоций (негатива) воспитанников в детских домах происходит из-за отсутствия связи между матерью и ребенком. Следовательно, развитию положительных эмоций ребенка большое влияние оказывает отношение матери к ребенку. Такие исследования впервые были рассмотрены в Венской школе детской психологии. Подобные проблемы впервые затронул в своих научных трудах Ш. Бюлер [7].

Неполноценность эмоциональной жизни детей-сирот приводит к различным психическим задержкам и нарушениям в социальной адаптации. В такой ситуации у детей, воспитывающихся в детских домах, наблюдается слишком высокое или слишком низкое эмоциональное состояние и, наряду с этим, не вполне адекватное поведение в общественной среде. Чрезмерная любовь к себе – признак психического развития личности. Поэтому и в этом случае возникают проблемы эмоционального, волевого, характера, а также социальной недостаточности. Затем обнаруживается умственная отсталость, наблюдается недоразвитие познавательных процессов. Поэтому дети, выросшие без родителей, потеряв собственные представления о мире, следуют чужому мнению. Прежде чем выделить особенности поведения и эмоционального развития детей в связи с такими ситуациями, следует определить их эмоциональное развитие по следующим методикам.

Например, тест Люшера, «дом, дерево, человек» и т.д. С помощью этих методик мы можем найти вариант эмоциональной депривации, дистресса, коррекции. Кроме того, появляется возможность определить понимание и восприятие общечеловеческих ценностей на уровне эмоций и сознания. Занимаясь психотравматической работой, можно в необходимой форме определить, как воспитанники запоминают

психотравматическую ситуацию и с чем это связано, а также внутренние тревоги и страхи детей. Возможен также поиск путей развития эмоционально-волевой сферы и сенсорной системы ребенка, а также возможность понимания друг друга и взрослых. Как отметил А. Бандура, в настоящее время психологи, педагоги, психиатры много говорят об обществе сирот. Кроме того, речь идет о проблемах, с которыми сталкиваются дети-сироты. В контакте со своим окружением, со взрослыми. Вместе с тем, нарушение эмоционально-волевой сферы детей-сирот объясняется недостаточной их личностной связью в процессе создания семьи, адаптации к профессии. Незрелость чувственной эмоциональной сферы свидетельствует о негативном развитии внутреннего мира ребенка. В таких условиях психоэмоциональная реабилитация ребенка может создать условия для самостоятельного существования.

Форма работы психолога в детском доме (диагностика, коррекция, профилактика) – представляет собой стандартный набор, используемый в обычных общеобразовательных школах. Однако при выборе методик необходимо учитывать психологические особенности воспитанников детских домов. Особенно это связано с коррекционно-развивающей работой. В работе с детьми-сиротами сложно подобрать подходящие методики [8-10].

Практические исследования в отношении детей, воспитывающихся в семьях, часто не подходят педагогически запущенным детям. Ведь они не понимают смысла какой-то игры, упражнения, и пути их решения становятся все сложнее. Но задачи, связанные с интеллектом, часто позволяют ребенку развивать мышление, память, речь, внимание. В некоторых случаях изменение настроения ребенка при решении таких задач, возникновение страха, тревоги, страха тормозят развитие психики ребенка. Поэтому наиболее эффективным способом применения методик является арт-терапия (сказкотерапия), песочная терапия. Кроме того, упражнения для детей по рисованию, коллажу, созданию видео с пластинкой, составлению предложений развивают вербальный и невербальный интеллект детей. То есть с помощью этих методик мы можем определить индивидуальность и свойство «я» ребенка.

В настоящее время в психологической науке работа над развитием ребенка опирается на социально-эмоциональную и когнитивную основу. То есть в процессе работы следует обращать внимание на раннее появление эмоций и эмоционального опыта. Ребенок, у которого формируется эмоциональная привязанность, лежащая в основе потребности, имеет определенные биологические механизмы от



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рождения. Таким путем формируется некоторая форма поведения. Эти формы указывают на предрасположенность характера.

На первом этапе взаимосвязь матери и ребенка как один из основных приемов коммуникации представляет собой обмен эмоциями. Проявление эмоций на лице человека – это признак того, что он вступает в отношения с окружающим миром. Обычно под смыслом формирования эмоциональной связи у ребенка понимается мать, которая является первым объектом и постоянно присутствует в жизни ребенка. Однако в настоящее время, по разным причинам, в большинстве детских домов растет количество детей.

В детском возрасте эмоции воспитанников возникают, когда они вступают в контакт со взрослыми. То есть, создание эмоционального чувства воспитанников в детских домах проявляется в их связях со взрослыми, воспитателями, с тем же учреждением. Формирование и развитие эмоций ребенка зависит от атмосферы, морально-психологического климата окружающей среды, а также от бережного отношения воспитателей к ребенку.

Очень важно, как воспринимаются эмоциональные состояния партнера в процессе взаимодействия и общения людей друг с другом. Особенная значимость этого аспекта связана с возникновением процесса взаимовлияния между взрослым и ребенком. Всем нам известно, что развитие эмоций ребенка зависит от окружающей среды, то есть от связи ребенка с матерью или взрослым, стремления матери способствовать познавательной деятельности ребенка. В отношениях с матерью ребенок отражает в себе те эмоции, которые возникают у матери. Проявление какой-либо ситуации провоцирует возникновение эмоций. Таким образом, эмоция, возникающая между ребенком и матерью, проявляется в процессе разрешения какой-либо ситуации.

Осознавая ответственность матери в процессе решения ситуации, ребенок чувствует себя в безопасности. Эмоции грусти и раскаяния показывают, что нужна помощь родителей и взрослых. Многолетняя психотерапевтическая работа с детьми с эмоциональным расстройством проводится на разных этапах. Направление динамики зависит от изменения условий развития ребенка. Такие состояния учитываются в процессе диагностической и психотерапевтической работы с детства до подросткового возраста. М.М. Муканов в своем труде «Возрастная и педагогическая психология» пишет: «Как правило, подростков характеризуют как «трудных», не поддающихся воспитанию. Так у ребенка меняется психика, поведение, на основе которого формируются новые качества».

Ситуация, вызывающая положительные эмоции, в которой ребенок чувствует себя в полной безопасности: доброжелательное отношение взрослого к ребенку, приветствие; личное внимание взрослого к ребенку, игра с ним, которая может научить его чему-либо или помочь справиться с проблемами.

Ситуация возникновения негативных эмоций у ребенка:

- страх-тревога, печаль, агрессия, порождаемые вследствие отсутствия внимания со стороны взрослых;

- перевод внимания взрослого на другого, отсутствие проявления заботы о ребенке (преобладание у ребенка зависти, горя, обиды);

- ребенок нуждается в том, чтобы его утешали, отсутствие физического контакта, защиты от внешних страхов;

- взрослый ставит перед ребенком неразрешимые задачи, дает трудное задание, что приводит к возникновению у ребенка чувства агрессии и грусти.

Подводя итоги, можно сказать, что общение взрослого и ребенка вызывает как положительные, так и отрицательные эмоции. То, как взрослый относится к ребенку, вызывает ответные реакции. Уровень эмоциональной депрессии матери выше, чем эмоциональная депрессия воспитателей в детских домах. Многие дети оказываются в детских домах по разным причинам. Одни из них попадают в детские дома по причине смерти родителей, другие – из-за лишения родительских прав отца и матери, кроме того, они находятся в разных состояниях, что создает различные эмоциональные реакции. Дети, оказавшиеся в этих учреждениях с самого рождения, в течение короткого промежутка времени переводятся из родильного дома в дом малютки (от 0- до трех лет), потом их отправляют в детские дома. Таким образом, они оказываются в нескольких типах детских учреждений. Таким детям приходится приспосабливаться к различной среде, адаптироваться к разным условиям. Поэтому, по мере развития их ментального и душевного состояния, у них формируются представления о том, что никому не надо верить, а значит, не стоит вступать в глубокие взаимоотношения с окружающими людьми.

Наиболее тяжелым периодом для детей-сирот является период постинтернатной адаптации. Не у всех данный период проходит гладко. Это очень серьезная проблема. Главной задачей для психологов является дальнейшая самостоятельная жизнь воспитанников детских домов, достигших совершеннолетия. Какие трудности ждут этих детей во взрослой самостоятельной жизни, сумеют ли они адаптироваться в мире вне стен детских домов? Они не привыкли действовать самостоятельно,

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принимать решения, жили по строгим правилам общежития. В них еще сидит сознание того, что если они сделали что-то не так, то их ждет соответствующее наказание.

Например, воспитанник детского дома, семнадцатилетний подросток написал следующее сочинение на тему: «Праздничный вечер в моей будущей семье»: «После завтрака мы с женой оставляем детей дома, а сами отправляемся на прогулку, потом мы возвращаемся домой, обедаем, ложимся спать после обеда, вечером мы всей семьей смотрим телевизор». Как видим из данного сочинения, подросток ни на секунду не хочет оставаться один, то есть нигде не хочет быть один: в транспорте, в комнате, на прогулке. Кроме того, если в детском доме в комнате никого нет, то это означает для подростка одиночество. Следует также подчеркнуть, что для подростков-сирот прошлое и будущее кажутся далекими и призрачными.

Таким образом, выпускники, покидающие стены детского дома, должны уметь выбирать правильный жизненный путь, иметь определенный жизненный опыт. В данной статье рассмотрены научно-теоретические проблемы психологических ситуаций, имеющих место в детских домах, изучена история возникновения детских домов. В настоящее время с трудах казахстанских психологов проблемы психологической адаптации воспитанников детских домов после наступления совершеннолетия не стала еще предметом специального и многоаспектного исследования. Между тем психологическое развитие детей, воспитывающихся в детских домах, занимает большое место в педагогике и психологической науке. То есть, психологическая адаптация детей, оставшихся без попечения родителей – одна из самых волнующих современное общество тем.

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IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

## International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## CLASSIFICATION OF AUXILIARY WORDS IN ABDURAHMAN JAMIY'S WORK «AL-FAVOIDU-Z-ZIYOIYA»

**Abstract:** This article is devoted to auxiliary word groups and their classification in Abdurahman Jamiy's work "Al-Fawaidu-z-Ziyoiyya". The article logically and grammatically analyzes the auxiliary phrases in Al-Fawaidu-z-Ziyoiyya and compares them with other works on Arabic grammar.

**Key words:** preposition, noun, sentence, syntax, letter, preposition, analysis, auxiliary, meaning, loading, connecting.

**Language:** English

**Citation:** Juraeva, M. A. (2021). Classification of auxiliary words in abdurahman jamiy's work «Al-Favoidu-z-Ziyoiyya». *ISJ Theoretical & Applied Science*, 04 (96), 230-233.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-45> **Doi:** [crossref https://dx.doi.org/10.15863/TAS.2021.04.96.45](https://dx.doi.org/10.15863/TAS.2021.04.96.45)

**Scopus ASCC:** 1208.

### Introduction

“Abdurahman Jamiy's Al-Fawaidu-z-Ziyaiyya is divided into three chapters, which are nouns, verbs and letters (auxiliary words). The third chapter of the work is الحَرْفُ - "Letter", ie auxiliary words. This chapter describes 17 types of letter series.

In the play, the letter-auxiliary vocabulary is defined as follows: [1, p.239] - “Auxiliary words have meaning in another word. Therefore, it needs a noun and a verb to be a part of a sentence. For example: (comes next to the noun) من البصرة – “comes from "Basra", or comes next to the verb, for example: قد ضرب - "hit".

In Arabic linguistics, auxiliary words that do not have an independent meaning, but which influence words in a noun or verb phrase and determine their meaning, are called ‘letters’. Auxiliary words include linker, loader, and prefix. In Al-Fawaidu-z-Ziyaiyya, Jami distinguishes the category of "letters" as well as the categories of nouns and verbs, and interprets them in a single chapter. The first chapter of the chapter "Letters" deals with the subject حروف الجر - "Prepositions".

In Al-Fawaidu-z-Ziyaiyya, Ibn Hajib gives the following description of the auxiliaries: - “Prefixes serve to convey the meaning of a verb or verb to something that comes next to it”. [1, p.241]

Jami commented on this sentence as follows: “Prefixes are to connect the meaning of a verb or a verb to something that comes next to it. It has been said that "the meaning of a verb or a verb" means the meaning of a verb: إسم الفاعل (definite degree adjective) and إسم المفعول (adjective of the passive degree) and الصفة المشبهة (adjectives made of verbs) and المصدر (masdar) and الظرف (case) and المجرور and الجار (prefix and its subject). It was said, "To bind to what comes with it means to connect the meaning of a verb to a noun, for example: مررت بزید - "I passed Zayd", أنا ماز - "I passed Zayd". The auxiliaries are also called حروف الإضافة. Because the ratio of the verb, or the meaning of the verb, is related to what comes after it by means of these letters. The reason nomrwf is called fljr is that it conveys the meaning of the verb or the effect of the verb to something next to it.

Jami emphasizes that these prefixes come in three forms: letter-auxiliary words, letters and nouns, as well as letters and verbs. There are 9 prefixes of the

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first type, the first of which is the preposition "mn" (... dan), which says in the Jami play: [1, p.242] "The preposition" mn "means distance (distance of place) or the beginning of time, for example: سرت من البصرة - "I went from Basra to Kufa", or, صمت من - "I have been fasting since Friday" it comes to define the meaning of the word that preceded it, to distinguish it, to state the purpose, (to clarify) that is, to show what the uncertain issue means, for example: [9, p.353] "(Surat al-Hajj, 30) also in the context of the separation of a part of the whole (comes), its (specific) sign is that the word b'd (some, some) can be used instead of the preposition mn, for example: اخذت من - "I took some of the dirhams", or بعض الدراهم - "I took some of the dirhams", plus (more, more) not many came."

The second type of prepositions is «الى», which means the inverse of the preposition «من» i.e. the completed, final meaning of the action. - The preposition "الى" means the end of a distance or distance, for example: خرجت إلى السوق - "I went to the market". Also, the preposition "الى" rarely occurs in the singular, [1, p.244], for example: in the word of Allah; "وَلَا تَأْكُلُوا أَمْوَالَهُمْ إِلَىٰ أَمْوَالِكُمْ" - "Do not eat their wealth by adding it to your wealth" (Surat an-Nisa', 2). [9, p.77]

According to Jami: - The preposition «حتى» (before ...) means the ending like الى . حتى - is used with a clearly visible word, it is not possible to say حتىه and الى is called إليه by taking the diamond. For example: تَحَدَّثْنَا حَتَّىٰ طَلَعَتِ الشَّمْسُ - "We talked until sunrise". [1, p.245]

The next auxiliary is the preposition في (... in, inside): «في»- the prefix «في»- "و في لٍ لظرفية" represents the state (place and time), for example: also comes, [1, p.246] for example: in the word of Allah; "وَأَصْلَبْتَكُمْ فِي جُذُوعِ النَّخْلِ" (Pharaoh) I will hang you on the palm branches." [9, p.316] (Surat at-Toha, 71) In this verse, the prefix «في» expresses the meaning of - على.

The fifth type of prepositions in the play is the preposition «ب» (with), and Jami explains that this preposition can be expressed in 7 different meanings in the sentence: [1, p.246] for example: مررت بزيد - "I passed Zayd" - in exchange, in the sense of exchange, for example: بعته هذا بذلك - "I sold it for that" - in the sense of a transitive verb, for example: ذهبت بزيد - "I took Zayd with me", - (place and time) in the sense of a case, for example: جلست بالمسجد - "I sat in the mosque" i.e. (The content of the preposition ب has been expressed by - في (...in)

Abdurahman Jami states in the statement of the prefixes "و" and "ت" that the preposition ب expresses the meaning of an oath. For example: أقسم بالله - "By Allah."

«و» and «ت» are oath loads and are used when the verb denoting an oath is dropped, for example: تالله والله - Allah haqqi (I swear)! In this regard, Jami says: "The verb «و», which represents an oath, is used when

the oath is dropped, and the preposition «ت» fulfills these conditions and comes only in the name of Allah." [1, p.247]

Also, these two prepositions are never called بالله and أقسم بالله or أقسم بالله and the preposition ب is common to them and can be used both with the verb oath, or when the verb falls (بالله). The preposition bi can ب used with horses and diamonds, while «و» and «ت» can only be used with horses. In addition to these prepositions, the play mentions that sometimes the preposition "la" also means an oath such as «و», for example: لا يؤخر الله الأجل - I swear by Allah, death will not be delayed.

Another of the prefixes is «ل» (there is in ... of, ...), which represents originality, belonging. In the play, the preposition «ل» signifies originality, with property, for example: المال لزيد - "Wealth Zaydniki", and without property الجُل للفرس - "The veil of the horse". [1, p.248]

Thus, according to Jami, the preposition «ل» is interpreted to mean originality and belonging in two ways, ie, the first belonging is in terms of property and the property belongs to the original owner of the property, while the second is propertyless, i.e. الجُل للفرس being a cover over the horse, which meant that the cover was not actually the property of the horse.

The next prefix is «رُب» (probably), which is interpreted as follows: , for example: رُب رجلٍ كريمٍ لقيته - "Perhaps I have met that generous man. The auxiliary «رُب» also comes with a diamond, for example: رُب رجلٍ كريمٍ لقيته - Probably he is a person. [1, p.249]

The plural noun is derived from the prefix «عَنْ» which means to increase, excess, convey, pass (from one to another), that is, to exaggerate something, for example: رَمَيْتُ السَّهْمَ عَنِ الْفَوْسِ إِلَى الصَّيْدِ - "I shot an arrow from a bow to hunt."

Another auxiliary pronoun is "على" (... , above, above), which is a preposition denoting height, height, for example: زيدٌ على السطح - "Zayd on the plain", - عَلَيْهِ دَيْنٌ - "He has a debt on it" [1, p.251]

Another auxiliary pronoun is «كف» (... , above, above), which is a preposition denoting height, height, for example: زيد كالأسد - It is said, "Zayd is like a lion." [1, p.251]

In Arabic linguistics, مُذْ و مُنْذُ - the auxiliaries represent the beginning of time, in the play: «مذ ومنذ» expresses the state of time, for example: ما رأيته مُذْ شَهْرًا ، ومنذ يومنا - "He has not seen her for a month." [1, p.257]

Abdurahman Jami included the prepositions حاشا حاشا in the prepositions: - «حاشا» (except ... , except ..) - عدا - (except ..., except ..) - عدا - (except ..., except ..) prepositions are exceptions. For example: جاءني القوم عدا - "The people came to me, except Zayd", حاشا زيد - "Besides Zayd". [1, p.257]

Although Abdurahman Jami has commented on the sentence of the auxiliaries حاشا ، عدا in the chapter "Exceptions", he also presents them in the chapter "Auxiliary words" and emphasizes that these

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three auxiliaries come as an exception and can be used in both the accusative and the accusative case. The reason why the scholar included these three auxiliaries in the category of prefixes of verbs is that they were in fact made up of verbs and the next word was supposed to be in the infinitive, but as the language developed they lost their original meaning and became part of prepositions.

Modern Arabic linguists, including academic N.I. Ibragimov and M. Yusupov also point out that, as Jami says, the exception after the prefixes *حاشا*, *خلا*, *عدا* can be used in both the accusative case and the accusative case, for example: for example: *استيقظ كلهم حاشا زيدا* - "Everyone except Zayd woke up", or *استيقظ كلهم حاشا زيد* - "Everyone except Zayd woke up". [6, p.369]

Hence, in Arabic, 'letter' is an auxiliary word that is not used alone, but has a meaning only when it comes together with words in the category of verbs and nouns. Russian Arabist B.M. Grande says, "Auxiliary words or suffixes in Arabic do not have a definite form at first, they are sometimes associated with a noun or a verb. Most of the auxiliary words are derived from the core of the rhymes. Some are derived from the root of a noun or verb.

Auxiliary words do not change. They serve to connect words in a sentence, "he said. [5, p.393] Hence, words that serve to express the grammatical relations between the independent words or the meanings added to them and which do not independently serve as a part of speech are called auxiliary words. [7, p.161]

Abdurahman Jami, in his work *Al-Fawaidu-z-Ziyaiyya*, distinguished the set of letters according to their meanings and interpreted them in separate terms. The author explains that there is no strict boundary between prepositions, auxiliaries, and all auxiliary words that fall into the letter category. Depending on the community, they may have different grammatical functions. Ibn Hajib emphasizes that auxiliary words only serve to connect the meanings of a verb or a verb. Jami also mentions that these words serve to connect the meaning of the verb to the noun, for example: *مررت بزيد* - I passed Zayd, *أنا مرّ بزيد* - I passed Zayd, like.

The scholar also noted that the auxiliaries are divided into 3: letter-auxiliary words, letters and

nouns, as well as letters and verbs, and each of them is interpreted and interpreted separately. For example, he emphasizes that the preposition *ب* alone comes in seven different meanings in a sentence and proves it on the basis of examples.

### Conclusion.

Abdurahman Jami's distinctive style is that the scholar identifies the reasons for the origin of each grammatical category used in Arabic linguistics and interprets it with clear evidence of why it is used. This approach of Jami distinguishes him from other classical Arabic linguists. For example, if we consider the interpretation of only the vowels «و» and «ت», the scholar explains that these vowels are used only when the verb denoting the oath is omitted, for example: *تالله* - by Allah (I swear)! and emphasizes that these two prepositions are never called *أقسم بالله* or *أقسم بالله* by the verb.

Jami also paid special attention to the different aspects of the use of "Downloads representing the Encouragement" and commented on 5 of them. The speaker emphasizes that the main task of these 5 loads, which represent the person to whom the speech is directed, is to express a clear difference in the expression of distance.

In *Al-Fawaidu-z-Ziyaiyya*, in the chapter *الحروف العاطفة* - "Binding Binders" quoted by Jami, we have noticed that the meanings of equal binders *و* , *ف* , *ثم*, *حتى* are explained in detail, and the important role of these binders in connecting cohesive parts. and their meanings, places of use are perfectly interpreted. For example, if the conjunction «و» directly connects two cohesive parts of a sentence, the conjunction *ف* indicates their sequence, and the conjunctions *ثم* and *حتى* indicate a sequence of meanings, indicating that some time has elapsed between them.

He also points out in the Jami play that the duration of the *حتى* binder is shorter than that of *ثم* and longer than that of *ف* . In general, Abdurahman Jami provided important information about the word group, and even today, without some differences, the information about the group of letters brought by Jami is used in Arabic grammar.

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SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

## International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

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QR – Article



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## SOLVING TEXT PROBLEMS IN SIMPLE AND CONVENIENT WAYS

**Abstract:** This article notes the importance of working with text problems in mathematics in primary school. The issues of solving these problems in simple and easy ways are considered.

