

SOI: 1.1/TAS

DOI: 10.15863/TAS

Scopus ASJC: 1000

ISSN 2308-4944 (print)

ISSN 2409-0085 (online)

№ 05 (97) 2021

Teoretičeskaâ i prikladnaâ nauka

Theoretical & Applied Science



Philadelphia, USA

**Teoretičkaâ i prikladnaâ
nauka**

**Theoretical & Applied
Science**

05 (97)

2021

International Scientific Journal

Theoretical & Applied Science

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

Published since 2013 year. Issued Monthly.

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

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

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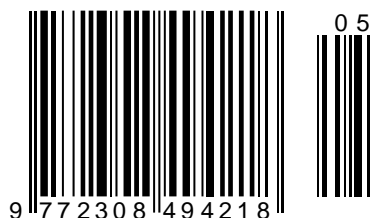
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ISSN 2308-4944



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International Scientific Journal

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ISJ Theoretical & Applied Science, 05 (97), 622.
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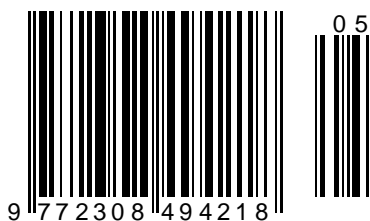
Impact Factor ICV = 6.630

Impact Factor ISI = 0.829
based on International Citation Report (ICR)

The percentage of rejected articles:



ISSN 2308-4944



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JIF = 1.500

SIS (USA) = 0.912
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SOI: [1.1/TAS](https://doi.org/10.1177/10.15863/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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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ABOUT COMMON WORDS IN UZBEK AND TAJIK LANGUAGES, THEIR SEMANTICS

Abstract: This article discusses the lexical richness of the language, the lexical-semantic features of the word. It is well known that the study of the meaning of a word has a fundamental value for linguistics. The semantic structure of a word in any language is of particular importance as one of the important features that indicate the vocabulary richness of that language. In this regard, the article discusses the scientific views of Uzbek linguists on the semantics of the word, the transition of lexical units from one language to another, the lexical and grammatical meaning of words, common words used in Uzbek and Tajik languages, their meanings, some semantic changes in Uzbek. was also mentioned. The unification of linguistic units on the basis of a certain meaning, the unification of lexical units of a particular language into semantic cells, has developed in Eastern linguistics. Later in the 19th century, the idea of grouping linguistic units into semantic groups or dividing the whole into specific semantic groups flourished in Europe. Accordingly, the unification of linguistic units on the basis of a certain meaning, the division of Persian-Tajik borrowings into more than forty lexical-semantic groups, the study of Persian-Tajik lexemes into lexical-semantic thematic groups are important in determining the semantic development of borrowings.

Key words: Grammatical meaning, semantic aspects, lexical richness of a language, borrowed words, semantic changes, language lexicology, Persian-Tajik dialects, thematic groups.

Language: English

Citation: Alimova, Z. V. (2021). About common words in Uzbek and Tajik languages, their semantics. *ISJ Theoretical & Applied Science*, 05 (97), 101-104.

Soi: <http://s-o-i.org/1.1/TAS-05-97-15> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.15>

Scopus ASCC: 1203

Introduction

It is well known that every word in a language has a specific meaning. Words are characterized by lexical and grammatical meanings. If the lexical meaning of a word means that it expresses the concepts of thing, sign, action, then the grammatical meaning means additional meanings that are reflected in this basic meaning. Grammatical meaning is the expression of concepts such as number, person, agreement, tense, inclination in a particular word.

The lexical-semantic features of a word combine its lexical, grammatical and semantic aspects. Because words not only organize the vocabulary of a language in this way, they make all the connections in the language system. When it comes to the meaning of a word, first of all, its relation to the object and concept and how it is expressed in language are considered. That is, the connection between the utterance of a

word and an object or event reveals its meaning. This connection is usually shown in the form of a triangle.

The main part

The lexical richness of a language is referred to as its lexicon, and the semantic aspect of words is referred to as the semantic structure of the language. A.Navoi points to two features of the word: "The word is pearl, its river is the heart". Indeed, the word is hidden in the river of the human heart like a pearl. Navoi connects his activity with speech, emphasizing that the word belongs to the treasury of language as an opportunity. Because the word acts only in the speech process and points to different meanings.

Just as it is preferable to call a word a lexeme as a lexical unit, it has also become customary to call a lexical meaning a semema. These terms are especially useful in the study of word semantics. But it would not

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be correct to recommend the use of these terms alone in the analysis of word semantics. Each of the terms word and lexeme, lexical meaning, and semema can be used.

According to Kochkartayev, this problem is closely connected with such issues as semantic structure of the world, lexicographic interpretation of the word, monosemia, polysemy, and is important not only for semiotics, but also for other linguistic discussions of language (lexicology, lexicography, onomasiology, etymology) [1. 27].

Words in the vocabulary of each language have a specific meaning. In addition to expressing meaning, words also convey the notion of the same thing or symbol. The fact that words have a specific semantic structure serves to give them a sufficient understanding of them. One of the important features of a word in all languages is that it has a certain meaning.

According to Sh. Iskandarova, the lexeme is the meaning expressed under the material shell. Indeed, meaning is not the concept itself. Although the generalized image of things and events occupies a central place in the structure of meaning, but these two phenomena are not equal to each other. The meaning is broader than the concept. At the same time, non-conceptual linguistic units also have a certain meaning [2.21].

Any word that is part of the vocabulary of any language, whether it is borrowing word or a word that belongs to the original vocabulary of the language is important in terms of its meanings. The most important thing is that it is increased to come into our language terms from different language. Learning world languages gets to know their national-cultural habits and borrowing of conception and word related their customs enriches the vocabulary of our language. Borrowed words can be appeared small language. It can be seen that there some borrowed words which are Abhaz-adigey, Turkish, Arabian, Persian as well as Greek, Italian and French. In other language the ways and reasons of word borrowing may be various. For instance, in the fourteenth and fifteenth century as a result of revolutionary changes happened in science, art, and technology in Italy several Italian words passed to European languages: *bank, cabinet, soldat sonet, gazeta* and other words. Several languages of world, including Uzbek, it has some Arabian words mostly they are related to the spreading of Islam. As for the Persian-Tajik words in Uzbek language, they are the consequences of close neighboring connection.

As M. Mirtojiev rightly points out, the study of the meaning of words has a basis for linguistics [3.3]. Because the meaning of a word does not appear without semantics or sound (resonant) sign. These two aspects, which differ in their nature, at the same time constitute the integrity, the inseparability of a particular element.

The meaning of a word is based on the fact that it is perceived exactly the same, similar or close by the speakers of the language, it is formed according to the cognitive potential of the speakers of the language. Perception reflected in the human mind is mainly realized in the process of human interaction, in their language. The word form, on the other hand, is the material representation of the ideal side of the word, due to which the meaning (ideal side) becomes clear to the interlocutor. Hence, the material side of the word not only represents and realizes the ideal (meaning) side, but also serves to make the ideal side communicative, general, understandable. Just as the ideal side cannot exist without the material side, so the material side cannot exist without the ideal side. Not only can a word be updated and given a new look, but it can also reappear on the basis of semantic changes without changing its phonetic appearance (shape) [4.102].

Word acquisition occurs initially in the state of the word and some of its lexical meanings, and the semantic structure is not fully assimilated. This is because in the early period of language, the meaning of assimilation is not yet formed in the context in which it is fully given and expressed. After all, it is perceived through the lexical meaning of things and objects that are accepted in relation to it, depending on the mutual cultural relationship of peoples.

A lexeme that comes from a particular language gradually begins to be used in connection with certain lexical units in the language. Takes certain forms of use in speech. Language owners try to find a suitable equivalent in their mother tongue. Where there is such a linguistic unit, the meaning of assimilation becomes clearer and more concrete. Its place of use in the language is determined and its use becomes actual. Named factors also affect the meaning of a foreign word, the concepts and notions it represents. Indeed, the meaning of a foreign word can be fully, partially or even completely changed depending on the level of development of the vocabulary of the host language [5.85-86].

Common Tajik words in Uzbek and Tajik often have similar meanings in both languages. At the same time, it is observed that the Tajik dialects have undergone some semantic changes in the Uzbek language. For example, in the Tajik language, *gavhar* is: 1) a precious stone; 2) in a figurative sense: a) *lineage, ancestry*; b) *a child*. In modern Uzbek, “precious stone” is used in the figurative sense to mean “*the most precious thing*” [6.111].

“*As soon as a pearl falls into the mud, its value does not decrease. A donkey with a crown will not replace turquoise, and no one will forget its low price*” (T. Malik, Human Property, p. 268).

The unification of linguistic units on the basis of a certain meaning, the unification of lexical units of a particular language into semantic cells, has developed in Eastern linguistics. Later in the 19th century, the

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idea of grouping linguistic units into semantic groups or dividing the whole into specific semantic groups flourished in Europe. Accordingly, this theory is inextricably linked with European linguistics [2.43]. The study of word division into semantic fields was advanced in the 1930s by the German linguist J. Trir [7.8].

According to the sources, the use of words in speech depends on their choice, i.e. the semantic connection with other words and the ability of certain words to semantically connect with other words. The choice of words is considered as their combination of certain lexical-semantic paradigms on the basis of one or another semantic feature (semantics) [8.102].

In scientific sources, Persian-Tajik dialects of the Uzbek literary language are divided into more than forty lexical-semantic groups. In particular, K.Yusupov lexically and semantically groups the Persian-Tajik words that influenced the language of the Uzbek periodical press in the first half of the XX century as follows [9.39-42]:

Words in the category of horses that express a subject or abstract meaning: such as *khok* (soil), *gardan* (neck, zimmer), *mohyona* (monthly), *khokistar* (ash).

2. Words that signify: *obikor* (irrigated), *yaksara* (one way), *shikastadil* (compassionate, actually broken).

3. Words used in the sense of quantity: such as *hazor* (thousand), *ziyoda* (more).

4. Words denoting the relation of action and state: such as *irod qildi* (spoken), *khalos bo'lmoq* (get rid of), *suvara bo'lib* (ride).

5. Words denoting place-time: *gosha* (edge), *sahro* (field), *poygoh* (threshold), *tiramo* (autumn), *aknun* (now).

A.Berdialiyev and R.Khidirov also in addition to the lexical-semantic groups mentioned in A.Khojiev's "Lexicology of the Uzbek language" words expressing abstract events and concepts (*bakho*, *pushaymon*, *mekhr*, *andisha*, *obro*, *armon*, *orzu*, *khunob*, *khori*), they also list the names of sweets and dishes (*shira*, *talkh*, *shor*, *novvot*, *qand*), the names of precious stones and ornaments (*feruza*, *gavhar*, *yoqut*, *tilla*, *zar*) [10.113]. The group of dessert names includes *novvot*, *obakidandon* (a type of dessert made from sugar syrup), *pashmak*, *yakhakijon* (a dessert made by adding molasses to ice cubes), *parvarda* (a dessert made from flour, butter and syrup), and *rusta* (a type of halva).

B.Bafoyev lexically and semantically divides the words used in the works of A.Navoi into different thematic groups. In particular, words belonging to the animal world can be divided into groups such as pet names, wild animal names, and reptile names. For some reason, the lexeme of *gosala*, quoted by B. Bafoyev in the group of animal names, does not appear in annotated dictionary of the Uzbek language. According to the author, "This word is a Persian-Tajik

lexicon, which was adopted by the old Uzbek language. It is actively used in modern Uzbek literary language, as well as in many dialects and dialects of Uzbek language. In modern Uzbek, *gosala* comes in goose-*gosala* forms in the Samarkand-Bukhara dialect of Uzbek" [11.92-93]. Therefore, this word should be included in the explanatory dictionary of the Uzbek language.

The following animal names also be included in the group of livestock: *asp* (horse), *barra* (newborn baby sheep), *carcass* (one- or two-year-old female calf), *govmish* (large horned animal, bull), *kurra* (dialect: donkey, donkey), *juvona* (two- or three-year-old cattle; novvos), *shishak* (one- or two-year-old sheep).

We found it necessary to add the following to the thematic groups mentioned in the sources of Uzbek language lexicology:

1. Names of persons:

a) the names of the names of persons with the meaning of "farming": farmer, *koranda* (farmer working to get a part of the harvest), vegetable seller, rice grower, *rezaparvar* (caretaker of small crops, farmer);

b) the names of the personal names of the "young" and "old": *navjuvon*, *navrasta*, *navrasinda*, *nozanim*; *retiree*, *pir*, *soltob* (older, much older), *kayvoni* (who has seen a lot, is old);

c) names of persons with the meaning of "craftsmanship": *kavushdo'z*, *kandakor*, *koshinkor*, *koshinpaz*;

d) names of persons with the meaning of "construction": *devorzan*, *paxsakash*, *loykash*;

e) the names of horses with the meaning of "food": *kabobpaz*, *kallapaz*, *kallapaz*, *oshkhor*, *palovkhor*, *pazanda*, *tuxumkhor*;

f) the names of the person with the word "drink": *bozagar*, *bozafurush*, *bozakhori*, *mayparast*, *maykhor*, *mast*;

g) names of persons associated with the military concept: *didbon*, *kamonkash*, *lashkar*, *nayzabardor*, *nayzaboz*, *nayzadast*, *tirandoz*, *kahramon*, *chobuksuvor*;

h) the names of the person with a positive trait: *mehribon* (kind), *kamarbasta*, *koraftra* (experienced), *rostgo'y*, *nekbakht* (high luck, happy), *neqadam*, *ozoda*, *oromijon*, *xokisor* (simple, humble), *shakarguftor* (nice to say, sweet), *shovvoz* (able to do any work);

i) the names of the person with a negative character: *avbosh* (bully), *sayak* *davangi* (*besonaqay*, *anqov*, rude), *dardisar*, *kalvak* (foolish, *noshud*) *kisavur*, *lavand* (lazy), *kajrav* (immoral, misbehaving), *kaltabin* (short-sighted, short-sighted);

y) the names of persons with the meaning of "bread" - "non": *nonvoy*, *nonpaz* (baker), *nonkhor*;

k) the names of the person with the meaning of "medicine" - "dori-darmon": *dorigar*, *dorishunos* (pharmacist);

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l) the names of personal names "radio", "television": *sukhandon* (announcer), *shinavanda* (spectator, hearer);

m) the names of persons with the meaning of "cloth": *shoyibof*, *shoyifurush*, *zardoz*, *adrasbof*, *zarbof*, *chitfurush*, *lattafurush*;

n) the names of the person with the meaning of "sweetness": *shakarpaz* (sugar cook), *pashmakchi*, *holvapaz* (sugar cook, baker), *shiravorpaz* (confectioner), *shirapaz* (confectioner)

o) the names of persons with meaning of "music": *sozanda* (musician), *muganniy*, *khonanda* (singer), *navozanda* (musician);

p) the names of the personal names of the "sport": *kamonkash* (archer), *tirandoz*, *darvozabon* (goalkeeper), *chavandoz* (rider);

r) "commercial", "trade" semantic personal names: *bozorgon*, *bozorbob* (marketer), *furushanda* (seller), *xaridor* (buyer).

2. Plant names:

a) names of plants belonging to the complex flowers: *boyimodaron*, *darmana*, *dastorgul*;

b) names of plants belonging to the tulips: *lola* (tulips), *piyozgul* (onions);

c) the name of the plant belonging to the genus: *rovak*;

d) the name of the plant belonging to the family of roses: *shirchoy* (lily);

e) the name of the plant belonging to the family of saplings: *pashmak*.

3. Flower names: *nilufar* (lily), *binafsha* (purple), *karnaygul* (carnation), *g'uncha* (bud), *suman*, *chinnigul* (carnation).

4. Fruit tree names: *anjir* (fig), *anor* (pomegranate), *behi* (quince), *gilos*, *olcha* (cherry), *nashvoti*, *olvoli*, *olxo'ri*, *g'aynoli* (plum), *shaftoli*

(peach), *nok* (pear), *shakarangur* (sugarcane), *limu* (lemon).

5. Fruitless tree names: *zarang* (maple), *sada*, *sarv* (cypress).

6. Bread names: *non* (bread), *obinon*, *kulcha*, *shirmoy* (bread).

7. Jeverly names: *bargak* (gold or silver jewelry worn on women's foreheads or chests), *bozband* // *bozuband* (bracelet), *zebigardon*, *marjon* (coral), *nigin* (ring), *nozigardon*.

8. The names of grapes: *shakarangur*, *soyaki*, *obaki*, *yakdona* (large grains, sparse grapes), *doroi* (early ripening, one of the grape varieties), *tabriz* (one of the grape varieties and raisins made from this grape), *chillaki*.

9. The names of melons: *shakarpalak*, *shakarak*, *obinovvot*, *jorakhand*, *shakarpora*, *sabzak*; *garma*, *pechak* (handalak species), *hamak* (unripe, raw melon; sapcha). It should be noted that the apricot variety is also understood by the lexeme *obinovvot*. Among the phytonyms belonging to the national selection, *obinovvot* (apricot variety) is also mentioned [12.19].

Also some of the Persian-Tajik dialects that were translated into Uzbek were formally mastered, they were not fully mastered semantically (*zora*, *jo'ya*, *khunuk*, *chaparasta*).

Conclusion

In conclusion, it should be noted that the study of lexemes learned from the Persian-Tajik language lexically and semantically divided into thematic groups is important in determining the semantic development of assimilations. Evidence suggests that a single person-name can itself be grouped into more than 20 thematic groups.

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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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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THE ROLE OF MEDIA IN THE ESTABLISHMENT OF CIVIL SOCIETY IN UZBEKISTAN AND THE ESTABLISHMENT OF THEIR LEGAL BASIS

Abstract: This article discusses the role of the mass media in the construction of civil society and the creation of their legal framework during the years of independence.

Key words: information, censorship, medium, printing house, publishing house, trend, agency.

Language: English

Citation: Dovidova, G. M. (2021). The role of media in the establishment of civil society in Uzbekistan and the establishment of their legal basis. *ISJ Theoretical & Applied Science*, 05 (97), 105-107.

Soi: <http://s-o-i.org/1.1/TAS-05-97-16> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.16>

Scopus ASCC: 3300.

Introduction

The role and place of the media in building civil society is enormous. After gaining its independence, Uzbekistan, as in other spheres of social life, began a completely new era of qualitative changes in the activities of the media, which gained its national basis. The radical qualitative changes that have taken place in the socio-political life of the country have also placed completely new demands on the media. It was to mobilize the citizens of the country on such a noble cause as the creation of a great Uzbekistan of the future, based on the promotion of a comprehensive idea of national independence. In order to carry out these tasks, it was necessary to create a legal framework for the media. Today, "about 10 laws aimed at liberalizing and developing the press and media, ensuring freedom of speech, fully meeting democratic requirements and standards have been adopted, creating a solid legal framework in this regard" [2.449].

The main part

Article 67 of the Constitution of the Republic of Uzbekistan states: "The mass media shall be free and operate in accordance with the law. They are responsible for the accuracy of the information in the prescribed manner. Censorship is not allowed" [1.12].

At the sixth session of the Oliy Majlis of the Republic of Uzbekistan on August 30, 1996, the laws

"On publishing activities" and "On copyright and related rights" were adopted. Also in 1997, the laws "On Protection of Journalism", "On Guarantees and Freedom of Information", "On Mass Media" (in the new edition in 2007) were adopted, and the "Retraining Center for Journalists" was established. serves to guarantee freedom of speech and opinion in our country.

The Action Strategy for the further development of the Republic of Uzbekistan for 2017-2021 sets out the work to be done in this area. In its first "Priorities for Improving the System of State and Society Building" in 2017 it is planned to implement the following tasks in the media system:

- Amendments and additions to the laws of the Republic of Uzbekistan "On Mass Media" and "On Protection of the Professional Activity of Journalists".
- Development of a program to improve the practical skills and practical skills of journalists.

Independent publications work independently within the ideas, programs and directions of their institutions. They have their own approach to reform and renewal, their own approach to problems. However, the fate of a single sacred independence, the future of the country and the people, unites them.

No one denies that the media is getting deeper and deeper into our lives day by day. We take this process as a matter of course. The role of the media in shaping public opinion is important for the socio-

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political stability of the country. The new socio-political and economic conditions in the country pose completely new and hitherto unknown tasks to the media.

At present, the activation of the role of the media in the life and work of society is reflected in:

It is necessary to create the necessary conditions to increase the capacity of the media, to give them a worthy place in the political, economic and spiritual life of society, to provide social and legal guarantees for the activities of journalists.

Review the process of training professional journalists and media workers to be able to freely and objectively express different views on the processes taking place in the country, to be an impartial mediator between the government and society, and, most importantly, to be an active and consistent defender of human and public interests. It is necessary to assist them in mastering modern methods and means of acquisition, analysis, processing and delivery. The main changes in the field of mass media today are as follows:

1. The mass media is formed and developed on the basis of the ideology of national independence.
2. To study and promote national values, customs and traditions of our people, history of religion and religion, scientific and spiritual heritage of our great ancestors in the study of the history of our country.
3. To study and promote national values, customs and traditions of our people, history of religion and religion, scientific and spiritual heritage of our great ancestors in the study of the history of our country.
4. Increasing coverage of the national education system.
5. The establishment of non-governmental television and radio studios, private and commercial advertising.
6. Expanding the ability to prepare and broadcast broadcasts in world languages.
7. In the field of information, regardless of the form, number, direction, it is important that a competitive environment is formed.

After the independence of Uzbekistan, there was a peculiarity in the press and other media. Newspapers, magazines, radio and television broadcasts covered topics of social, economic, political and educational significance, directly dedicated to the independence of the republic.

The Uzbek media have the opportunity to receive information about events in foreign countries, news, directly from those countries or major news agencies.

The development of society certainly does not stop there. The ongoing reforms in our country have begun to impose a wide range of tasks, in turn, on the

media. Adoption and implementation of the laws "On guarantees and freedom of access to information", "On protection of journalistic activity" directly determines the spiritual image of the modern Uzbek national statehood. The creation of such laws, their submission to the deputies and public discussion, testifies to the consistent adherence to international law, such as Uzbekistan's commitment to universal values, human rights and freedoms, protection of its honor and dignity.

Reorganization of the television and radio broadcasting system on the basis of national ideas, strengthening its influence on the implementation of economic, political and social reforms in the republic has become a topical issue as a very important issue of democracy, constitutional development, protection of human rights and freedoms, dignity. At the same time, the transformation of the media into a "fourth power" remains a requirement of reform - to turn them into an independent social force, to turn the political system into a full-fledged link and an effective tool for shaping public opinion. According to experts, the freedom and independence of the media depends on three factors. These are: first, the existence of special laws and regulations; second, the functioning of market relations and the competitive environment in the field of information; third, the professionalism of journalists and the level of responsibility for their words "[4.43].

Today, 2.3 billion readers read the newspaper every morning. Forty-three percent of Internet users read newspaper news electronically. The revenue of the global newspaper market is \$ 163 billion a year, three times the revenue of the book trade, twice the revenue of the film industry, and three times the revenue of the music industry. At present, there are 1,513 media outlets of various forms of ownership in the country, as well as 122 publishing houses. But the question is whether all of them serve to develop our national idea, to raise the morale of our people [3.2]. The press remains the only media that is not affected by advertising in the process of getting information from consumers. However, with the help of modern printing technology, it is possible to have a simple newspaper quality magazine form. This further increases the interest of students in the press [5.4].

Conclusion

The conclusion is that in an era of globalization where great changes are taking place for the hearts and minds of people, it is important to further improve the media in order to strengthen the focus on high spirituality, moral education. therefore, an individual's information culture is ethically related to the timely acquisition and discovery of new information or knowledge, while at the same time receiving it correctly and using it effectively in daily life.

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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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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LINGUISTIC PHENOMENA ASSOCIATED WITH WORD GAMES

Abstract: This article will give an idea of linguistic phenomena associated with word games. The role and significance of such a Hodie in the emergence of word games is analyzed. Also in the article, the study of word games, the basis of their formation, the fact that word games are a peculiar stylistic method of shaping the meaning of speech, in which the goal of the speaker is an interesting and impressive occurrence, is based on linguistic evidence.

Key words: wordplay, askiya, linguistic stylistics, pun.

Language: English

Citation: Dosmatov, H. H., & Ibragimova, E. I. (2021). linguistic phenomena associated with word games. *ISJ Theoretical & Applied Science*, 05 (97), 108-111.

Soi: <http://s-o-i.org/1.1/TAS-05-97-17> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.17>

Scopus ASCC: 1203.

Introduction

The word game is a matter of concern in the field of pragmatics and Stylistics, many studies have been carried out on its research in Western science [3;4;9;10;15;18].

Word game-artistic-aesthetic task is the combination of the game character of the words assigned. In it, the user of the word expresses an opinion in an abnormal state with the aim of attracting attention or increasing sensitivity. In the place of the word game in dictionaries, the term kalambur is also used. Word game-Ayn. kelambor. Galambor – (Fran.calambour) is a colloquial game, based on the multiple meanings of words, the phonetic structure of which is the same, the appearance of speech consisting in the use of words like this [7].

A.Hojiev approaches the word game in the "Explanatory Dictionary of linguistic terms" as a figurine of speech, based on a lot of meaningfulness, phonetic structure uniformity or closeness to each other.

The main part

Word game-a linguistic phenomenon with a wide range of coverage; a formative and meaningful game in which a variety of understanding, interpretation and interpretation is made. The word game is an interesting expression-aesthetic derivative, which attracts the attention of the listener. Therefore, the owner of the speech creates original formations on the basis of the word game. For example, **UzWebiston** derivative (Uzbek writer wrote four novels using the letter "T" https://www.bbc.com/uzbek/uzbekistan/2014/06/140617_cy_uzwebistan_uzbek_writer_turabekov) or a tester drinker (Said Ahmad) combination.

The following linguistic phenomena that are directly related to the word game should be taken into account: **acimmetric dualism** (dependence between the infinity of the content and the limitation of the linguistic means that characterizes it); **amphibian** (uncertainty of expression with two different interpretations and interpretations); **allofronia** (figurative silences, such as polygamy); **contamination** (linguistically a new word, the appearance of a word game directly related); **allusion**,

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irony (a stylistic method based on the use of such meanings as humor, escapism, sarcasm in hidden semantic structures, pointing to one another; Trop consisting in the use of a completely opposite meaning to the true meaning of Language Unity; irony); **presupposition** (not the meaning expressed through the certain facts that are so familiar, certain knowledge related to the general situation); **syncretism** (the confluence of linguistic phenomena; the simultaneous expression of more than one grammatical meaning in the same form, at the same time); **syntagmization** (the method of connecting two words syntactically or creating a new speech integrity by dividing one word into parts); **paronymy** (the use of stylistic purposes from similar units of pronunciation); **homonymy** (the use of formative words whose meanings are not related to each other); **occasionalism**-(Latin *occasus* – "extraordinary", "random case") meaning that does not form in the semantic structure of the word, reincarnate in a certain individual application; uzual meaning.

In the development of the Uzbek national word art there was a special genre – the soldier, which was based on the word game. The subordinate in words and sentences is the art of speech, consisting in finding a suitable answer to it, by predicting colorful portable meanings inclined to caress, sarcasm, sarcasm, sarcasm, mockery, ridicule, Shama and other humor [14].

The research shows that the application of the word game in the Uzbek language of sheep is explained by the polysemantic nature of the Uzbek language. The abundance of polysemantic words, omofon, omograf, paronym, homonym units in the Uzbek language creates a wide opportunity for word games.

In the "theory of literature" there is a brief information about the game of words from artistic arts: talmeh, Firefly, iyhom; istichroj (Aslan: "extraction") from all kinds of arts, etc [1].

The word game is a form of speech, based on different interpretations. Since it is a difficult task to express the spiritual world of a bright person, his concepts in the normative state (atrophical) with the language unsurlari, there is a need to retreat from the normal state. As a result, the path to the word game in the colloquial speech opens. It will be necessary to look at such a retreat not as a speech defect or defect, but as a speech-decorating retreat, Poetic Cases. Accordingly, it will be correct to look at the word game as a deliberate violation of the normal state of language and speech.

These different interpretations are studied in the language under the name of amphibians, allofronia. With the expression of these phenomena kengaytiradi change the function in context, kengaytiradi their semantic capabilities in Language units, in particular, sentence fragments.

The term amphibian is interpreted in dictionaries (Greek *amphibolia* – two-way, two-meaning) in the style of "ambiguity of expression, having two different interpretations and interpretations".

Amphibian as a text homonymy provides a variety of textual content. About this event, Aristotle emphasized in his book "rhetoric": "the clarity and clarity of the style is very important in rhetoric. If the speech is incomprehensible, it will fail its function. But it is also worth noting that sometimes two meaningful expressions can be used purposefully. Especially such expressions come to hand for the sophists» [2].

Nemis scientist V. " Sworn brother-Gander! Currently, the buri content of the red-hot declaration of Kiri and Vir can be formed as turli amunga ega Burli. The style has a room value of emas. Amphiboliding til uchun the significance of the emasligini incident of Lisonian belgi uchun hosymetric dualism can finally be founded [12].

Bashkir linguist B.T.Ganeev introduces the term "allofronia" (Greek "differently"+"think, perceive") as a linguistic correlation to the term "conflict", which is considered a logical term. It offers the term "atrafonia" (Greek "correct"+"reflect, perceive") in its direct meaning, without contradiction to the term. Allofronia and atrophronia, as he rightly pointed out, constitute two inseparable aspects of the language [6]. The term "allofronia" can be approved for the fact that it is able to express, summarize, in addition to conflict, dependence, as well as changes between the linguistic unit and its meaning, more precisely, changes, that is, events that are the product of "thinking differently" [11].

Both atrophronic elements and allofronic elements coexist in the language. If the language consists only of atrophysical elements, then such a language becomes indecently impoverished and does not know what to develop. If the language is only composed of allofronic elements in itself, it completely loses its integrity and stability, such tilni can neither be understood nor explained. Normative elements, that is, peripheral units, form the basis of language stability, logical anomalies are non – nomadic elements, that is, allofronic units, which ensure the development of language [19].

The writer does not resort directly to allofronic means with the aim of tilni development, but skillfully creates such means for the complete and beautiful expression of his concrete artistic intention, or brings them to active action in unusual, extraordinary specific content and shamuyils. Ultimately, the incomparable developments of the word artist in this regard serve for the evolutionary coloring, enrichment of the language, which means development. It is not surprising that the famous French poet and literary critic Paul Valery called the "tilni enriching retreats", specific, unusual applications in the writer's language, multilingualism, spiritual-logical contradictions, logical contradictions, in one word, retreats from strict language norms [5].

In the word game communicative intent (communicative goal, communicative target),

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communicative strategy, communicative tactics, communicative prospect, communicative experience, communicative competence are embodied. Accordingly, the semantic-structural analysis of the word game will have to be carried out in such a way that they are connected.

The word game is characterized by its pragmatic aspects. Speech should be expressed in an implicit way, taking into account the fact that the speaker can guess and get aesthetic pleasure. Such a speech, expressed in the style of "nimkosa under the cup", characteristic of the traditions of the word art of Sharka, is called in Russian linguistics by the term "text in the text" – "podtekst" [16].

When the word game is performed, a form and content inconsistency (asymmetric dualism) occurs in the context. The more important the content in the context of the word game, the more significant the form is also. The skill of the speaker in shaping the content, the individual approaches to this have a special value. These are verbal signals that point to a specific goal without a random event.

In the understanding of word games, the sentence, which is issued on the basis of the literal edges of words, is understood according to presupposition [13]. The composition of Askiya Uzbek national vocabulary is based on presupposition from head to toe. The listener can understand the presupposition only if he has previously been informed about the purpose of communication. It is necessary for soldiers to know the nicknames of the "opponents", to quickly guess what they are referring to, in general, what the thought is going on, the content provided for by the Tagma of the sentence. Only then will the word Masters be able to understand different gestures and continue the hanger.

Most often in the context of the word game is expressed cynical content: caress, sarcasm, avoidance, sarcasm, sarcasm, irony, laugh, ridicule, sarcasm, irony, ermak, kalaka, shama, bite, mayna, definition, hook [8]. This is an allusion phenomenon, in linguopoetics it is called quot; lot. allusio-hint, joke" – is interpreted as a stylistic method based on referring to the Real political, household, historical or literary Fakt, which is considered familiar to all. In the allusion, the circle of the sign object will be wider than in the talmeh. In the oral creativity of the people, the events called humor, ridicule, fun, ermak were called humor, grace, satire, zarafat in Uzbek classical literature. Although such words as fun, ridicule, humor, ermak seem to be synonymous with each other, their meanings are different.

The phenomenon of "syntagmalization" is widely used in the formation of a word game. This is a conversational process that occurs by connecting two words or by dividing one word into parts. An important role in this is played by the formation of the word game, which, on the basis of a certain poetic requirement, creates a semantic-syntactic-stylistic

connection. This type of connection differs from the usual syntactic connection. The method of Syntagma manifests itself in two different ways: 1. *Being integrity*. 2. *To form a special contextual integrity*. In colloquial expression, aspects such as form-meaningful coloring, multiplicity, multiplicity, multiplicity are distinguished. These cases lead to a change in the syntactic function of the elements of the unit of speech, help to clarify the purpose for which pause, tone, accent, omofon, homonyms, paronyms are sought in the context. The method of spelling is more three in the speech of the soldiersraydi:

Qodirjon aka: Olimjon akani ko'rib xursand bo'lib ketdim: **kal xat** olib keldi deb.

Olimjon aka: Tavba, **bu – g'oz** uchmaydi devdim, **bu – zog'** ham ucharkan-ku!

Ibrohimjon: Usta Akbarbuva ikki kilogram turpni oldilariga qo'yvoptilar – **turg'ayman** deb.

Usta Akbar: Turp **to'rg'agan** ularu, do'q urasiz, **ko'r shapalog'im**.

«Qushlar» payrovi. Askiya. –P. 31.

Also, creators can create a beautiful word game from the existing linguistic reality and see in it a way of spelling:

Qanaqa betartibsiz,

Dumimga bet artibsiz. (Tulkining ukasiga dashnomi. **Iqbol Mirzo**)

In Word Games, expressed by the methods of Syntagma, several linguistic phenomena are placed in the context: tone, pause, accent, homonym, omofon, omograf, paronym, transverse, polysemia, Polyphony, etc. The phenomenon of syncretism is manifested by the fact that many of these phenomena are expressed at once, at the moment of speech:

Mahmudjon: Mehmonlar kelishidan ikki kun ilgari uzib qo'ygan ekansiz, ezilib qolibdi. Ijqroqumbuva, mana buning **ham shirasi** chiqib qolibdi.

«Bog'bonchilik» payrovi. Askiya. –P. 40.

In the text, hidden information is expressed in the evazi of the attachment of words by content: *shira does not apply the so even before the so, shira simply did not serve to formulate speech as a simple information carrier unit. The word game also did not arise*. While in context, the illusion that ICT (hidden expression) emerges with the help of ustsegment units, the fact that the overall content is expressed with the help of syntactic communication is to be viewed as a morphonological, morphosyntactic condition rather than just as a phonostylistic, phonopragmatic instrument. Accordingly, the part of phonetics dedicated to intonation is also referred to as syntactic phonetics. Because intonation means that form a speech, make it a whole-melodies, accents and pauses, basically perform a syntactic function, express syntactic States: denoting the endings in the sentence, indicating the logic-grammatical divisions within the sentence, the interaction of parts, etc.shular in the sentence.

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The phenomenon of contamination is also a kind of method of synthesis. In linguopoetics, the phenomenon of contamination means the artistic skill of a poet or writer, the skillful use of word games. *The lexical meaning of the word "contamination" is "chatish", "addition", this phenomenon is directly related to the linguistic formation of a new word, a new meaning. A distinctive feature of contamination is that the external form of the word does not change, this phenomenon occurs by the means of addition or parsing, as a result of which the semantic structure of the word changes and the word game is formed.* In the example below in the form of a Matal, one can see that this phenomenon is significant in the formation of a word game: *Авлиё кечирар, кечирмаса кеч ирар.* In the context, when the кечирар question is pronounced in the form of **ke-chi-rar**, it is related to the late so'question, which means work-action. If we pronounce it in the form of two words: late and irar, the meanings of the moment and work-action (animal-

specific sound extraction) are formed. Through the above-mentioned word game, we can understand that the wise people humoristically likened the free cleric (saint) to the animal (dog). The narrator, who noticed such aspects inherent in the word game in words, thus achieves the creation of a comic situation. We can also see such a prymni in the example below: *«Menga o'zlarini aytib berdilar: odamlarni laqillatib, karta o'ynarkanlar.» Prostatak, «durak» o'ynaymiz» derkanlar. Keyin «pro sto deganman» deb yuz so'mni bo'yniga qo'yarkanlar» [17].* In this place, the prosto suffix for the Russian language serves as a lexeme to denote both its simple meaning and the **Pro sto** – face (number).

Conclusion

As a rule, it can be said that it is important to study the Uzbek national word games linguostilistically, linguopragmatically.

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Impact Factor:

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ISI (Dubai, UAE) = 1.582
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JIF = 1.500

SIS (USA) = 0.912
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ICV (Poland) = 6.630
PIF (India) = 1.940
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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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MASTERY OF USING TABOOS AND EUPHEMISMS BY ABDULLAH QADIRI

Abstract: This article examines the mastery of the use of the word by Abdullah Qadiri. In particular, on the example of small works of the author, taboos and euphemisms are classified both in terms of their formal structure and their use. The euphemisms used in the author's works are diverse not only quantitatively, but also thematically. Among the euphemistic means used in the author's work, there are a euphemistic word (phrase), a euphemistic compound, a euphemistic sentence. Abdullah Qadiri is a great master, in every word, in every sentence that he uses in his author's speech, in the speech of his heroes, their worldview, culture, spiritual mood, dreams, attitude to man, life, natural phenomena are reflected, their emotions are expressed and behavior.

Key words: taboo, euphemisms, euphemistic word (phrase), euphemistic combination, euphemistic sentence, formal structure.

Language: English

Citation: Zokirov, M. T. (2021). Mastery of using taboos and euphemisms by Abdullah Qadiri. *ISJ Theoretical & Applied Science*, 05 (97), 112-115.

Soi: <http://s-o-i.org/1.1/TAS-05-97-18> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.18>

Scopus ASCC: 1208.

Introduction

There are times when people avoid saying the names of certain things, using certain words, and pronouncing them in conversation. That's why people try to make their speech civilized, pleasant, and not to use rude, obscene, or awkward words.

Euphemism is a stylistic phenomenon in language and one of the pictorial means of language [1,56].

Euphemisms play an important role in enriching the vocabulary of speech, expanding the meaning of words, the use of words for various stylistic purposes [2,3].