**Key words:** Problem model, graph, chart, condition of the problem, brief note.

**Language:** English

**Citation:** Qo'chqarova, M. A. (2021). Solving text problems in simple and convenient ways. *ISJ Theoretical & Applied Science*, 04 (96), 234-236.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-46> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.46>

**Scopus ASCC:** 1203.

### Introduction

The main feature of textual problems is that they do not directly indicate what operations must be performed on the given numbers to find the number sought [2,270-p]. When starting to create a graphical model, describing the given and sought quantities geometric images should be placed in such a way that the relationship between the quantities under consideration in the matter is sufficiently clear. For example, geometric shapes that represent given and sought numbers, i.e., intersections, should usually be placed one below the other. It has already been determined in the methodology that the schematic representation of motion problems in sections has great practical effect. In particular, it is accepted to mark the beginning of the movement, the meeting place, the destination, etc., with a dot and the corresponding letter in the cross section, or with a dash, or a flag. It is customary to indicate the direction

of movement, that is, one of the most important elements of the movement. In the schematic representation of such problems in "intersections" it is useful to take the approximate ratio of the lengths with respect to the distance traveled (especially "before meeting") and velocity, which involves solving not only problems of motion, but also other problems. [2,315- b].

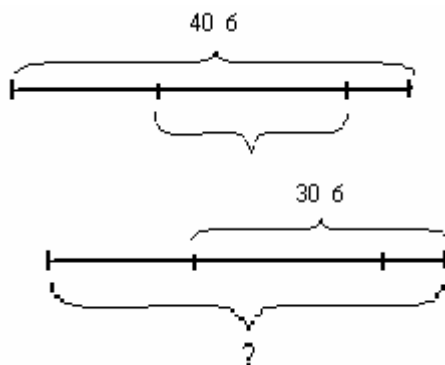
### The main part

Here are a few examples of how showing such a graph makes it easier to find solutions to problems.

Issue 1. Naim and Said got one book from the library. The first day they read the same number of pages. Then there were 25 pages left from Naim's book and 30 pages from Said's. If Naim's book was 40 pages long, how many pages was Said's book?

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**Figure 1.**

- Mark this on the drawing. What is the question about? Check this out.

By analyzing the problem from the numerical data and the amount sought, and based on the top of the graphical model, the 40-page and 25-page quantities are correlated. (Naim's book is 40 pages long, and he has 25 pages left to read.) Based on this link, we can find out how many pages Naim read on the first day:  $40-25$  (pages). The verification question is asked: "Is it necessary to know that this brings us closer to the answer to the question of the question?" (Needless, once we know how many pages Naim read on the first day, we find out how many pages Said read on the first day, because they have the same number of pages they read on the first day.) Then, based on the bottom of the graphic model, add we find that it can be found by edema practice:  $(40-25) + 30 = 45$  (p).

Issue 2. There were 1000 s of potatoes in two warehouses. After the potatoes were removed from both warehouses at the same time, 345 s of potatoes remained in one and 389 s in the other. How many quintals of potatoes were taken from each warehouse?

When the problem is solved on the basis of a graphical model, the discussion can be as follows: "To know how many potatoes were taken from each warehouse, it is enough to know how many potatoes were taken from both warehouses. To do this, you need to know how many potatoes are left in the two warehouses together. We know how many potatoes are in both warehouses, and we know how many potatoes are left, because we know how many potatoes are left in each warehouse." Then the solution plan is stated (first we know how many potatoes are left in both warehouses, then we know how many potatoes are taken from both warehouses, and finally we know how many potatoes are taken from each warehouse) and the solution is written:

- 1)  $345 + 389 = 734$  (c) - remained in both warehouses;
- 2)  $1000-734 = 266$  (c) - taken from both warehouses;
- 3)  $266: 2 = 133$  (c) - taken from each warehouse.

Answer: 133 c.

From the examples given, it is clear that the solution can be expressed by composing an expression and finding the value of that expression, or that the solution can be written in terms of individual operations. Solutions to a number of problems can be formalized by writing an issue question before each action. For example, the solution to Problem 2 above can be written as:

- 1) How many centners of potatoes are left in both warehouses?  
 $345+389=734$  (c)
  - 2) How many centners of potatoes were taken from both warehouses?  
 $1000-734=266$  (c)
  - 1) How many centners of potatoes were taken from each warehouse?
  - 2)  $266:2=133$  (c)
- Javob: 133 c.

All of the above forms of writing can be used in arithmetic problem-solving teaching, taking into account the nature of the problem and the readiness of the students. However, special attention should be paid to the shortest forms of writing, and especially to the formulation of expressions on the issue. In cases where the expressions are too large, it is useful to perform the solution in separate steps. After working on the problem orally, the content of the problem should be translated into the language of mathematical terms, and its mathematical structure should be expressed in the form of short notes (diagrams, tables). [3,286-b].

Issue 3. The worker was scheduled to make 950 parts in 25 working days of the month. But he made 12 more details than planned in each shift and completed the plan ahead of schedule. How many days did the worker complete the plan ahead of schedule?

The condition of the matter can be summarized as follows:



<b>Impact Factor:</b>	<b>ISRA (India) = 6.317</b>	<b>SIS (USA) = 0.912</b>	<b>ICV (Poland) = 6.630</b>
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**Table 1.**

	When working in a shift	Working hours	All products
According to the plan	?	25 days	950 details
In practice	More than 12 details	?	950 details

Then write the solution of the problem in the form of separate actions:

1)  $950:25=38$  (det.) 2)  $38+12=50$  (det.) 3)  $950:50=19$  (days) 4)  $25-19=6$  (days)

Answer: The worker completes the plan 6 days ahead of schedule.

### Conclusion

Students should be able to independently check solutions to problems. Problem-solving is the process of determining whether a solution is correct or

incorrect. The relationship between the answers obtained and the conditions of the problem is a method of verification that students are familiar with in the first grade. In this method, arithmetic operations are performed on the numbers found in answering the question; if the result is a number given in the context of the problem, then the problem is considered to be solved correctly. In elementary school, it is better to give the student more of these problems in relation to everyday life.

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IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

## International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## EXTRACURRICULAR READING LESSONS AS A KEY FACTOR IN PREPARATION FOR THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM

**Abstract:** This scientific-methodical article contains ideas and comments on the forthcoming PIRLS international research program for the assessment of reading literacy of primary school students and its preparation: taking into account PIRLS standards in the organization of extracurricular reading lessons, the use of effective methods and tools.

**Key words:** PIRLS, research program, speech sounds, orthoepy, pronunciation, reading literacy, information, sujet, orthography, extracurricular reading.

**Language:** English

**Citation:** Qushaliyeva, N. Y. (2021). Extracurricular reading lessons as a key factor in preparation for the pirls international assessment program. *ISJ Theoretical & Applied Science*, 04 (96), 237-239.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-47> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.47>

**Scopus ASCC:** 3304.

### Introduction

Our country is astonishing the peoples of the world with its rapid development. Further raising the prestige of our state, achieving a worthy place in the world arenas, creating a prosperous life, a bright future have become the noble goal of our people. This, in turn, is a modern rise that can compete on all fronts; to develop a young generation that is able to express their views comparatively, critically and analytically; creating conditions for them to demonstrate their talents and abilities; it is no secret that it requires a focus on shaping by qualified teachers. We all know that this issue is a topical issue today.

That is why the reforms in the education system today are based on the formation of the young generation with the intellectual potential to meet the requirements of international standards. The practical steps taken in this direction in the Republic of Uzbekistan include the adoption of a government decision on the organization of international research in the field of education quality assessment in the public education system, the International Association for the Evaluation of Educational Achievements (IEA). An example is the establishment of partnerships.

### The main part

PIRLS is an international research program to assess the reading comprehension of primary school students. The program provides information on public policy in the field of education to improve the quality of teaching and learning, which can provide an international comparison of information on the level of development of reading skills of primary school students. Looking at it as a major international assessment program that provides data still represents clarity. From this, it can be understood that PIRLS is aimed at comparing the work and results on reading literacy in the national education system of different countries around the world.

Reading literacy is the ability to comprehend, observe and put into practice the forms of written language that are demanded by society and valued by thinking human beings. This means that in the age of modern development, it is important to pay special attention to the ability of students to use the information they receive from reading. The main thing is to demonstrate an understanding of the information read, in particular, how to apply the acquired information in new projects and situations, to demonstrate the ability to succeed in it.

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PIRLS is a two-pronged goal of young students in-class and out-of-class learning, which is to learn to gain artistic experience and to acquire and use information.

PIRLS also combines four broad comprehension processes in each of the learning objectives. These include: focusing and finding clear information; draw direct conclusions; interpretation and harmonization of ideas and information; evaluate and critique content and text elements. From this, it can be understood that PIRLS assesses the four comprehensive comprehension processes of 4th grade students mentioned above. It also has special normative requirements for selected texts, taking into account the age and psycholinguistic knowledge of children. Emphasis is placed on the fact that the selected works are equally understandable to the children of the world, the author and the protagonists of the work, the plot, as well as the artistic images in it to a certain extent.

It is no exaggeration to say that the participation of our country in this assessment program means that our young generation is able to compete with the children of the world in terms of intellectual development.

In this international assessment, the question of what to do to achieve a positive result of the rating of students of our country, what to enrich the teaching process with, and the search for a solution has become a key issue in today's education.

In this scientific article, I have tried to shed light on this issue. As noted above, PIRLS focuses on two broad goals for young students in-class and out-of-class.

It is known that in primary education students' reading skills are formed. The priority is to develop them into people who can not only read, but also share the information they have read, exchange ideas, communicate and rely on the knowledge they have learned in everyday life. It is advisable not only to rely on the textbook, but also to work with additional literature in the formation of reading skills. The inclusion of extracurricular activities in the curriculum in primary school is a clear proof of our opinion.

The purpose of extracurricular reading is to improve reading skills, to bring up a conscious reader who can choose a book, read a regular book, and evaluate a book correctly.

Extracurricular activities are defined in the program as follows:

- Once a week in grades 1-2;
- Held once every 2 weeks in grades 3-4;
- In the process of teaching literacy, 17-20 minutes of the last alphabet lesson of the week are allocated.

Extracurricular activities are closely related to the curriculum and help to achieve the goals and objectives. More precisely, it plays an important role

in raising students from an ordinary reader to a creative reader.

Therefore, extracurricular activities can be considered as a key activity in achieving a positive result of the PIRLS international assessment program. Because it develops the skills of reading and understanding of young readers in the study of the works and lives of great figures of children's literature. This, in turn, serves to ensure the norms, standards, and positivity of the PIRLS students' literacy test.

One of the conditions for choosing a text in PIRLS is that the work has been translated into more than 40 languages and that the author of the work is familiar to all children participating in the work. Taking into account this point, I think it is expedient to start working on the works of representatives of world children's literature in STO classes. Of course, it should not be overlooked that the content of the work of art is relevant to the scope of the lessons.

There are principles of book selection in the organization of extracurricular reading lessons, on the basis of which one of the examples of fiction for extracurricular reading is selected. In the process of this competition, it is expedient to choose the works of the world's brightest children's literature, or world literature from the examples of folklore. Getting acquainted with such works not only introduces young readers to the world of literature, but also gives them an elementary understanding of the world of children's literature, their peers' lifestyles, play activities, as well as ethnography, national and universal values, traditions and customs. This, in turn, shapes the worldview of younger readers; increases vocabulary while learning the meaning of obscure terms with the help of the teacher; shows that it is possible to achieve a positive in their spelling literacy by developing the skills of reading and writing words and phrases correctly.

For example, the African folk tale "Three, eagle, three!" let's take the fairy tale. In addition to the story of rescuing an eagle child and adding him to a flock of chickens, encouraging him to look like a chicken, caring for nature, there are details that encourage the teacher to learn more about research and literary analysis. While it is possible to reveal ecological education by covering the attitude of the shepherd who prevented the eagle from dying in the storm, the eagle is learning to live like a chicken by living with a flock of chickens; to link this situation to human development by revealing the loss of its glorious past and majestic mountains by cage, that is, to illuminate the fact that man, first of all, does not forget himself, and knows that he has more opportunities and uses than others; Development is the universe, which means that there is a good way of life, when it can be seen by flight, by action, and this can be achieved with a strong effort towards the goal and purpose. Prior to the study of the work, the way of life of the African people, that is, slavery for centuries; climatic

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conditions; racial discrimination; If the teacher gives information about the current situation, it will be easier for the children to enter the work, to share the mood of the protagonists. This, in turn, has a positive effect on the acquisition of skills such as comprehension and reinterpretation of the work, the ability to react. Explaining the meaning of words and phrases that are not clear to the reader also eliminates some misunderstandings. A picture or video based on the work, a slide can also be a key factor in achieving the objectives of the lesson.

## Conclusion

In short, in the organization of extracurricular reading lessons, taking into account the above, to teach students examples of world children's literature, to be able to correctly pronounce words written on the basis of formal writing, to memorize spelling (spelling). to understand and explain foreign works, to apply them in everyday life in familiar and unfamiliar situations, which in turn leads young readers to the upcoming international assessment program - PIRLS has a positive effect on good results.

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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## FORMATION OF CREATIVE LITERACY IN MODERN YOUTH AND THE VALUE OF MNEMONIC TECHNOLOGY

**Abstract:** This article discusses mnemonics as one of the modern ways to improve the spelling literacy of today's youth. We are talking about the origin and development of mnemonics in the scientific community. An experiment with mnemonics showed that the use of creative work in teaching a native language based on the use of mnemonics can be effective in helping children learn the rules of spelling.

**Key words:** mnemonics, literacy, phenomenal memory, spelling, experimental research.

**Language:** English

**Citation:** Zokirova, S. M., & Sodikova, M. S. (2021). Formation of creative literacy in modern youth and the value of mnemonic technology. *ISJ Theoretical & Applied Science*, 04 (96), 240-243.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-48> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.48>

**Scopus ASCC:** 3304.

### Introduction

As the President Shavkat Mirziyoyev said, there will be no breaks in education. Indeed, today in the educational process, in general, in Uzbekistan, we are growing to the level of globalization in every field. The high basis for this growth is the wide range of opportunities and knowledge-hungry young people.

The rapid pace of modernization today has led to a shift in education priorities. The main goal and outcome of the educational process is to develop a functionally literate person who can creatively apply the knowledge, skills and abilities available throughout life.

One of the major types of literacy that modern students need to learn is spelling. This type of literacy is a necessary part of language culture and serves as a guarantee of mutual understanding and accuracy of expression in written speech.

### The main part

So far, various researchers have considered the possibilities of forming the spelling literacy of

schoolchildren, in particular: the development of a typology of spelling rules and methods of their study (MT Baranov, MM Razumovskaya); development of a system for the prevention of spelling errors (NN Algazin); Spelling system in grades 1-4 (M.R.Lvov); spelling system in primary school, the relationship between morphemes and spelling (TG Ramzayeva, IM Shatalova); mastering spelling based on solving spelling problems (OS Aryamova) and others.

It is no secret that today there is a growing trend in the field of psychology. It also has an impact on the educational process. Therefore, there is a growing body of research on the use of creative exercises in the learning process, taking into account the different types of memory of students (operational, instrumental, figurative) in order to improve traditional methods in the formation of students' writing skills.

The use of creative work in the process of formation of spelling literacy, taking into account the peculiarities of instrumental memory, is shown in the works of L.A. Aksenova, T.B. Belenka, T.N. Yerina,

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I.Y. Matyugina, L.N. Novikova, T.F. Pavlova and others.

The concept of "mnemonics" is derived from the Greek word "mnemonics", meaning the art of memorization, and was proposed by Pythagoras Samos in the 6th century BC. used to stay. The first works on mnemonics belonged to Cicero and Quintilian in the years BC, and they have survived to the present day [1].

Some sources say that this technique was known in the East, while others consider the Greek poet Simonides (died 469 BC) as the "inventor" of this art, and there are legends about it. [2].

In modern psychology, the concept of "mnemonics" is interpreted as a set of methods and techniques that facilitate memory and increase the amount of memory through the formation of associative connections [3].

Aristotle was also interested in mnemonics, which he taught to his student Alexander the Great. The phenomenal memory was based on mnemonics and belonged to Julius Caesar and Napoleon Bonaparte. An incomplete list of people whose names are associated with the art of memory: Seneca, Augustine, the Semonids of Keos, Merzian from Carthage, Albert the Great and Thomas Aquinas, Jacopo Ragon, Romberh, Giulio Camill, Raymond Lullius, Gjordeno Bruno, Peter Ramus, Perkins, Campanella, Lambert Shenkel, Adam Brooksius, Leibniz, Bacon, Descartes. In addition, mnemonics is taught in all major European universities.

The use of mnemonics-based creative work in the formation of spelling literacy of primary school students is a word that allows children to make mistakes, spelling rules, spelling knowledge, apply spelling skills in their speech practice, develop spelling skills, increase students' cognitive activity helps them remember to write their forms.

The constant use of mnemonics not only allows one to remember a particular fact or word, but also has a positive effect on one's thinking and imagination. Man finds creative ways to solve problems, becomes more active. Therefore, in many countries, they begin to teach such methods in school, because children quickly understand the tricks and begin to use them with pleasure [2].

An analysis of the sources on the research problems shows that the method of organizing such work is not reflected in the literature. Sources are limited to enumerating the functions and types of exercises based on the use of mnemonics, which necessitates further research in this area.

To determine the level of spelling literacy of primary school students, empirical research was conducted on the basis of the fourth grades of schools in Fergana. Fifty-six students from School No. 26 (28 students in the experimental and control classes) were selected to conduct the experiment. According to the

class teachers, the level of education of students in the experimental and control classes is average.

Spelling literacy is measured by the following indicators:

- The level of literacy of students in the process of spelling exercises is determined;
- The level of formation of spelling skills through essay writing is studied.

In determining the level of formation of spelling skills, attention was paid to the skills presented in the work of M.R. Lvov. These include: learning to spell words correctly according to rules; spelling analysis; finding, explaining and correcting spelling mistakes.

To determine the level of development of these spelling skills, students were asked to perform the following exercises:

- identify spelling errors in the written text and their nature;
- transfer with a complex task;
- spelling analysis;
- spelling interpretation;
- work on spelling mistakes.

In addition to completing these exercises, students learn to spell word forms, perform test tasks to check the sequence of actions in checking it, and working on spelling errors.

The criteria and indicators used to determine the level of spelling skills are as follows:

- completeness: the number of spelling errors found; these types of errors; spelling analysis of the child's spelling errors, actions taken to check the spelling;
- Accuracy: the number of errors made in determining spelling errors and their types, spelling analysis, spelling comments, spelling errors;
- awareness: finding spelling errors, following the sequence of actions in spelling comments, determining the nature of errors, checking for errors, working on spelling errors, applying existing knowledge in a new situation.

The main criterion for the level of spelling literacy (spelling skills) of schoolchildren in the process of writing an essay is the correct spelling of words. This criterion is defined as the ratio of the number of spelling errors encountered by a student to the number of possible spelling errors. Analyzing the errors in the essay, the description of the literacy level (spelling skills) of the school students was as follows.

1. High level: the work is written without spelling mistakes.
2. Average level: the ratio of the number of errors in the essay to the number of possible errors varies in the range of 0.01-0.03.
3. Low level: the ratio of the number of errors made in the work to the number of possible errors from 0.04 to 0.05.
4. Level zero: the ratio of the number of errors in the writing process to the number of possible errors is 0.06 or more.

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The results of the experiment showed that the majority of students in the experimental (79%) and control (68%) classes had average spelling literacy. High school students in the test class are 11% more likely than the experimental class. Students with low spelling literacy are approximately the same in both diagnosed classes. That is, the process of forming spelling literacy in the experimental and control classes continues at approximately the same level, but in the control class it is more effectively organized.

During the formative phase of the experiment, creative work based on the use of mnemonics was introduced into the work of schoolchildren. The following experiments were performed:

- study the rules in rhyme, try to write a rhyming essay;
- weaving and staging of linguistic fairy tales;
- creation and staging of texts of advertisements and television broadcasts using the rules of spelling;
- work on rebuses and crossword puzzles;
- Writing letters to friends on word material that students make spelling mistakes, etc.

The introduction of this type of work in the educational process was carried out in two stages:

- 1) introduction of non-verbal creative work;
- 2) to get acquainted with written works based on the use of mnemonics.

The starting materials in this work are core and auxiliary spelling rules, capital spelling rules, punctuation, and more.

Getting to know a particular type of creative work involves the following steps:

- 1) motivational: definition of educational task;
- 2) unifying: updating existing knowledge and publishing new information about the current form of creative work;
- 3) functional, which includes:
  - analyze the proposed sample and link it to the rule;
  - Analysis of the rules for independent work: selection of keywords;
  - Discuss options for presenting keywords in the form of verbal descriptions as part of the type of work covered in the lesson;
  - think about the plot of the text;
  - planning;
  - preparation of text spelling;

- Independent work of students on the creation and formation of the text of the work;

4) Supervision: Presentation and analysis of school students' work.

The mnemonic-based creative work was conducted as part of experimental classes on speech development, creative work analysis, and spelling reinforcement.

During the mnemonics phase, this type of exercise was presented mainly as homework and was used to organize extracurricular activities.

A control test was planned and conducted to determine the effectiveness of the resulting experiment. This control involved the use of the same methods used at the beginning of the experiment, but the control involved a higher use of language materials. Comparing the results obtained at the beginning of the experiment and the control results, we saw that the number of students with high spelling literacy in the experimental class increased by 14% and the number of students with low spelling decreased by 10%. The number of middle school students in this class remained unchanged. The number of students with high spelling literacy in the control class decreased by 11% in the control class and the number of middle school students increased by 10%. The number of low-achieving students in this class has not changed.

## Conclusion

Analysis of experimental data allows us to draw conclusions about the instability of the process of formation of spelling literacy in the control class, which may be due to a lack of systematic work aimed at developing literacy skills. Improving spelling literacy in the experimental classroom is also a result of the implementation of the proposed teaching methodology.

Summarizing the above, the use of creative work in the teaching of the mother tongue based on the use of mnemonics helps children to memorize spelling rules, to form knowledge of spelling, to use spelling skills in speech practice, to form spelling skills, to increase students' cognitive activity. that is, to make the process of forming spelling literacy more effective in young students.

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SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

## International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## USE OF PLACE NAMES IN BOBURNOMA

**Abstract:** The article examines the role of "Boburnoma" Zahiriddin Muhammad Babur in the development of linguistics, as well as onomastic units mentioned in the work. There is also a brief history of the origin of place names.

**Key words:** linguistics, onomastics, oikonym, toponym, anthroponym, hydronym.

**Language:** English

**Citation:** Zokirova, S. M., & Axmedova, M. U. (2021). Use of place names in Boburnoma. *ISJ Theoretical & Applied Science*, 04 (96), 244-246.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-49> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.49>

**Scopus ASCC:** 1203.

### Introduction

Zahiriddin Muhammad Babur was a writer, poet, scholar, statesman and commander who played a significant role in the culture, literature and poetry of the Middle East. Zahiriddin, who loved literature, fine arts, and the beauty of nature from a young age, like all Temurid princes, laid the foundations of these sciences under the guidance of leading teachers in his father's palace. However, his carefree youth did not last long. In 1494 he was orphaned by his father. At the age of 12 he was appointed governor of the Fergana nation instead of his father. Zahiriddin Muhammad Babur's experiences from the day he ascended the throne until his death are called "Vaqoye" (This work is also referred to in other sources as "The Story of Baburi", "Tuzuki Baburi", "Tavorihi Baburi", "Boburiya". it has become a picture to call it "Boburnoma". His elegant ghazals and rubais are the rarest masterpieces of Turkish poetry, and his treatises on Mubayyin (Narrated), Hatti Baburi, Harb ishi, and Aruz have made valuable contributions to Islamic jurisprudence, poetry, and linguistic theory.