The main part

The euphemistic units in Abdullah Qadiri's works are also multifaceted, which allows them to be classified differently on the basis of each feature. The euphemisms used in the author's works are not only varied in size, but also in terms of themes:

1) **euphemistic means of identity:** «katta», zinokor, halol emas, suyuqoyoq, «aynigan» majnun,

layli, baba, barishnaxon, marja, tutash, «nozegasi», «fir'avn qizi»;

2) **euphemistic expressions for human body parts;**

3) **euphemistic expressions denoting biomaterial:** axlat, tezak, xilt;

4) **euphemistic expressions denoting a person's physical defects:** qulog'i og'ir, ko'zi ojiz;

5) **euphemistic expressions denoting the physical condition of a person:** yuklik, homilalalik, og'iroyoq, ikkiqat, tumsa, «qizil kuyov»;

6) **euphemistic expressions of a person's spiritual defects:** aqling oqsaydir, aqlingiz bir oz yanglishibdir, boshi bo'sh, jo'n odam, jahli basit, soddalavh, esi yarim, xom kishi;

7) **euphemistic expressions denoting defects in human behavior and attitudes:** yelkasi qichimasin (tamagirlik qilmasin), yovvoyichiqim (pora), «qarz» (pora), cho'ntakparast (tamagir, pulga o'ch odam), konvertorqali ulashilgan «badal»lar (pul, pora);

8) **euphemistic expressions denoting alcohol:** dori, zahar, «obi surx», obirahmat, oqsoqol.

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Classification of euphemisms according to their formal structure. Among the euphemistic means used in the author's work, the euphemistic word (phrase), the euphemistic compound, the euphemistic sentence were distinguished:

1) word-euphemism: *arra, axlat, qisqa* (ahmoq), *o'choqboshi* (hukumat), *o'yin* (hiyla), *yara* (dard), *yuraksiz* (qo'rqoq), *yuklik* (homilador), *etaksiz* (betayin), *chayqovchi* (olibsoatar, qallob), *tillaxona* (hojatxona);

2) phrase-euphemism: *surobini to'g'irlab qo'yimoq* (ta'zirini bermoq), *kavshiningchakagi yirtilmoq* (ovora bo'lmoq), *boshida tegirmon yurgizmoq* (azob bermoq), *yoshini yashab, oshini oshamoq* (qarimoq), *kosasi oqarmay ketmoq* (kambag'al);

3) accumulation-euphemism: *yovvoyi chiqim* (pora), *ola-chipor drama* (yaroqsiz, xom asar), *silliq bola* (besoqol), *tomoq majlisi* (tanovul mahali);

4) In distinguishing speech-euphemism, it is preferable to rely on the pattern of simple sentence recognized in traditional Uzbek linguistics [subject + predicate]: *dimog'iga putur yetib qolgan* («g'o'ddaygan»), *dami kesiladi* (ovozi o'chadi), *yelkasi qichimasin* («tamagirlikqilmasin»), *katta tollar kesilgan* («yaxshi davrlar o'tib ketgan»), *suyaklar o'ltirgan* («qarib, munkayib qolgan») etc. are euphemisms in the form of speech. Abdullah Qadiri's works contain insults and curses with implicit expressions: *Qo'lingdan qamchin, belingdan oshpichoq, shopdek murtingningostidag'i sassiq og'zingdan* «Qizingni... onangni... diningni... otabobongni...»degan zikri oliylar doim favvora urar edi. («Mochalov»)

Abdullah Qadiri is a man of great skill in this regard. Every word and phrase of the writer in his speech and in the language of his protagonists reflects their spiritual mood, dreams, attitude to man, life, natural phenomena, worldview and cultural level, emotions and behavior. reaches We see this beauty in the very beginning of the novel "Last Days". For example, in the beginning of the work we see that the word "appropriate" is used in many places in the conversations of Homid, Rahmat and Otabek about marriage. In each case, the meaning is hidden. In some places the word rude is replaced by "soft", in others the word "soft" is replaced by rough:

1.– *Manimcha, uylanishdeknozik bir ish dunyoda yo'qdir,– dedi Rahmat va Otabekka yuz o'girdi. – Uylangach,xotining tab'ingga muvofiq kelsa, bu juda yaxshi; yo'qsa, munchalik og'ir gapdunyoda bo'lmas.*

2. – *So'zingizning to'g'rilig'ida shubha yo'q, – dedi, – ammo shuni ham qo'shmoq kerakki, oladiring'on xotiningiz sizga muvofiq bo'lishi barobarida er ham xoting'a muvofiquttab' bo'lsin.*

3. – *Xoting'a muvofiq bo'lish vabo'lmasliqni uncha keragi yo'q, – dedi Homid e'tirozlanib, –*

xotinlarga erdegan ismning o'zi kifoya... ammo jiyani aytkandek, xotin degan erga muvofiqbo'lsa bas.

4. *Masalan, men ota-onamning yoqdirishlari bilan uylandim... ammoxotininim ota-onamga muvofiq bo'lsa ham, menga muvofiq emas, siz aytgandek,ehtimol men ham xotining'a muvofiq emasdirman.*

5. – *Jiyan, – dedi HomidRahmatka qarab, – boshlab uylanishing, albatta, ota-onang uchun bo'lib ulardanranjib yurishingni o'rni yo'q. Xotining ko'nglingga muvofiq kelmas ekan,muvofiqini olib, xotinni ikki qil. Bunisi xam kelishmasa uchunchisini ol.Xotininim muvofiq emas deb zorlanib, hasratlanib yurish er kishining ishiemas.*

Of the 35 uses in the work, 11 are on one page and are used only in the dialogue between Otabek, Rahmat and Homid. The writer's skill in choosing words is that he does not have to look for colored words to express the idea of "matching the character". He uses the word "appropriate" with the feeling that there are such concepts as "understands me" and "I like". The need for ethics in the process of speech leads to the emergence of such a euphemistic unity. In the example of a single word, the writer not only imposes a euphemistic "responsibility" on him, but also paints a spiritual image of the people in the debate, but also serves the word for his own attitude. The debaters do not express their opinions openly, each measuring, comprehending and interpreting "conformity" with his own age. «Ko'nglini topish», «xizmatini qilish», «ra'yini qaytarmaslik», «zarur ehtiyojlariga xizmat qilish» expresses meanings that cannot be expressed to a certain extent, such as. Although the author gives Homid the status of a negative hero, he only "puts" veiled words in his mouth, and he does not see him without national pride and anxiety, no matter who or what he is, does not show disrespect to the reader. This shows how much the author prioritizes national elegance and delicacy. Abdullah Qadiri uses the appropriate word alone to ensure that the concepts of "worthy" take on a decorative as well as an impressive form. This euphemism, as in other euphemisms, is aimed at making a positive impression on the person in the process of speech, to "soften" unpleasant concepts.

Abdullah Qadiri's short works show his mastery in a unique way. The first and most important thing is to be able to see the requirements of the events of that period, in particular, to make a significant contribution to the solution of important issues of Uzbek culture and literature, both practically and theoretically. In his short works we find many examples of euphemisms. We see that euphemisms are often used, especially in political life:

Saidovlar uchun ilgari bu xilda «halol kasb» bilan kun ko'rish mumkin bo'lsa bo'lgandir; ammo endi, ayniqsa bu kun, ya'ni yorug' ochiq kunda o'g'riliq?! («Lug'at pudratchiligi va quruq rasmiyat»).

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In the above sentence, which describes the atmosphere of that period as "closed", it is clear that the political season is represented by a new unit of speech (*yorug' ochiq kun*). In other words, "in a country where democracy, transparency, and justice are flourishing, it is amazing to be robbed." In this case, the pitching tool, which is more typical of Abdullah Qadiri's speech, serves to use euphemisms. In this way, the meaning of the complaint about the failure of the policy is understood. In one sentence, a synonym (euphemism for the word thief) is also given in order not to repeat a word ("honest profession"). We see that the process of euphemism for such political realities, that is, the euphemistic-journalistic method of depiction, is unique in Qadiri's fiction. The cuts gradually lose their euphemistic character, and the general speech becomes imperceptible to ordinary speech, laughter, and anecdotes: *Ertalabki shaytonning «komitet qo'yining dumbasi tushib qolgan» so'zi esimga tushgan edi: – Ha, badbaxt, rost gapirgan ekansan, – deb qo'ydim («Dumbasi tushib qolgan emish»).*

Authors also use euphemisms to create humorous, humorous images in their works. For example, Abdullah Qadiri in his satirical work "Kalvak Mahzum from the notebook" Mahzum expresses his displeasure with the physical defect of the teacher with a euphemism for a joke phrase - to take meat from a butcher and treat a grocer: *Faqir shu yo'sin ikki yil komil beshikda sirilib yota-yota... boshqalardek beshikdan qutulib erkka chiqibdurmen. Ammo nazir boshim kesak qisqon qovindek qiyshiq bo'lib va yana jovdirag'on ko'zim qassobdan et olib baqqol birlan muomala qilaturg'on darajaga yetibdur.*

Euphemistic and dysphemic meanings are mainly expressed through lexical and phraseological units. Therefore, it is possible to observe that they are given in annotated dictionaries with linguistic meanings. We have analyzed the euphemistic means of "dying" in terms of this meaning (the evidence is taken from the works of Abdullah Qadiri).

Represents the concept of "dying" of the 22 euphemisms and dysphemic devices used in the author's works, 16 are euphemisms. (bu dunyoi foniyyan vido qilmoq, dunyo bilan vidolashmoq, dunyodan ketmoq, dunyodan ko'chmoq, dunyodan o'tgan, joyi jannatda bo'lmoq, jon bermoq, qazo qilmoq, qaro tuproqqa qo'shilmog, qon bermoq, qulog'i ostida qolmoq, manguilik uyquga ketmoq, saodat quchog'iga kirmog, so'nggi soati yetmoq, tobutga olinmoq, yoshini yashab, oshini oshamoq).

We will explain with the examples given in the play:

1) *Ko'zining oq-u qorasi bo'lgan Otabek holi nima kechti, qorong'u zindonlarda, rutubatlik zax yer ostlarida ochlikdan, tashnaliqdan, sovuqliqdan aziz ko'kragini yerga berib jon berdimikin? (O'K 104-bet)*

2) *Kumush jomga qo'zg'aldi, Otabek kelib qo'ltiqiladi, hoji ham uning boshini tutdi... bu gal qusuq qonga aylangan edi, burnidan ham bir necha tomchi qon oqdi. Qusuq yotg'ach, ko'zi yarqillab ochilib ketdi va tevaragiga betoqat qarandi:*

- *Oyi... dada... - so'ngra, - begim, - deb ingradi... erining yuzini yuziga qo'ydi, uyalgansumon ko'zini yumdi. (O'K 373-bet)*

3) *Nigorxonim Qo'qonning ko'p xotinlarig'a qarag'anda sabrlik va qanoatlik ekan. Dunyoda o'z o'g'lining xasisligiga chidalmagan ona bo'ladimi, holbuki, maxdum onasi – Mohlar oyim o'g'lining bu qadar toqat qilolmay, ixna va siqilqigiga toqat qilolmay noroziliq yuzasidan Marg'ilondagi o'g'lining yonig'a ko'chib ketib o'sha yerda vafot etdi.*

4) – *Bir oz kechikdingizmi Anvar? – Zarurroq ishlar bor edi. – Sarmunshiy qazo qilib, - dedi Shahidbek hamma og'irliq sizning ustingizga tushgan bo'lsa kerak mirzo. ("Mehrobdan chayon" 406-bet).*

5) *Ko'klamga chiqar-chiqmas Salim bo'yoqchining o'zi ham dunyo bilan vidolashdi.*

6) *Bu kunlarda Marg'ilonda shunday xabar chiqib qoldi: "Toshkent hokimi bo'lgan Azizbek Qo'qong'a qarshi bosh ko'targan. Xon tomonidan xiroj(zakat, soliq) uchun yuborilg'an devon beklarini o'ldirgan!(O'K 34-bet)*

Of these euphemisms, only the units of *dunyodan ko'chmoq, dunyodan o'tgan, jon bermoq* are in Sh.Rakhmatullayev's "Explanatory phraseological dictionary of the Uzbek language".

It is well known that taboo words are words and phrases that are not recommended for use in speech in society for various reasons. Abdullah Qadiri often uses taboo words to describe the characters in his works. For example,

O'zbek oyimning g'azabi tag'in ham alanga oldi:

- *So'zimni eshitasanmi, kar?*

Otabek sovuqqina qilib javob berdi:

- *Kar emasman, lekin sizning bu taklifingiz oldida ham kar, ham ko'rman. Bu to'g'ridasiz endi ortiqcha bosh og'ritmang!*

We see that the word deaf in this dialogue is taboo and is used against the Uzbek mother in an angry state. Instead of the word deaf, the word deaf is used to soften the meaning. The word hard of hearing refers to a physical disability in humans.

The Uzbek people have always been a caring and hospitable people. In Uzbek families, it is not polite for women to refer to their spouses as husbands and men as wives. However, Abdullah Qadiri uses the word husband and wife in many places in "Last Days" and "Scorpion from the Altar".

1. *Oftob oyim o'z fikrini ochiq aytishka yuraksina olmas, erining ko'ngli olinishidan qo'rqar, ammo – "musofir" masalasiga jon-u dildan qarshi edi.(O'K 46-bet).*

2. *O'zbek oyim eriga yalinib boshladi:*

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- *Bir so'zingizni qo'ying, er: o'zi aslzoda, loaqal bir og'iz o'g'lingizga aytib o'tishka va'da bering-chi, - dedi (O'K 133-bet).*

3. – *O'lma xotin, - dedi qutidor, - ana shu yigit uchun kelganlar (O'K 45-bet).*

4. *Yuzidan muloyimliq, eriga itoat, to'g'riliq ma'nolari tomib turg'an bu xotin qutidorning rafiqasi – Ofiob oyim (O'K 29-bet).* Abdullah Qadiri uses the words husband and wife in the process of depicting the protagonists, as well as the *rafiqa* euphemism for wife.

Homid: - Pes-pesni qorong'ida topqan ekan.

The word *pes* is a taboo in this context, and in medicine the names of various diseases are given to

patients under different names. The word white is used for the word pes.

Conclusion

In the process of being polite, following the rules of etiquette, reacting to or describing a person's behavior, words and phrases that seem unreasonable may need to be replaced with words of courtesy. In addition, the euphemistic use of a word, its replacement by an acceptable variant, depends not only on the desire to react to the event, but also on the legal status of the speaker (narrator) or writer.

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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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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BIRD NAMES REALLY MATTER: FEATURES OF ORNITHONYMES IN LANGUAGE

Abstract: *The study of ornithonyms is being extensively studied by linguists. Ornithonyms in Uzbek and English have a polysemantic character. This article discusses the use of two types of bird names in phrases and proverbs: 1) Swallow and 2) Nightingale. The use of these birds in Uzbek is presented as a small linguistic study of their use in proverbs and sentences. The results show that the ornithonyms in two languages, firstly created over centuries, next, constitute a well-shaped system. Many bird terms reflect features of appearance. In dialects, different names for the same birds may occur, as observed in the sources.*

Key words: *bird names, phrases, adverbs, swallow, nightingale, lexemes, language.*

Language: *English*

Citation: Maxmudova, N. (2021). Bird names really matter: features of ornithonyms in language. *ISJ Theoretical & Applied Science*, 05 (97), 116-118.

Soi: <http://s-o-i.org/1.1/TAS-05-97-19> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.19>

Scopus ASCC: 1203.

Introduction

The study of ornithonyms [16] is being extensively studied by linguists. In recent years, several monographs and commentaries on this topic have been created. The linguistic richness of a person can also be measured by the richness of its lexicon, the sensitive layer of phraseology.

There is no consensus among ornithologists on the number of birds in the fauna of Uzbekistan. However, “A systematic list of birds in Uzbekistan and the status of encounters” has been compiled. It contains information on more than 460 species of birds [13]. Over the years, many subspecies of sparrows have been classified as species. There is also new information about bird species that have not been seen in Uzbekistan before. They are also included in the fauna [14].

THE MAIN PART. USE OF SWALLOW AND NIGHTINGALE LEXEMES.

This article provides a linguistic analysis of two species of bird names. 1) swallow and 2) nightingale. The use of these birds in Uzbek is given as a small linguistic study of their use in proverbs and phrases.

THE SWALLOW. In the etymological dictionary of the Uzbek language, the swallow lexeme is described as a thin and long, very fast-flying, black-and-white sparrow. In the ancient Turkic language, a noun with the same meaning was pronounced as follows: **қарғығач** [*qarghighoch*] or **қарлығач** [*qarlighoch*] [15]

There are different forms of the *swallow* lexeme in Turkish: **Қарлығач** – [*qarlighoch*], **қарлуғач** – [*qarlugoch*], **қардығач** – [*qardirghoch*], **қарлығач** – [*qarlighoch*]. The word “**қарлығач** – [*qarlighoch*]” also means *bat* [bird name] in the definitive dictionary. Based on a comparative analysis of the above information, the phonetic change of the word in the Uzbek language can be described as follows. The abovementioned forms of *swallow* have replacing consonants that belong to different dialects of the Turkish language.

Ornithonyms in Uzbek and English have a polysemantic character. For example, in the Uzbek dictionary, the first meaning of the word swallow is a small black-and-white bird that belongs to the family Sparrows, has thin and long wings, can fly very fast and far, and feeds almost on insects. Swallow species have also been reported [17]. For example, *the Barn*

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Swallow, Bank Swallow, Cliff Swallow, Tree Swallow, and others. Also, swallows benefit nature by eating blood-sucking insects.

The second meaning of the word swallow is figurative, and is also used in such senses as the sign of the appearance or occurrence of something, the initiator, the forerunner:

1) The meaning of good news. "Rustam sent *his swallow*, and it would be nice if he *flows* after it". In this example, a young man named Rustam is on a journey. He sent a letter by post saying he was returning home, according to which he would return home soon. He and his letter are compared to a real **swallow**.

2) The meaning of a new promising generation:

a) "Young people are *the swallows* of a bright future!"

b) "This young poetess is one of *the swallows* of modern Uzbek literature."

In the next example, it has been described youth people as *swallow* birds. The reason is that *a swallow* is a positive bird.

In English, the lexeme **swallow** has several meanings. The first meaning is a verb form which means to **move your throat to make food or drink go down**.

Another meaning is a **small bird with a tail with two points**. [1,2. Cambridge dictionary: swallow].

It also occurs in the *swallow* lexeme in the same sense, meaning to **swallow one's emotions**. For example: "In a matter such as this, you should **swallow your pride** and ask the physician for help". In this sentence, the *swallow* lexeme is used to mean **forgetting your pride**. (Reverso Context Dictionary).

There is one proverb in *Oxford Dictionary*: "One **swallow** doesn't make a summer", meaning: do not take things too seriously in May, because a situation or condition can change, and goodness will surely happen.

There is a similar proverb in the Uzbek language. But it used the **crow ornithonym**, instead of **swallow**. The above proverb says: "Summer does not come with **one swallow**", while the Uzbek proverb says: "Winter does not come with **one crow**". Besides, many Uzbek poets and writers focus on the lexeme of the swallow in their works, as well as in folklore.

NIGHTINGALE. As mentioned above, world people have many proverbs that are very similar in content. Folk proverbs are important in the spiritual and aesthetic upbringing of people. At the same time, human consciousness can be further developed through proverbs. Proverbs about the Motherland that lead people to think cleverly. In particular, the ornithonym **nightingale** is widely used in Uzbek folk proverbs. For example, in the proverbs "No man

without a homeland, as well as no **nightingale** without a song (singing)", or "A mankind loves his homeland, as well as the nightingale, loves its meadow", here the **nightingale ornithonym** is used [6].

The nightingale is a **small, brown bird that sings very well**. This bird is rare that belongs to the blackbird family of sparrows. These birds also have a positive sense. In the above-mentioned proverbs, the Motherland is likened to *a meadow* and a man to a *singing nightingale*. When we say *meadow*, we think of a *nightingale singing* therein. As the proverb shows, the Uzbek people liken their homeland to such a beautiful place. Yes, many proverbs lead to wisdom, helping to cultivate perception and intellect.

There are also proverbs and phrases in languages where the *nightingale* lexeme is used. This dwarf bird, which the English call nightingale, also means a bird that sings at night. In many countries, the nightingale is recognized as a national symbol. There are also many legends about such birds.

We have considered above Uzbek folk proverbs and some phrases using nightingale and swallow lexemes. Here are some examples of proverbs that use the nightingale lexeme associated with the homeland: "Even if the nightingale is in a gold cage, she still dreams of returning to the forest (Armenian proverb), or "They put the nightingale into a golden cage, yet it still craved for its home (Turkish proverb). When we compared these proverbs, we were convinced that they were compatible in terms of description in both languages.

The educational and didactic possibilities of the proverb genre of folk oral creation are very diverse. Proverbs in English and Uzbek inspire a love for figurative words in folk art, give aesthetic pleasure. These small works, which are an expression of the national artistic methods of fine art, will feed the spiritual needs of the rising generation. Proverbs, phrases, and other figurative words call for goodness and evoke love for the mother tongue, the Motherland, which is the most precious thing for a person. We have given only examples from proverbs that use the lexemes of the nightingale and swallow. There are also many proverbs and sayings related to the names of birds. Their theme is varied and has an educational value to students.

Conclusion

To conclude, the comprehensive study of the modern Uzbek language plays an important role in the continuation of national values. Proverbs and phrases related to bird names in different languages also serve to express concepts such as humanity and nature. The use of original and figurative meanings in the use of ornithonyms allows for wider use of linguistic aspects.

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	ISI (Dubai, UAE) = 1.582	ПИИИ (Russia) = 0.126	PIF (India) = 1.940
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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

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

Year: 2021 Issue: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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THE LINGUOPOETIC FUNCTION OF MOVEMENTS IN THE STORIES OF ISAJON SULTAN

Abstract: The article analyzes issues such as the lexical-semantic nature of the words used in the stories of the famous writer Isajon Sultan, the linguopoetic significance of the words in the process of linguistic analysis of the literary text.

Key words: metaphor, metonymy, synecdoche, diagnosis, private-author metaphors, simulated object, simulated image, intoq, synesthetic metaphors.

Language: English

Citation: Habibullayeva, S. (2021). The linguopoetic function of movements in the stories of Isajon Sultan. *ISJ Theoretical & Applied Science*, 05 (97), 119-122.

Soi: <http://s-o-i.org/1.1/TAS-05-97-20> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.20>

Scopus ASCC: 1203.

Introduction

Trails are "transfers of the name, symbol, or use of words in a more figurative sense to enhance the artistic value, expressiveness, and expressiveness of a literary work." The processes of semantic migration take place in different forms, and these processes and the events that occur as a result of them, the types of these phenomena, their specific features are studied in more detail in Uzbek linguistics. Trails have been studied in most literatures under the term "tropes". In the manual "Linguistic analysis of the literary text" the movements are classified as follows: "1. Tropes based on the quantitative transfer of meaning: a) hyperbola; b) meyozis, 2. The tropes are based on qualitative transfer of meaning: a) metaphor; b) metonymy; c) irony. The rest of the visual aids are given as manifestations of these movements: "symbol, animation, epithet - apostrophe metaphor; periphrase, synecdoche, allegory, epithet - metonymy; antiphrase, sarcasm - irony; litota meiosis" it should not be forgotten that at the heart of almost all of the pictorial means called migrations lies the logical notion of analogy, of comparison [11]. When drawing on the linguopoetic analysis of a literary text, it should be borne in mind that at the heart of almost all the means of description, called migrations, is the logical notion of analogy.

The main part

Metaphor - (Greek metaphora - transfer) is one of the most common types of meaning transfer, a transfer of meaning based on the similarity between an object, an event and an event is called a metaphor. Metaphor is one of the most common ways to convey metaphors, and in our classical literature it is called a metaphor. There are two types of metaphors: linguistic metaphors and private-author metaphors. Linguistic metaphors are a phenomenon associated with language development. "Such metaphors, mainly because they serve as names, do not reflect the stylistic color, expressiveness, and, consequently, the subjective attitude to the subject of the speech they express [12]." Only the meaning of a certain word expands and serves to name new concepts. For example, a man's foot, a man's eye is the eye of a ring, and the hem of a shirt is the foot of a mountain.

Private-author metaphors, on the other hand, are based on the writer's aesthetic purpose, that is, to name an entity by adding a subjective relation. They are methodologically colorful and vivid. That is why it serves to express the feelings of the protagonist in an artistic text in an impressive, bright colors, clear and concise. Private-author metaphors always have a connotative meaning. For example,

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Yolg'onchi tong g'ira- shirasida kuzatib qolar ekanmiz, bizning ham bir iltijomiz bor, u itijomiz shundaydir:

Hech kimni yaqinlari va sevganlari dardiga duchor qilmasin ("Otamga nimadur bo'ldi")

The author here calls the morning a liar, using the figurative meaning of the word liar, to metaphorize the time when the day is just dawning, which is difficult to express in words, but the light has not yet fallen on the earth revealed to the reader.

Pochasidan ingichka oyoqchalari ko'rinib turardi, ikki o'rim **yovvoyi sochi** kichkinagina guldor ro'moli ostidan chiqib qolgan, akamdan qolib ketmay deb deyarli yugurib borayotgandi. ("Shamolli kecha") In the above passage, the writer uses the lexeme "**yovvoyi** (wild)" ("unfamiliar to man, domesticated, living freely in the embrace of nature" for animals, birds, plants [13]) in a figurative relative sense basically applies to the girl's hair, thereby informing the reader that the girl's mother died early, and that the stepmother was left unattended as a result of not touching the girl's hair when she was released from her baby. The author's skillful use of metaphors leads the reader to sympathize with the orphaned girl, to understand her psychological state, and even to the point of tears.

Our linguists have expressed their views on the differences between metaphor and analogy. They mainly list the following differences: 1. Words are involved in the analogy with their meanings. 2. In the analogy, two components are compared - the object to be simulated and the simulated image. The metaphor has one component. 3. There is a lot of room for expansion in analogies, a sentence can even expand at the paragraph level. Metaphors are words or phrases. 4. There are special indicators in the analogy: -dek, -day, -simon, -larcha, kabi, singari There will be no indicators on metaphor. For example, **Yetishmovchilik boshimizda qilich kabi osilib turar**, saharlab turib, kech kuzning sovuq bulduruqlari yiltiragan dalalarda turli yumushlarni bajarishga majbur edik. ("Uzuk") yetishmovchilik - subject of simulation, qilich – *simulation standard*, o'tkirlik – *the basis of analogy*, kabi – *a figurative representation of analogy. It's a complete analogy.*

An analogy is a means of artistic depiction based on the vivid and exaggerated depiction of an image object by likening it to another object-event, in which the object of simulation is based on the general characteristics of the object [10, 382].

In an analogy, an expression consists of the following four elements:

- 1) something similar
- 2) something similar
- 3) similar quality
- 4) means of language expressing similarity.

The analogy occurs in the text. The means of creating analogies in sources are divided into two groups: lexical means and grammatical means.

Lexical tools can include the following: kabi, singari, qadar, yang'lig, bamisoli, bamisli, misoli, misli, monand, xuddi, naq, go'yo, teng, o'xshatmoq, eslatmoq, aynan. For example, Yillar o'tdi. **Bolalik xuddi shamoldagi somon parchasi kabi** uchdi-ketdi. ("Todd") something like that – bolalik, something like – shamoldagi somon parchasi, similar quality – yengillik, a means of expressing similarity – kabi. Here the writer raises the pain that belongs to all, that youth is not faithful to anyone, that it is not eternal, just as a piece of straw flies in the wind lightly and quickly, and youth leaves a person so quickly and easily reflects.

Suffixes such -day, -dek, -dayin, -namo, -simon, -ona, -omuz, -cha, -larcha, -chalik, - chasiga as grammatical devices.

Mo'ylovi endi sabza ura boshlagan, qo'lini ko'ksiga qo'yib salom berishni o'rganib olgan, to'y marosimlarda beminnat dastyorlik qiladigan **novdaday-novdaday o'spirinlar**. ("Yoqimli yomg'ir sadosi") o'spirinlar - subject of simulation, novda – *simulation standard*, tik qomatlik, yoshlik – *the basis of analogy*, day – *a formal indicator of simulation*. These types of analogies are characterized by stylistic coloring and figurative depiction of reality in the story.

Some sources state that there are three types of metaphors in terms of content: ordinary, animated, and synesthetic metaphors [3]. All of the metaphors discussed above are basically ordinary metaphors. Animation is one of the most important means of giving figurativeness to artistic speech. The authors of the book "Fine Arts" write: "Animation is a form of metaphor. Animation is a method of depiction that occurs through the transfer of human traits to inanimate objects, natural phenomena, animals, birds, etc." The stylistics of the Uzbek language also states that "the transfer of human actions, feelings, speech and thoughts to inanimate objects" is called animation. In our classical literature, there are two types of animation:

1. Tashxis – personalization, the depiction of inanimate objects as human beings. In prose, animation is used to illustrate reality. This method is also used to bring the reader closer to the object of the image, to facilitate the understanding of reality and to avoid dry-color expression. For example, Ahyon-ahyonda tentirab o'tib qoluvchi beqaror sabolardan-da tortinar edi u. Sabolarning g'iybatchi ekanini esa men ham yaxshi bilar edim. ("Mening gulim") In the above passage, the author activates the reader's reaction to the described reality by animating the "sabolar" ("light morning, cool wind, morning breeze") [2].

Or treating an inanimate object as if it were a human being is another form of animation. In literature, this phenomenon is called apostrophe. In this case, the object is not animated, only imagined to be alive. This method is used to reveal the hero's inner pains and secrets, which are not told to anyone. For

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example, Siz yagonasiz! – deb shivirladim unga. – Agar ko‘yingizda jon bersam, tanim xoki poyingizga yoyilsa, xushbaxtlikdan tag‘in tirilarmi edim?

Gulim g‘unchasini men tomon xiyolgina egib, minnatdorligini anglatib qo‘ydi. Bu baxt, bu saodatni qay til birla bayon aylayn? (“Mening gulim”)

2. Intoq – to describe as a speaker means to speak like a human being. Intak is often used in children's poems and stories, fairy tales and parables. The art of intaq is used in parables for a specific purpose. Some human flaws are figuratively illustrated by the example of things. The movement in European literature, which is called allegory, is also based on the "speaking" method. In animation, things and objects, animals speak like humans. In allegorical-animation, “animals and creatures act like humans, speak as they do. The reader focuses on the human figure portrayed by these animals. **Kuz shamoli qah-qah otib kulayotgan** paytlarda to‘kilgan xazonlarni to‘playdi. **Shamol uning to‘planganlarini har tarafga sochib o‘ynasada**, u qunt va matonat, sabr va bardosh bilan yana abadiydek tuyulgan shu ishida davom etadi... (“Todd”)

In synesthetic metaphors, the concept of "perceived by one sense organ" is likened to, and approximated by, something perceived by another sense organ, and on this basis a figurative meaning emerges.

“Naylayin, umr o‘tib bormoqda.

Men ham, ayolim ham hayot shamolida kech kuzning mezonlari kabi, uzoqdagi **oltin daraxtzorlar** sari uchib bormoqdamiz” (“Uzuk”) here the writer could have copied the meaning of the word gold in relation to color, and called it a yellowish grove, but the writer has used his artistic and aesthetic ability to make the protagonist's speech impressive and attractive.

“**Istiora** (arab. - borrowing), metaphor is a means of artistic expression, a movement. ” The metaphor is based on the similarity between two things. It consists only of similarities and similarities. The metaphor plays a very important role in the art, in the clear, vivid embodiment of the event, in the vivid description of the images, and in the increase of the attractiveness of the work. For example, Yoz-da adoq bo‘ldi. Kuz keldi. Bu kuzning oti Sayyod edi. **Sayyod** o‘z ortidan **xazon sipohini** ergashtirib keldi. (“Mening gulim”) in the, istiora, which is another type of metaphor, something similar is given directly, as in the example above autumn is like a traveler (hunter), and the leaves are like an army, he likens the changes in nature in the autumn to being plundered by hunters, like an army of hunters, which adds a special charm and subtlety to the story. Enhances artistic impact.

Metonymy (Greek: metonymia - to rename, to call by something else) is one of the most common types of semantic migration, a type of migration based on the relationship between things and events." meaning shifts in meaning based on the proximity and

interdependence of events, objects. For example, **Zal** negadir jim edi. Keyin kutilmagan hodisa ro‘y berdi. (“Bir tomosha tarixi”)

Metonymy is also based on comparison. If only in metaphor the signs of similar objects are compared, in metonymy these two objects have some connection with their appearance or internal features, but, in general, are different (not similar to each other). the signs of the objects are compared. For example, Bu gapning naqadar rostligini bilmaymiz-u, ammo oradan bir yil o‘tar-o‘tmas, uyidan yig‘i chiqdi. Bildikki, **Pishiq** ham olamdan o‘tibdi. (“Todd”) In this passage from Isajon Sultan's story "Todd", Mamasiddiq, who works tirelessly in the story, is popularly called "Pishiq", and in the above example, the author refers to him by a renamed name, not by his own name. This, in turn, helps to draw the reader's attention and make the point concise and expressive.

“T-28” chopiqda, dori solishda, yer haydashda, g‘ozapoya tashishda ishlatiladi. Lekin zo‘r emas. Sababi, oltinchi yo yettinchi tezlikda sakrab ketadi. (“Yak-40”) Using the above ktematonyms, the author developed a method of transferring meaning to the metonymy, thereby informing both the abbreviated and the reader about the onomastic name of the tractor.

Synecdoche is a translation of meaning based on the relationship of the whole unit it is said. The literature states that "synecdoches can also be created by using singular or plural forms instead of plurals" [13].

“Synecdoche - (Greek: synekdoche - to relate) a type of movement, a change of meaning based on a whole-part relationship, a form of metonymy. In synecdoche, too, meaning shifts in relation, so it is considered a form of metonymy (its quantitative form) [10, 278-279]”.

Tirnoqdan nechta? – deb so‘radi Mahmud, qo‘noq egasiga yuzlanib.

O‘nta, - deb javob qildi qo‘noq egasi. – sakkiztasi qiz, ikkitasi o‘g‘lon. (“Qoraqush yuldazining siri”) in this type of semantic shift, based on the whole connection through the part, the nail refers to the whole person using a part of the human body part, i.e. Mahmud is asking the guest owner how many children he has. Through the synecdoche, the author emphasizes the effectiveness of the protagonist's speech, its expressiveness and charm.

Conclusion

Portable words serve as a vivid, figurative and expressive expression of the language of the writer's works, becoming a leading linguistic tool in the art of reality, in the figurative expression of the poetic nature of the epic plot in the reader's mind. This tool is important in order to individualize the speech of the heroes and to clearly show the poverty and moral shortcomings of their spiritual and moral level, as well as to reveal their mental state.

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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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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THE IMPORTANCE AND NECESSITY OF CASH ACCOUNTING IN BANKS

Abstract: This article discusses the theoretical issues of the importance and necessity of cash accounting in banks, as well as the types of cash registers.

Key words: bank, accounting, cash register, revolving cash register, cash reserve, evening cash register, mobile cash register.

Language: Russian

Citation: Mamazhonov, A. T., & Khozhiboev, M. S. (2021). The importance and necessity of cash accounting in banks. *ISJ Theoretical & Applied Science*, 05 (97), 123-126.

Soi: <http://s-o-i.org/1.1/TAS-05-97-21> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.21>

Scopus ASCC: 2000.

ВАЖНОСТЬ И НЕОБХОДИМОСТЬ КАССОВОГО УЧЕТА В БАНКАХ

Аннотация: В данной статье были рассмотрены теоретические вопросы о важности и необходимости кассового учета в банках, а так же виды касс.

Ключевые слова: банк, учет, касса, оборотная касса, денежный резерв, вечерняя касса, мобильная касса.

Введение

В настоящее время в Узбекистане существует банковская система, состоящая из Центрального банка и коммерческих банков. Особое внимание уделяется обеспечению ее стабильности и стабильности за счет постепенного реформирования банковской системы республики. В результате в банковской системе достигаются высокие результаты.

Переход к рыночной экономике несовместим с запутыванием государства в собственной оболочке. Напротив, он требует свободного передвижения товаров, капитала и рабочей силы между странами. Развитие международных отношений требует увеличения иностранных инвестиций в деятельность коммерческих банков

Республики Узбекистан и, как следствие, совершенствования систем бухгалтерского учета и аудита.

Растет количество пользователей бухгалтерского учета и финансовой отчетности коммерческих банков, углубляется интеграционный процесс, инвестиции в мировые финансовые центры (биржи, международные банки, фонды и др.), Активы, рабочая сила, валюта, некоторые страны. Потребность для свободного передвижения требует, чтобы системы аудита в большей степени соответствовали международным стандартам аудита.

Рациональное управление экономически независимой и финансово устойчивой

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деятельностью коммерческих банков, адаптация бухгалтерского учета к требованиям рыночной экономики, правильная организация аудитов, организация услуг с эффективным использованием имеющихся материальных, финансовых и трудовых ресурсов. создать резервы для своевременного исполнения обязательств перед государственным бюджетом, в результате чего будет получена высокая прибыль.

В связи с этим совершенствование бухгалтерского учета и аудита, в частности, подготовка аудиторских отчетов и их организация в соответствии с требованиями рынка, является сегодня одним из самых актуальных вопросов.

Правовыми и методическими основами бухгалтерского учета при организации кассовых операций в банках являются Закон Республики Узбекистан «О бухгалтерском учете», «Международные стандарты бухгалтерского учета» и нормативные акты, разработанные Центральным банком Республики Узбекистан. Правовые документы, регулирующие ведение бухгалтерского учета, распространяются на все хозяйствующие субъекты, независимо от формы собственности, т.е. сектора, к которому они принадлежат, и размера. Аналитический анализ операций в банках и данные синтетического учета являются первичными данными. Таким образом, Правильная регистрация этих учетных данных в общих и вспомогательных книгах облегчает ведение бухгалтерского учета, а также помогает отразить их в системе бухгалтерского учета в банках. что, в свою очередь, облегчает составление баланса банка.

При осуществлении своей первоначальной деятельности коммерческие банки формируют кассу банка и получают лицензию Центрального банка Республики Узбекистан. По этой лицензии создаются кассовые отделения и руководитель банка назначает кассира (проработал в банковской сфере три года), кассиров, формируются кассы (касса, касса, касса).

Для оказания кассового обслуживания клиентов банк представляет паспорт и другие документы о создании депозитария в региональный головной офис Центрального банка, который их рассматривает и отправляет в эмиссионно-кассовое управление Центрального банка. Когда они дадут положительное заключение, будет открыта касса банковских операций.

Также кассовое отделение банка должно быть специально оборудовано, т.е. внутренние стены и стены должны быть выполнены из парных гипсокартонных панелей толщиной 80 мм или кирпичной стены толщиной не менее 120 мм. Размер створчатого окна не должен превышать 200x300 мм, створчатая дверь и перегородки изготавливаются из досок толщиной не менее 40

мм, оцинкованных с двух сторон, металлических листов на досках с гвоздями длиной не менее 40 мм на периметр и диагонали 60 мм крепятся на расстоянии до.

Банк подает кассовую заявку в Центральный банк для определения суммы наличных денег, необходимой для проведения кассовых операций, в которой отражаются расходы и поступления банка, а также остаток денежного лимита. Также они могут иметь наличные деньги в кассе банка в пределах остатка наличности и использовать их из выручки в пределах нормы.

Лимиты остатка денежных средств и поступления используются в соответствии с правилами, установленными центральным банком. Все денежные средства сверх установленных лимитов остатка денежных средств в кассе передаются в расчетную палату ЦБ. Паспорт депозитария выдается центральным банком в прилагаемом порядке.

Расчетно-кассовые операции - это кассовые операции банка, которые обслуживаются сотрудниками кассы. В основном они поступают в кассу банка от клиентов, инкассаторов, сотрудников банка и физических лиц и выплачиваются им в виде наличных денег в счет чеков заработной платы и всех других приравненных к ним выплат. Эти операции регулируются нормативными актами, разработанными Центральным банком.