### The main part

"Boburnoma" is a work of literary and historical significance. It contains information about the experiences of many people of their time in different situations, many mountains, rivers, forests and deserts of Asia, climate, population, social, economic and political situation. J. Leiden, V. Erskin, and others, who translated the Boburnoma into Western languages, approached this classic book mainly as a work of history, and from the preface and comments they wrote to their translations in the late 15th and early 16th centuries It is considered to be a historical document that accurately describes the socio-political events in Central Asia, Afghanistan and India, as a reliable source of information about the geography, flora and fauna, ethnography of these regions.

An example of this is the image of Andijan:

"Andijan is the capital of the Fergana region. The grain is good, the fruit is good, and the melons and grapes are good. It is not uncommon to sell melons at the beginning of the melon season. There is no better noshpot than Andijan noshpotis." [1]<sup>111</sup>

As the work is considered to be the diary of our grandfather, it is free from all kinds of rhetoric and reflects everything in it. The simple and fluent style

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used in "Boburnoma" is written by Pirimkul Kadyrov, and in the work "Starry Nights", which describes Bobur's life, Khandamir's speech is given as follows: Zaki wrote in a very simple style, close to the story. "[2] [2] The events range from Andijan, Samarkand, Khojand, Herat to Kabul and Agra. In other words, almost 50 years of events from Central Asia to India have found their true expression and value..

1. We also know Zahiriddin Muhammad Babur as an onomastic scholar through his work "Boburnoma".

2. The branch of linguistics that deals with names, their types, and the reasons for naming is called onomastics.

3. Famous horses are divided into several groups according to the name of the object:

4. 1. The person and the names given to them are anthroponyms: Ahmad, Karim and others.

5. 2. Geographical objects and their names toponyms: Shirmonbulak, Karakol, Karshi.

6. 3. Animal names and their names are zoonyms: Four-eyed, four-legged. [3] [3]

As we read the work, we come across all of them, we get to know not only the names of individuals and places, but also the peculiarities of each of them.

Now let's get acquainted with the types of toponyms given in the play

City and village names:

Kashgar, Samarkand, Badakhshan, Khojand, Fanokat, Shohruhiya, Turkestan, Andijan, Kesh, Osh, Marginon, Isfara, Sokh, Khushyor, Voruhyana, Tashkent, Khojand, Kabul, Konibodom, Akhsikat, Kasan, Uratapa, Qubo, Gissar, Termez, Balkh, Astrobod, Bukhara, Zaamin, Kandahar, Khorezm, Kesh, Itmak, Pop, Uratapa, Uzgen, Saripul, Karabakh, Ghazna, Odinapur, Ningnahor, Laghmanot, Alishang, Mil, Kunar, Lamata, Nurigul, Bajavr, Chagansaroy, Nijrov, Gurband, Mitakacha, etc. Country names:

We come across the names of Afghanistan, India, China, Khorasan, Mongolia.

Mountain names: Alatag, Saretog, Olgtoghi, Metar Sulaiman mountain, Murgan mountain, Shovdor mountain, Shunqorkhana mountain, Kirmosh mountain, Khoja Ismail mountain .

Rivers: Ganges, Amu Darya, Aksu, Jun, Saygun, Saru, Satluj, Ilamish, Sind, Khor. [7]

Describing the valley, the author says: "Although there were cities in the north; for example: Almalyk, and Olmotu and Yangikim were destroyed in this history, there was no administrator left" [1]. From this information we learn that these cities were destroyed by the 15th century. Although they do not exist today, their names are preserved in Almalyk, one of the largest cities in Kazakhstan, Almaty (Almaty) and one of the cities in the Tashkent region. This means that we have to go back six centuries or more to study the history of the names of these two cities.

We can see that many of these names have survived to the present day, just as they were the

names of the region at that time. "Another is the town of Osh. The east of Andijan is on the south side, sloping to the east, and there are four wooden roads from Andijan. " [1] Even today, the two cities are located side by side, although they are located in neighboring countries.

The Boburnoma can also be a source for us to study the history of the names of cities.

There are many myths and legends in our nation, and they are based on realities of life. "Reality is sometimes a myth." According to the Boburnoma, the origin of some place names is based on such a creation. Babur explains the origin of the name of the village of Mirzo Hodarvesh as follows. It is said that a few dervishes met a dark wind in this valley and died without finding each other. [1] Hodarvesh is the ancient name of present-day Qairoqqum.

"The tomb of Mehtar Lom, the father of Prophet Noah, is in Alishang district. In some histories, Mehtar Lom is also called Lamak (Lamkon). It is a well-known fact that sometimes people pronounce "goyn" instead of "kof". The winner in this respect is Lamgan. "[1] It turns out that the names of some of the oykonims are derived from the people's choice of speech, which is convenient for them. We can learn from the book that the pool in Samarkand, Konigil, is also the result of people's desire for ease of speech:

According to some sources, the Kirguli district, now located in the Fergana region, was originally called "Kirk Gul" and later adapted to the vernacular.

Place names can be formed not only on the basis of a particular event, but also in memory of a famous person. "The tomb of Sultan Mahmud is in the neighborhood of Ghazni, and the tomb of the sultan is called Ravza for now." [1]

This tradition of naming regions after great people to perpetuate their memory is still widely used today. For example, Navoi region, Abdulla Qodiriy mahalla, Amir Temur street.

If we take the origin of the name of the village Namozmahram, which is now located in Shahrihan district of Andijan region:

The toponym consists of the name of a person and the word career, one of the official terms of the Kokand khanate. A mahram is a person who is close to the khan and can enter his presence. The mahrams also did other work in the palace. It seems that in the past, job titles were often added to the name of the employer. Accordingly, some place names have become human names and career titles. Nazarmahram is a proof of our opinion. [3]

According to Mahmud Kashgari in his Devoni lug'at-at turk, cities were called "kent" in ancient times. In "Boburnoma": "Samarkand is called" Semizqand "by the Mongols and Turks" (49). If we say "big" according to the modern alternative, "sugar" is an oral form of the word "city", then we can interpret the name of Samarkand as "fat (big) city" on the one hand. It would be ridiculous. (11th-century

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scholars Abu Rayhan Beruni and Mahmud Kashgari explain the origin of the name of the city as a mispronunciation of the word "Semizkent", meaning "fat village").

There are several theories about the origin of the word "Samarkand". The authors of the East proposed a number of artificial definitions of the first part of the word "Samarkand", ie the word "Samar" as the name of the person who founded or conquered the city. However, there is no information about such a person in history. Part 2 of the word "kent" (kand) means village, city. Some European scholars have suggested that the name is derived from the ancient Sanskrit word for "gathering," which means "gathering." In the works of ancient authors, the city is called Morocco. This is closer to the truth, as the term Samarkand is

pronounced in Greek in Morocco (the Spanish ambassador to Samarkand, Rui Gonzalez de Clavijo, who visited Samarkand in 1404, also supports this interpretation).

### Conclusion

We feel the greatness and richness of our history by studying the famous names of this one city and village. "Boburnoma" can be the main material for the study of place names in our country and in India and Afghanistan. Every piece of information in it is valuable. That is why it is our generational duty to study and preserve our rare works, which are the mirrors of our history, and to ensure that the next generation enjoys them and our spiritual riches.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

## International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## THE ROLE OF MATHEMATICAL OLYMPIADS IN THE DEVELOPMENT OF INDIVIDUAL CONSCIOUSNESS

**Abstract:** The article reveals the importance of the emergence of mathematical Olympiads and the development of the scientific consciousness of the younger generation of the peoples of the world through mathematical Olympiads in modern times, as well as the role of mathematical.

**Key words:** Mathematical Olympiad, snowball, inequality, function, logo, set, competition, model.

**Language:** English

**Citation:** Toshboyeva, S. R., & Turg'unova, N. M. (2021). The role of mathematical olympiads in the development of individual consciousness. *ISJ Theoretical & Applied Science*, 04 (96), 247-251.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-50> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.50>

**Scopus ASCC:** 3304.

### Introduction

*A look at history:* The highest mountain range in Greece is called Olympus. The highest peak on the list is 2917 m. called The Olympics are a product of the highly developed culture of ancient Greece. In addition to sports games such as running, javelin and sprinting, boxing, there were debates in the field of mental activity. Winners in both categories are especially honored. In particular, the famous mathematician and philosopher Pythagoras is known to have been an Olympic champion in boxing.

In general, in the life of mathematicians, competition - who will take the "kid" in solving the problem - is one of the most significant factors. A letter written by the famous mathematician Giyosiddin Jamshid al-Kashi, who lived and worked in Samarkand, to his father in Kashan (Iran) has been preserved. It is clear from its content that at the scientific meeting (seminar in modern language) chaired by Ulugbek, scientists discussed various issues, the seminar was attended by students of madrassas, who were able to demonstrate their

abilities, that is, such seminars was also a peculiar Olympiad for the sciences.

### The main part

Mathematical tournaments became popular in Italy in the 17th century. Winning the tournament was a great achievement, and mathematicians kept secret new ways to solve problems. The desire to win such a tournament encouraged Italian mathematicians Fiori, Ferro and Tatal to find the rule for solving the apparent  $x^3 + px + q = 0$  cube equation, and Tatal won several tournaments using his own formula. But another Italian mathematician, J. Carlano (1501-1576, the inventor of the so-called "snowmobile" mechanism, a physician, a universal scientist who wrote pamphlets on various fields) repeatedly begged. when asked, Tatal tells him the formula on condition of anonymity. But Cardano was very fond of writing books, and in his treatise on mathematics he used the formula for solving cubic equations

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$$x = \sqrt[3]{-\frac{q}{2} + \sqrt{\frac{q^2}{4} + \frac{p^3}{27}}} + \sqrt[3]{-\frac{q}{2} - \sqrt{\frac{q^2}{4} + \frac{p^3}{27}}} \quad (*)$$

declares (\*). Because of this, (\*) is still called the Cardano formula. Although Cardano has rightly resented Tatal for a lifetime, the math tournaments will soon be over and mathematicians will be able to announce new formulas sooner rather than later.

Mathematical competitions are reborn in another form — the Olympics — as a means of engaging children in mathematics. We think it was first held in Hungary in 1894. Here are some of those Olympic issues:

1. Prove that for all values of  $x$  and  $y$ , the expressions  $2x + 3y$  and  $9x + 5y$  are divisible by 17 without remainder at the same time. (example: in private  $x = 4; y = 3$ )

2. The circle and the points P and Q are given inside it. The problem of how the points P and Q are located is not solved.

3. The difference of the sides of a triangle is an arithmetic progression equal to  $d$ . If the face of a triangle is  $S$ , find its sides and angles. Solve the problem in the special case where  $d = 1$  and  $S = 6$ .

Over the centuries, as the scientific thinking of mankind has increased, so has the level of the Science Olympiads. In today's age of technology, the Olympics are organized in the form of competitions, which are rich in debates, discussions and debates, selecting people with strong knowledge in all areas. Students are ready for any challenge to prove their knowledge. Academician Sadi Hasanovich Sirojiddinov (1920-1988) was the first initiator, organizer and leader of the Student Mathematical Olympiads in Uzbekistan. By uniting young talented scientists around the teacher, he has worked hard for many years to ensure that the Olympics are effective and that the real winners are the right ones to choose the strongest. No matter how busy they were, they had the opportunity to choose the judges of the Olympiads, to get acquainted with the issues, to meet with the students, to talk, to congratulate the winners. Especially noteworthy is the work of our teacher in 1978 in conducting the Mathematical Olympiad in Tashkent in collaboration with his teacher,

academician, famous mathematician of the XX century AN Kolmogorov.

One of the peculiarities of the Olympic Games is that they are non-standard, and their solutions require original thinking and ingenuity. This is achieved through long-term work, independent thinking on issues, even days and months of thinking and managing. Here are some examples of international and national Olympic issues, and some of them are my own ideas. Try to solve these problems independently, and if some problems do not arise, look for solutions only after you have spent all your resources. Then these issues will leave a deep imprint in your memory.

### Problems and solutions.

*Issue 1.* (1959, International Mathematical Olympiad in Brasov and Bucharest, Romania)

Prove that  $\frac{21n+4}{14n+3}$  is an irreducible

fraction at any natural value of  $n$ .

Solution: Method 1. For a given fraction to be irreducible, the image and denominator of the fraction must be EKUBi 1. We use the Euclidean algorithm to find the image and denominator of the fraction.

$$\begin{array}{r} 21n+4 \quad | \quad 14n+3 \\ -14n+3 \quad | \quad 1 \\ \hline 7n+1 \\ 14n+3 \quad | \quad 7n+1 \\ -14n+2 \quad | \quad 2 \\ \hline 1 \quad \text{---EKUB}(21n+4;14n+3) \end{array}$$

EKUB(21n+4;14n+3)=1, hence, the given fraction is not reduced.

Method 2.  $\frac{21n+4}{14n+3} = \frac{3}{2} + \frac{1}{2(14n+3)}$ ; from 2

$(14n+3) > 0$  at arbitrary  $n \in \mathbb{N}$ , hence the fraction is not reduced.

*Issue 2.* (1959, International Mathematical Olympiad in Brasov and Bucharest, Romania).

Draw a quadratic equation with respect to  $\cos 2x$  whose roots are the same as the roots of Equation  $a \cos^2 x + b \cos x + c = 0$ . Where  $a, b, c$ , are real numbers.

Solution: We square both parts of equation  $a \cos^2 x + c = -b \cos x$ . Here we use  $2 \cos^2 x = \cos 2x + 1$  equations.

$$\frac{a^2}{4} (\cos^2 2x + 2 \cos 2x + 1) + 2ac(\cos 2x + 1) + c^2 = b^2(\cos 2x + 1)$$

$$a^2 \cos^2 2x + 2a^2 \cos 2x + a^2 + 8accos2x + 8ac + c^2 - b^2 \cos 2x - b^2 = 0 \text{ In this case}$$

$$a^2 \cos^2 2x + (2a^2 + 8ac - b^2) \cos 2x + a^2 + 8ac + c^2 - b^2 = 0.$$

The equation we are looking for in the form.

*Issue 3.* (1960, Romania, Sinai and Bucharest International Mathematical Olympiads).

All three-digit numbers that are divisible by 11 without remainder are considered. We denote any of

them by  $N$ . Find all  $N$ s whose division  $\frac{N}{11}$  is equal to

the sum of the squares of the numbers  $N$ .

Solution:

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$\overline{abc}$  for a number to be divisible by 11, according to the division rule by 11,  $a + c - b$  must be divisible by 11 or equal to 0. So  $a - b + c = 0$  or

$$\overline{abc} = 100a + 10b + c = 11(a^2 + b^2 + c^2)$$

It follows that:

$$\begin{cases} a - b + c = 11 \\ 99a + 11b + a - b + c = 11 \cdot (a^2 + b^2 + c^2) \\ 99a + 11b + 11 = 11 \cdot (a^2 + b^2 + c^2) \\ 9a + b + 1 = (a^2 + b^2 + c^2) \\ \begin{cases} 9a + b + 1 = 11 \cdot (a^2 + b^2 + c^2) \\ a - b + c = 11 \end{cases} \end{cases}$$

Where  $b = a + c - 11$  and

$$10a + c - 10 = a^2 + (a + c - 11)^2 + c^2 \text{ or}$$

$-32a + 2a^2 + 2c^2 + 2ac - 23c + 131 = 0$ . It follows that:  $c$  is an odd number  $c = 2n + 1$

$$a^2 - (15 - 2n)a + 4n^2 - 19n + 55 = 0$$

$$a = \frac{15 - 2n \pm \sqrt{5 + 16n - 12n^2}}{2} \text{ from here}$$

$$D = 5 + 16n - 12n^2 \geq 0$$

$$\text{So, } n_1 = \frac{4 + \sqrt{31}}{6}; n_2 = \frac{4 - \sqrt{31}}{2}$$

We set the solutions of  $n_2 < n < n_1$  to the inequality.

$$\frac{4 - \sqrt{31}}{2} < n < \frac{4 + \sqrt{31}}{6} < 2 \text{ is formed.}$$

Here  $n$  is an integer and  $n \geq 0$  means  $n = 0$  or  $n = 1 \cdot n = 0$

$$\text{When } a = \frac{15 \pm \sqrt{5}}{2} \text{ } n = 1, a = 8 \text{ and } a = 5$$

If  $a = 5$ , then  $c = 3$ ,  $b = -3$  no way, if  $a = 8$  then  $c = 3$ ,  $b = 0$  the numbers we are looking for  $a = 8$ ,  $b = 0$ ,  $c = 3$  550 and 803, when we look at the solution of the problem, we are sure that no other number will satisfy.

So the answer is 550 and 803.

*Issue 4.* (Problem at the International Mathematical Olympiad in Prague, Czechoslovakia, 1962). Find all the real roots of equation  $\cos^2 x + \cos^2 2x + \cos^2 3x = 1$ .

Solution:

$$2\cos^2 x = 1 + \cos 2x$$

$$2\cos^2 2x = 1 + \cos 4x$$

$$\cos 2x + \cos 4x + 2\cos^2 3x = 0$$

according to the formula for the sum of cosines

$$2\cos 3x \cdot \cos x + 2\cos^2 3x = 0$$

or

$$2\cos 3x(\cos x + \cos 3x) = 0$$

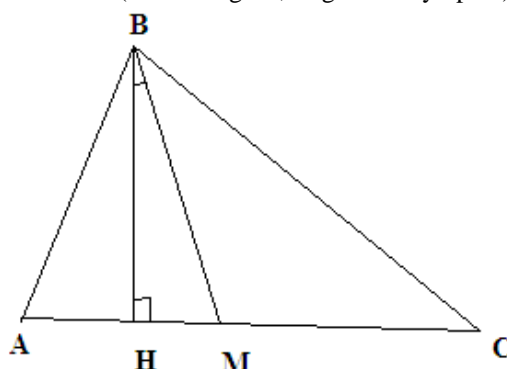
$$2\cos 3x \cdot 2\cos 2x \cdot \cos x = 0$$

Solving the final equation, we obtain the following result.

$$x_1 = \frac{\pi}{2} + k\pi; x_2 = \frac{\pi}{4} + \frac{\pi}{2}k;$$

$$x_3 = \frac{\pi}{6} + \frac{\pi}{3}k, k \in \mathbb{Z}$$

*Issue 5.* (2013. Fergana, Regional Olympiad)



The median of height BH and BM is plotted on the triangle ABC. If  $AB = 1$ ,  $BC = 2$  and  $AM = BM$ , calculate the angle  $\angle MBH$ .

Solution: enter the notation:  $AH = x$ ;  $HC = y$

Depending on the height,

$$\left(\frac{1}{2}\right)^2 = \frac{x}{y}; \text{ hence } y = 4x$$

Here is a right triangle ABH and BHC with which BH has a common base

Since BM-median AC is equal to two and  $AM = BM$ ,  $CM = MA = MB$ . We know that  $AC = AH + HC = x + y = 5x$ ;  $AH = x$ , then  $HM = 1.5x$ ;  $BM = 2.5x$ ;

$$\alpha = \angle MBH$$

$$\sin \alpha = \frac{HM}{BM} = \frac{1.5x}{2.5x} = \frac{15}{25} = \frac{3}{5} = 0.6 \text{ here } \arcsin \alpha$$

$\left[-\frac{\pi}{2}; \frac{\pi}{2}\right]$  since it is determined in the interval, we

determine the solution by the arccos  $\alpha$  defined in the positive interval. Using the formula  $\cos \alpha = \pm \sqrt{1 - \sin^2 x}$ , we find that from this,  $\alpha = \arccos 0.8$ .

Answer:  $\alpha = \arccos 0.8$

*Example 6.* Simplify:

$$\cos \alpha - \frac{1}{2} \cos 3\alpha - \frac{1}{2} \cos 5\alpha$$

Solution:

We use the formula for multiplying the sum of trigonometric functions.

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$$\begin{aligned} \cos \alpha - \frac{1}{2}(\cos 3\alpha + \cos 5\alpha) &= \cos \alpha - \frac{1}{2} \left[ 2 \cos \frac{3\alpha + 5\alpha}{2} \cos \frac{3\alpha - 5\alpha}{2} \right] = \\ &= \cos \alpha - \cos 4\alpha \cos \alpha = \{ \text{kosinus - juft, } \Rightarrow \cos(-\alpha) = \cos \alpha \} = \cos \alpha (1 - \cos 4\alpha) = \\ &= \left\{ \begin{array}{l} \cos 4\alpha = \cos^2 2\alpha - \sin^2 2\alpha \\ 1 = \sin^2 2\alpha + \cos^2 2\alpha \end{array} \right\} \Rightarrow \cos \alpha (\sin^2 2\alpha + \cos^2 2\alpha - (\cos^2 2\alpha - \sin^2 2\alpha)) = \\ &= \cos \alpha (2\sin^2 2\alpha) = 2\cos \alpha (2\cos \alpha \sin \alpha)^2 = 2 \cdot 4\cos \alpha \cdot \cos^2 \alpha \sin^2 \alpha = 8\sin^2 \alpha \cos^3 \alpha \end{aligned}$$

**Example 7.** Solve the inequality:  $\log_x(2+x) > \log_{x^2}(x^2+2x)$

Solution: the domain of the equation  $x \neq 1$ ;  
 $x > 0$ ;  $x^2 > 0$ ;  $2+x > 0$ ;  $x > -2$ ;  $x^2 + 2x > 0$ ;  $x(x+2) > 0$ ;  
 $x < -2$ ;  $x > 0$

We summarize all the resulting solutions:  $x \in (0; 1) \cup (1; \infty)$ .

$$1) 0 < x < 1. \log_x(2+x) - \log_{x^2}(x^2+2x) > 0$$

$$\begin{aligned} \log_x \sqrt{\frac{x+2}{x}} > \log_x 1 & \quad \frac{x+2}{x} < 1; \\ \frac{2}{x} < 0; & \quad x < 0 \end{aligned}$$

The solution  $x < 0$  does not satisfy the condition  $0 < x < 1$ , so there is no solution.

$$2) x > 1; \log_x \sqrt{\frac{x+2}{x}} > \log_x 1 \quad \begin{aligned} \frac{x+2}{x} > 1; \\ \frac{2}{x} > 0; \\ x > 0 \end{aligned}$$

If we generalize the condition  $x > 1$  with the solution  $x > 0$ , the solution of the given inequality  $x > 1$ . According to the domain of the equation, the general answer is:

$$x > 1.$$

**Example 8.** Find the product of the roots of the equation:  $|x-2| + |x+3| + |x| = 7$

Solution: We use the interval method:

$$1) x \leq -3; -x+2-x-3-x=7; 3x=8 \quad x = -\frac{8}{3}$$

does not apply to a given interval, which means that there is no solution in that interval.

$$2) -3 \leq x \leq 0 \quad -x+2+x+3-x=7 \quad x=-2$$

belongs to a given interval, hence the solution in this interval is  $x = -2$ .

$$3) 0 \leq x \leq 2 \quad -x+2+x+3+x=7 \quad x=2$$

belongs to a given interval, so the solution in this interval is  $x = 2$

$$4) x \geq 2 \quad x-2+x+3+x=7 \quad 3x=6, x=2$$

belongs to a given interval, so the solution in this interval is again  $x = 2$

$$\text{Answer: } x_1 \cdot x_2 = -4$$

### Conclusion

In conclusion, any Olympiad is an important factor in further improving the knowledge of students, primarily through competition. Mathematical Olympiads, on the other hand, not only develop knowledge but also creative thinking, forcing children to think deeply and deeply. Therefore, if more frequent math Olympiads were organized in schools, colleges and universities, and students were rewarded, we would pave the way for competitive young people who will make a worthy contribution to the development of our country in the future to take part in international competitions.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## THE USE OF ARCHAISM IN THE WORKS OF FARIDA AFROZ

**Abstract:** The article discusses the use of archaisms in the poetic works of Farida Afroz. The degree of expressiveness of archaisms, their purpose and individual features of the author are analyzed.