В АКБ «Агробанк» организованы следующие виды касс:

оборотная касса - касса, созданная для приема наличных денег и других ценностей, их хранения отдельно от других ценностей и для расходования;

денежный резерв - резерв, специально созданный для удовлетворения денежных потребностей клиентов банка;

вечерняя касса - касса банка, которая принимает мешки с наличными и другие ценности от службы инкассации в конце рабочего дня;

пересчетная касса - касса банка, которая пересчитывает, сортирует, классифицирует и упаковывает наличные и другие ценности в инкассаторские сумки, полученные в течение дня работы банка и полученные в вечерней кассе;

касса 1 - касса банка, которая принимает наличные от клиентов банка в течение банковского дня;

касса 2 - касса банка, которая выдает наличные деньги клиентам банка в течение банковского дня;

мобильная касса - касса банка, которая осуществляет кассовые операции вне кассовой сети (узла) с помощью специально оборудованного вагона банка;

специальные кассы - банковские кассы, созданные для приема денежных поступлений в

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предприятиях торговли и обслуживания с большим притоком денежных средств.

После сопоставления денежных потоков с кассовыми аппаратами бухгалтерии кассиры отправляют имеющийся у них и сформированный в установленном порядке остаток денег со своими справками и кассовыми документами в виде книги 155 и контрольных листов. представить

После того, как кассир получит деньги, сообщите в кассу информацию и документы:

а) сумма кассового оборота, указанная в справках кассиров, подписана и подтверждена бухгалтерией;

б) остаток денег в отчетах указан правильно с учетом записей в его книге Формы 155;

в) проверить соответствие количества и количества документов, представленных кассирами, указанным в справках.

После этого кассир обращается к информации, указанной в отчете справок и записей о суммах денег, полученных в кассу, а также о документах, полученных или лично выданных кассиром. Составляет сводную справку по форме и сравнивает его результаты с данными бухгалтерского учета. После того, как сравнение оформлено путем подписания отчета бухгалтера по форме 111, эта ссылка сохраняется в ежедневных кассовых документах вместе со ссылками на отчеты кассира по форме 109 и форме 110.

Таким образом, управление денежными средствами в банках требует, прежде всего, глубокого понимания его теоретических основ, а также знания нормативных документов, регулирующих составление бухгалтерского учета и отчетности. На основании вышеизложенного делаем вывод, что своевременная, точная и правильная регистрация исходной учетной информации по каждому счету в банках, их обработка облегчает организацию бухгалтерского

учета и составление балансовых отчетов. Ускоряет, а также помогает банку завершить рабочий день .

Открытие денежного счета в банке определяется его особенностями. Это связано с тем, что кассовые счета в банках, в отличие от бухгалтерского учета предприятий и организаций, основаны на эффективности учета, наличии реалистичной оценки активов и пассивов, реальности эффективного использования капитала, своевременности регистрации ежедневных операций и лицевых счетов является резким контрастом с функциями контроля, основанными на обобщении путем ведения ежедневного баланса.

Предлагаем подразделить контроль над операциями клиентов, осуществляемый Банком, на следующие виды по их характеристикам:

1. Соблюдение регламента кассовых операций:

2. Обеспечить кассиров молоком и молочными продуктами.

3. Привлекайте кассиров на курсы повышения квалификации, чтобы постоянно повышать их знания.

4. Дальнейшее развитие пластиковых карт. Перевод клиентов на корпоративные пластиковые карты.

5. Соблюдайте график выдачи наличных клиентам.

На наш взгляд, график операций с денежными потоками по выплате заработной платы и приравненных к ней выплат своим клиентам из операционно-кассового центра Агробанка должен определяться в указанном порядке, а их график должен утверждаться главным бухгалтером и руководителем банка. банк. В этом случае банк своевременно получает квитанции от клиентов и обеспечивает выплату денежных средств в установленном порядке.

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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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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IMPROVING PROFIT MANAGEMENT IN A MARKET ECONOMY

Abstract: This article discusses the issues of improving profit management in a market economy in the Republic of Uzbekistan. And also, the management of the company's profit to the development of the mechanism of organizational and economic impact.

Key words: economy, enterprises, management, profit, analysis, factors, competitiveness, rhythm, flexibility.

Language: Russian

Citation: Mamazhonov, A. T., & Mamanazarov, T. A. (2021). Improving profit management in a market economy. *ISJ Theoretical & Applied Science*, 05 (97), 127-130.

Soi: <http://s-o-i.org/1.1/TAS-05-97-22> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.22>

Scopus ASCC: 2000.

СОВЕРШЕНСТВОВАНИЕ УПРАВЛЕНИЯ ПРИБЫЛЬЮ В УСЛОВИЯХ РЫНОЧНОЙ ЭКОНОМИКИ

Аннотация: В данной статье были рассмотрены вопросы о совершенствовании управления прибылью в условиях рыночной экономики в Республике Узбекистан. А так же, управление прибылью предприятия к разработке механизма организационно-экономического воздействия.

Ключевые слова: экономика, предприятия, управления, прибыль, анализ, факторы, конкурентоспособность, ритмичность, гибкость.

Введение

Учитывая наличие проблем управления прибылью и рентабельностью производства, подход к механизму управления должен носить комплексный характер. В первую очередь, это непосредственно связано с эффективным управлением операционной системы в целом, то есть системы обеспечения производства продукции предприятия.

От руководителя требуется прежде всего умение эффективно вести дело, то есть увеличивать прибыль. Известны две основные возможности увеличения прибыли: первая - наращивание объема выпуска и реализации товаров, вторая - уменьшение издержек. В наших условиях, когда практически на каждом

предприятии имеются малорентабельные, убыточные производства, первый путь кажется нереальным. Однако, тщательный экономико-организационный анализ может подсказать выход даже из такого тупикового положения.

При неизменных экономических условиях легче было планировать и прорабатывать программу. Все функции по реализации программы перекладывались на предприятия. Однако многое меняется и предприятие находится в динамических условиях, постоянно изменяться. Проанализировав ситуацию, необходимо создавать программу в комплексе для ее лучшей реализации. Главный упор делается на конкретное совершенствование хозяйствования, особенно на тех участках, которые приносили убыток (или

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были малорентабельны). В противном случае следует поставить вопрос об их ликвидации.

Управление прибылью предприятия сводится к разработке механизма организационно-экономического воздействия по результатам работы предприятия, на повышение его эффективности по сравнению с затратами, поиску комплекса инструментов, позволяющих из стихийного получения доходов предприятий перейти к регулируемым доходам. В то же время, недостаточно обеспечить только прибыльность предприятия.

Прибыль должна быть настолько весомой, чтобы обеспечивать все расширенное воспроизводство, решение стоящих перед предприятием задач. В современный период рыночная конкуренция должна быть более жесткой, но не за счет фактора цены, а в результате появления более изощренных, тонких методов и форм соперничества предприятий на рынке. Выживание предприятия все чаще обуславливается действием факторов более досрочного порядка, нежели просто экономия на каких-либо видах прямых или накладных расходов. Необходимо, чтобы предприятие гораздо больше времени уделяло таким сферам, как реализация и сбыт продукции, увеличение доходов, чем собственно управлению производством с целью снижения издержек. Так как нужды и запросы потребителей быстро распространяются по всему свету, то они становятся чрезвычайно индивидуализированными, а рынки очень разнообразными по своей структуре; руководство предприятия, если оно стремится к преуспеванию на рынке, должно неукоснительно следовать правилу: делать прежде всего ставку на увеличение доходов, а не на снижение издержек (хотя они и взаимосвязаны).

Таким образом, в настоящее время необходимо, чтобы руководство предприятия не столько на получение максимальной прибыли, сколько на получение максимального дохода. Как же упоминалось, максимальное получение прибыли в основном связывается со снижением производственных издержек. Однако, в условиях, когда самими затратами предприятие может управлять, в основном только расход их количества, а цена на каждый входной материал (ресурс) практически неуправляемая, а в условиях незамедляющейся инфляции и бесконтрольности, предприятие крайне ограничено в возможности снижать производственные издержки, добываясь таким путем увеличения прибыли. Поэтому, здесь возникает необходимость переоценки других качественных характеристик, влияющих на увеличение доходов предприятия.

Современное производство должно соответствовать следующим параметрам:

1. Обладать большой гибкостью, способностью быстро менять ассортимент изделий, так как неспособность постоянно приспосабливаться к запросам потребителей, обречет предприятие на банкротство.

2. Технология производства усложнилась настолько, что требует совершенно новые формы контроля, организации и разделения труда.

3. Требования к качеству не просто возросли, а совершенно изменили характер. Мало выпускать хорошую продукцию, необходимо еще думать об организации послепродажного обслуживания, о предоставлении потребителям дополнительных фирменных услуг.

4. Резко изменилась структура издержек производства. Одновременно все более возрастает доля издержек, связанных с реализацией продукции. Все это требует принципиально новых подходов к управлению и организации производства, непосредственно касается и управления прибылью. Более того, они должны найти достойное место в разработке управления ею в рамках предприятия в целом.

Особой проблемой является и повышение эффективности деятельности предприятия по сбыту продукции. Прежде всего необходимо больше внимания уделять повышению скорости движения оборотных средств, сокращения всех видов запасов, добиваться максимально быстрого продвижения готовых изделий от производителя к потребителю. Естественно, что такой подход требует совершенно иного в управлении качеством продукции и организации поставок.

Осуществляя тактику постоянных улучшений даже в давно известных изделиях, можно обеспечить себе неуклонный рост доли рынка, объемов продаж и доходов. Необходимо уметь управлять доходами, а следовательно и прибылью.

При рассмотрении прибыли сталкиваются интересы различных сторон: государства, которое рассчитывает на рост производства и реализацию продукции, увеличение прибыли, что означает нарастание налоговых отчислений в казну; трудового коллектива, который рассчитывает на свою долю прибыли; банков, которых беспокоит платежеспособность фирмы, возвратность полученных ссуд и обеспечение представления новых; руководства предприятия, стремящегося как можно большую часть прибыли оставить нераспределенной, в качестве ресурса, резерва, позволяющего укреплять основы самофинансирования.

Руководителю придется так планировать распределение прибыли, чтобы не нанести ущерба ни одной стороне, и в тоже время обеспечить благосостояние предприятия.

На деятельность предприятий должно большое внимание оказывать гибкое

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государственное регулирование с использованием экономических рычагов. В странах Запада государство воздействует на них через систему стимулирующих мер. Ускоренная амортизация обеспечивается за счет уменьшения налогооблагаемой прибыли. Этим методом государство регулирует рентабельность в различных секторах экономики. Наиболее быстрая амортизация предусмотрена в передовых отраслях индустрии. Помимо прочего, такая политика подталкивает предприятия к ускоренному обновлению основного капитала, оборудования, выпускаемой продукции.

Оборот производственных фондов есть непрерывный, периодически повторяющийся процесс, в результате которого авансированная стоимость полностью возвращается к своей исходной форме. В результате обеспечивается процесс воспроизводства. Скорость оборота измеряется числом его оборотов, совершаемых в течение года. Его ускорение означает сокращение времени производства или времени обращения и свидетельствует о повышении эффективности используемого капитала. Кроме того, ускорение влияет на: прибыль в сторону ее повышения, на снижение себестоимости продукции и повышение рентабельности производства.

Таким образом, к основным факторам, влияющим на прибыль относятся:

1. Конкурентоспособность выпускаемой продукции, в силу того, что предприятие должно существовать для потребителя и только клиенты, потребности которых удовлетворяются, дают предприятию возможность выжить на рынке и получить доход.

2. Высокая мобильность на рынке, свобода экономического маневра, делающая объективно необходимыми учет рыночной конъюнктуры, гибкое маневрирование всеми имеющимися ресурсами для достижения эффекта.

3. Ритмичность и гибкость производства, способность быстро менять ассортимент продукции в соответствии с запросами потребителей.

4. Разработка мер по улучшению выпускаемой продукции, способность предприятия дать потребителю товар более высокого качества или обладающий какими-либо новыми свойствами, причем за ту же цену, при тех же издержках производства.

Все эти факторы являются важными для эффективного функционирования предприятия, только с их помощью предприятие сможет получить максимальную прибыль. Однако, ведущим является производство товаров более высокого качества, иными словами, удовлетворение на потребности потребителей и определение набора товарных групп, наиболее

предпочтительных для успешной работы на рынке. Товар, спрос на который существует, считается рентабельным и будет приносить предприятию больше дохода, а высокий уровень рентабельности при наличии свободной конкуренции служит символом для перелива капиталов и вложения средств в отрасли с более высокой нормой прибыли (рентабельности). Для рынка неприемлемы регулируемые цены, но уровнем рентабельности монополистов производителей, их можно регулировать.

Управление прибылью предприятия сводится к разработке механизма организационно-экономического воздействия на результат предприятия, поскольку позволяет из стихийного получения доходов перейти к регулируемым доходам.

Управление прибылью должно носить государственный характер. Необходима четко проработанная налоговая политика государства, так как она является необходимым инструментом проводимой реформы. Налоговая система должна быть гибкой, стимулировать развитие передовых, эффективных производств, а налоги должны быть четкими и стабильными. Именно стабильность приведет к увеличению прибыли (дохода) предприятия.

С целью совершенствования экономического механизма управления прибылью необходимо:

1. Строгое соблюдение заключенных договоров по поставкам продукции. Особо важно заинтересовать предприятие в производстве престижных и наиболее нужных для рынка изделий.

2. Проведение масштабной и эффективной политики в области подготовки персонала, что представляет собой особую форму вложения капитала.

3. Повышение эффективности деятельности предприятия по сбыту продукции. Прежде всего необходимо больше внимания уделять повышению скорости движения оборотных средств, сокращению всех видов запасов, добиваться максимально быстрого продвижения готовых изделий от производителя к потребителю.

4. Снижение непроизводительных расходов и потерь.

5. Внедрение в практику оперативного учета затрат на производство продукции.

6. Применение самых современных механизированных и автоматизированных средств для решения задач анализа прибыли и рентабельности.

7. Совершить перенос акцентов в управлении прибылью на управление доходом предприятия.

Выполнение этих предложений значительно повысит эффективность управления прибылью на предприятии.

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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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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ORGANIZING TEACHING PROCESS USING LOCAL COMPUTER NETWORK

Abstract: *The ideas about organizing teaching process using the local computer network with the help of case method in this article.*

Key words: *computer network, technology, interactive method, cases.*

Language: *English*

Citation: Karimov, K. M. (2021). Organizing teaching process using local computer network. *ISJ Theoretical & Applied Science*, 05 (97), 131-133.

Soi: <http://s-o-i.org/1.1/TAS-05-97-23> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.23>

Scopus ASCC: 1700.

Introduction

Using modern pedagogical technologies and information and communication tools in the educational-training process is put on the agenda as a period's requirement and a social necessity in order to increase the effectiveness of the educational process, to form strong theoretical knowledge, activities, skills and abilities of students, to ensure turning them into professional skills.

Nowadays, using effective teaching methods in the educational process at the educational institutions, increasing the quality of education for students, improving its content and essence, organizing education at the level of modern requirements are considered important.

Lessons which are used modern technology, are directed to give opportunity to students (or pupils) to independently explore and analyze the knowledge which they have being acquired, and even to conclude their own conclusions [1, p.15].

Modern methods include interactive methods. The essence of interactive teaching organizes the cognitive process in such a way that all students are involved in the learning process and have the opportunities to think freely, analyze and think logically.

In the learning process, the joint activity of students means that the individual contribution of each of them in a specific relationship, the exchange of

mutual knowledge, ideas and methods of activity. Together with this, all of them is carried out in the environment of mutual goodwill and support. This, in turn, not only provides an opportunity to acquire new knowledge, but also develops the cognitive activity itself [2, p.56].

Educational institutions need to teach students to use technologies which are directed to independent learning and constantly increase their activity. Organizing the educational process using computer technologies and information and communication tools impacts positively to the effectiveness of education.

The development of information and communication technologies in the world requires its effective use in education. The introduction of modern information and communication technologies and tools into the educational process is the basis to be created teaching with computer-assisted learning in addition to traditional teaching methods.

In general, the purpose of teaching with computer-assisted learning is as follows:

- Satisfying the need of students for education.
- Ensuring a level of new fundamental education while maintaining the quality of education.

The introduction of computer-assisted learning in educational institutions comprehensively gives many benefits. All conditions exist for implementing it in the higher education system. All higher education

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institutions (HEIs) are well equipped with computers, information and communication technologies. The widespread introduction of these technologies in the education system will help to solve many problems which are facing at universities in time.

Nowadays, there is a need to train mature, intelligent and well-educated personnel in this field. Using network technology in the educational process gives high effective in increasing the knowledge of students of higher education institutions on the use of information and communication technologies.

As we can see, network education implements two approaches to teach: individual and personal.

Individual education is considered model of the organization of the educational process which the teacher interacts with only one student, taking into account his or her personal characteristics, creating psychological and pedagogical conditions for his or her development. This model assumes the presence of teacher or leader who builds teaching trajectory for the student (listener, learner). The advantage of this teaching is that it allows them to adapt the content, methods and temps of the student's learning activity to his or her characteristics.

Personal teaching is considered the attitude of the student to his or her education, namely, awareness of the need to learn a particular subject to obtain preferred information for themselves [3, p.32].

NetSupport School is considered one of the modern programs which gives high opportunity to work in teaching computer classrooms under the control of teacher's computer using a network [4].

It has the following opportunities:

- starting and completing to work the student's computer;
- ensuring that students in network work computers in separated small groups;
- sending file and assignments to any student's computer;
- creating opportunity for students' computers in order to use internet websites and controlling it when necessary, stopping to work.

There are a number of similar opportunities. The teacher downloads this NetSupport School program in his or her computer and carries out it using its commands.

The teacher can send case studies on the topic to the students' (pupils') computer during the consolidation phase of the lesson in explaining the theoretical material of the topic through the network. Firstly, the teacher divides the students' computers into small groups on the network. Then teacher gives case study to each small group.

Case technology has been researched using opportunities of it in the teaching process by E.S. Gaydamak, A.S. Zemskova, A.A. Abdukodirov, M.A. Ganiyeva, D.M. Fayzullayeva[5,6,7,8,9].

However, scientific researches have been not studied sufficiently on the use of case technology in

teaching with the help of local computer network at all levels of the continuing education system.

Case method is considered the closest to playful and problem-solving method. If we emphasize the relationship between the case-method and problem-solving method, then Yu.P. Surmin [10, p.51] cites several aspects of their interaction:

- the case method assumes that there is a tight descriptive problem of the situation, and the case method itself is often reduced to problem expression and multivariate analysis;
- the problem in the case method is much more obvious than in the problem-based teaching method.

Using case technology in teaching students of higher education institutions using a local computer network is very important to know its content and essence. Using of it in education is considered one of the increasing ways of the effectiveness of the educational process.

Using case technology in teaching with the use of local computer network helps students to become more active, creative, independent in the process of acquiring information and to achieve the full realization of educational goals.

In conclusion, using case technology in teaching students with the use of local computer network provides the following achievements:

- The student creatively thinks and studies the opportunities of the modern NetSupport School network program;
- Mastering, activity and independence are formed in the process of acquiring;
- The student has opportunity to deeply study the essence of case technology;
- The student has notion that using case technology in the teaching of subjects in informatics can increase the effectiveness of the lesson.

The students' knowledge, skills and abilities will increase by using the method in lesson. The worldview about methods is expanded. It helps students to improve knowledge in this area.

Nowadays, giving great attention should be required to the fact that modern specialists in higher education should not only study theoretical knowledge in depth, but also they become skillful specialists who are able to communicate, think independently, and have a thorough knowledge of their field at higher education institutions. Therefore, it is advisable to recommend the following proposals:

- Even though the principles of using case technology in the lessons were analyzed and practical recommendations were developed, using case technology in teaching with the help of using the local computer network in all parts of the education system, using it in teaching subjects in field of informatics has not sufficient degree in today's. The role of the local computer network in education is considered unique, and the scope of research works in this field needs to be used in practice.

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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: 05 Volume: 97

Published: 10.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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ADVANTAGES OF MULTIMEDIA IN TEACHING RUSSIAN LANGUAGE

Abstract: In recent years, in the process of teaching and learners some changes were occurred, multimedia is playing huge role in teaching languages because it gives learners great opportunity to accept the information virtually. Furthermore, multimedia enriches them just increasing their listening, and speaking abilities (how to pronounce words uttered and difficult to follow). Additionally, further research shows that video data is more involving and motivating learners in language learning than traditional methods as it is innovative one to give students stimuli to fulfill the gaps in classes.

Key words: multimedia, Russian language, learners, skills.

Language: English

Citation: Rakhimova, D. P., & Islomova, S. H. (2021). Advantages of multimedia in teaching Russian language. *ISJ Theoretical & Applied Science*, 05 (97), 134-136.

Soi: <http://s-o-i.org/1.1/TAS-05-97-24> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.24>

Scopus ASCC: 1203.

Introduction

Computer assisted classes are being more modern than traditional ones because learners are more expressing their willingness to using multimedia platforms. It forces them to foster their initial knowledge through learning. Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan et al., 2018). It supports verbal instruction with the use of static and dynamic images in form of visualization technology for better expression and comprehension (Alemdag and Cagiltay, 2018; Chen and Liu, 2008). The hardware and software used for creating and running of multimedia applications is known as multimedia technology (Kapi et al., 2017). Multimedia technology has some characteristics like integration, diversity, and interaction that enable people to communicate information or ideas with digital and

print elements. The digital and print elements in this context refer to multimedia-based applications or tools used for the purpose of delivering information to people for better understanding of concepts. We made needs analysis on using multimedia in learning English and its effectiveness.

IT technology in Russian classes

In teaching and learning Russian language is being more required at present due to social, political and economic and cultural features to express in this language. However, most of employees providing companies use target language for that environment for job accomplishments. IT technology is being more modern in the past years as it enables education system making vast progress in improving learners' language skills (listening, writing, reading and speaking). It mostly enhances listening and speaking comprehension because learners are very busy with mobile apps listening to or watching new video data on subject specific in L2, Russian is considered as a

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second language officially. Besides, various aspects of human endeavors, especially the employment sector, are being transformed by the advent of Information and Communication Technology (ICT) as it involves the use of hardware and software for the purpose of collecting, processing, storing, presenting, and sharing of information mostly in digital forms. Multimedia technology is an important aspect of ICT that deals with how information can be represented and presented digitally, using different media such as text, audio, video, among others (Guan et al., 2018). It involves the combination of several technologies provide information in the best possible formats, packages, and sizes. In job applications such as engineering, computer engineering, technical officers use IT more because they work only with computers: making games, web pages, constructing HTML pages by using Java Script, SCC and other. On the other hand, agriculture sector is also using more IT technology for planting plants or building greenhouses, just providing new innovative technology. Horticulture and agriculture is systemized with IT at present and its instruction is given in Russian language for people to understand it. Additionally, learners have to know enough terminology in order to comprehend it.

Types of Multimedia

There are different types of multimedia applications available in the market today. These applications have been deployed for different educational purposes such as Humanities and Social Sciences, Physiology, Physics and Applied Sciences. The main issue is how to use the applications to provide students with stimulating experience by delivering information for better understanding of concepts. While it is important to develop various applications for effective teaching delivery, each of these applications has its own focus area, peculiarities, target age, merits and demerits.

Furthermore, the taxonomy and component synthesis for the development of the multimedia application need to be extensively investigated as these would affect the teaching delivery, learning and wider applicability. The success stories also vary with location, target age and deployment purposes. Therefore, the aim of this paper is to provide a systematic review of published studies that examined different multimedia tools in the teaching and learning process with a view to identifying the existing

multimedia-based tools, understanding their usage, application areas and impacts on education system. In order words, the study, through a systematic review of literature, aims at identifying the existing multimedia-based tools for teaching and learning; understanding their usage and limiting factors, application areas, evaluation methodologies, technology components synthesis and impacts on education system.

Designing Multimedia

Multimedia designed for learning refers to the process of building mental representation from words and pictures in different contexts. They are designed to assist learning with tools which can be used in presentations, class room or laboratory learning, simulations, e-learning, computer games, and virtual reality, thereby allowing learners to process information both in verbal and pictorial forms (Alemdag and Cagiltay, 2018). Multimedia designed for learning requires understanding of some theories such as cognitive theory of multimedia learning, which postulates three assumptions that describe how people learn from instructional multimedia materials. These assumptions can be phrased as dual-channel, limited capacity, and active processing (Alemdag and Cagiltay, 2018). Dual-channel assumes that learners have many channels to separate visual and auditory information. The restricted/limited capacity assumes that there is a limit to the load of data that can be processed in each channel. Understanding these will allow teachers not overwhelming learners with much information. On the other hand, learners will be aware of their information processing limitations or capabilities. Active processing proposes that when it comes to information selection, organization, and integration, human beings are active agents and are capable of managing the forms of information they are interacting with.

Conclusion

New innovation gave more opportunity to human beings to make more progress in all spheres of life from arts to engineering. High technology is based on computer science with language knowledge due to understanding new data on different subjects. All education system from primary and higher are being equipped with innovative technology in order to motivate learners learning languages and other subject via IT technology.

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IBI (India) = 4.260
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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: 05 Volume: 97

Published: 11.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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THE FATIGUE RESISTANCE ANALYSIS OF STEEL DOUBLE HELICAL GEAR WHEELS

Abstract: The computer experiment to determine the stress and strain state and fatigue of the pinion and gear wheel material after 250,000 loading cycles was performed on the example of the double helical gear train.

Key words: the double helical gear wheel, material fatigue, the stress and strain state, engagement.

Language: English

Citation: Chemezov, D., et al. (2021). The fatigue resistance analysis of steel double helical gear wheels. *ISJ Theoretical & Applied Science*, 05 (97), 137-142.

Soi: <http://s-o-i.org/1.1/TAS-05-97-25> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.25>

Scopus ASCC: 2211.

Introduction

The double helical gear train is the type of the helical gear train [1-9]. The pinion and the gear wheel in this gear train consist of equal-length sections with

right-hand and left-hand teeth. The incision between the teeth sections is provided for the cutting tool outlet in the manufacture of the gear train parts. The double helical gear train is mainly used in heavy-duty

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machines assemblies to ensure the reliable operation due to the lack of axial load on the bearing due to the complexity of manufacturing the pinion and the gear wheel [10].

Features of loading the teeth of the gear train parts allow us to identify the trend of material fatigue for the certain number of loading cycles. Material of the pinion and gear wheel teeth is destructed over time from accumulated internal stresses. The material quality of the parts plays an important role in the operation of the double helical gear train. The dimensions inaccuracy of the parts, the unbalanced chemical composition and violations of the technological process of heat treatment of material lead to uneven stress of the teeth of the pinion or the gear wheel. The calculation of fatigue resistance of material that has ideal physical, mechanical,

operational, and other properties will determine the life for the uniformly loaded double helical gear train. The research results will be the basis for predicting the destruction of the double helical gear wheels in real production conditions.

Materials and methods

Finite element modeling, which includes the calculations of the stress and strain state and fatigue of the parts material of the double helical gear train, was implemented in the "SolidWorks" program. The geometry of the pinion and the gear wheel was calculated in the "Gear" module of the "Kompas-3D" program. The geometry parameters of the driving and driven members of the double helical gear train are presented in the table 1.

Table 1. The geometric parameters of the pinion and the gear wheel.

Parameter	Pinion	Gear wheel
Module	3	
Number of teeth	20	60
Helix angle of teeth	16°15'37"	
Helix hand of tooth	double helical from left to right	double helical from right to left
Basic rack tooth profile	according to GOST 13755-2015	
Addendum modification coefficient	0	
Accuracy grade according to GOST 1643-81	8-B	
Base tangent length	23.085 ^{+0.1} _{-0.2}	69.255 ^{+0.14} _{-0.28}
Tolerance of base tangent length variation	0.028	0.05
Variation tolerance of measuring center distance per wheel revolution	0.063	0.09
Variation tolerance of measuring center distance on one tooth	0.028	0.032
Gear ring run-out tolerance	0.045	0.063
Tolerance for error of tooth profile	0.014	0.018
Error of base pitch	±0.02	±0.022
Reference diameter	62.5	187.5
Longitudinal form tolerance	0.025	
Axial run-out tolerance of locating face	0.013	0.038

The pinion and gear wheel models were built with the incision in the middle. They were given the properties of heat-treated alloy steel. The shafts and keys models were not built to reduce the calculation time. Fixing the gear wheels and setting the torque of 200 N×m were carried out by the mounting holes of

the models. The friction coefficient on the contact surfaces was accepted 0.1. The general view of the three-dimensional solid-state models of the pinion and the gear wheel in engagement is presented in the Fig. 1, A. Dividing the double helical gear train model into the finite elements is presented in the Fig. 1, B.

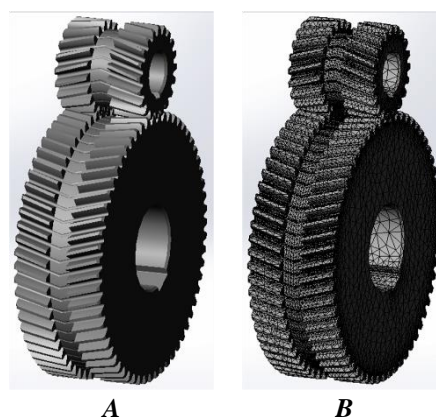


Figure 1 – The three-dimensional solid-state model of the double helical gear train (A) and its dividing into the finite elements (B).

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The models were divided into 430140 elements with the specified maximum and minimum elements sizes of 8.58843 mm and 1.71769 mm, respectively.

The first part of the experiment was to simulate the contact process along the entire length of the tooth flank of the pinion and the gear wheel to determine the stress and strain state of material. The static calculation was performed using the FFEPlus solver. The resulting reaction force of 4724.17 N (X -axis – -3121.09 N, Y -axis – 2091.99 N and Z -axis – -2863.59 N) occurs on the contact surfaces of the pinion and the

gear wheel under the specified operating conditions of the double helical gear train.

The second part of the experiment was to simulate the fatigue process of the pinion and gear wheel material after 250,000 loading cycles with the constant amplitude. The S - N curve of material must be taken to calculate the fatigue damage. It is the diagram that defines the values of alternating stress relative to the cycles number required to cause fracture at the given stress coefficient. The S - N curve of material of the pinion and the gear wheel is presented in the Fig.2.

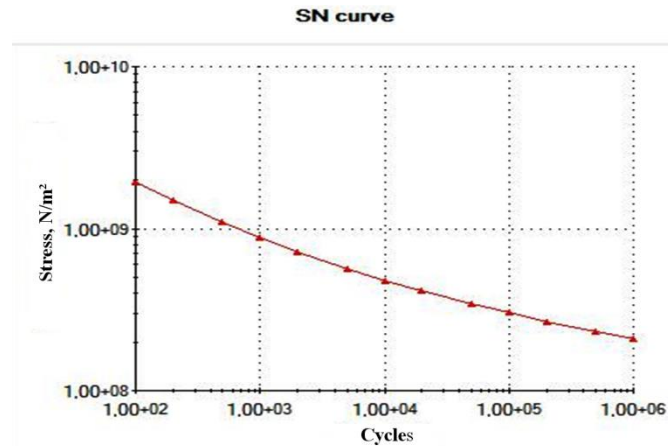


Figure 2 – The S - N curve of material of the double helical gear train parts.

The local stress concentration coefficient of material was accepted 1. The strength criterion for alloy steel was accepted maximum von Mises stress. The load on the pinion and gear wheel teeth was counted from zero. The calculated average stress was corrected according to the Gerber method.

Results and discussion

The calculation results were presented in the form of contours and vectors plotted over the entire volume of material of the pinion and gear wheel models. The contours and the vectors had the color

scheme (red is the maximum value, blue is the minimum value) to estimate the value of each calculated parameter. The analysis of the distribution of stresses, deformations and fatigue of material was performed after the cross-section of the double helical gear train parts at the engagement point. The contours of the material displacement (deformation) of the double helical gear train parts are presented in the Fig. 3. The contact pressure vectors on the teeth flanks of the pinion and the gear wheel are presented in the Fig. 4. The fatigue contours of material of the double helical gear train parts are presented in the Fig. 5.

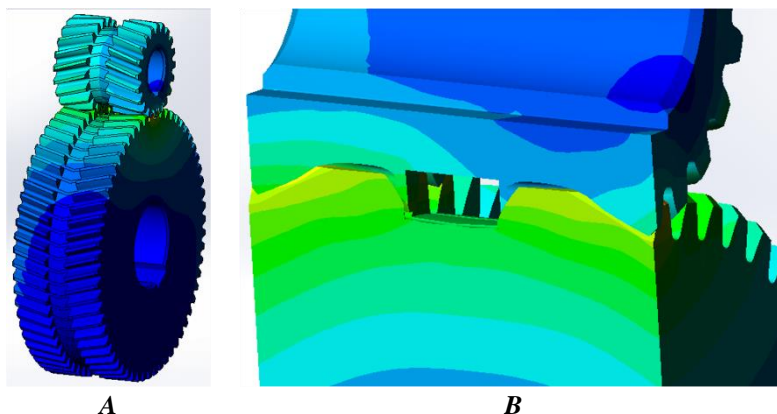


Figure 3 – The contours of the material displacement (deformation) of the pinion and the gear wheel: A – the general view of the gear train; B – the cross-section at the engagement point.

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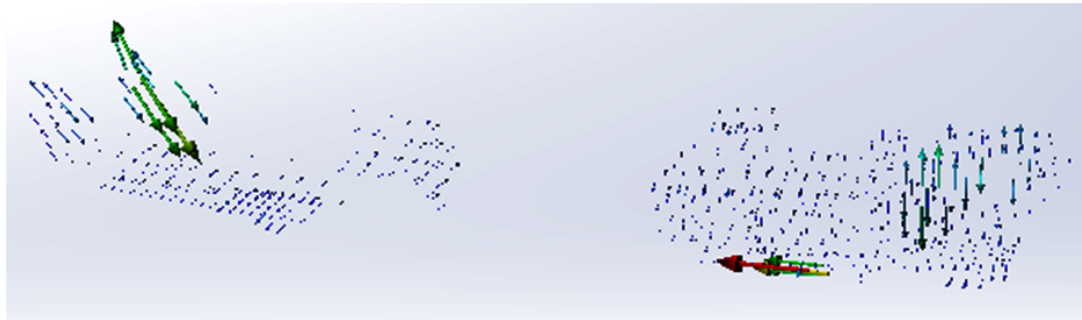


Figure 4 – The contact pressure vectors on the teeth flanks of the pinion and the gear wheel.

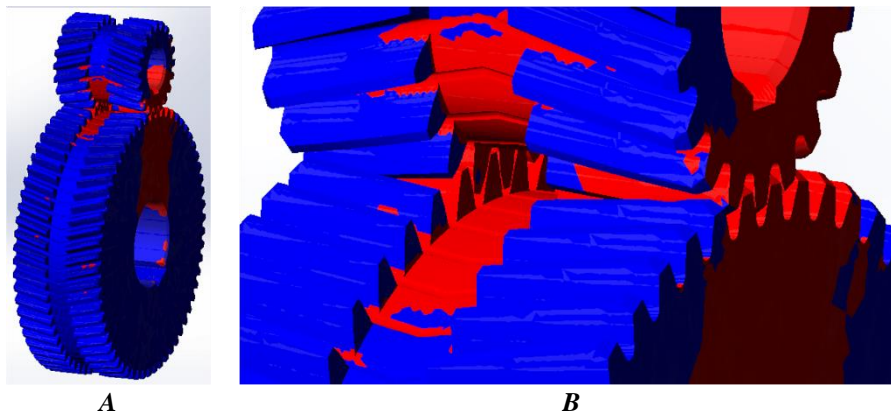


Figure 5 – The fatigue contours of the pinion and gear wheel material: *A* – the general view of the gear train; *B* – the magnification of the engagement point.

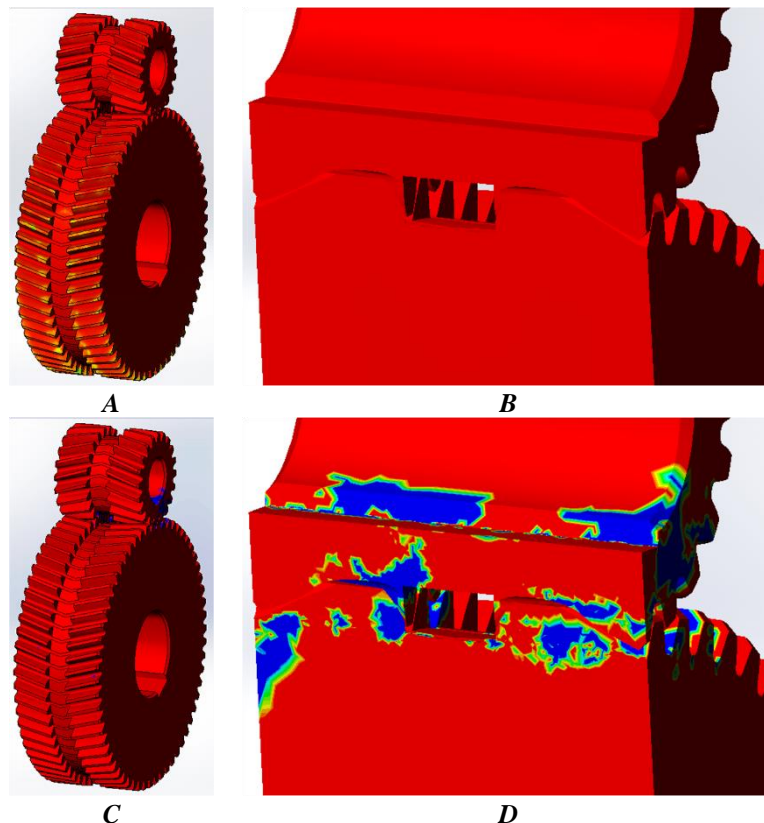


Figure 6 – The contours of the safety factor of the pinion and gear wheel material: *A* and *C* – the general view of the gear train after the preliminary and final calculations, respectively; *B* and *D* – the cross-section at the engagement point after the preliminary and final calculations, respectively.

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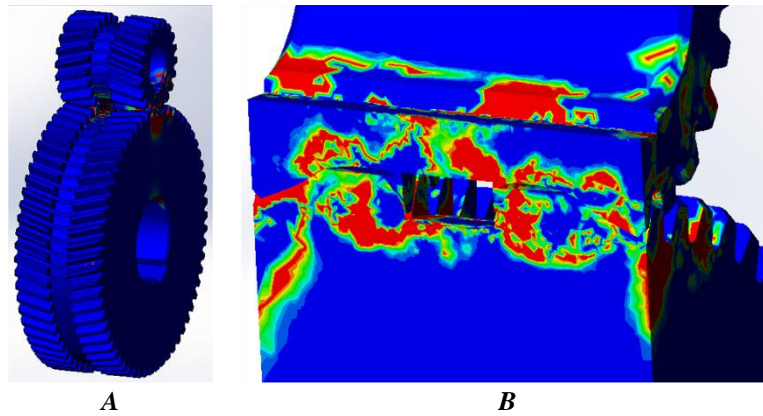


Figure 7 – The damage contours of the pinion and gear wheel material: *A* – the general view of the gear train; *B* – the cross-section at the engagement point.