**Key words:** Inactive words in speech, synonymous series, archaisms, old-fashioned paint, new-color paint, emotionally-expressive paint, derived words.

**Language:** English

**Citation:** Xusanova, M. A. (2021). The use of archaism in the works of Farida Afroz. *ISJ Theoretical & Applied Science*, 04 (96), 252-254.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-51> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.51>

**Scopus ASCC:** 1208.

### Introduction

Not all words are the same in scope. While many of them are widely and actively used in speech, some are rarely used. From the point of view of modern language, some words are called obsolete because they have an old color. Outdated words are also used inactive. Because they do not fully meet the current language standards.

### The main part

The obsolescence of words, that is, the fact that they are obsolete from the point of view of today's literary language, can be due to various reasons. Words become obsolete in the active vocabulary of people, mainly due to the complete disappearance of the concepts they mean, or due to the compression of other words, "pressure", such words are historisms. is called. In the second case, when the word that is an expression of a certain concept is replaced by another word that is more convenient for the expression of that concept, the previous word automatically leaves the active dictionary. Such words are called archaisms.

Outdated words in a speech are used with a specific purpose and requirement of the speaker. While archaisms usually have a special stylistic weight in artistic discourse, historisms do not have such features. Historisms can be used in artistic speech as well as in other non-artistic forms of speech when talking about the realities of the distant past. Because there is no equivalent, no synonym for historisms in

the modern language. Historisms are often used in fiction and prose. They are used with the need to depict the historical period realistically. Archaisms are, of course, synonymous in the modern language and are quickly understood. That is why in an artistic speech in which archaism is involved, the word archaic, or the word of the modern language, is chosen for a specific stylistic purpose for a series of synonyms. In poetic speech, on the other hand, it serves another aesthetic function in addition to giving it a historical color. In particular, the use of archaisms in Farida Afroz's poetic works for a number of specific aesthetic purposes can be observed:

O'rtanma,  
Qovushgan toshlarning *darzi* jiqqa qon,  
Yusufning lolarang ko'ylagi misol.  
Men seni hech qachon sevmayman, *inon*,  
Qiynoqdan gapirma!

The meaning of the obsolete word used in the speech is also perceived in the listener's mind by comparing it with the neutral variant of the synonymous line.

Sen *osiysan*, men noshukur,  
Ikkimizni chaqin urdi.  
Qayon ketding, *manglayi* sho'r,  
Bo'ron tindi, bo'ron tindi.

The word rebel used in the poem is understood to mean the word sinner, and the word manglay is

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understood to mean the word forehead. The expressive color of the obsolete word is also noticeable. The word apostate means more sinfulness. An outdated version of the word forehead in the phrase "salty forehead" is typical of artistic speech. Replacing a stylistically adapted word with a neutral version gives the word a resonant, artistic look. Because these words have a strong emotional-expressive color.

Otingni  
ayt, menga,  
kimsan, *netarsan*?

Ishq  
bergan  
balokash, isming *nimarsa*?!

The words *netarsan* (what you touch) and *nimarsa* (thing) [8, 39] used in the poem are archaic words. Although the word *netarsan* gives the sentence a spirit of glory in its historical form, the word *nimarsa* is not understood in its historical sense. It doesn't make sense, does it? or what? used in the sense of The meaning that is understood is not historical, but simplicity, a kind of "charm" that is used with a new color, and thus has an aesthetic effect on the listener.

Archaisms are one of the most widely used stylistic figures in the language of fiction. Lexical archaisms have different stylistic possibilities, which are introduced into the language of the work of art for a specific purpose of the author. The stylistic function of obsolete words can be clearly seen in the text in which they are present.

Another stylistic feature of obsolete words or additions is to give a delicate, soft spirit to the artistic speech, which is very common in poetic texts:

- a) Yaxshiki, xayol bor – oxirgi najot,  
Kapalakday qochasan pilla uyingdan.  
Qaqshagan hislarga *aylaysan imdod*,  
Dunyo ham sel bo'lgay *sohir* kuyingdan.
- b) Ko'zim tushgach,  
Ko'zingizga mehrim tushdi,  
Bu *oftoblig'* yuzingizga mehrim tushdi,  
Jon baxshida so'zingizga mehrim tushdi,  
Shundan buyon dil bir *o'tlig'* navodadir,  
Siz borsizki, ko'ngil uyi Ozodadir.
- d) Ey, siz yurak  
Chorbog'imda *o'ltirganim*,  
Kuzaklarda bahor isin keltirganim,  
Ming biri kam dunyoyimni to'ldirganim.
- e) Bu savdolar bari bekor, osmon yaqin, yer ham yumshoq,  
Ishqdan boshqa bari yolg'on, *huboblarga*  
o'xshaydir.
- f) Zada qildi ozoringiz,  
ozori yo'q,  
qaydasiz,  
Chopdi *xo'b*, bozoringiz, bozori yo'q, qaydasiz?  
Bizni sahroga berib,  
sarson etib  
*yobon aro*,

Har chamandin gul uzar, gulzori yo'q, qaydasiz?  
g) Ko'z o'ngimda kirtayib, cho'kar  
Nur yog'ilgan jodu *qaboqlar*.  
Ko'z o'ngimda kimsasiz qolar  
Tilloga teng tillo saboqlar.

There are so many words in our language that they are borrowed from Persian-Tajik and Arabic (like school, taste, science, gardener, book). These words are actively used in modern language. However, not all words learned are used so actively. Many of them are archaic in terms of modern language. Such archaisms also have their own expressiveness and are used in artistic language to express loftiness and solemnity. They are more widely used in poetry as poetic expressions of certain concepts. If archaisms are replaced by synonyms in the modern language, their poeticity becomes apparent [2, 20].

- a) Turon tufro'g'ida *yovqur va yovar*,  
Bugun bor, erta ham borsan muqarrar,  
Men seni degayman *mahsharga qadar*,  
*Garchi* g'arib, *garchi beboksan*, Vatan!
- b) Azal kayf-u safolar nodonlardan ortmagan,  
El g'ami-la ishi yo'q, bedor tongi otmagan,  
Biz yig'lasak hayronlar, o'zligidan ayrolar  
Qaydan bilar holimiz, *sho'r-u g'avg'o*  
totmagan.
- d) Sizdan qaynoq quchoqlar ochib,  
Vafosiga vafolar tilar.  
*Huqqabozdek* aldamas also,  
Sizdan ortiq vafolar qilar.
- e) *Fusun* bilan qorilgan,  
Qovurg'angdan tanasi.  
Tunni tilib o'tguvchi,  
Nurdan erur *lam'asi*.

All the historical words in the poems are in Persian (*yovqur* - fearless, *yovar* - helper, *bebok* - proud, *sho'r-u g'avg'o* - riot, anxiety; *huqqaboz* - trickster, *usun* – magic [6]) and Arabic (*lam'a* – light [6, 388]) are words used by the speaker to accomplish the above purpose.

It is obvious that archaisms have a special aesthetic value, as they give a solemn, uplifting spirit to the language of the work of art. When they are used by the artist from the point of view of the same possibility, they give a special color and tone to the language of the poetic work. But this does not mean that solemnity and exaltation apply only to the retrieval of obsolete words. The fact is that most of the obsolete words are derived words. We all know that this is the effect of the social situation in the historical process. Not all of the following are obsolete words:

- a) *Yog'iy*, sening fursating yo'q urug' ekmoqqa,  
O'tdi g'o'rlik, bitdi kuning, endi juda kech.  
Bilib turib cho'g'lar bosdim,  
Ishq *toqiga tug'*lar osdim,  
O'z haddimdan o'zim oshdim,  
KO'NGLIM, sening holing *nechuk*?
- b) O'n gulimdan o'n gulim ochildi, so'ldi,  
Yaproqlarim *sorg'arib* sochildi, so'ldi,

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Ishq deganga kafanlar bichildi, so'ldi.  
Esiz,  
Sizsiz,

Hech kimman!  
Bildim!

In addition, the use of (auxiliary) words, most of which do not have an independent lexical meaning of their own layer, also helps to ensure the solemnity, uplift, melody in the poetic works:

- Jonimni umringa  
ulashib dog'man,  
Ki fursat ortidan  
yetib ham bo'lmas.
- Charchadim o'zim-la tillashaverib,  
To'zimlar tiladim huda-behuda.
- Va bu mushkul, notinch yo'lda  
Goh turtinib, surulib,  
Adolatli to'lqin *birlan*  
To'lib-to'lib oqyapman.
- Ko'rganman shundayin odamni;  
Biror kim  
Baxtidan so'yasa,  
Yo o'zgalar dardi-la

Kuyunib yashasa,  
Yo kitob o'qibon yig'lasa,  
Lablarin u burib turganin...

f) Tilimning bolimi yoki yuzimning xolimi  
*yoxud,*

Bu ikki hol *ila* boshim balolarga boylandilar.  
Hamma istar bu ochunda, faqat bir yor, faqat bir yor,

Hamma "Yorman!" dedi, ammo, xatolarga boylandilar.

### Conclusion

Apparently, all the obsolete words in poetic speech are not antiquated, not by the color of history itself, but by uplifting, melodic (related to the composition of the sounds in that word), simplicity, fluency, even can also be applied with novelty dyes (this is often the case when historicalisms are reiterated).

When obsolete words are introduced into the language of any work of art, the creator must first pay special attention to its meaning and then to the extent to which it is expressive-stylistic. Only then can archaisms be used appropriately, fulfilling their true aesthetic function.

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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

## International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 20.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## INTERRELATION OF THE CONCEPTS OF MYTH, MYTHOLOGY, MYTHOLOGISM, MYTHOPOETICS

**Abstract:** The article defines the concepts of myth, mythologism, mythology, mythopoetics on the basis of theoretical sources, their types are studied in detail, the development of the field of mythopoetics is based on the occurrence of myth, mythology, mythology as an image in the literature.

**Key words:** myth, mythologism, mythology, mythopoetics, archetype, symbol, allegory, mythological school, poetics, metaphor.

**Language:** English

**Citation:** Hafizova, F. O. (2021). Interrelation of the concepts of myth, mythology, mythologism, mythopoetics. *ISJ Theoretical & Applied Science*, 04 (96), 255-257.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-52> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.52>

**Scopus ASCC:** 1203.

### Introduction

The main quality of literature is reflected in its creative research. The works created as a result of the combination of realistic and modern methods of depiction in today's national prose are a vivid proof of this. Of course, the study of these works, the analysis of the ideological and aesthetic point of view of the author allows us to draw conclusions about the new principles and innovations of the literature of the independence period. The modern reader is interested in the stylistic and compositional events, the traditional plot structure and consistent analysis, the works that are emotionally perceived through the prism of the creative heart, the breadth of time and space in the image of thoughts, the hormones of problems. We would also like to note that the influence of Western and world literature on the artistic taste of the Uzbek reader also plays a role. In their novels, most writers make good use of the traditions of oral literature, such as myths, legends, fairy tales, and conditional methods and tools. An important methodological feature is the transfer of the writer's intention to the work of art using the means of conditional imagery, metaphors and symbols in the system of artistic representation. It plays a huge role in the discovery of the deep layers of the human spiritual world, in expressing the essence of life's

problems. As a result of the transfer of mythological images to novels, elements of mythopoetics began to emerge as a branch of poetics. However, in order to analyze the mythopoetic elements in the novels, we need to be able to scientifically substantiate the concepts of myth, mythology, mythologism, and mythopoetics, and to synthesize their interrelationships and differences.

Myth - (Greek *mithos* - myth, legend, myth) is a set of primitive ideas of ancient man about the universe, the creation of the universe, the creation of man, plants and animals, the formation of celestial bodies, the causes and essence of natural phenomena, mythical heroes, gods and religious beliefs about gods. Myth is an expression of the ancient man's unconscious emotional attitude to reality, and is the oldest series of ideas that explain the nature of various aspects of nature and society. The genetic roots of many epic plots and traditional motifs in Uzbek folklore go directly back to the mythical imagery. There is no natural or supernatural, objective or subjective boundary for myth; cause and effect relationships are replaced by similarities and strange combinations. The world of myths is harmonious, strictly regulated, and not subject to the logic of practical experience. Historically, myth has emerged as an attempt to form a holistic picture of the universe

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at the level of intuitive perception, which can generalize the empirical experience and fill its limitations. By reworking myths into works of art, it has become a tradition to bring them in as a new image, with the author approaching the mythological hero or event in a unique way and assigning a unique symbolism. However, we should not forget the following points made by A. Losev: "Every myth is a symbol, but we must make it clear to ourselves that not every symbol is a myth." That is, in fiction, symbols are unique, not all of them are based on myth. Despite the different interpretations of myths, all researchers have the same opinion: the metaphorical and symbolic meaning of mythological logic is expressed in ideological contradictions.

The term mythology in literature means a system of myths, a set of myths, a system of mythological ideas created by a particular people. Mythology, which played an important practical role as the first stage of human spiritual development, was the basis of primitive culture, the main means of understanding the world, the beginning of artistic thinking. For example, Osiris appeared in ancient Egyptian mythology, Adonis in Phoenician mythology, Dionysus in Greek mythology, and Siyavush in Central Asian mythology. Mythology, which at first consisted only of the simplest primitive beliefs, later became a perfect system. This is due to the fact that during the evolution of human thought, mythology included a series of mythical plots, mythical images and imaginations about the universe, society and nature. Mythology, formed as a system of primitive worldviews, is the first bud of ancient religious beliefs, the philosophical, moral and social views of our ancestors, the simplest scientific interpretations of the universe and human life, symbolic-metaphorical images based on unconscious emotional perception of reality, and the word system. embraced various forms of mythological thought. . Mythology is a syncretic phenomenon that combines the scientific, religious, philosophical, and artistic views of primitive man. Therefore, it was the first ground for the formation of folklore, written literature, art and spiritual values. At the same time, mythology is a branch of science that studies myths. The first attempts to understand the nature of mythological concepts and to interpret them scientifically were made by ancient scholars. In particular, while Plato interpreted myths from a philosophical-symbolic point of view, the Greek philosopher Eugèmer (3rd century BC) saw mythical images as symbolic representations of real historical figures who lived in the past. In the first half of the 19th century, a "mythological school" emerged in Germany. The reason is that the German philologists brothers Ya. In his analysis of folk tales, Grimm and W. Grimm, in their analysis of folk tales, identified remnants of ancient mythological imagery in epic plots and came to the important scientific conclusion that the mythology of Indo-European peoples was

based on a single foundation. These were the early theoretical foundations of the mythological school. They made a comparative study of myths. Later, many new scientific directions emerged in world mythology. Examples are "anthropological school", "ritual school", "social school", "symbolic school", "structural school". Along with world mythology, Uzbek mythology also includes G. Akramov, B. Sarimsakov, T. Haydarov, Thanks to the efforts of T. Rakhmonov, M. Jo`rayev, Sh. Turdimov, Sh. Shomusarov, in particular, in this area to date, "Myth and Epic", "Image series and genetic basis of Uzbek mythology", "Uzbek and a comparative analysis of Arabic mythology.

J. Fraser was one of the first to put the concept of mythology into scientific use. We consider mythology as an independent unit of mythological thinking. It is an image with integrity that contains a stable set of specific features. The concept of "mythology" means "narration". A comparative study of the myths of different peoples shows that there are similar myths between different peoples in different corners of the world, and the themes, plots depicted in the myths (world, man, cultural objects and social structure, origin, birth and mysteries of death, etc.) affect various fundamental problems of the world. This indicates that there are unconditional ideas in the legends of different peoples that are filled with historical and cultural details, but they are examples of a constant mythology. They are the product of creative imagination, each ending with endless life situations that are repeated over the generations. Together with global perfection and purposefulness of life, they have looked equally timeless, stunning and perfect. There is also a view in mythology that mythology is the first "perceived" form of an archetype. Mythologisms in the system of mythopoetics serve as characters that replace a whole situation and plots, they are closely related to each other and reinforce each other.

Mythopoetics is the study of mythological structures and images in the works of individual creation the field of poetics he studies. This leads to the view that mythopoetics is part of poetics. It is well known that poetics (Greek poietike techne - poetic art) is the study of the most ancient rules of literature, the language of works of art and the system of expression. Poetics is the study of literary work, which has been understood in the sense of literary theory since ancient times, as an integral part of literary theory since the first quarter of the twentieth century. It has been argued that, according to theories of word art theory, poetics deals with a wide range of issues related to the construction methods of a literary work. Analyzes and studies the construction of literary works and the system of means of expression used in them. The concept of poetics has been used in different senses at different times in connection with changes in the scope of science and the methodological principles of

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its study. Many conceptual approaches to the interpretation of poetics have also emerged.

In particular, "sociolinguistic poetics" (A.D. Schweitzer), "poetics of creative interpretation" (A.Zis), "semantic poetics" (M.Polyakov), "synchronous poetics" (MMBakhtin), "formal poetics" (R Jacobson), "Aesthetic Poetics" (A.A. Potebnya), "Methodology Poetics" (MBKhrapchenko), "Generative Poetics" (T. Van-Dyke), "Theory of Poetic Speech" (Vinogradov). It is in these areas that mythopoetics began to emerge as a separate field in literature. "Mythopoetics" is very common in the scientific literature and has its own approach to literature. It can be said that in mythopoetics, the breath of myth is conveyed through various closed instructions, which are expressed in symbolic images, detailed metaphors, vague epithets, stylistic and rhythmic-musical solutions. For mythopoetics, in addition to myths, allusions and similarities are also symbolic. They refer to symbols that are important natural and cultural, such as:

famous places, times, legends, heroes, and common concepts that everyone knows. However, it should be noted that the concepts of mythopoetics and mythology are relatively little studied in Uzbek literature. The definition of mythopoetics is difficult to find in dictionaries and encyclopedias. We believe that this is due to the fact that mythopoetics is a new trend. Unlike the concepts of archetype and mythology, understanding it still requires extensive work. Mythopoetics studies not only the individual mythologies studied by the writer, but also the essence of the symbolic images created by the writer using mythologies. Mythopoetics refers not only to the whole set of concepts ("mythology", "archetype", "mythical image") or system of myths, but also to a particular type of thinking (myth-thinking).

In general, the concepts of myth, mythology, and mythology are mutually compatible, and their emergence as an image in the literature laid the groundwork for the development of mythopoetics, a new field of poetics.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 21.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## FAMILY AND MARRIAGE RELATIONS IN THE WORKS OF THE GREAT THINKERS OF THE RENAISSANCE

**Abstract:** The article analyzes the study and understanding of such concepts as love and respect in the family.

**Key words:** Marriage, family, love, morality, books, humanity, patriotism, friendship, education system, ethics, national values.

**Language:** Russian

**Citation:** Utemuratov, M., Rashidova, M., Sultonova, N., & Azimova, C. (2021). Family and marriage relations in the works of the great thinkers of the renaissance. *ISJ Theoretical & Applied Science*, 04 (96), 258-261.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-53> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.53>

**Scopus ASCC:** 3300.

### СЕМЕЙНЫЕ И БРАЧНЫЕ ОТНОШЕНИЯ В ПРОИЗВЕДЕНИЯХ ВЕЛИКИХ МЫСЛИТЕЛЕЙ ПЕРИОДА ВОЗРОЖДЕНИЯ (РЕНЕССАНСА)

**Аннотация:** В статье проанализировано изучение и осмысление таких понятий, как любовь и уважение в семье.

**Ключевые слова:** Брак, семья, любовь, нравственность, книги, человек, человеколюбие, патриотизм, дружба, система образования, этика, национальные ценности.

#### Введение

Развитие семейных и брачных отношений в ходе развития человечества. Обновление характерных особенностей отношений между супругами, членами семьи в социально-историческом процессе.

Взгляды восточных мыслителей о семье и семейных отношениях. В свое время в собрании священных книг зороастризма «Авесто» были изложены положения о семье и семейных отношениях, позже эту тему развили самые известные мыслители Востока: Абу Насер

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Фараби, Абу Райхан Бируни, Абу Али ибн Сина, Юсуф Хос Хаджиб, Кайковус, Абдурахман Джами, Алишер Навои и др. [3;26]

Вопросы семейных отношений в исламе. Такие понятия как человек и взаимоотношения людей, сущность и внутренний мир людей, конкретной личности и его совершенство, семья и семейные отношения на протяжении веков изучаются через хадисы Ясави, Накшбанди и Аль Бухари, а также бессмертные произведения великих мыслителей Востока. [3;26]

Из истории известно, что национальные традиции служат фундаментом для создания морально здоровой семьи. Там, где процветает здоровая нация, там возрастает понимание и осознание общечеловеческих ценностей, развиваются и процветают дружеские отношения между народами. Возьмем, например, обряд бракосочетания и принятия в дом невестки, которая является символом красоты и порядочности как для нас самих, так и для других. На улице, где звучат карнаи-сурнаи, идёт свадьба, собираются жители махалли, звучат поздравления. Наши свадьбы, если исключить лже-проповедников, набивших оскомину своими нравоучениями, а также «профессиональных» свадебных ансамблей, исполняющих с помощью фонограммы самые модные шлягеры современности, являются проявлением нашей настоящей общинной жизни.

В нашей жизни бывают и такие ситуации: хозяин свадьбы не богат, жильё еще не достроено, в хозяйстве много недостатков, будущее детей не определено и т.д.. Но он приглашает соседей и своих многочисленных родственников на торжественный свадебный плов. При этом некоторые люди могут сказать: «Почему и с какой стати? Сам едва сводит концы с концами, а дастархан накрывает на всю махаллю. Лучше бы потратил эти деньги на дом, на своих детей...». Да, конечно, можно и так поступить. Но, деньгами, потраченными на свадьбу, нельзя полностью решить все насущные проблемы. А с другой стороны, организацией свадьбы и созывом гостей на торжество поднимается и укрепляется престиж, достоинство, человечность, национальное чувство конкретной личности или семьи. Именно это и является узбекским способом реализации и воспитания хороших качеств. Это не означает, что роскошные свадьбы с целью демонстрации своего богатства и социального статуса, считаются первичными. Помпезные торжества, пышные свадьбы, как правило, не вызывают уважение, напротив, основная масса граждан осуждает такие экстравагантные свадьбы. Если говорить об узбекских свадебных церемониях и обрядах, вы будете очень впечатлены взаимоуважением и любезностью сватов, уважительным отношением к жениху и невесте. Когда жених и его друзья в

день свадьбы приходят в дом невесты под музыку в исполнении национальных инструментов, улица заполняется гостями и соседями, из-за занавесок окон соседних домов выглядывают женщины – все хотят посмотреть на жениха и его кунаков. Родственники и друзья отца невесты выстраиваются по обе стороны перед воротами и образуют своеобразный живой коридор, все приветствуют гостей. Даже такие слова, как «Жених невысокий», «Жених рыжий или блондин?», «Да, жених оказывается высокий и плечистый», имеют своеобразный, теплый, почти родственный оттенок. Действительно, в махаллю прибыл человек с важной миссией – он увозит к себе невестку, выросшую в этой махалле, и он принимается жителями махалли доброжелательно. Есть ещё один необычайно красивый обряд: утреннее приветствие невестой гостей и родственников. Эта церемония происходит в доме жениха на следующее утро после свадьбы. Молодая невестка становится новым членом не только семьи, но и улицы, махалли. Теперь она ответственная за чистоту и порядок во дворе своего нового дома, за чистоту территории перед домом тоже отвечает она. Все вышеперечисленные обычаи, обряды являются традиционными, они формировались десятилетиями, веками. И всё это служит ярким примером наших национальных ценностей.

У каждого народа есть сформировавшиеся в течение веков традиции и ценности, которые служат духовным фактором этого народа. В частности, уникальные национальные традиции нашего народа, имеющего богатую историю, формируются в рамках национального менталитета и передаются из поколения в поколение в качестве духовной ценности. Все эти качества можно увидеть в воспитательной форме, которая культивируется испокон веков в каждой семье. Да, что-то может измениться под влиянием времени, но стержень и основа остаются неизменными. Духовное и нравственное очищение не происходит спонтанно, оно исходит из таких человеческих качеств, как вера, честность, благочестие, честь, доброта и человеколюбие. В основе всего этого лежит воспитание. Защита сегодняшней молодежи от деструктивных идей становится центральным вопросом воспитания. И в этой связи необходимо подчеркнуть значение и роль наших традиций и ценностей, которые мы унаследовали от наших предков.

Как и в других религиях, в исламе тоже придается большое значение духовному развитию в воспитании детей. Ислам определяет обязанности родителей в семье и критерии их ответственности. Для этого родители должны дать своим детям красивое имя, научить их осознанию смысла жизни, научить ремеслу и профессии,



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привить у них стремление к познанию мира и светских наук.

В частности, в Коране и Хадиси Шариф – священных книгах ислама были изложены главные положения, определяющие роли и обязанности членов мусульманской семьи. В Коране не напрасно сказано: «Ваши жены – ваша обитель». Это означает, что главная цель брака – уважать женщину, которая является венцом семьи, иметь детей, чтобы они выросли идеальными людьми. В исламской духовности также неоднократно утверждается, что содержать семью в чистоте и честности, преданность мужчины и женщины друг другу – главные добродетели человека, а бытовой разврат, прелюбодеяние, скромные вожделения – большой грех. Не случайно же сказано: «Если женщина в городе однажды войдет на улицу безнравственности и окупнется в харам, благословения покинут этот город на сорок лет».

Цель ислама – призывать правоверных не терять своих человеческих качеств. Величайшее благословение в исламе – не допущение ранения человеческого сердца. Человека, который осознает это и применяет на практике, называют совестливым человеком. Религия в самом широком смысле – это часть наших вечных ценностей, человеческое качество, которое напоминает человеку о его ответственности перед обществом и государством, нацией и народом, его ответственности перед своими предками и его долге перед родителями. Именно поэтому в узбекских семьях ислам ценится, и дети воспитываются в духе ислама, в соответствии с традициями и ценностями, унаследованными от предков.

Не зря в классических произведениях таких великих мыслителей Востока как Мухаммад ибн Муса аль-Хорезми, Абу Наср Фараби, Абу Райхан Беруни, Абу Али ибн Сино, Юсуф Хас Хаджиб, Кайковус, Алишер Навои, Хусейн Ваиз Кашифи подняты вопросы воспитания детей в семейной среде, показаны самые благоприятные пути их решения. «Кутадгу билиг» Юсуфа Хас Хаджиба, «Хибат-уль-Хаккойик» Ахмада Югнаки, «Кобуснома» Кайковуса, «Бостон и Гулистан» Шейха Саади, «Бахористон» Джамии, «Хайрат-уль-Аброр» и Махбуб-уль-Кулуб Алишера Навои входят в число монументальных произведений, и по праву считаются жемчужинами мировой литературы. Кроме того, в научных трактатах Имама аль-Бухари, Имама ат-Термизи, Ахмада Яссави, аз-Замашари, Сулеймана Бакиргани, Бахауддина Накшбанда, Наджмиддина Кубро и других мусульманских авторов рассмотрены вопросы воспитания детей в семье.

Согласно восточным ценностям приоритетным является воспитание детей родителями. Т.е. в воспитании подрастающего

поколения главную роль играют родители и основой правильного воспитания является культивируемые в семье взаимоуважение и доброжелательность. Взгляды Фараби на роль общества в воспитании основаны на простых и в то же время замечательных восточных представлениях о том, что не только родители, но и родственники, братья, сестры и соседи несут ответственность за воспитание детей.

Изучая идеи Фараби можно понять, что зачатки педагогического принципа, согласно которому человек состоит из совокупности социальных отношений, существовали с древних времен, и уже тогда был озвучен важнейший тезис о влиянии меняющихся обстоятельств на это воспитание. [5; 24].

Аль-Хорезми, говоря: «Я никогда не видел учителя, который учит лучше, чем время, и ученика, который осваивает науки лучше, чем человек», подчеркивал основополагающее влияние социальной среды на воспитание ребенка и достижения человеческого совершенства путем усердной учебы. [3; 24]

Абу Райхан Беруни, один из величайших ученых Востока, особое внимание уделил вопросу чистоты души и тела при воспитании детей. По его словам, если в семье царит в семье чистота, опрятность и порядок, будет и духовная чистота. Он советует родителям придерживаться умеренности при воспитании детей. Исходя из этого, он подчеркивал необходимость найти что-то полезное, что они хотят, уйти от того, что им не нравится. По его мнению, только так можно защитить ребенка от сильного гнева, запугивания, печали и бессонницы. Различное отношение родителей к ребенку приводит формированию разных личностей и характеров.

Проблема воспитания детей в семье также занимает важное место в научном наследии Абу Али ибн Сины. В ряде своих работ он написал ценные мысли о здоровье, воспитании и психике ребенка. В частности, в книге ученого «Законы медицины» для заботы о ребенке до его рождения, в первую очередь следует позаботиться о здоровье матери, о чистоте помыслов и духовности. [6; 25]

Большая часть «Тадбири аль-Маназил» Ибн Сины посвящена семье и семейному воспитанию. В своем труде он утверждает, что воспитание ребенка является очень сложным и деликатным процессом, и что воспитание ребенка надо начинать с младенческого возраста и строго придерживаться последовательности. Ибн Сина перечисляет необходимые для родителей качества, которые в будущем должны служить примером для ребенка. Он подчеркивал важность таких качеств в будущей судьбе. [6; 26]. Кроме того, он особое внимание уделяет терпению и последовательности в воспитании, настоятельно призывает родителей научить своих детей

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полезному ремеслу и профессии, показывает негативное влияние на ребенка праздной жизни.

Проблема семьи и воспитания детей также занимает достойное место в литературном наследии великого мыслителя, государственного деятеля и непревзойденного поэта Алишера Навои. Он восхваляет такие качества родителей как честность, порядочность и трудолюбие. Сочетание этих качеств играют очень важную роль в воспитании ребенка. Кроме этого, он

заострил внимание на то, что разногласия между родителями, другими членами семьи негативно сказываются на воспитании детей, отсутствие взаимоуважения приводят к распаду семьи.

В обеспечении прочности семьи такие качества родителей как вежливость, воспитание и культура поведения является основными принципами в процессе воспитания для детей. Все дети берут пример с родителей, и все дети хотят жить, как их родители.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 21.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## THE CURRENT STATE OF MEDICAL SERVICE IN THE QUALITY OF LIFE OF THE POPULATION OF THE REPUBLIC OF KARAKALPAKSTAN

**Abstract:** Health is an integral indicator of the quality of life in its objective manifestations. The extreme ecological situation that has developed over the past decades in the Republic of Karakalpakstan, has led to significant pathological changes in the health of the population. Territorial differences in the healthcare system in the Republic of Karakalpakstan are significant. For example, the average level of inpatient care in the country is 38.56 per 10,000 populations. This figure was 92.56 in Nukus, 32.68 in Ellikkala district, 20.79 in Beruni district, 52.19 in Nukus district, 20.07 in Turtkul district, 34.26 in Kungrad district and 37.74 in Muynak district. This article analyzes the problems of staffing in clinics, hospitals and other stationary health care institutions, the current state of the health care system of the Republic of Karakalpakstan and gives some recommendations for their improvement.

**Key words:** Service, healthcare institutions, doctors, nurses, outpatient clinics, public healthcare.

**Language:** English

**Citation:** Turdimambetov, I. R., Oteuliev, M. O., & Karimbaev, Q. K. (2021). The current state of medical service in the quality of life of the population of the Republic of Karakalpakstan. *ISJ Theoretical & Applied Science*, 04 (96), 262-267.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-54> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.54>  
**Scopus ASCC:** 3305.

### Introduction

As it is known, nosology is the study of diseases, their classification and nomenclature. Humanity has long noticed the relationship between the habitat and the nature of diseases, the confinement of some diseases to specific areas of the globe. This is how nosogeography was born - a section of medical geography and a territorial branch of nosology, which studies the patterns of distribution of separate diseases in various geographical zones.

Almost all of the reforms implemented by the state during the years of Independence are aimed at improving the social living conditions of the population. Social protection is one of the priorities of our state policy. In accordance with the Decree №5590, of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev dated December 7, 2018 "On comprehensive measures to radically improve the healthcare system of the Republic of Uzbekistan"[1], the relevant program was approved. Hospitals are being built and modernized in all

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regions. Along with public institutions, the field of private medicine is also developing rapidly. The range of medical activities has been increased from 50 to 126 and 634 private medical institutions were established last year due to a number of benefits.

A centralized integrated system has been created in the area of emergency and ambulance that people refer to the most. The number of ambulance crews was increased from 818 to about 2,000 and brought closer to the population. The specialized fleet has been renewed.

We all know the socio-economic and environmental problems caused by the drying up of the Aral Sea in the country in recent years. The Aral Sea catastrophe is now one of the global problems, which affects the fate of not only the Republic of Uzbekistan, but also other countries in Central Asia. These problems are having a negative impact on human health and as a result have further increased the demand of the population for the health system [3].

Health is an integral indicator of the quality of life in its objective manifestations. The extreme ecological situation that has developed over the past decades in the Republic of Karakalpakstan, has led to significant pathological changes in the health of the population.

The impact of environmental pollution on the health of the population is now a universally

recognized fact. The growing interest in studying the problems of the environment, the research of territorial-ecological aspects of population's health, the geographical spread of human diseases, pathological and pre-pathological conditions caused two opposing tendencies [8, 9, 10]. On one hand, there is a sharp integration of disciplines that study system: the habitat – the person – the health and on the other hand, just as abrupt their differentiation.

### Materials

Emerging environmental problems have led to a decrease in natural population growth rates, the emergence of various diseases, and an increase in the mortality rate among the population. To overcome this situation, it is necessary to develop and improve medical services. In addition, the development of the economy of our country depends mainly on labor resources. The health of the population plays an important role in the development of the economy. Because if medical care is highly developed, the economic efficiency in production will be high. In general, in order for a person to work normally, it is necessary to create the necessary conditions for him to further improve the areas of health, education, services.

**Table 1. Health facilities of the Republic of Karakalpakstan (As of January 1, 2020)**

Naming	Total number	private	Private in total (%)
Total number of medical institutions:	335	148	44,2
The number of medical staff in them	25682	582	2,3
<i>of them:</i>			
- doctors	4576	271	5,9
- nurses	18027	311	1,7
- other employees	3079	-	-
<i>By types of medical institutions:</i>			
- Ambulance	16		
- outpatient clinics	292	145	49,6
- family clinics of them	79	-	-
- rural medical centers	35	-	-
- capacity of outpatient clinics (1 shift)	22165	1364	6,1
- inpatient clinics	43	3	7,0
- the number of places in them	7319	96	1,3
- disinfection institutions	8	-	-

**Source:** Compiled by the author based on data from the Statistics Department of the Republic of Karakalpakstan [2].

During 1991-2020, the population of the Republic of Karakalpakstan increased from 1307.4 thousand to 1898.3 thousand people or 145.2%. Population growth is due to its natural increase. Such a steady increase in population will further increase the demand for the social sphere [4].

According to the Statistics Department, 335 hospitals will serve the population in the Republic of

Karakalpakstan in 2020, including 16 ambulances, 292 outpatient clinics, 43 inpatient clinics and 8 disinfection facilities, including 145 outpatient clinics and 3 inpatient clinics correspond to private medicine. The number of beds in inpatient clinics was 7319, and the capacity of outpatient clinics (1 shift) was 22 165 people. The number of doctors (doctors) serving them is 4576, medical staff with secondary education is 18

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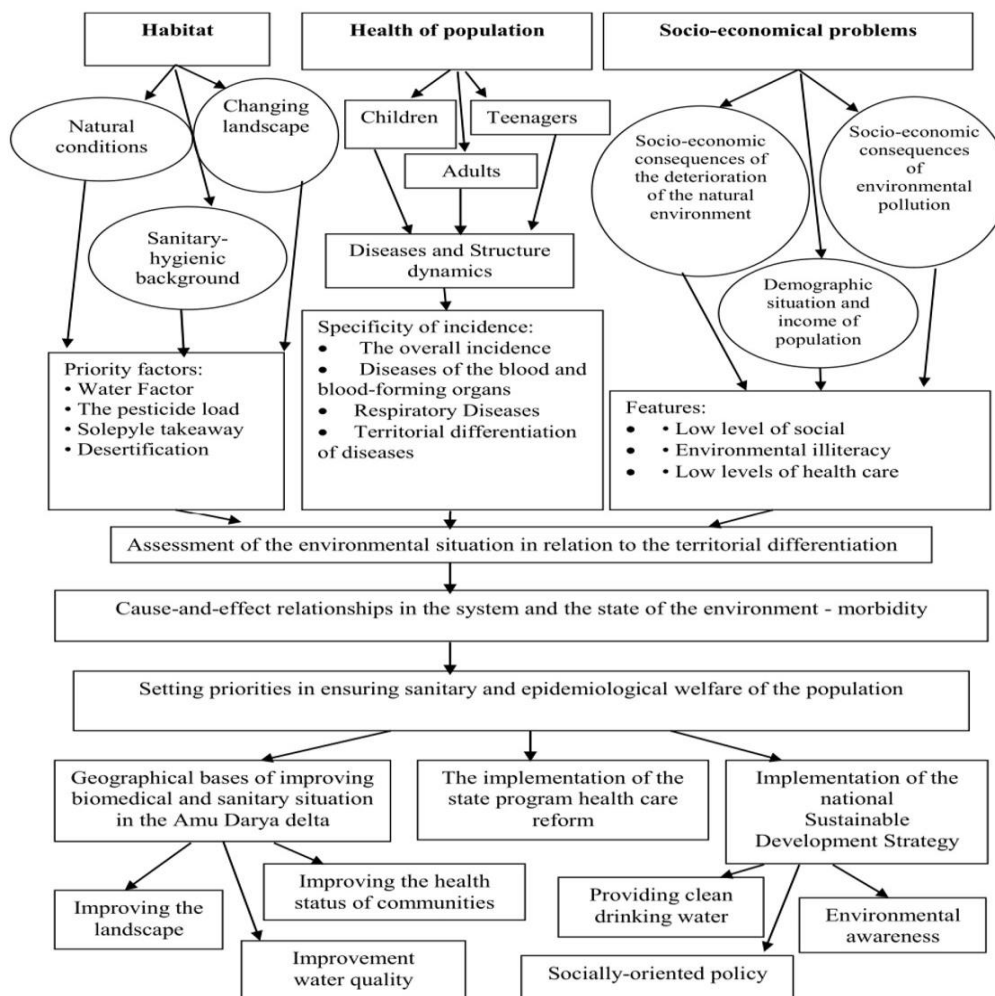
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027 people. This equates to 24 and 94.96 health workers per 10,000 populations [5,7].

In recent years, significant changes have been observed in the health care system of the Republic of Karakalpakstan. For example, in 2000-2010, the number of doctors in all specialties decreased from 4.4 thousand to 3.6 thousand (81.1%), and in 2020 increased to 4576. From 2000 to 2010 the number of hospitals increased from 88 to 51 (58.0%), the number of dispensaries from 22 to 16 (72.7%), the total

number of beds for pregnant women increased from 1.3 thousand to 0.7 thousand (58.0%). decreased. At the same time the total number of hospital beds increased from 7.2 thousand to 8.6 thousand people (119.4%), the number of women's consultations (offices) in independent and other institutions increased from 148 to 223 (150.7%), independent and other institutions. The number of children's polyclinics (departments) increased from 168 to 247 (147.0%) [5].



**Fig. 1. Socio-hygienic monitoring system**

In this context, model of monitoring nosoecological proposed, it takes into account the unity and the relationship between health and the state of the biosphere (human environment), specific environmental conditionality which dominants nosological forms.

Monitoring covers the observation of sources of anthropogenic impacts - chemical, physical, biological - and the effects, which caused by these influences in the environment, first of all, the reaction of biological systems (especially the human body) on these exposures. Observations can be carried out on

the physical, chemical and biological parameters, but especially promising are integral indicators of the state of natural systems [6]. (Fig. 1) shows the mechanism of monitoring systems as well as forward and backward linkages between its components.

## Results and Discussion

Territorial differences in the healthcare system in the Republic of Karakalpakstan are significant. For example, the average level of inpatient care in the country is 38.56 per 10,000 populations. This figure was 92.56 in Nukus, 32.68 in Ellikkala district, 20.79

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in Beruni district, 52.19 in Nukus district, 20.07 in Turtkul district, 34.26 in Kungrad district and 37.74 in Muynak district [4].

**Table 2. Hospitals in the Republic (in units)**

<b>Naming</b>	<b>a year of 2018</b>	<b>a year of 2019</b>
Number of available hospitals	42	43
The number of beds in hospitals	7289	7319
Bed turnover during the year	45,4	59,2
The number of employees in hospitals	24909	25682
- doctors	4408	4576
- nurses	17654	18027
- other technical staff	3054	3079
The number of people who applied to hospitals	375389	377519
- Outpatients	46805	47992
- Inpatients	328584	329527
of which, the surgical method was used	40991	41315
- recipients of medical advice	46805	47992
- sent to other institutions by referral	328584	329527
The number of deaths recorded at the hospital	1329	1333
of which, the number of infant deaths	214	244
The number of deaths (%) relative to the total number of inpatients	0,4	0,4
Number of born children	40133	39607
The number of deaths of children under 1 year of age relative to the total number of children under 1 year of age	13,2	10,3
The number of deaths in maternity hospitals	355	330
- maternal mortality	11	13
- infant mortality	345	317

*Source: Socio-economic passport of the districts of the Republic of Karakalpakstan*

**Table 3. Diseases and morbidity rates**

<b>Names of the disease</b>	<b>Morbidity (per 10 thousand of population)</b>	
	<b>in the year of 2018</b>	<b>in the year of 2019</b>
Infectious diseases:	86,1	91,3
- AIDS	0,7	0,6
- hepatitis	8,0	5,8
- influenza	0,1	0,1
- measles	-	-
- chickenpox	3,5	2,4
- others	73,8	82,4
Non-communicable diseases:	4583,8	4589,5
- diabetes mellitus	8,9	9,7
- Iodine deficiency	109,9	81,5
- Diseases of the stomach and intestines	523,9	516,2
others	3941,1	4073,4

*Source: Socio-economic passport of the districts of the Republic of Karakalpakstan*

**Table 4. Sports and health facilities**

<b>Naming</b>	<b>Total number</b>	<b>Number of private</b>
Sports facilities total:	160	-
of them:		
Stadiums	19	-
Gyms	57	-

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of which women's shaping halls	-	-
Number of sports clubs	289	-
Number of participants	19577	-
Swimming pools	9	-
- open type	-	-
- closed type	9	-
Tennis courts	22	-
Shooting ribs		-
Small football fields with artificial turf	2	-
Other sports facilities	51	-
Children and youth sports schools	20	-
The number of participants in them	32437	-
Sports (sections) available in the district	253	-
- Rhythmic Gymnastics	1667	-
- Light Athletics	835	-
- Weightlifting (bodybuilding)	1025	-
- basketball	2190	-
- football and mini football	2733	-
- wrestling	2350	-
- Martial arts (karate, taekwondo, etc.)	1911	-
- hand-to-hand combat (boxing)	2694	-
- chess	707	-
- others	16072	-

*Source: Socio-economic passport of the districts of the Republic of Karakalpakstan*

In the Republic of Karakalpakstan, the average incidence of non-communicable diseases was 4,589.5 per 10,000 people, and the average incidence of infectious diseases was 91.3 per 10,000 people [6]. In recent years, the number of sports and health facilities in the Republic of Karakalpakstan is growing. The number and type of sports sections is constantly increasing.

### Conclusion

On the instructions of President Sh. M. Mirziyoev, extensive explanatory work is being carried out among the population to prevent diseases. Work is underway to organize walks in each neighborhood, to involve the entire population in

physical culture, to promote healthy eating among the population. The complications of the coronavirus COVID-19, which is shaking the world today, show that it is necessary to constantly increase the cost of medicine, to pay special attention to the training of doctors with high classification.

Establishment of environmental monitoring of the environment on the part of government, academic and nongovernmental organizations; improving the integration of environmental protection and health sectors in solving environmental problems and public health.

Further development of research in the field nosoecology as directions, emerging at the intersection of geo-ecology and nosogeography.

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IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 22.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## SOCIO-POLITICAL FACTORS OF THE VOLUNTEER MOVEMENT DEVELOPMENT IN UZBEKISTAN

**Abstract:** The article scientifically analyzes the features of the formation and development of the volunteer movement. The article also reveals the purpose of the volunteer movement in Uzbekistan, its legal foundations, forms of implementation, the main tasks in society. It was noted that the volunteer movement plays a special role in the formation and development of civil society in Uzbekistan.

**Key words:** volunteering, volunteering, deeds of the soul, UN, declaration, concept, freedom, kindness, humanity.

**Language:** English

**Citation:** Quadratov, A. (2021). Socio-political factors of the volunteer movement development in Uzbekistan. *ISJ Theoretical & Applied Science*, 04 (96), 268-272.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-55> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.55>

**Scopus ASCC:** 3300.

### Introduction

If you look at the history of human development, you will see how far the movement of volunteers has come in time. We know that human history is diverse. That is, despite the fact that humanity has experienced many social revolutions, armed conflicts and wars from the very beginning, you can find many pages rich in facts about how they helped each other in their daily lives.