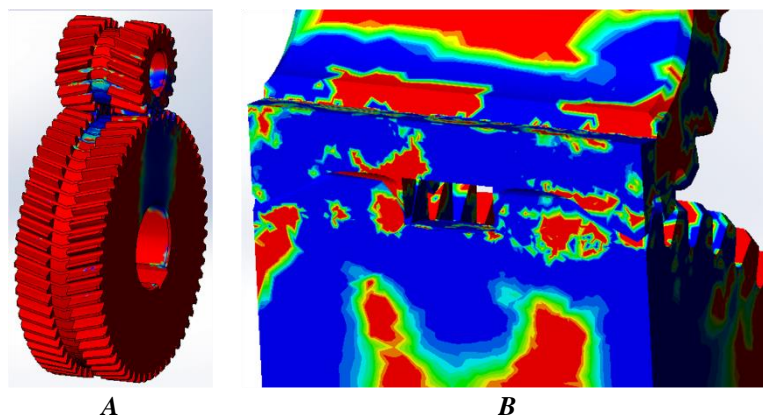


Figure 8 – The life contours of the pinion and the gear wheel: *A* – the general view of the gear train; *B* – the cross-section at the engagement point.

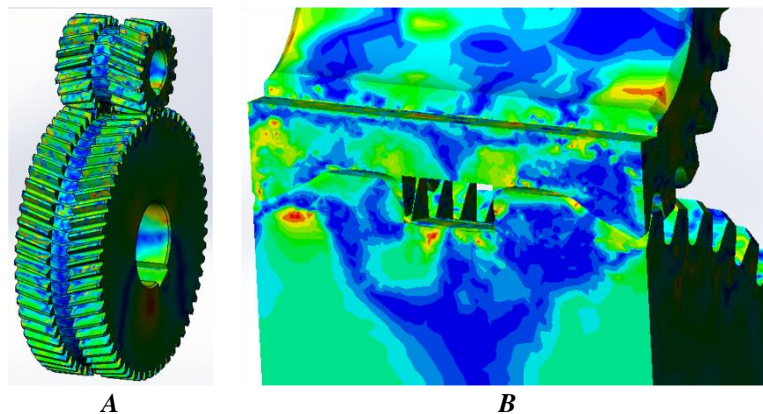


Figure 9 – The biaxiality contours of the pinion and gear wheel material: *A* – the general view of the gear train; *B* – the cross-section at the engagement point.

The contours of the safety factor of the pinion and gear wheel material after the preliminary and final calculations are presented in the Fig. 6. The damage contours of material of the double helical gear train parts are presented in the Fig. 7. The life contours of the pinion and the gear wheel after 250,000 loading cycles are presented in the Fig. 8. The biaxiality contours of the pinion and gear wheel material are presented in the Fig. 9.

The teeth of the pinion and the gear wheel deform (the displacement contours) equally on the left and right sections during contact. This indicates the correct engagement of the pinion and gear wheel models. Maximum deformation of the wheel tooth occurs in the addendum, minimum deformation occurs in the dedendum.

The contact pressure vectors form the tooth contact pattern of the pinion and the gear wheel on the

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two sections. The maximum contact forces occur in the middle of each of the sections.

The cracks formation in material of the wheels rims (the parts surfaces were accepted sanded) is predicted after 250,000 loading cycles. Also, material of the incisions of the double helical gear train parts is subjected to variable residual stresses.

The safety factor gives an idea of the loaded state of the parts material of the double helical gear train in the selected operating modes. The preliminary and final calculations of the safety factors were performed for the pinion and the gear wheel. The safety factor is 1.5-2.2 in the engagement zone of the teeth. The preliminary calculation does not give the complete estimate of the distribution of the safety factor of material in the inner layers. The final calculation gives the best result, allowing for the complete analysis of material loading.

The accumulation sequence of internal stresses of the pinion and gear wheel material can be determined by the damage and life contours. The expected destruction of material, first of all, occurs in the parts volumes indicated in blue (corresponds to 100 loading cycles based on the life contours). The

destruction of the material volumes indicated in red can occur after 1,000,000 loading cycles.

The biaxiality indicator determines the local stress concentration coefficient of material, which is equal to the ratio of minimum stress to maximum stress. The blue color of the biaxiality contours, equal to -1, indicates the simple shear of the parts material. The red color of the biaxiality contours, which is almost 1, indicates the simple biaxial state of the parts material.

Conclusion

Variable deformation of the teeth is observed during symmetric loading the sanded pinion and gear wheel. The nonlinear calculation of material fatigue of the parts showed that not only the teeth can be subjected to the destruction, but also the volume of the pinion and the gear wheel located in the engagement zone. The damage contours on the pinion and gear wheel models indicate the gradual chipping the teeth, but after the considered 250,000 loading cycles, the probability of the material destruction is no more than 1%. This indicates the sufficient safety factor of the parts material of the double helical gear train.

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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: 05 Volume: 97

Published: 11.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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THE IMPORTANCE OF CORRECTLY SELECTED TECHNIQUES IN THE PRACTICAL WORK OF HIGHER MATHEMATICS IN THE INDEPENDENT, CREATIVE THINKING, CONCLUSION OF THE STUDENT (CADET)

Abstract: *the article mentions not only the stockpile of knowledge accumulated during the period of study at the institution of Higher education, which is now an important thing for students (cadets), but also the ability to independently find, understand and apply the necessary information to achieve the desired result in a particular situation.*

Key words: *independent thinking, mathematic knowledge, skills, practical training, problematic situations, «complete the sentence», non-standard tests, analysis of concepts, goal, dependence, student's language.*

Language: English

Citation: Yunusova, G. A. (2021). The importance of correctly selected techniques in the practical work of higher mathematics in the independent, creative thinking, conclusion of the student (cadet). *ISJ Theoretical & Applied Science*, 05 (97), 143-145.

Soi: <http://s-o-i.org/1.1/TAS-05-97-26> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.26>

Scopus ASCC: 3304.

Introduction

Today, the educational goals of the society have changed their attitude to their implementation and require constant study and Re-study from the owner of the profession in accordance with the changing situation. For students (cadets), the important thing now is not only the stock of knowledge accumulated during the period of study at the higher education, but also the ability to independently find [1], understand and apply the necessary information in a particular situation to achieve the desired result.

Preparation for practical work the student (cadet) will get a job with the book, will require attention to literature, will teach thinking. In the process of preparing for practical training, certain knowledge is strengthened and clarified, and new categories are mastered, the “language” of the student is rich [2].

Practical training as a developing, active form of the educational process affects the production of independent thinking in the student, the formation of information culture. This is facilitated by the opportunity and the problematic situations created by

individual students with the teacher in practical classes. It is known that a problematic situation is aual emotional – emotional remission, which arises when conflicts in thoughts and answers to the questions that arise in the body, in finding a solution to the problem of dependence. Force students (cadets) to work [3]: apply complex issues to strong students (cadets), understandably – to the weak, that is, to the level of education (reproductive, constructive and creative levels). During the discussion, finding the answer, the solution to the problem becomes the student (cadet)'s own “discovery”. Naturally, the result of this discovery is also a relatively deep, firmly memorized knowledge [1]. Independent exit from the problematic situation has a positive impact not only on education, but also on education. The process of thinking leads to an understanding of the relevance of the future professional activity of factors, circumstances, directions, professional values, independently found in solving problematic situations.

Practical training is an effective form of strengthening knowledge on the problem under

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discussion, a holistic view of this problem, an awareness of the compatibility of philosophical conceptions with other topics within the holistic limit [4].

From the point of view of conducting methodology, practical training is a mixed, integrated form of training. It implies the use of functions such as references, information from primary sources, dictators of oral and written concepts, tests, “complete the sentence” and other tasks, “make your own logic”, which can also subjugate the teacher to some extent. If the majority of students (cadets) and the teacher

himself consider a good preparation for the practical training, then the practical training will pass successfully and lead to the expected result [5].

At the second stage of practical training, a large amount of work is carried out on deep access to the content of the problem, which is brought to the discussion by the student (cadets).

To direct independent thinking, various active teaching techniques are used by the teacher: problematic situations, “complete the sentence”, non-standard tests, analysis of concepts [6,7], and even an interactive survey.

Table 1. Non-standard test

1. $\int \frac{dx}{\sqrt{x^2+1}}$	A. $tgx + C$
2. $\int \frac{dx}{a^2+x^2}$	B. $-ctg \frac{x}{2} + C$
3. $\int \frac{dx}{\cos^2 x}$	C. $\frac{1}{4}[(x+3) - (x-1)]$
4. $\int \frac{dx}{1-\cos x}$	D. $\ln x + \sqrt{x^2 + 1} + C$
5. 1	E. $\frac{1}{a} arctg \frac{x}{a} + C, (a \neq 0)$

Table 2. Concept analysis

Concepts	Content
Indefinite integral	
Methods of integration	
Direct integration	
Integration by differential input	
Substitution Integration	

At the preparatory stage of practical training, a number of students (cadets) can take the following task – the preparation of refunds and the task of quitting with their theses, after which the teacher will determine the questions that will be put before the group [8].

The revival of practical training, that is, the activizate, affects not only the problematic situations,

but also the introduction of play styles into its macrosystem, so that its mental and educational potential rises to the top [9]. For this purpose, it is desirable to use tests in practical training.

Analysis of errors in practical training gives the teacher the material for further perfection both the content and methodical parts of practical training, the development of their own subjects [10]. Practical

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training allows to activate existing methodological tools in the study of science.

Proceeding from the requirements of today's, the use of the above methods and tools, the correct choice

of them, proceeding from the purpose of the exercise - to increase the effectiveness of practical training.

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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: 05 Volume: 97

Published: 11.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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RECENT ADVANCES IN DYE-SENSITIZED SOLAR CELLS USING PLANT PIGMENTS

Abstract: The article discusses a number of plant-derived pigments, including titanium 2-oxide photoreceptors adsorbed with chlorophyll and anthocyanins. Various photoelectrochemical properties of dye-sensitized solar cells (DSSC) when copper thiocyanate and other substances are used as solid and liquid electrolytes have been studied.

Key words: chlorophyll, anthocyanin, photosensitivity, light coughing, dye sensitive solar cells, photovoltaics, efficiency, short circuit current, open circuit voltage, adsorption spectrum, copper thiocyanate.

Language: English

Citation: Boymirzaev, A. S., & Yokubbayev, A. A. (2021). Recent advances in dye-sensitized solar cells using plant pigments. *ISJ Theoretical & Applied Science*, 05 (97), 146-149.

Soi: <http://s-o-i.org/1.1/TAS-05-97-27> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.27>

Scopus ASCC: 2504.

Introduction

At present, the most efficient technologies for solar power generation are being implemented with the help of solar batteries based on semiconductors. If we look at the history of the development of photovoltaics, the conversion of light energy into electricity was first observed in March 1839 by the French scientist Edmond Becquerel and he created the world's first photovoltaic cell. Due to this phenomenon, the basis for practical photovoltaics, that is, the formation of electricity as a result of light absorption of certain substances. In 1817 Theodor Grothuss first proposed the phenomenon called the Principle of Photochemical activation. This law states that only light which is absorbed by a system can bring about a photochemical change. Materials such as dyes and phosphors must be able to absorb "light" at optical frequencies. This law provides a basis for fluorescence and phosphorescence. The law was proposed in 1842, independently, by John William Draper. In 1865 Scottish scientist James Clerk Maxwell publishes "A Dynamical Theory of the

Electromagnetic Field," a mathematical description of light. This theory recognizes light as an electromagnetic wave. In 1905, A. Einstein publishes "On a Heuristic Viewpoint Concerning the Production and Transformation of Light," a theory developing a hypothesis that light energy is carried in discrete quantized packets. In 1939 one of the most important discoveries was the invention of the American scientist Russell Ohl, and in 1946 he received a patent for the creation of a silicon solar cell [1]. From 1947 to 1967, a series of fundamental studies in the field of color photonics were carried out by the Russian academician A. Terenin [2]. In 1988, B. O'Regan and M. Gratzel invented the DSSC photocell at the University of California, Berkeley. In March 1991, they created titanium 2 oxides, color-sensitive complexes (ruthenium) and platinum cathode photovoltaic cells, namely Gratzel cells [3].

It is known from the 1st and 2nd laws of photonics that the efficiency of photovoltaic devices depends on the efficiency of the absorbed light beam. The efficiency of the DSSC photocell to generate

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electricity from light is determined by the ratio of the maximum value of the electric power generated in it to the total power of the incident light:

$$\eta = P_{\max}/P_{\text{It}} = I_m V_m / P_{\text{It}} \quad (1)$$

here P_{It} – the intensity of light adsorbing on the solar cell, I_m , V_m – maximum values of currents and voltages in the cell. To compare the current values generated in the surface units of different photocells, the current density J (mA / cm²) is used instead of the current (mA). In engineering calculations, another parameter of the photocell, i.e. the filling factor (FF), is also used and is determined by the following formula:

$$\text{FF} = I_m U_m / I_{\text{sc}} U_{\text{oc}}, \quad (2)$$

here I_{sc} – short circuit current (the maximum current that can flow when the photocell clamps are connected), U_{oc} – open-circuit voltage (the value of the voltage at the terminals of the photocell not connected to the circuit when illuminated by light). Figure 1 shows the process of generating an electric current from light energy in the DSSC photocell (a) and the motion of electrons in the energy field (b). The processing of the dye-sensitive photocell is similar to the process of photosynthesis in plants. Chlorophyll takes the energy of light and generates an electron, which is then activated by other molecules. In the photocell, the excitation energy level of the dye molecule is located above the lower part of the conduction band of the semiconductor. The generated photoelectrons easily pass into the conduction band and move through the anode to the outer chain. In the electrolyte medium, the oxidized dye molecule is regenerated with iodide ion, and in the electrolyte medium, the cycle is repeated (Fig.1,a). The DSSC element differs sharply from silicon photocells in that titanium 2 oxide acts only as a medium for the diffusion (movement) of photoelectrons, while silicon acts as a medium for photoelectrons in its volume and acts as an environment for the electrons to move towards the conduction band. In the Gratzel cell, the dye plays a key role as a photoresist, with titanium 2 oxide anode, electrolyte and platinum cathode excipients. Initially, ruthenium complexes were used as dye sensitizers and platinum as cathodes in Gratzel cells [3].

Ruthenium has a high light absorption, but it is a rare metal and expensive. Therefore, researchers are currently conducting research to test natural dyes derived from ruthenium-replacing plants and to study their high photoelectrochemical performance. Various photoelectrochemical properties of chlorophyll extracted from spinach in water and ethyl alcohol were determined [4]. Band gap width of chlorophyll extracted in distilled water is 1.83 eV, light adsorption wavelength range is 400-700 nm, short-circuit current is 0.35 mA, open-circuit voltage is 440 mV, ethyl alcohol connection current and open-circuit voltage are respectively 0.32 mA was found to be equal to 384 mV. Table 1 shows the

photoelectric parameters of solar cells prepared by adsorbing pigments (anthocyanins, chlorophylls) extracted from several plants to titanium oxide. It is known that corrosion is observed when liquids are used as electrolytes, and in most cases the service life of DSSC elements does not exceed 1 year. Therefore, the researchers used anthocyanins isolated from black grapes as a photosensitive, solid electrolyte - copper thiocyanate (CuSCN), and platinum as an injection electrode [5]. The efficiency of anthocyanin from black currant is 1.13, and the short-circuit current and open-circuit voltage are higher than those of black grape anthocyanin [6]. Photoelectrochemical parameters of DSSC elements based on titanium 2 oxide adsorbed with red cabbage, red onion peel, spinach-derived pigments (anthocyanins) and ruthenium complex (N719) were determined [7]. In this study, the ruthenium complex was observed to have adsorption peaks at 387 and 510 nm light wavelengths, red cabbage and onion peels at 544 and 486 nm, respectively, and chlorophyll from spinach with 2 adsorption peaks at 662 and 431 nm wavelengths, respectively. 4, 6, 8, 10% mesopore layers of oxide were prepared and their volt-ampere characteristics and light absorption spectra were obtained. From these characteristics, 10% layered titanium 2 oxide showed the highest current density, open-circuit voltage, filling coefficient, and efficiency. For the pigment obtained from the leaf of the red amaranth plant, the adsorption peak at the wavelength of light was 534 nm and the bandwidth of the band gap was 2.34 eV. Solar elements adsorbed on chlorophyll and betalene pigments derived from red amaranth and henna leaves were found to be 0.14% and 0.09% effective, respectively [8]. To determine the photoelectric parameters of DSSC elements, a solution of 6 pigments was prepared by dissolving and extracting amaranth and henna plants in distilled water, ethyl alcohol and acetone. Experiments have shown that the efficiency of naturally pigmented solar cells is 3-4 times smaller than that of synthetic pigmented elements. In addition, the high efficiency of liquid electrolyte solar cells compared to solid electrolyte used elements was also found. However, the existence of many types of natural pigments, the possibility of creating their compositions in the future and their wider use in DSSC elements, Hubert Hug and his colleagues studied the photoelectrochemical properties of chlorophyll, anthocyanins, betalene, lutein, beta-carotene, neoxanthin and other dyes derived from more than 25 plant species [9]. Recently, there has been a growing interest in the future use of pigments derived from seaweed as dyes in DSSC elements. Currently, 2 peaks with wavelengths of 404 nm and 666 nm have been identified in the adsorption spectrum of chlorophyll obtained from *Scenedesmus obliquus* micro algae, its current density, filling coefficient and efficiency are given in Table 1 [10].

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From this table we can see that the solar element prepared on the basis of pomegranate pigment has the highest efficiency compared to other plants [11]. Areca catechu (Pinang) Adsorption spectra of pigment derived from Malaysian dates in ethyl and methyl alcohol, acetonitrile, hexane and chloroform have been determined and optical densities have reached 3 peaks at 442, 445 and 470 nm [12]. 0.2 accordingly for efficiency; 0.54; 72.5; Values of 0.077% were determined. For complete quantitative determination of anthocyanin content and molar mass of their components in plant pigments with relationship with spectral characteristics the fast chromatographic techniques such as HPLC (High Performance Liquid Chromatography) [13] and SEC (Size exclusion chromatography [14,15] can be used. Particularly, the identification was accomplished by the time of retention of anthocyanins signals in visible area, and by the comparison of chromatogram

profiles for different species of fruits and berries [13]. The given method of the determination of anthocyanins content of colored by pigments fruit and berry stuff gives reliable data about qualitative content of the product.

CONCLUSIONS

The advantages of DSSC over silicon elements are their lightness, flexibility, simplicity and ease of manufacture, their ability to be used even in low light, low cost, and the ability to install them on various products and devices. At present, the main focus of researchers is the development of new solid and solid substances that can replace the liquid electrolyte for DSSC elements, cheap and safe electrodes instead of platinum cathode, high-sensitivity elements with high photoelectrochemical parameters. aimed at increasing the service life and efficiency.