Peaceful organizations aimed at establishing good-neighborly relations, both between representatives of social strata within the country and between peoples of different races, nationalities and countries, have played an important role in the development of noble ideas in the social life of countries around the world.

Historians note that the first major project related to volunteering in the modern sense was carried out in 1920 near Strasbourg, France. The project participants, French and German youth, were involved in the restoration of farms destroyed during the First World War. Volunteers were not paid for their work, but they were provided with housing, food and health insurance free of charge. This principle of organizing volunteer work has survived to this day.

In the 1960s, volunteer programs began to emerge that established good neighborly relations

between the peoples of Western and Eastern Europe. Decades later, environmental projects have become widespread. The most famous conservation organization with 14,500 volunteers around the world is Greenpeace, which aims to promote environmental protection, environmental education and sustainable lifestyles. Volunteering is widespread in Western countries such as the USA, Japan, UK, Germany and Canada. According to researcher Simsa's definition, "Burgerliches Engagement" refers to obligations that citizens must fulfill, that is, to actively participate in organized or separate socio-political processes while achieving positive changes in society [1:15]. After several years of research, the J. Hopkins Institute came to the conclusion that "volunteering is a complex of intangible complex activities based on leisure" [2: 224].

By definition, civic engagement is a form of socio-political activity based on bottom-up initiatives and participation of citizens, and this is recognized as an integral part of civil society.

Volunteering is a voluntary and personal commitment, and a volunteer determines the scope of work, where he will work, how long he will work. How long a volunteer works and how much or how little he or she works depends in many cases on the organization in which the volunteer works.

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It should be noted that according to international standards, the weekly workload of a volunteer should not exceed 20 hours. Because if he volunteers more than 20 hours a week, it can negatively affect his physical condition and health, especially if he remains in his main job in the first place.

Therefore, organizations involved in volunteering are strictly controlled based on legal requirements. For example, a jury can observe the volunteers. The volunteer service is voluntary and the member's responsibility is also voluntary.

As you know, December 5 is International Volunteer Day. This holiday has been celebrated since 1985 at the initiative of the UN General Assembly. Volunteers are a wealth of people, they are not just spectators, but grateful servants for people. They give generously and generously in public affairs and various events, without wasting their free time.

Volunteers rush to help, even if it means a risk to their lives. He organizes public places of his own free will and at his own expense, plants trees, clears the territory of garbage, builds gardens, helps the elderly and disabled, organizes trips for children at his own expense. We know that volunteering is a socially oriented, voluntary activity that is carried out on a voluntary basis in the interests of individuals or legal entities, is carried out on a voluntary basis and benefits society. The purpose of this activity is to assist individuals and legal entities, society as a whole, in protecting the environment, participating in socially significant events with the consent of their organizers, promoting civil relations, self-organization, social responsibility, solidarity, mutual assistance. Volunteering comes from the French word *volontaire*, which means "volunteer", "volunteer". The volunteer movement is widespread throughout the world. Recently, volunteering has revived in Uzbekistan, and the number of animal advocates is growing, especially in the areas of environmental and maternal nature, prevention of deforestation and the need for volunteer efforts. It is safe to say that volunteering is the fastest growing and most popular social movement today. At a regular meeting of the Legislative Chamber of the Oliy Majlis on November 6, 2019, the draft law "On volunteer activities" was adopted in three readings. Approved by the Senate on November 30, 2019 and effective December 3, 2019. This law was developed by the deputies of the lower house of parliament to ensure the implementation of the Decree of the President of the Republic of Uzbekistan dated May 4, 2018 "On measures to radically increase the role of civil society institutions in the democratic renewal of the country."

It is no coincidence that the law was adopted in three readings simultaneously. In the end, the bill worked for almost six months. This has been discussed for months at meetings of factions and committees of political parties in the lower house of parliament. The proposals and comments of the

deputies were taken into account and improved, and then presented to the plenary session.

The law covers a number of important aspects. In particular, this document provides for the introduction of forms and methods of volunteering (through the formation of volunteer organizations, the formation of volunteer programs), the definition of the rights and obligations of volunteers. It is also envisaged that the Ministry of Justice will introduce a register of volunteer activities and will regularly update it. In addition, it is planned to implement a "voluntary agreement".

In recent years, civil society and its institutions have been actively developing in Uzbekistan. The social activity of the population is growing. The feeling of people's involvement in the ongoing democratic reforms in society is growing, and a civic position is being formed. Volunteering is also an important part of civil society and an indicator of its development. Volunteers are true patriots who are dedicated to serving the country. In our country, as in foreign countries, volunteering is widespread during various national and international events. For example, charity events and events are held. Volunteers are also actively involved in organizing sports competitions, major social and political events, in particular, elections. Legal regulation of volunteering serves to deepen the principles of social justice in society, to create equal legal conditions for all citizens engaged in this activity.

There has been a volunteer movement in Uzbekistan for a long time. But so far this issue has not been regulated at all. This was the main reason for the development of this bill. In this regard, the purpose of the law is to regulate relations related to the implementation of volunteering in the country, increase the efficiency of the activities of non-governmental organizations, further develop civil society in the country, ensure and develop volunteering in accordance with modern requirements. As far as we know, today there are large professional volunteer organizations in more than 80 countries around the world. Thanks to the great support provided by the state, the volunteer sector is becoming an important component of the country's socio-economic development. Volunteers provide a number of important social services during their activities, produce certain goods, satisfy low-income strata of society at their own expense, perform certain functions of state bodies, which allows saving budget funds. Volunteering, in particular, encourages young people to actively participate in the life of society, acquire the necessary work experience, develop skills and abilities in accordance with the requirements of the labor market, and increase their activity in social relations [3: 2]. In our country, volunteering is developing as a sector and system with great potential in the field of socio-economic and political development. Because volunteering has centuries-old

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values that are deeply rooted in the minds and minds of our people. In particular, “hashar” and “community volunteering” are common forms of volunteering. In the last century, the words hashar and hasharchi were widely used. The work done on a community basis is called hashar. I mentioned at the event that the participants in the community-run hashar are hashars in our language. Hashar participants are today's volunteers. Did we have volunteers? You see, it really was. The Jadids raised money to educate talented children abroad. Relatives built a house for a new family through hashar.

Bridges, roads, wells, schools, madrasahs were built through hashar. In subsequent years, hashar farmers took part in the cotton harvest in order to timely harvest the crop without destroying it. At the initiative of our government, farmers encouraged them and allocated funds. Volunteers are people who work in non-governmental non-profit organizations that are widespread in our country and officially pass through the relevant government bodies. In addition, according to some sociological studies, about 90 percent of non-governmental non-profit organizations effectively use volunteers to carry out their activities. The most active of them are the Youth Union of Uzbekistan, the Women's Committee of Uzbekistan, the Republican Center for Spirituality and Education. Governments are also actively recruiting volunteers as translators and observers at major international conferences, seminars, sporting events and other social events. Volunteering is also becoming increasingly active through a range of social media platforms. For example, there is a Facebook group “volontyory.uz” with over 12,000 members. Group members exchange information about charity events, promotions and assistance. They help to find missing people, clear areas of debris, protect homeless animals; buy medicines for that in need and raise funds for expensive medical operations, as well as other non-discriminatory measures to provide assistance [4: 3]. In 2017, the Youth Union of Uzbekistan established the World Youth Association of Uzbekistan. The main activity of this association is related to volunteering. It should be noted that the difference between the activities of volunteers in our country and in developed countries is the absence of a law regulating the implementation of these activities. This type of social activity is only partially described in the Sponsorship Law. Currently, the number of documents in the national database of legislation of the Republic of Uzbekistan. There are over 46,000, and 12 regulations contain the concept of “volunteer” [5: 4]. Thus, in our country there was a situation where the activities of volunteers developed without a legal basis. Such gaps in legislation create a “wide field” for various categories of people, as well as for foreigners who are actively trying to “unite” the youth of our country in this area on the basis of values that are incompatible with state policy and national mentality.

The adoption of this bill will legislatively regulate relations in the field of organizing and implementing volunteering, form a single set of legal concepts for volunteering, and contribute to the further activation of volunteering. Volunteering today covers the following aspects:

**First**, there is a growing number of volunteers and those involved in this activity around the world. According to the Charites Aid Foundation, in 2014 alone, more than 1 billion people over 18 volunteered to work in the nonprofit sector (21%) in 145 countries, and 2.2 billion people (48.9%) donated to strangers. Opinion polls show that the number of people engaged in such activities in the world, and those who are interested in it, is growing from year to year. For example, in 2014, 23 million (19%) of Russians volunteered at least once a year for nongovernmental and non-profit organizations, while every third Russian (32%) provided humanitarian assistance to people in need. [6:13].

**Secondly**, volunteering is a positive movement in all its theoretical and practical aspects, it focuses on the problem of special social significance, and there is a need for this movement in the development of certain sectors of society, and today the directions and types of volunteering are expanding. At the same time, there is a constant need for volunteers in society today. Especially today, when globalization and market relations deepen and enter our life (ecological, economic, social, cultural, political, etc.), They play an important role in finding positive solutions to problems.

**Thirdly**, volunteering is an integral part of civil society and its integral part. This factor is one of its main problems. If civil society develops, there will be ample opportunities for the development of the volunteer movement. If he faces a crisis, volunteering will also be hit hard. Thus, we can say that the development of civil society and the development of the volunteer movement are closely interrelated. It depends on the efforts of countries that are on the path to building and developing civil society in the world.

Fourth, the volunteer movement is not limited to different states, their territories or specific regions. Today it transcends local, national and regional boundaries and becomes an international movement of global significance. It also plays a unique role in ensuring intercultural communication and shaping mutual harmony in the world.

**The goals and objectives of volunteering are as follows:**

The goals of volunteering are to help individuals and legal entities, society as a whole to protect the environment, to participate in socially significant events with the consent of their organizers, to promote civic engagement, self-organization, social responsibility, solidarity, mutual assistance and this to form feelings of compassion.

The objectives of volunteering are:

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- formation of mechanisms for involving citizens in various public events aimed at improving the quality of life of the population;
- assistance to society in solving social problems;
- development and support of civil initiatives aimed at organizing volunteering;
- formation of healthy lifestyle skills among the population, fostering a sense of patriotism;
- the acquisition by citizens of the skills of self-expression and self-organization to solve social problems [7: 1].

Volunteering can take the following forms:

- individual volunteering;
- volunteering as part of a group of volunteers;
- Volunteering through a volunteer organization.

Volunteering is carried out in the following areas:

- volunteering to support the poor, unemployed, large families, homeless, homeless, as well as those in need of social rehabilitation;

- caring for the sick, disabled, lonely, elderly people and those who need support and assistance due to their physical, material or other characteristics;

- assistance to citizens affected by natural or man-made emergencies, special regimes, states of emergency, social conflicts, accidents, as well as victims of crimes, refugees;

- assistance to persons whose rights and legitimate interests are limited due to their physical or other characteristics;

- carrying out activities related to environmental protection, preservation of cultural heritage, historical and cultural environment, burials;

- assistance in holding events of national and international importance in connection with the organization of mass sports, cultural events and other public events;

- Provision of volunteer assistance to the Armed Forces of the Republic of Uzbekistan, other military departments, law enforcement agencies, local authorities during a special period and a state of emergency.

- Volunteering can be carried out in other areas not prohibited by law [7: 2].

We know that a volunteer is a person who thinks about others, selflessly serves their happiness and interests, and at the same time carries out voluntary, grateful, non-discriminatory, socially significant activities. In addition, he can be as active, cheerful, kind-hearted, kind, attentive, schoolboy, student or

ordinary worker as you are, that is, for such people (volunteers) the word "help" is not only invaluable, but also has a special meaning and value. Volunteering is not just a paper project. This is one of the largest social projects in the world, bringing together people not only from different cities, but also from different countries and entire continents. International forums, exchange programs, championships, summits, Olympiads and thousands of other projects increase the number of people around the world who have chosen the path of goodness.[8] The main goal of the World Youth Association is to work with young people who are citizens of the Republic of Uzbekistan, study and work abroad, protect their rights and interests, as well as implement their ideas and initiatives on the basis of voluntary labor. Today, in foreign countries, the Association has its own coordinators who voluntarily, with gratitude, free of charge, selflessly serve for the benefit and interests of their compatriots. The main goal of the volunteer movement is to build a civil society by involving the population, especially young people, in tolerance, mutual assistance, respect, patience, indifference to the problems of others, a sense of belonging and other qualities Marked. This is why the whole world is promoting non-discriminatory volunteering. [9]

The European Union has taken the first step in this direction by declaring 2001 the Year of Volunteering. If in 1987 the number of volunteers was 80 million, then by 2009 it was 130 million. Especially in today's COVID-19 pandemic, their number has surpassed 300 million. Most of them are young people. Volunteering, on the other hand, begins with the individual actions of a person who wants it: for example, for free, keeping graves clean and tidy, repairing architectural monuments, helping builders with the elderly or disabled, and so on. Sure, it can be good for a good job, but volunteering starts with little things like that. Thus, international practice and experience shows that stimulating youth volunteerism, maybe effective only if youth volunteering is develop as a system of knowledge and skills throughout the country. Problem is that while many organizations are positioning their focus on working with young volunteers, however, as a rule, this work is carried out in the form of holding separate actions, in which a limited number of adolescents or young people are involved.

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SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 22.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## SCIENTIFIC SUBSTANTIATION OF THE PROCESS OF ORGANIZING STUDENTS' INDEPENDENT WORK IN MASTERING A FOREIGN LANGUAGE

**Abstract:** *The article provides a scientific substantiation of the process of organizing students' independent work in mastering a foreign language. Attention is focused on the fact that the productive independent educational activity of a student is the basis of a successful educational process in the field of a foreign language. The article substantiates the idea of the need for a different approach to the organization of independent work in a foreign language, which is primarily focused on the student's personality. Particular attention is paid to the role of the teacher in organizing the process of independent work.*

**Key words:** *foreign language, independent work, productive learning activity, creative activity.*

**Language:** *English*

**Citation:** Rakhimova, F. S., & Abaeva, N. C. (2021). Scientific substantiation of the process of organizing students' independent work in mastering a foreign language. *ISJ Theoretical & Applied Science*, 04 (96), 273-275.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-56> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.56>

**Scopus ASCC:** 1203.

### Introduction

At the present stage of development of society, knowledge of the foreign language becomes very important. There is no need to convince anyone of the need to learn a foreign language, life itself bears witness to this. TV programs are conducted in foreign, scientific literature is published, modern songs are played and foreign films are shown, in addition, instructions for various household appliances are written in foreign, etc. In most cases, if there is a translation, it is not always correct and therefore, learning foreign is very relevant. But to make your language learning process more effective, you need to use interactive teaching methods.

In recent years, in the process of teaching a foreign language, more and more attention is paid to the organization of independent work. The key to a successful educational process in the field of a foreign language is competently organized independent work of students. Productive independent work of students becomes important when teaching a foreign language.

The role of the teacher is to correctly direct the cognitive activity of students, which they perform independently.

Analysis of scientific sources on the content and organization of the process of teaching a foreign language in universities confirms the axiomatic nature of the position that independent work is an invariant structural version of a single teaching foreign language complex. The main task of any university is to train specialists for independent practical activities. The process of teaching at a university is increasingly based on the independent and creative activity of learners or learners and self-learners.

Independent work is a type of educational activity performed by students in the classroom, both under the guidance of a teacher and without direct guidance from the teacher during independent preparation and participation in various extracurricular activities.

In recent years, independent work has become an obligatory link in the learning process, which is

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especially planned and provides, first of all, the individual work of students in accordance with the installation of the teacher or the training program. In modern methodological literature, students' independent work is considered, on the one hand, as a type of educational activity, which is carried out without the direct participation of the teacher, but under his guidance, and on the other hand, as a means of involving students in independent cognitive activity. Independent work of students in teaching a foreign language will be successful only if it is planned in advance, is an integral part of the educational process, is organized systematically, and not from case to case. A huge role in the organization of independent work belongs, of course, to the teacher, since he must correctly determine the content and volume of material that is submitted for independent work.

When planning independent work, it is necessary to proceed from the leading methodological position, which is substantiated in the methodological literature: in the course of independent work, the main functions of learning are carried out - the consolidation of knowledge and their processing into sustainable skills.

In modern conditions, it is also necessary to add to the goals of independent work the search and acquisition of new knowledge, including with the use of modern information technologies.

V.A.Kan-Kalik puts forward the following principles on which the independent activity of students should be based:

- When planning an independent work on a particular course, first of all, it is necessary to highlight its so-called fundamental tree, which includes the basic system of methodological, theoretical knowledge that must be brought to the obligatory lecture study. So, out of a 100-hour course, its fundamental volume will take half;

- further, as derivatives of this "fundamental tree", it is proposed to form various types of independent work of students, providing them with topics, nature of study, forms, venue, variable ways of implementation, control and accounting system, as well as various reporting methods.

According to V.A.Kan-Kalik, outside such a system, not a single type of independent work of students will give an educational and professional effect.

Independent work of students is especially important when teaching foreign languages, since students are provided with educational materials that need to be memorized, analyzed, consolidated, and this becomes possible only in conditions of independent work. When teaching foreign languages, there are teaching materials that can be learned in classroom lessons when working in pairs, in groups, or in the process of individual work of students. How effectively the independent work of students in the

classroom and outside it will be carried out primarily depends on the organization of this work by the teacher. The task of the teacher is to organize the work of students in such a way as to ensure the active independent activity of students, to create conditions for their self-expression and self-development [1].

The effectiveness of independent work depends on the following factors:

- 1) Classroom work is built by the teacher in accordance with the regulatory documents.
- 2) The activities carried out are motivated.
- 3) Students have developed the ability to learn.
- 4) Formation of educational competence among students as a methodology for independent study of a foreign language.
- 5) The presence of practically assimilated knowledge, skills, abilities among students.
- 6) The presence of students' skills in self-educational activities.

V. A. Yakunin gives the following definition of self-education: "By self-education in the structure of an integral education system, we mean such an activity of a student, the immediate and distant goals of which he sets himself, but the process of achieving them is, to a certain extent, an object of management by the educational program / system . " [3].

Thus, the student acts as an independent subject of educational activity, as well as an independent user of a foreign language. In the process of independent work, the productive activity of a foreign language learner:

- is of a creative nature, which ensures the development of the student's personal qualities as a linguistic person, his self-realization and self-development;

- is based on educational competence in the field of language learning, which is a prerequisite for productivity and creativity.

The allocation of productive educational activity as the goal and principle of teaching foreign languages also means that, along with communicative competence, an obligatory component of the content of education is educational competence as the ability for independent, autonomous assimilation of a foreign language, which provides conditions for its creative use.

In modern conditions of teaching a foreign language, there is a need for a different approach to the organization of independent work, which should be focused on the student's personality, on his initiative, on the development of his creative potential - on productive learning activities.

In the modern concept of teaching / mastering a foreign language, the key category is the linguistic personality, the secondary linguistic personality [2]. An important quality of a linguistic personality is her ability and readiness for independent and conscious study of a foreign language.

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The priority role of the student in independent work does not diminish the role of the teacher, but, on the contrary, makes his task more difficult, increases the requirements for him as the organizer of this process. The task of the teacher is to correctly direct and organize the cognitive activity of students, which they perform independently. That is, the teacher needs to create a developmental situation that provides the student with freedom and responsibility in choosing and making decisions, independence of actions in solving educational problems, combined with taking responsibility for the result. The main task of the teacher is to form in the student the need and culture of independent productive educational and cognitive activity, that is, to teach students to learn.

The scientific validity of the process of organizing students' independent work in the process

of mastering a foreign language is determined by the following provisions:

- the axiomatic nature of independent work as an invariant component of a single complex of classroom and extracurricular classes in a foreign language;

- the specifics of a foreign language in any pedagogical system as an end and means of education and training;

- in the course of independent work, the main functions of training are carried out: consolidation of knowledge and their processing into sustainable skills;

- the secondary linguistic personality of the student is formed mainly in the process of his independent mastering of foreign language knowledge in the course of independent work.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 22.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## LANGUAGE OF WORKS OF MAXIMUS THE GREEK'S

**Abstract:** The article discusses the language of Maximus the Greek's epistolary works, in which his journalistic and educational ideas are implemented. The stylistic features of the "Words" are analyzed, which convey fluency in linguistic means and the real situation.

**Key words:** Maximus the Greek, style, journalism, genre, linguistic personality, rhetorical means of speech.

**Language:** Russian

**Citation:** Askarova, F. M. (2021). Language of works of Maximus the Greek's. *ISJ Theoretical & Applied Science*, 04 (96), 276-280.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-57> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.57>

**Scopus ASCC:** 1203.

### ЯЗЫК СОЧИНЕНИЙ МАКСИМА ГРЕКА

**Аннотация:** В статье рассматривается язык публицистических сочинений Максима Грека, в которых реализуются его публицистические и воспитательные идеи. Анализируются стилистические особенности «Слов», которые передают свободное владение языковыми средствами и реальной ситуацией.

**Ключевые слова:** Максим Грек, стиль, публицистика, жанр, языковая личность, риторические средства речи.

#### Введение

UDC 811.161.1'271

В настоящее время в мировой лингвистике актуальными и востребованными являются исследования, посвященные ряду проблем, связанных с историей русского литературного языка. <...> Не утрачивают актуальности проблемы, связанные с определением нормы русского литературного языка XVI в. [12, с. 29].

В мировом языкознании для исследователей особенно важными являются два направления исследований. Первое связано со структурно-семантическими и стилистическими особенностями русского литературного языка периода второго южнославянского влияния. В частности, изучались особенности лексического состава памятников, употребление архаизированных грамматических форм, особенности графо-орфографического характера. Второе направление связано с идеологическими движениями эпохи, с укреплением отношений Москвы с Византией и южнославянским миром. В

рамках первого направления исследований актуальными остаются вопросы, касающиеся проблематики второго южнославянского влияния в структурно-семантическом и стилистическом аспектах, а также его роли в формировании эпистолярного жанра XVI в., в частности, речь идет об изучении деловой и дипломатической переписки Ивана Грозного как яркого представителя эпистолярного жанра XVI в. В рамках второго направления в настоящее время актуализируется общефилологическая проблематика, связанная с исихазмом в плане его отражения в художественных и публицистических текстах [12, с. 29].

Как замечает И. У. Будовниц публицисты XVI в. «откликались на все жгучие вопросы современности, будили мысли, волновали умы, формировали общественное мнение...» [3, с. 3]. Этим объясняется большой интерес к творчеству Максима Грека.

Литературная деятельность Максима Грека давно находится в центре внимания многих ученых. В трудах крупных историков и

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литературоведов В. П. Адриановой-Перетц [1], Д. С. Лихачева [7], Я. С. Лурье [8] и др. выясняется место писателя в литературе XVI века, значение его деятельности в общественно-политической жизни Московской Руси, влияние на взгляды современников и учеников, дается обзор его литературных сочинений.

Неоднократно к сочинениям Максима Грека обращались и лингвисты. И. В. Ягич [15], И. И. Белозерцев [2], Л. С. Ковтун [5; 6], А. Н. Чеботарева [15] и др. [11; 13; 14; 17; 18] высоко оценивают его языковедческие воззрения как переводчика при исправлении книг, интерес ученого к грамматическим вопросам.

Максим Грек (1480-1556) родился в 1480 г. в Албании. В юности Максим Грек учился в Венеции и Флоренции, которые в то время были центрами гуманистической мысли юга Европы. В бытность во Флоренции увлекся идеями Джироламо Савонаролы, который выступал против тирании Медичи, обличал папство, призывал церковь к аскетизму, хотя сам был настоятелем монастыря доминиканцев. Савонарола проповедовал противоречивые идеалы, в частности осуждал гуманистическую культуру, участвуя в публичных сожжениях произведений искусства. Максим Грек во многом повторил судьбу итальянского священника, отлученного ют церкви и впоследствии сожженного. В 1518 г. Максим Грек перебрался на Русь для перевода и исправления церковных книг, включился в церковно-политическую полемику, был осужден и провел многие годы в заключении.

В своих сочинениях Максим Грек развивает усиленную публицистическую деятельность, касается разных вопросов внутренней политики. Богато его литературное наследие, разнообразны жанры, насчитывающие (вместе с переводами) свыше 150 наименований. Мужественные и честные произведения Максима Грека восхищали современников. Он имел много учеников и последователей. Им восхищались и церковные иерархи, и светские писатели.

Для нас наиболее ценны его «Слова», философские притчи, памфлеты, в которых он раскрывается как самобытный писатель и прекраснейший стилист. Его риторические средства, литературные приемы, повествовательная стилистика богаты и разнообразны. У Максима Грека есть специальное «Слово к тем, которые живут во грехах неисправимо, но ежедневно исполняют каноны и молитвы, установленные святыми отцами, и этим надеются спастись». Но особенно сильно обличает Максим Грек ханжество и показное благочестие в знаменитом «Слове», написанном па поводу пожара, опустошившего Тверь в 1537 г. Слово имеет форму диалога – чисто риторический прием, поскольку его участники тверской владыка

Акакий и Содетель – Господь Бог. Форма памфлета, обличительно-политического или социального разоблачения, очень характерна для такого неумного, деятельного и бесстрашного человека, каким являлся Максим Грек. Он часто прибегает к притчевому рассказу, который в иносказательном виде позволяет ему реализовать, свои дидактические идеи. Будучи блестящим книжником, знатоком классических риторик – греческой и римской, он мастерски владеет всем арсеналом риторических ресурсов. Язык его произведений сложен, причудлив, но не легок, как, например, у Кирилла Туровского. Построение фраз отличается использованием различных речевых фигур. Стилистическое наполнение текстов у Максима Грека одно из самых богатых среди авторов его времени. Не случайно ему подражали, и у него учились красноречию будущие русские книжники и публицисты. Аллегорические наставления религиозно-нравственного содержания он адресовал и священнослужителям, и мирским лицам. Самым известным философско-политическим сочинением Максима Грека является знаменитая аллегория «Слово, пространнее излагающее, с жалостью, нестроения и безчиния царей и властей последняго жития». Жанр притчи, разрабатываемый Максимом Греком, ее высокий философско-нравственный гражданственный пафос привлек внимание последующих поколений русских писателей. Эта притча Максима Грека носит черты нового времени. К примеру, ей характерен принцип параболы. Повествование удалено от современного автору мира. Вообще оно предельно обобщено, поскольку сам предмет изображения, объект обличения – власть, лица, обличенные ее, – находится вне времени, что придает произведению очень актуальный и остро сатирический характер даже для нашего века. Параболическую форму имеет время у протопопа Аввакума.

Публицистика Максима Грека передает особенности устной речи. Он сочиняет уже в пространстве русского языка Московской Руси. Речь автора понятна и проста, материальная база ее – средний стиль русских деловых текстов. Под воздействием сложившейся книжной нормы заметно устремление к сущности нормы на основе среднего стиля. Публицист активно расширяет интертекстуальность путем включения цитат, прямой речи, использует разного рода коммуникативные тактики в виде аллюзий и перифраз. Максим Грек осуществляет расширение текста не путем увеличения информации о референте, но путем усиления, его с помощью указания на все новые признаки денотата (предметного значения). Параболическое представление реальности создает изменение

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синтаксической перспективы высказывания путем усиления роли придаточных предложений. Нарратив «Слова» сводится к следующему: автор шел по трудному и многоскорбному пути и увидел жену, сидящую при пути, которая, наклонив голову на руки и на колено свое, горько и неутешно плакала: «Шествую по пути жестоце и многих бед исполнением, обретох жену, сидящу при пути и наклонну имущу главу на руку и на колену свою, стоящу горце и плачуцу без утехи, и оболчену во одежду черну, якоже обычай есть вдовам – женам, и окрест беша звери, львы и медведи, и волцы и лиси» [9]. Далее следует обычная публицистическая стратегия – обличение беззакония, лихоимства, звериной ярости, «самоволия, самоугодия» правителей. Вспоминает библейских героев и праведников. Высказывает горькое сожаление, что нет у нее чудных земных правителей, похожих на Василия Великого; нет великого и златоязыкого Иоанна, который своими справедливыми речами изобличал сребролюбивую Евдоксию, царицу – лихоимницу и других «архиереев божиих», не побоявшихся выступать против незаконных действий земных царей.

В своих сочинениях Максим Грек использует систему риторических и коммуникативных тактик. Уже начало притчи демонстрирует мастерство автора. Он создает зримый и торжественный образ печальной вдовы, подробно описывает ее позу. Наличие параллелизма морфологических форм действительных причастий в постпозиции по отношению к определяемому существительному придает тексту чеканность и внутренний ритм. Фигуры расширения – амплификации – хорошо устоявшийся прием выразительного синтаксиса литературного языка активно используется Максимом Греком: «и окрест беша звери, львы и медведи, и волцы и лиси» [9]. Это высокий образец классического мастерства риторики. Максим Грек – непревзойденный оратор своего времени. Его речевая культура основана на греческих культурных традициях.

«Слово о бесчинии царей и властей» – образец обличительной публицистики, оно не имеет временных границ. Его пафос современен и может быть адресован некоторым лицам сегодняшнего дня. Это актуальная речь для всех времен и народов, в том числе и для нашего времени. Бесчинства окаянных властей, одолеваемых сребролюбием и лихоимством, лютейшим образом морят народ истязаниями, они требуют денег, занимаются строительством для себя «многоценных» домов, все используют только в угоду и веселье своих блудливых душ, но ничего не предпринимают для утверждения державы их. Коммуникативная стратегия автора – резкое обличение власти свидетельствует о том,

что он был человеком смелым, мужественным и честным. Он не боялся бросить в лицо власти резкое слово правды. Например: «Василия имя есть мне. Сие изряднее имя получивши от вышняго, понеже владеющий мною должни суть бывати крепость и утверждение сушим под рукою их людем, а не погуба и смятение безпрестани» [9]. Основу фрагмента составляет антитеза в виде высказываний, содержащих группы слов с отношениями контекстуальной антонимии, подчеркнутой употреблением противительного союза *а* с отрицательной частицей *не*: «крепость и утверждение а не погуба и смятение».

«Слово» – острое обличительное произведение, содержит элементы притчи и памфлета. Весь текст представляет концентрированную политическую метафору. Максим Грек обладал метафорическим видением мира, что характерно для русских писателей XVIII – XIX веков.

Притчевая форма сочинения свидетельствует о способности автора к философскому обобщению. Неслучайно, им избран прием параболы для передачи цикличности времени, в каждом витке которого новые поколения ищут ответы на злободневные вопросы. Концентрация негативных характеристик «царей и властей» построена по принципу усиления, постепенного развертывания признаков, последовательной кумуляции смыслов. Плеонастичность синтаксического строя «Слова» проявляется в накапливании синонимов, варьировании одной и той же мысли: «Пуст путь сей... окаяннаго века сего, аки лишена уже и пуста суца от царей благоверномудренных; не праведне ли прикладается пути пусту треокаянный сей век» [9].

Максим Грек мастерски владеет всеми риторическими фигурами речи. Так, он использует тройной повтор словосочетания *друг друга*, который служит рамкой для использования гибридной фигуры подхвата – анадиплосиса, когда между повторяющимися стыкующимися единицами вклиниваются неповторяющиеся. Как средство усиления изобразительности подхват очень эффективен. Плеоназм автор использует в ряде мест текста намеренно для подчеркивания одной и той же характерной детали – негативного образа власти: «аки звери дивши всяческими даянии и лукавствии, о поклоняемой церкви спаса Христа, люте растерзаеме и наветуеме различными образы от христианоборных измашлятя ни едино попечение есть им. Како убо, не праведне ли прикладается пути пусту треокаянный сей век, а сама вдове жене, и вдовства ризами одеяна сижу, от дивших зверей объемлема и от них растерзаема, якоже прежде малыми сказах тебе?» [9]. Автор намеренно

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использует не метафору, а прием сравнения лиц, олицетворяющих власть, с дикими зверьми, действующими лживо и лукаво. Саму же державу сравнивает со спасителем Христом и его церковью, которых люто терзают и изводят наветами измаильтяне. Это привычный символ Средневековья, и слово выступает в качестве отвлеченного знака, или всеобщего символа. Сравнение дает эффект большей самостоятельности компонентов в сложном представлении, которое возникает в результате их сопряжения. Для своего времени, т.е. средневекового сознания и эстетического уровня, это было смелым новаторством. В настоящее время – это обычный троп, частотный воспроизводимый идиом. Гиперболы – *лютее растерзаеме, треокаянний сей век*, синтаксический параллелизм, гомеология в форме лексических и аффиксальных повторов, тропы лексические и грамматические, прокаталепсис, часть гипофоры, или вопрос-раздумье, – все это нанизывание риторических приемов и стилистических средств демонстрирует богатство средневекового красноречия и высшую действенность произведения. Максим Грек приоткрывает свою душу в этой притче. Он реализует стратегии плачей о чужой державе, как о своей – *достойная рыданий многих*. Он сердцем свои боится о правде и богоугодном житии: *«да воспримут правду и всякого богоугодного жительства и щедроты подручником и отступят всякия злобы и неправды да сподобятся, праведною и богоугодною их властию земскою, получити безконечнаго царствия небеснаго со всеми, иже благоверно и богоугодно устроиша земскую сию горскую державу»* [9]. Императивные фразы, идущие друг за другом, формируют новую фигуру прибавления – геминацию, которая способствует повторяемости и длительности события.

А. И. Горшков указывает, что литературные произведения Максима Грека свидетельствуют о приверженности их авторов к стилю «плетение словес», о соблюдении старых правил и традиций, т.е. о реализации книжно-славянского типа языка в его образцовом варианте [4, с. 124].

И. В. Ягич считал необыкновенно важным исследование воздействия южнославянских и русских языковых традиций на литературную деятельность Максима Грека. «Было бы очень важно задать себе вопрос, как отразился этот необыкновенный ход образования для инока Святой Горы на литературную деятельность его? Видно ли в сочинениях его влияние этой критико-филологической образованности?» – писал он [16, с. 585]. Ученый находил влияние разносторонней филологической образованности писателя очень заметным в содержании, в форме изложения, в филологических приемах, в сравнительной простоте и вразумительности стиля. Основными факторами, определяющими специфику стиля каждого публициста, являются отбор и использование языковых средств, в том числе и книжных, степень их взаимодействия с живой, устной речью, авторские нововведения [10, с. 65].

### Заключение

Таким образом, Максим Грек – это мастер притчевого рассказа, который, в иносказательном виде позволяет ему реализовать свои публицистические, воспитательные идеи. Притчи Максима Грека носят черты нового времени. К примеру, им характерен принцип параболы. Вневременной или панхронический план придает произведению очень актуальный и остро сатирический характер даже для нашего времени. Надвременное содержание «Слова» характеризует его собственное время и актуально для настоящего.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)  
**International Scientific Journal**  
**Theoretical & Applied Science**  
p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)  
Year: 2021 Issue: 04 Volume: 96  
Published: 23.04.2021 <http://T-Science.org>

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## DEVELOPING AXIOLOGICAL WORLD VIEW IN STUDENTS IN TEACHING HISTORY

**Abstract:** This article highlights the theoretical and practical significance of the study of historical consciousness and its role in the system of personal education in the socio-spiritual life of students in the development of axiological worldview.

**Key words:** Axiology, hierarchy, globalization, ideological attacks, subject-person.

**Language:** English

**Citation:** Yuldashev, J. (2021). Developing axiological world view in students in teaching history. *ISJ Theoretical & Applied Science*, 04 (96), 281-283.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-58> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.58>

**Scopus ASCC:** 1211.

### Introduction

In order to educate the future generation of Uzbekistan in the spirit of respect for the history of the Motherland, historical memory, historical assessment, historical pride over the years of independence, the task was set to raise the knowledge of young people about our great heritage to a high level, to develop the historical consciousness of students in the education system at all stages. Today, the activities of the public council on the modern history of Uzbekistan are organized, attention is paid to increasing the efficiency of spiritual and educational work, decisions are made on the creation of international research centers studying the scientific work of great thinkers, and reforms are being carried out in the field of education aimed at upbringing a comprehensively developed, patriotic generations. In particular, it is important to understand our national identity, study the ancient and rich history of our homeland, conduct research in this regard, and support the activities of scientists in the humanitarian sphere in every possible way. The development of the historical consciousness of students, the study of its role in social and spiritual life and in the system of upbringing of the individual is of theoretical and practical importance.

The strategy of actions for the further development of the Republic of Uzbekistan defines such tasks as further improving the system of continuous education, improving the quality and

efficiency of the activities of higher educational institutions, educating independently-minded young people who are devoted to their Motherland and have a solid life stance. In this regard, it is important to clarify the axiological criteria and indicators of the development of professional competence based on the system of professional values and motives of activity among students of higher educational institutions, to improve the organizational structure and principles of the development of the value system, to develop creative educational technologies.

It is known that the first axiological ideas have an ancient history, and their flourishing occurs on the territory of Ancient Greece. For example, the ancient Greek philosopher Socrates constantly asked: "What is value?", The fact that he was trying to find an answer to this question is an example of our opinion. Thus, it is clear that value is one of the main themes of axiological theory.

In encyclopedic dictionaries created before the 80s of the XX century, the category of axiology is not found, on the contrary, the level of values is described in a certain style, it is noted that the individual understands the totality of essential and all meanings, which is supported by the life experience of his inner psyche.

In particular, the ongoing process of building a new democratic society in our country enhances the relevance of the topic of values. Today, such issues

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arise as the reassessment of values, the restoration of ancient national values, the preservation and transmission to future generations, the identification of aspects of reforms and changes that become new values in the minds of our people, the application of methods corresponding to these values in solving existing problems. Their addressing began to make axiological topics an important issue on the agenda. Currently, the subject "Philosophy of Values" (Axiology) is taught in a number of higher educational institutions of the country.

The need for the development of modern higher education - the study of axiological problems, national and universal values - makes the spiritual and social problems of students one of the priorities. In the end, values are a means of connecting the past and the future, they have a direct impact on a deeper mastery of the profession, which is mastered, recognized and manifested in the field of needs and emotions, as well as the activities of the subject-person.

It is known that the formation of students' respect for national values is not only the expansion of knowledge (information), but also the strengthening of confidence in the future. American psychologist Abraham Maslow believes that in the "hierarchy of human needs", which still occupies a place in many textbooks, the need for peace and security, the need for confidence in the future comes second after natural needs. Let's say the art of architecture, which is one of the cultural heritage of the Uzbek people, has been created for millennia, and for us it is an expression of living history. After all, our historical and cultural monuments are not only buildings reminiscent of the distant past, but also an important tool for the development of national pride, national dignity, objective historical information about the past, historical patriotism, as well as being an expression of historical consciousness in the life of society, it is also an important tool for the formation of historical culture. Improving sociological and pedagogical approaches in the formation and development of a positive attitude towards values among young people (especially among students) is an important factor in social development.

It is important to study the patterns and tendencies of changes in historical consciousness under the influence of globalization processes, to

identify the positive and negative aspects of this impact. At a time when ideological attacks are growing, historical consciousness creates immunity in people against these attacks and forms the function of analyzing the socio-political, historical reasons for various historical claims. In addition, using methods that develop a positive relationship with values among young people, they also fulfill the task of forming and developing a sense of the Motherland, pride in belonging to a particular nation and people, historical patriotism, the potential for a sense of identity with their nation, national pride, and national dignity. These qualities are the basis for the patriotic development of the individual, thereby laying a solid foundation for ensuring a sustainable future for the country.

Much work is being done in teaching historical science. It is known that through the science of history, students are given information and examples about all politics, culture, art, economics and social life through the study and knowledge of historical events of past periods, and students also improve their knowledge in works of fine art along with mastering historical science. Through the works of fine art, they will also get an idea of the culture of the socio-political life of that period and how the people developed. The process of learning history begins with the assimilation of historical facts. The peculiarity of historical facts is that they are never repeated exactly. At the same time, students' knowledge of individual historical facts does not imply the idea that history is learned. If there is no logical connection between the facts, then a simple set of facts unites knowledge and prevents the conscious assimilation of historical material. Thus, in the process of studying history, facts must not only be studied, but also compared, identified and, to a certain extent, systematized and likened to the necessary connections between them.

In conclusion, the analysis of scientific literature on the problem under research confirms that the value orientation of students is a product of their development as a person, in which the formation, change and integration of potentials gradually leads to a higher integrity. An important role in this process is played by the potential of students' commitment to scientific and national values.

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 Published: 23.04.2021 <http://T-Science.org>

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## PHRASEOLOGISM IN THE ROMAN F. M. DOSTOEVSKY “POOR PEOPLE”

**Abstract:** This article is devoted to the consideration of the role of phraseological turns in the novel “Poor People”, their emotional and expressive function in the literary text and in the language of the writer. The phraseological units identified in the text reflect the spiritual, moral values and the world of feelings of the main characters of the novel. A brief history of the development of theoretical questions of Russian phraseology is presented.

**Key words:** expressive means of language, phraseological units, author's phraseological units, modified phraseological units, the language of the writer.

**Language:** Russian

**Citation:** Chutiboyeva, S. I. (2021). Phraseologism in the roman F. M. Dostoevsky “Poor people”. *ISJ Theoretical & Applied Science*, 04 (96), 284-289.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-59> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.59>

**Scopus ASCC:** 1203.

### ФРАЗЕОЛОГИЗМЫ В РОМАНЕ Ф. М. ДОСТОЕВСКОГО «БЕДНЫЕ ЛЮДИ»

**Аннотация:** Данная статья посвящена рассмотрению роли фразеологических оборотов в романе «Бедные люди», их эмоционально-экспрессивной функции в художественном тексте и в языке писателя. Выявленные в тексте фразеологизмы отражают духовные, нравственные ценности и мир чувств главных героев романа. Излагается краткая история разработки теоретических вопросов русской фразеологии.

**Ключевые слова:** выразительных средств языка, фразеологизмы, авторские фразеологизмы, модифицированные фразеологизмы, язык писателя.

#### Введение

UDC 81.373:811.161.1

Богатство выразительных средств языка является показателем уровня его развития и степени его совершенства. Оно проявляется, прежде всего, в стилистической сложности, в обилии синонимов и других параллельных способов выражения. Фразеологический фонд языка народа, национальное идиоматическое достояние – вот тот живой и неиссякающий источник, который обеспечивает обогащение литературного языка новыми выразительными возможностями и средствами. Воздействие этого источника придает языку яркость черт национального характера и тот неповторимый

колорит, который отличает один язык от другого как языки многовековой культуры, так и вновь слагающиеся и закрепляемые письменностью литературные языки.

Традиционно начальным периодом в истории разработки теоретических вопросов русской фразеологии считается вторая половина XVIII века. Его начало (периода) связывается не столько с именем М. В. Ломоносова, сколько с опубликованием «Словаря Академии Российской» [15]. Составители и редакторы этого словаря пытались классифицировать собранный ими фактический материал (около 3000 единиц), но их классификация носит ненаучный характер, так как она построена на нескольких основаниях деления, а сущностные признаки

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фразеологических единиц, как и сами эти единицы, тогда еще не были известны.

Проблема изучения всякого рода «выражений и оборотов речи» давно находится в центре внимания российских и зарубежных ученых. основополагающими исследованиями, в которых обосновываются теоретические вопросы русской фразеологии, являются работы Ф. Ф. Фортунатова [18], А. А. Шахматова [19], В. В. Виноградова [6], И. И. Срезневского [16], Ф. И. Буслаева [4], И. А. Бодуэн де Куртенэ [3], Шарля Балли [2], М. И. Михельсона [9], Г. О. Винокура [7], Н. Н. Амосовой [1] и др.

В XIX веке значительно возрастает интерес к изучению всякого рода «выражений и оборотов речи». Русские лингвисты первые продвинули разработку вопроса о словосочетаниях в синтаксическом плане (Ф. Ф. Фортунатов [18], А. А. Шахматов [19], В. В. Виноградов [5; 6] и другие).

Наряду с собиранием фразеологических единиц замечается и известный интерес к их анализу. Так, Ф. И. Буслаев анализирует выражения типа *держать речь, вести дружбу*, которые он называет «описательными выражениями» [4]; И. И. Срезневский исследует образование слов из выражений и попутно анализирует эти выражения, делая, по сравнению с Ф. И. Буслаевым, значительный шаг вперед [16]. И. А. Бодуэн де Куртенэ еще до И. И. Срезневского исследовал образование слов из выражений (на материале польского языка), не анализируя, однако, самих выражений. Позже он снова возвращается к проблеме выражений, вскользь затрагивая и их структурную классификацию: он различает выражения-словосочетания и выражения-предложения [3].

В стилистико-семантическом плане много сделала для выяснения типов фразеологических сочетаний «швейцарская школа» Фердинанда Де Соссюра и Шарль Балли. В книге Шарль Балли «Общая лингвистика и вопросы французского языка» была дана первая развернутая классификация фразеологических речений. Полярными разновидностями Шарль Балли считает:

1) неразложимые единства (unites indecomposables);

2) переменные словосочетания (groupements passagers) [2].

В русской филологии впервые о фразеологии как о специальной научной дисциплине заговорил М. И. Михельсон. Одним из ее аспектов М. И. Михельсон считал «иносказательный способ выражения мысли». Обороты, выражающие мысль иносказательно, по мнению М. И. Михельсона, и «составляют предмет русской фразеологии» [9, с. 1-2].

В начале XX века в русском языкознании появилось учение Ф. Ф. Фортунатова о так называемых «слитных речениях» [18, с. 174]. Идеи Ф. Ф. Фортунатова были продолжены в работах его учеников – В. К. Поржезинского и Д. Н. Ушакова. Главное в учении о «слитных речениях» – это мысль Ф. Ф. Фортунатова об их семантической эквивалентности слову. «Слитное речение» – это словосочетание по структуре и слово по значению. Однако эти ценные для фразеологической науки мысли не были разработаны дальше ни самим Ф. Ф. Фортунатовым, ни его учениками.

Автор первой работы по фразеологии – Г. О. Винокур – отбрасывает фразеологическое учение М. И. Михельсона и чрезмерно широкое понимание фразеологии и становится на точку зрения лексического, словарного, по существу, узкого понимания фразеологии. Г. О. Винокур справедливо отделяет фразеологию от грамматики, но не выделяет ее в самостоятельную дисциплину, а оставляет в ведении лексикологии [7].

Начало следующего периода в истории русской фразеологии можно датировать серединой 40-х годов XX века. Открывается он специальными работами по русской фразеологии, написанными В. В. Виноградовым. В своей первой статье «Основные понятия русской фразеологии как лингвистической дисциплины» он придерживается еще широкого понимания фразеологии, но как видно из названия статьи, В. В. Виноградов понимает фразеологию уже как лингвистическую дисциплину, призванную изучать фразеологический материал языка [6].

Новый этап в истории фразеологии открывается исследованием Н. Н. Амосовой «Основы английской фразеологии» [1]. Эта работа, выполненная на материале английского языка, является значительным вкладом в общую теорию фразеологии. Ценным считается не только фразеологическая система Н. Н. Амосовой, но и применяемый ею контекстологический метод. Кроме того, своим глубоким анализом фразеологической концепции В. В. Виноградова и вскрытием существенных недостатков этой концепции Н. Н. Амосова как бы подводит итог всему предшествующему периоду. Она предлагает оригинальную теорию вариантности, основное содержание которой сводится к отрицанию «лексических» вариантов [1].

Актуальным представляется обращение к теме – анализу особенностей такого выразительного средства, как фразеологический оборот и в романе Ф. М. Достоевского «Бедные люди».

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Фразеологизмы, представленные в романе Ф. М. Достоевского «Бедные люди», можно условно разделить на три группы:

1. **Собственно фразеологизмы** – это те единицы, значения которых совпадают с теми или иными толкованиями, данными во фразеологическом и толковом словарях. Например:

«**ни жив ни мертв**» – в состоянии оцепенения от испуга, волнения [17, т. 1, с. 865] «... так что я вошел в дом **ни жив ни мертв**...» [8, с. 77];

«**маковая росинка**» – ничего не ел [17, т. 3, с. 1386] «... и как я его встретил, так он уже двое суток **маковой росинки** во рту не видал...» [8, с. 82];

«**упасть духом**» – потерять бодрость, уверенность, отчаяться [17, т. 3, с. 64] «*Как! вы до такой уже степени могли **упасть духом**, Макар Алексеевич!*» [8, с. 64];

«**боже сохрани**» – предупреждение не делать чего-нибудь во избежание чего-нибудь дурного [17, т. 4, с. 958] «... *то есть всего не сказал, да и **боже сохрани**, никогда не скажу, потому что сказать-то нет духу, а так кое в чем открылся ему...*» [8, с. 71];

«**лица не было**» – о ком-нибудь, у кого от сильных потрясений, сильного волнения резко изменился привычный наружный облик [17, т. 2, с. 11] «*Вы были такой бледный, перепуганный, отчаянный: на вас **лица не было**, и все оттого, что вы боялись мне рассказать о своей неудаче...*» [8, с. 76];

«**не в духе**» – в плохом настроении [17, т. 1, с. 815] «*Вы, может быть, без чувства читали, Варенька, или **не в духе** были, когда читали...*» [8, с. 56];

«**пустить по миру**» – разорить, заставить нищенствовать [17, т. 2, с. 224] «*Батюшку поминутно бранила; говорила, что лучше других хотел быть, да худо и вышло; дескать, жену с дочерью **пустил по миру**...*» [8, с. 31]

«**искать руки**» – звать замуж [17, т. 1, с. 1227] «*Тут он объявил мне что **ищет руки** моей, что долгом своим почитает возвратить мне честь, что он увезет меня после свадьбы в свою степную деревню...*» [8, с. 100];

«**со стыда сгореть**» – испытывать стыд [17, т. 4, с. 648] «*Да и в присутствии я сегодня сидел таким медвежонком, таким воробьем оципаным, что чуть сам за себя **со стыда не сгорел***» [8, с. 69].

2. **Модифицированные фразеологизмы** – к этой группе относятся видоизмененные устойчивые обороты:

«**не радость старость**» (старость не в радость) «*Не радость старость, родная моя!*» [8, с. 13];

«**занести околесную**» (занести околесицу) «*А ведь случается же иногда заблудиться так человеку в собственных чувствах своих да **занести околесную***» [8, с. 19];

«**я не в своем виде был**» (не в себе был) «*Теперь-то я вижу, что я неприличие сделал, потому что **я не в своем виде был**, когда обо мне ему доложили*» [8, с. 67];

«**земля подо мной расступилась**» (под землю провалиться) «*Ну, думаю, так все так; знал я про это, предчувствовал, – ну, просто, Варенька, лучше было бы, если бы **земля подо мной расступилась**; холод такой, ноги ооченели, мурашки по спине пробежали*» [8, с. 78];

«**в грош себя оцениять**» (в грош не ставить) «*И потому не от чего было **в грош себя оцениять**, испугавшись одного шума и грома!*» [8, с. 89];

«**слезами горю помочь нельзя**» (слезами горю не поможешь) «*Ах, Варенька, Варенька! вы не грустите; **слезами горю помочь нельзя**; это я знаю, маточка моя, это я на опыте знаю*» [8, с. 14].

3. **Авторские фразеологизмы** – к этой группе относятся необычные образные употребления слов, которые отсутствуют в толковых словарях. Такие словосочетания и предложения весьма экспрессивны, оценочны и характеристичны:

«**ежом сижу**»: «*Вот точно так и сегодня, приник, присмирел, **ежом сижу**...*» [8, с. 91];

«**враг их возьми!**»: «*Вот теперь, как время пришло хлопотливое, нужное, так и простуды напали, **враг их возьми!***» [8, с. 105];

«**и мы светло видели**»: «*Было время, когда **и мы светло видели**, маточка*» [8, с. 13];

«**все на тонкой ноге**»: «*Ну, у того хорошо, скромно, невинно и деликатно; **все на тонкой ноге***» [8, с. 23];

«**амуры да экивоки**»: «*Не пускаться бы на старости лет с клочком волос в **амуры да в экивоки**...*» [8, с. 19];

«**ломовой извозчик на Волково свез**»: «*Хочется, видно, вам, чтобы меня **ломовой извозчик на Волково свез**; чтобы какая-нибудь там нищая старуха-пошлепница одна мой гроб провожала...*» [8, с. 58];

«**копейку ребром ставить**»: «*Разве я не вижу, что вы на меня разоряетесь, последнюю **копейку ребром ставите** да на меня ее тратите?» [8, с. 57].*

Фразеологизмы, входящие во вторую и третью группы, характеризуют Макара Девушкина и Вареньку Доброселову двойко. С одной стороны, неправильное, видоизмененное употребление общеизвестных фразеологических оборотов (например, фразеологизм «*как сыр в масле кататься*» в речи Макара Девушкина звучит: «... в должности, где от своего брата чиновника и прежде мне не было масленицы, –

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теперь, маточка, и говорить нечего» [8, с. 75]) характеризуют главных героев как людей малообразованных, а с другой стороны, встречающиеся в их речи необычные образные употребления словосочетаний и предложений (например, «ежом сажу», «и мы светло видели», «копейку ребром ставить») раскрывают их как людей, владеющих богатством самобытной русской речи.

В письмах Макара Девушкина представлены, в основном, фразеологизмы разговорного и просторечного характера:

«**ничего греха таить**» (разг.): «*Ничего греха таить, прогневили мы господа бога, ангельчик мой!*» [8, с. 70];

«**мурашки по спине побеждали**» (разг.): «... холод такой, ноги ооченели, **мурашки по спине пробежали**» [8, с. 78];

«**на смех поднимают**» (разг.): «*Меня гонять, маточка, презирают, на смех поднимают, а хозяйка просто меня бранить стала...*» [8, с. 79];

«**смерть стоит**» (разг.): «... тут не далеко ждать, и болезнь, как гад нечистый, заползет ему в грудь, а там, глядишь, и **смерть уж стоит** над ним, где-нибудь в смрадном углу, без ухода, без помощи – вот и вся его жизнь!» [8, с. 87];

«**сердце отвести**» (разг.): «... начал я вам описывать это все, частью чтоб **сердце отвести**, а более для того, чтоб вам образец хорошего слогу моих сочинений показать» [8, с. 88];

«**тише воды, ниже травы**» (разг.), «**рукой махнешь**» (разг.): «...тут иногда так перед таким зрелищем умалишься, что как будто бы щелчок какой получил от кого-нибудь по любопытному носу, да и поплетешься **тише воды, ниже травы** своею дорогою и **рукой махнешь!**» [8, с. 88];

«**нечистый попутал**» (разг.): «*Ну, вот, я и принялся переписывать; переписал чисто, хорошо, только уж не знаю, как вам точнее сказать, сам ли **нечистый меня попутал**, или тайными судьбами какими определено было, или просто так долоюно было сделаться, только пропустил я целую строчку, смысл-то и вышел...*» [8, с. 91];

«**в гроб сведут**» (разг.): «*Ведь вас там в **гроб сведут**; они заморят вас там, ангельчик*» [8, с. 107];

«**муха меня крылом перешибет**» (прост.): «*Вы не смотрите на то, что я такой тихонький, что, кажется, **муха меня крылом перешибет***» [8, с. 17];

«**уши развесили**» (прост.): «*Да дело-то в том, что другие своих **ушей не затыкали**, а напротив, **развесили их***» [8, с. 66].

Макар Девушкин и Варенька Доброселова глубоко верующие герои, поэтому в их письмах

постоянно вплетаются такие устойчивые обороты как:

«**Бог видит!**»: «*А если бы знала бедная матушка, что они со мною сделали! **Бог видит!**...*» [8, с. 25];

«**бог с ними!**»: «*Она говорит, что господин Быков хочет мне дать приданое. **Бог с ними!***» [8, с. 49];

«**Дай-то бог!**»: «*Федора говорит, что это все сплетни, что они оставят, наконец, меня! **Дай-то бог!***» [8, с. 49];

«**ради бога**» (в значении *пожалуйста, прошу вас*): «*Не обращайтесь внимания на это, Макар Алексеевич, и, **ради бога**, успокойтесь*» [8, с. 55];

«**сохрани вас господи!**» (в значении *ни в коем случае*): «*Вы хотите занимать деньги; **сохрани вас господи!** после не оберетесь беды, когда отдавать будет нужно*» [8, с. 70];

«**ради создателя**» (в значении *прошу вас*): «*И откуда вы денег достали? **Ради создателя**, поберегитесь!*» [8, с. 80];

«**как бог пошлет**»: «*Что впереди, я не знаю. Что будет, то будет; **как бог пошлет!**...*» [8, с. 101] – в письмах Вареньки.

В письмах Макара Девушкина:

«**И, святые вы мои!**»: «*И еще скажу, маточка: чуден иногда человек, очень чуден. **И, святые вы мои!** о чем заговорит, занесет подчас!*» [8, с. 19];

«**убереги меня, господи!**»: «*А что выходит-то, что следует-то из этого? Да ровно ничего не следует, а выходит такая дрянь, что **убереги меня, господи!***» [8, с. 19];

«**да бог с ними!**»: «*Там и еще есть разные мысли, **да бог с ними!***» [8, с. 14];

«**боже сохрани**»: «*Я вижу, что добра желает мне человек, да и открылся ему – дескать, так и так, Емельян Иванович, то есть всего не сказал, да и **боже сохрани**, никогда не скажу, потому что сказать-то нет духу, а так кое в чем открылся ему, что вот, дескать, стеснен, и тому подобное*» [8, с. 71];

«**бога молю**»: «*Я уж **бога молю**, как молю его за вас, маточка!*» [8, с. 95];

«**воля божия**»: «*Конечно, во всем **воля божия**: это так, это непременно должно быть так, то есть тут воля-то божия непременно должна быть...*» [8, с. 101];

«**свет господень**»: «*Я вас, как **свет господень**, любил, как дочку родную, любил, я все в вас любил, маточка, родная моя! И сам для вас только и жил одних!*» [8, с. 107];

«**Ноев ковчег**»: «*Порядку не спрашивайте – **Ноев ковчег***» [8, с. 16].

Варенька Доброселова предстает более начитанной, поэтому в ее письмах наряду с фразеологизмами разговорного характера: «**ни дело с концом**»: «*Какое другим дело! Вы с нами знакомы, и **дело с концом!**...*» [8, с. 22], «**шутка**

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ли!» (в значении *подумать только*): «**Шутка ли, сколько вы на меня истратили, ужас сколько денег!**» [8, с. 48], «**отлегло о сердца**»: «**Вы были такой бледный, перепуганный, отчаянный: на вас лица не было, – и все оттого, что вы боялись мне рассказать о своей неудаче, боялись меня огорчить, меня испугать, а как увидели, что я чуть не засмеялась, то у вас почти все отлегло от сердца**» [8, с. 76], «**ломаем голову**» (в значении *думать*): «**Сначала я, такая большая девушка, шалила заодно с Сашей, и мы, бывало, по целым часам ломаем головы, как бы раздражить и вывести его из терпения**» [8, с. 32], «**с ума сведете**»: «**Вы меня просто с ума сведете. Не стыдно ли вам!**» [8, с. 80], «**как сыр в масле кататься**»: «... сказал, что в деревне я растолстею, как лепешка, что буду у него **как сыр в масле кататься**, что у него теперь ужасно много хлопот, что он целый день по делам протаскался и что теперь между делом забежал ко мне» [8, с. 101] встречаются фразеологизмы книжного характера: «**нетрезвый вид**»: «**Старик же Покровский, с горя от жестокостей жены своей, предался самому дурному пороку и почти всегда бывал в нетрезвом виде**» [8, с. 33], «**сердце кровью обливается**»: «**У меня сердце кровью обливается при одном воспоминании**» [8, с. 49], «с

**горем пополам живешь**»: «*Как-то лучше там, где привыкнешь, хоть и с горем пополам живешь, а все-таки лучше*» [8, с. 54].

Использование в письмах Вареньки Доброселовой модифицированных фразеологизмов указывает на то, что Вареньке не удалось получить должного образования. Правда, необходимо отметить, что в ее письмах видоизмененные фразеологизмы встречаются редко. Выражение «*души не чаять*» Варенька использует как «*души не слышал*»: «... во мне и матушки он **души не слышал**» [8, с. 25]; оборот речи «*сбить с толку*» изменен на: «... они его **сбили с последнего толку, затормозили совсем**» [8, с. 40]; оборот речи «*принимать близко к сердцу*» заменен на: «**Вы уж слушом сильно все принимаете к сердцу...**» [8, с. 75].

### Заключение

Таким образом, исследование показало, что Ф. М. Достоевский широко использовал фразеологизмы как средство речевой характеристики персонажей в романе «Бедные люди». Данные фразеологизмы отражают духовные, нравственные ценности и мир чувств главных героев.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

## International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 04 Volume: 96

Published: 24.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



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## REQUIREMENTS FOR THE STRUCTURE, CONTENT AND DESIGN OF MULTIMEDIA ELECTRONIC TEXTBOOKS

**Abstract:** The degree of opportunity and strategies for using electronic textbooks to improve the efficacy of the scholastic process are clearly mentioned in this article. In addition, certain criteria relating to the general rules of creation and content are also specified.

**Key words:** information technology, electronic textbooks, multimedia technologies, high education, educational process, video lecture.

**Language:** English

**Citation:** Valiyeva, S. A. (2021). Requirements for the structure, content and design of multimedia electronic textbooks. *ISJ Theoretical & Applied Science*, 04 (96), 290-292.

**Soi:** <http://s-o-i.org/1.1/TAS-04-96-60> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.60>

**Scopus ASCC:** 3304.

### Introduction

As the role of modern information technology in education is growing increasingly in all areas of economics, science and technology, and social life, there is a need for a range of changes and improvements in the organization and management of the educational process and teaching methods to improve the effectiveness of the educational process.

It is natural that the use in the educational system of new literature and textbooks, particularly when they are in the national language, creates some difficulties not only for students, but also for teachers in special educational institutions at the high and secondary level. In this respect, it is considered important to reform and improve the educational process on the basis of modern technology, to research developed countries' innovations and achievements, and to introduce them in our country.

Since the second half of the last century, the use of technology in the education system has existed in different ways. M.I. was among the first ones in this area. Gelfand, M.L. Seitlin, L.N. Londi, A.A. Lyapunov, Y. N. Yakova, A.P. Yershova and S.I. Shapiro, proposing modern teaching approaches, non-traditional teaching aids and teaching methods in the education system.

The implementation of advanced pedagogical technology is based on the three concepts that follow:

- Creation of textbooks by partitioning them into parts;
- Putting parts in such a way that, under some circumstances, block diagrams are available from one to another;
- Reviewing textbooks prior to their introduction.

A variety of opportunities have arisen today to address the issues of education positively. The adoption of information integration and pedagogical integration Technologies in the educational process include the achievement of the objectives of increasing the efficacy of this process, covering the computer-based teaching and control process, as well as the incremental introduction of this process in a transparent way. Creation of the teaching and control process by relying on information technology-based electronic textbooks and organizing their mechanisms using software resources such as hypermedia, multimedia, hypertext, audio, video for each subject. One of today's challenges is teaching in the school system.

E-learning books or electronic textbooks are intended to expand the horizons of students, improve and deepen their initial knowledge and provide additional information to them, and it is proposed that they should be developed more for in-depth subjects. The content of educational literature gives students the

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opportunity to think freely and independently, to gradually enrich and strengthen the knowledge gained, to gain independent learning, to look for new knowledge in educational literature.

An Electronic Textbook (ET) is a multimedia-based program enriched with text, audio, video data, power, animation, and graphics. ET's quality relies on the level of personal knowledge of the instructor, the style of the author, the pedagogical, psychological and methodological approach to the subject.

In contrast to a conventional textbook, ET offers a number of ways to illustrate instructional materials. ET must satisfy all learning process criteria, and must also execute didactic functions designed to help students operate more independently. Since the human body needs unique features to obtain information in electronic form, the psychological, esthetic, ergonomic, hygienic and methodological-psychological dimensions of ET need to be taken into account as well? Yet psychological obstacles may be such that students will not be able to directly receive information on a computer screen.

Depending on the degree of preparation, the e-textbook should contain a range of didactic content, self-monitoring tests and queries, and activities of varying complexity. Practice illustrates that the need must be fulfilled by a lecture. The best size 2-3 screen information is electronic text details. The volume of applicable lectures covered in the course or e-textbook should be as above in this case. It is advisable to break it into suitable parts in some way in order to position a reasonably large volume of text.

The primary aim of the usage of ET:

- Enhancing the consistency and efficacy of the educational process through the introduction of new methods of information and education and the use of modern information and pedagogy, as well as information and computer technology;

- Using digital educational tools and e-textbooks extensively, arranging their collections, applying methods of distance learning in reality, and accessing the continuing education system to the global electronic system.

Creating an ET: Before you start creating an e-textbook, you need to fully design the relevant textbook. There are specific objects of ET creation:

- ♣ Teacher;
- ♣ Creator of ET - technical specialist, designer;
- ♣ E-textbook.

*Teacher.* ET's quality depends on the teacher's level of personal knowledge, the style of the author, the pedagogical, psychological and methodological approach to the subject. Every ET undoubtedly has its own laws, definitions and arguments. The instructor decides the ET course structure, indicating which components it will consist of. It is possible to split each curriculum into its own sections and components. The initial concept of the next element could be one component, which is the product of

teaching the element, and some of its elements may be related in some way to each other. In this situation, the production of one ET course can be the foundation for a particular one. The instructor analyzes in detail all the above-mentioned processes and gives the designer who developed the ET the resulting algorithm. The maker of this ET is the designer. In developing ET, he should pay attention to the pedagogic, psychological aspects. A simple, easy-to-use structure should be built for ET. In the course of designing an ET, the designer should take the following statements into consideration:

- The principle of uniformity - ensuring that all the relevant components of the ET are the same;
- Selecting a single size for text and objects;
- Selecting a suitable background;
- Convenient interface;
- Choosing the right colors;
- Software and hardware compatibility

E-textbook. In the process of creating an ET with the necessary software, it is necessary to pay attention to the following, in which the ET is built on the basis of the following objects:

1. Basic concepts: structure of topics; theoretical part; practical training; laboratory developments.
2. Auxiliary information: pictures, graphic elements; audio; video; animations.
3. Oriented issues: a demonstrative view of the course of this or that process.
4. Control: elements that control the learning process; test appearance; directional questions.
5. Additional elements: objects that increase the quality of ET; different colors; frames; menus; auxiliary buttons.

Moreover, through video lectures and video materials, ETs can also be coordinated. The entire course or sections of it that are difficult to access are protected by video lectures. It is possible to plan and coordinate meaningful learning experiences for students with the use of these technical resources.

You can completely understand the subject of science with simple images, graphs, different symbolic details. As the simplest effective way, various objects, diagrams and moving demonstrations in the video lecture enter the mind of the student through the primary signals. The probability of information being received would be high.

Possibilities of video lectures to increase the efficiency of the educational process:

- Virtual access of students to the field of future specialization, scientific laboratories, openness;
- Observation of processes, events, appearances and their various models that are difficult to understand (rarely performed, continuous);
- To feel and understand the progress of a problematic process by managing its live demonstration;
- Demonstrations are based on



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attention-grabbing, affective-emotional, appropriate logical methods of influence.

It is important to construct the video lecture in such a way that it gives the consumer a natural impression. It is very successful to illustrate the aim of the study by displaying images and videos. When observing the process of conducting different graphic representations, mathematical processes, chemical reactions, logical formulas and calculations, have "own spoken language".

### Conclusion

A variety of electronic textbooks such as "Informatics, information technologies", "Web page creation technologies", "NameWebEditor", "Computer networks", "Adobe Flash", "Adobe Dreamweaver", "Computer graphics", "Video data processing software", "JavaScript course" for information technology specialties of higher education institutions have been developed based on the above criteria.

The use of these ETs creates a number of advantages:

- Teacher and student save time in use;
- Brings the student closer to modern technologies;
- Has comprehensive savings;
- The scope of the student's study is not limited;
- Convenient, easy and simple for student learning;
- There is an opportunity to quickly and constantly change the curriculum in accordance with modern requirements.

Sound Forge, iSpring, AutoPlay, CoursLab, Adobe Photoshop, Adobe Dreamweaver, JavaScript, Adobe Flash, Camtasia studio, Pinnacle studio and other software tools were used to create ETs. ET has a user-friendly interface and is enriched with video data. Also it possesses control of test according to the course. ETs are used by university students and teachers, as well as volunteer users. They are also included in the university's distance education system platform.

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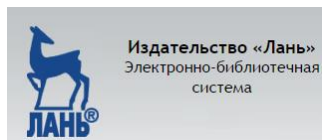
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«Theoretical & Applied Science» (USA, Sweden, KZ)  
Scientific publication, p.sh. 30.625. Edition of 90 copies.  
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