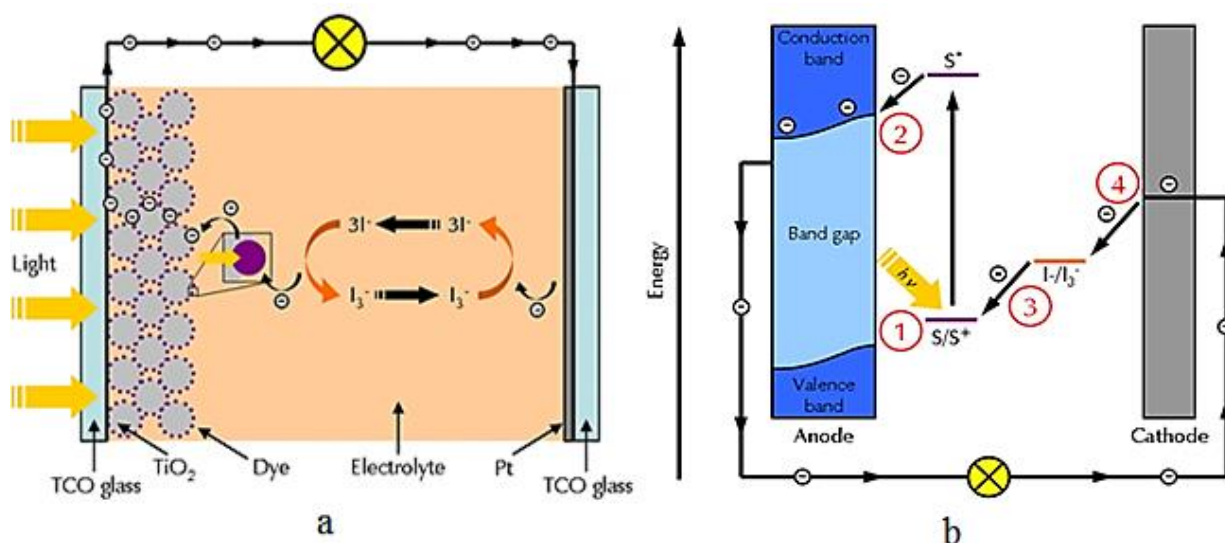


Figure 1. Schematic representation of the DSSC element (a) and the scheme of movement of electrons in the energy zones (b).

Table 1. Photoelectric properties of DSSC elements based on plant pigments

№	Pigmented plant	J _{sc} , mA cm ⁻²	V _{oc} , mB	FF	Efficiency	Source
1	Black grapes	1,91	449	0,50	0,43	[5]
2	Black currant	2.08	770	0.49	1,13	[6]
3	Red cabbage	0,21	510	0,46	0,06	[7]
4	Spinach (chlorophyll)	0,35	440	0,49	-	[4]
		0,41	590	0,58	0,17	[7]
5	Peel a red onion	0,24	480	0,46	0,06	[7]
6	Red amaranth	1,00	350	0,38	0,14	[8]
7	Henna leaves	0.42	548	0,38	0,09	[8]
8	Micro water weed	0,18	502	0,69	0,06	[10]
9	Pomegranate	12,20	390	0,41	2	[11]

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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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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INFORMATION AND EDUCATIONAL ENVIRONMENT IN THE PROVISION OF ACADEMIC ACTIVITY: AN EXAMPLE OF THE PARADIGM OF THE ENVIRONMENT

Abstract: In this scientific article, the changing social and psychological changes in the information and educational environment, in today's society, where the process of informatization is intensively developing, human self-awareness through education, ensuring the development of "spiritual self", mastering tangible and intangible creative activities, information about his aspirations to demonstrate.

The article also explains that the dynamic change of the educational environment in this educational process is a key factor in development, and therefore the definition of internal and external motives for academic activity, the role of the information-educational environment in this process is one of the current psychological issues.

Key words: learning environment, external motive, internal motive, information exchange, environmental paradigm, productivity, postmodernism theory, virtual learning, mind management.

Language: English

Citation: Yuldashev, J. G. (2021). Information and educational environment in the provision of academic activity: an example of the paradigm of the environment. *ISJ Theoretical & Applied Science*, 05 (97), 150-154.

Soi: <http://s-o-i.org/1.1/TAS-05-97-28> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.28>

Scopus ASCC: 3304.

Introduction

UDC: 316.6(075)

A. who is studying the paradigm of the environment in a systematic A.Denes[1], M.Keitsch[2], T.V.Maeng[3], V.I.Slobodchikov[4], G.Y.Belyaev[5], V.A.Kazirev[6], N.A.Kargapol'tsev [7] scientists such as have shown that the environment, fully expressed in information, interactive, cooperative-orientated and adapted to Real-life situations, has an impact on the type of activity and productivity. In science, there are a number of models that show it as a new pedagogy of the educational environment. Taking into account the objectives and functions of the model, the information and educational environment can be divided into the following models:

a model that influences and provides conditions for the development of an individual;

communicative-orientated social environment model with communicative impact;

dynamic model that provides systematic productivity of educational activities;

model of management and organization of educational space;

a model that provides conditions for the systematic improvement of personal qualities of educational subjects, etc.

In today's society, where the process of informatization is intensively developing, a person in the medium of education is striving for self-awareness, ensuring the development of the "spiritual men", mastering the type of material and non-material creative activity, manifesting himself. In this educational process, the educational environment is dynamically changing, becoming the main factor of development. Therefore, the determination of the internal and external motivations of educational activities in the provision of academic performance, the role of the information and educational environment in the process are considered one of the topical psychological topics.

On the ideas of the theory of postmodernism, the connotation of knowledge and skills in educational practice, verbally and nonverbal transmission of subjective experiences in the educational process

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interprets the information-educational environment in the form of discursive practice[8]. In the provision of academic activity, there are such approaches, the tendency to express the information and educational environment in different contexts. It is possible to indicate two aspects of the process separately:

the first aspect is that it acquires theoretical meaning, perceives the process of education as a psychological system and links it with the culmination of the formation of each of its components (elements) as a systematist;

the second aspect is that the practical content and the efficiency of the educational activities of the subjects of the bunda is directly related to the fact that the OTMs are intensively engaged in the connection with the labor market, ensuring the effectiveness of the educational activities.

As G.E.Kazarskaya pointed out, regardless of the context in which this process is explained, the main emphasis is on the determination of mechanism to increase educational activity[9]. In particular, the adoption of normative-legal documents on the broad application of Information Technologies on the basis of the requirements and needs of society and educational entities at the state level took the leading place in the research direction of researchers and scientists of the sphere, taking into account the sentence shular interpretation on the basis of such contexts as socio-communicative, As a result, carrying out reforms to improve the process by studying various aspects of the information and educational environment is associated with the informatization of the educational system. In order to have a clear picture of the issue, it is necessary to express an attitude to the concept of an information-education environment. Information and educational environment, this is a complex of information technologies and telecommunication technologies, which is considered a system of educational resources in electronic form and applies to ensure the assimilation of knowledge, skills and skills defined by the educational program. Psychological evaluation is also necessary in relation to this relationship on the basis of a scientific and practical point of view. Because there is a structure, function and content of the information and education environment, and the validity of the latter two to ensure the development of the individual is considered a subject that is studied directly within the framework of the science of psychology. In I.V.Robert's research, the information and education environment is shown as part of social communication, expressed in the form of an adapted socio-cultural system, and its contents, which optimizes the educational environment, emphasise the importance of balance divisibility. In our opinion, given the educational environment, educational resources and the integrity of up-to-date educational information, as I.V.Robert pointed out, in the information and education environment, such content

as socio-cultural, socio-psychological, psychological-pedagogical are embodied[10]. A.A.Saveleva expressed her information and educational environment in the manner of computer-based communication and showed her in the manner of multifunctional cultural interaction for the preparation of students for practice, acquisition of practical skills and exchange of subjects with experiments[11]. A.A.Kuznesov and T.N.Y.Suvorova considers this issue to be a static approach and communicates the information and educational environment from a rational, programmatic and organizational-methodical point of view, information transfer and cooperation documents to the address[12]. In this relationship, the transmission and reception of information is manifested as a communicative need while there are other private-psychological and private-cultural aspects of communicative need[13]. For this reason, it should be noted that a group of scientists have shown that the information and education environment is valid on the basis of electronic and digital media, showing the style of the information part of the educational space. Bunda, content and software as well as additional information and communicative contacts are available[14]. A.A.Kuznesov and T.N.Suvorova, the authors indicate the existence of consumer demands and needs that dominate the information-educational environment. If the discussion is directly concerned with the information and educational environment in the provision of academic activity, the subjects and institutions of education as consumers will participate and formulate consumer requirements. Academic activity is manifested in the form of interest in the subjects that are being mastered on the basis of the educational program, in the perspective of the specialty that it occupies, in the form of aspirations that are related to the acquisition of a position, the manifestation of leadership. A.A.Andreev showed that the information-educational environment consists of three components (Elements) [15]. These are material-technical, financial-economic and regulatory-legal. In the provision of academic activity, If we express an attitude on the basis of A.A.Adreev's approach, then each composition will have a holistic form as a result of its application in interrelationships, entering into the range of means that provide academic activity. In this respect, P.Dzeban's opinion is remarkable. In his opinion, the information-educational environment is this, a unit of all the data, technologies and means of their use of the educational space[16]. A.A.Adreev and P.Dzeban views have in common that the export telecommunications systems are applicable to the needs for information.

From the point of view of the management of educational processes in the information and education environment, the information and education environment as a whole is a direct link between the function of process provision, technical and

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educational-methodological aspects to the subjects of education. I.G.Zakharova said that it is an open system and is considered a cultural, software-methodical, organizational and technical resource. If so, S.M.Arakelyan[17] and K.M.Ushakov[18] it is worth noting that the information-learning environment, say information management during the organization of this education.

To date, there is no concerted approach in the study of the degree of influence of internal and external motivations on educational performance in the provision of academic performance in the information and education environment. But, according to the results of psychological analysis of the pedagogical process, the following relations are formed regarding the formation and development of the information and educational environment:

as a result of the integration of virtual and traditional education, it has led to the development of the information and educational environment;

visualization of the information-learning environment with the preservation of traditional education;

synthesis of virtual, traditional and mixed education, strengthening the information and educational environment;

as a result of the increasing demand for competent specialists in the labor market, the integration of education has formed and strengthened the information and educational environment.

A number of factors influence in the provision of academic performance in an information learning environment. In this case, internal and external motives of educational activity, organizational-methodical, normative-legal, scientific-practical, etc.can be specified separately. In our view, the definition of the degree of influence of any factor is necessary for a more theoretical discussion, and in the provision of academic activity, it is desirable, first, to describe the positive changes in educational activities in the form of the development of an information society, and secondly, to describe modern education as a theoretical-methodological phenomenon, thirdly, in the process.

The motivations of educational activities in providing academic performance in an information-learning environment can be expressed in different

ways. Gao Ikhun studied students' educational activities (in the English language sample), showed interest, aspiration for success, desire to travel abroad, social responsibility, personal development and media influence etc. [19]. In this, the need to study the essence of motivation becomes relevant, it is considered acceptable to approach E.P.Ilin on the basis of the three-dimensional structure of motivation. In his opinion, the content of motivation is needed, embodying such content as " internal filter " and target[20]. Thus, in ensuring academic activity in the information and education environment, it is expedient to use the theory of the three-component structure of the motivation proposed by E.P.Ilin. In this place, one should also consider the internal causes of motivation, i.e. internal cause (need), external stimulus/stimulus (goal) and personal regression, which should be analyzed in another context. Because motivation is formed on the basis of internal strength (need) and external stimuli/stimuli (goals), it is perceived by the individual in the manner of self-regulation (implementation of regression) [21].

In the theory of motivation[22] there are various cosepsions to study them, V.E.Milman divided the educational motivation into internal and external vs. external [23], which defined the motivations that arise in the activity subject on the basis of internal needs and arise on the basis of external goals. Although, internal and external motivation has been studied within the framework of various theoretical paradigms, it is desirable to indicate separately the research of M.Chiksentsmixayi and A.E.Gottfried. They studied the subject – internal motivations independently in the form of "opposition" to external motivations, describing dihotomy as two poles[24]. In this case, internal motivations are indicated in the form of a "barrier" of external motivations, which ensures a positive-stable course of the activity of the subject. V.I.Chirkov, however, studied the expression of motivations in the pattern of behavior, saw that external motivations are like stimuli (stimuli).

The information and educational environment in the provision of academic activity plays a practical role in the formation of internal motivations and external educational motivations, performing a number of functions.

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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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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CAUSES OF DECREASE IN PUMP PERFORMANCE

Abstract: This scientific article focuses on the negative aspects that can occur during the efficient use of water intake facilities, their causes and the issues of their elimination. Recommendations that can be followed during the start-up and operation of pumps, as well as the timely elimination of adverse events, will extend the service life of pumps and increase productivity.

Key words: Water level, pump, pressure, hydraulic abrasion, water intake unit, cavitation, hydraulic resistance, power factor, pump stations, automation equipment.

Language: English

Citation: Yuldashev, J. G., Kayumov, D. A., & Jurayev, A. T. (2021). Causes of decrease in pump performance. *ISJ Theoretical & Applied Science*, 05 (97), 155-157.

Soi: <http://s-o-i.org/1.1/TAS-05-97-29> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.29>

Scopus ASCC: 2200.

Introduction

UDC: 621.25

The decline in the performance indicators of pumping devices that receive water from natural sources in conditions of functional recovery depends on the object and sub-factors. The geological characteristic of the water source, that is, the water level, the amount of turbidity in the water, the size of the solid particles in it and the change in mineralogical composition are the correct connections of the indicators of the use of pumps to the decrease, and are an example of factors. For example, with a decrease in the water level in the source, an increase in static pressure and suction height, an increase in suction resistance in the suction network caused by mud deposition in the avankamera and water-shielding units leads to a decrease in the water transfer of the pumps and an increase in the likelihood of cavitation formation. In addition, under the influence of solid particles in the water, the water transfer, pressure and

Fig of the pumps are reduced.

One of the main reasons for the decline in the performance indicators of the pumps is the cavitation and gidroabraziv ingestion of their work details. Gidroabraziv ingestion occurs under the influence of solid particles in muddy water. In Central Asian conditions, both types, namely cavitation-abrasive ingesting, occur together. Cavitation ingestion can occur under the influence of two different factors: it occurs due to the deteriorating conditions of Use and the poor quality of preparation of the pump. As a result of the deterioration of the conditions of use, the actual amount of vacuum in the suction of the pump is increased. The main reasons for this are the turbidity in the water intake unit and the increase in the value of the suction height limit due to the decrease in the water level caused by the pollution of the grate, the second factor, that is, because the pump is made of poor quality, the cavitation pointers in its passport may not be able to.

In the case of cavitation ingesting parts of the

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pumps, which the amount of vacuum is greatly increased, dangerous zones are considered. In centrifugal pumps, the inlet part of the working wheel shovels is the rear side A, the surface of the lappet and the edge of the throttle of the tyrqishi can be such dangerous deflection zones. In the ukiy pumps, cavitation absorption is formed in zones A at the rear of the inlet part of the working wheel shovels, V at the end of the wing section, S at the surface of the working section, D at the side of the shovel and E at the surface of the sponge.

In order to reduce the intensity of cavitation in the slot, it is recommended to grind the side end of the blades in a round form or to place the wings on the tip of the Blades. In cases where in the composition of the transferred water there are caustic granules sand, as a result of their gidroabrazive effect, there is an acceleration of absorption in the elements of the pump. Observations show that in the centrifugal pumps, the front side of the working wheel blades is exposed to high-intensity gidroabrazive ingesting of the elements of the condensing part of the inlet a and exit b parts in the water under the influence of the solid particles.

Control-measuring instruments are installed to ensure the uniform operation of the facilities and basic equipment of the pumping stations. The composition, type and installation location of the instruments are determined depending on the working process of the main equipment and their management system (automatic dispatching, local).

The pumps are controlled by the following main technological indicators: the water transmission of the pumps, the pressure in the pipes, the water flow in the water intake unit and its difference in the grid, the voltage, power, power coefficient and frequency of the drain supplied to the electric motors, the amount of electrical energy consumed, the aulanish frequency of the Val, the sales, etc. In order to measure water consumption in the pumps, volumetric flywheel meters are used, narrowed cross-section surface, parsial, ultrasonic and electromagnetic flow meters.

Automation tools provide control of nasos aggregates without the participation of staff, on the basis of a pre-developed program, stantsiy reliable and continuous operation of the unit, increases the level of equipment retention and the work efficiency of the aggregates, ensures that the working conditions of the employees are improved and productivity is high.

According to the control feature, the pumps are divided into the following types:

- manual operated-all work on the operation and suspension of aggregates is carried out by employee;
- automatic control -all work on the control of the pump is carried out by automatic means located inside the building;
- automatic remote control-all work related to the operation of aggregates, stopping and rooting of water transmission is resisted from the distpecherlik punk,

which is located at a distance from the building of the pumping station.

The structures and equipment of the pump should be provided with control-measuring devices that record violations of the operating procedure in a norm and stop the damaged aggregates or stantsiya in dangerous, overload situations arising from the loss of signal concentration.

Automatics tools perform the following tasks:

- makes and transmits impulse dressing to start and stop electric motors of main pump aggregates;
- maintains a certain amount of time between the processes associated with the start and stop of electric motors;
- provides the operation of serial pump units in accordance with the established procedure;
- maintains the amount of vacuum in the suction pipe;
- opens and drips the zadvishka in the pipe;
- the worker whose work order is broken will stop the aggregate and start the reserve aggregate;
- alarm the assembly to distpecherlik punk by case;
- operates and stops drainage pumps;
- keeps the heating and ventilation system indicators set at the pump station;
- adjusts the water transfer and pressure of the pump units.

In automated pumping units, the process of starting and stopping the pumping units should be carried out on the basis of the sent impulse strictly according to the sequence of kegluk. For example, when aggregates are installed from the water satchel to the cargo, vakuumnasos is launched to fill them with water. With water filling to the main pumps, the electrocardiogram sensor (ERSV-Z) signals the movement of the main electric motors and the cessation of vacuuming. With the arrival of electric motors at the rated frequency of rotation, a signal is given to the opening of the locks and the completion of the walking process with their full opening. Stopping the pumping unit is carried out in the reverse order.

During the period of operation of the automated pumping stations, the following are controlled: water supply in water facilities and drainage wells, oil sales in oil baths and oil-oil boilers of electric engines, as well as the flow of water in electric motor ores and bearings, water, oil and air pressures in pipelines, water flow in technical water supply systems, the difference of water means of automation of the dizziness processes are applied electromagnetic, mechanical, gravity and heat appliances to provide an unchanging current, which will dressing unchanging current generator. The work of the automatic system of the pump station is carried out using sensors, relays and magnetic contactors.

The high-intensity gidroabraziv deflection parts of the axial pumps account for the zones on the front

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side of the adjustment blades, which correct the input and output concentration on the front side of the working wheel blades.

The mechanism of cavitation and gidroabraziv ingestion of details is quite complex, and many issues have not been solved. The occurrence of gidroabrazive absorption on the flowing surfaces caused by shock and irritation of solid quartz particles in the water is recognized by many researchers.

On the basis of the dynamics of the point of the material sinking on the surface of the metal resisting, formulas for the determination of the amount of gidroabrazive ingesting of certain elements of the pump are drawn out.

As cavitation, it is said that at some point in the fluid flow, the continuous property of the flow is disturbed, due to a decrease in the pressure to the amount of tension (critical), that is, its saturated vapor (elastic) pressure. This process is caused by dividing the dressing of cavitation bubbles filled with gases and vapors in the liquid.

In spherical pumps, cavitation bubbles are formed near the surfaces of the working wheels, where the fluid flow pressure decreases to a critical amount, and they act on the floor-pressurized parts with the flow. At the influence of pressure on the above, the vapor in the bubble turns into a liquid, that is, it condenses. As a result of the large-speed aspiration of liquid particles from the sides into the cavity of the

dressing bubble, there is a collision of them and an increase in pressure in the amount of several thousand atmospheres, that is, the bubble burst. As a result of this, a micro-flux is formed, which has a large speed and causes a shock to the metal surfaces. The speed of the micro-flux is so high that in this place the liquid is "cumulative", that is, the state in which it acquires the property of a solid body, and absorbs the metal surfaces.

The development of cavitation leads to a decrease in the indicators of the pump, in which there is a decrease in noise, course sounds and flickering.

The reasons for the decrease in pressure, which leads to the formation of cavitation in tubular pumps, are as follows:

- a) relative speed increase as a result of increased fluid transfer;
- b) formation of irregularities and surface separations in the fluid flow due to the fact that the internal structure of the pump is not perfect;
- c) increase in the geodetic suction height of the pump and the resistance of the suction network to gravity;
- d) decrease in barometric pressure, increase in fluid flow in the concentration.

Timely elimination of these situations leads to an increase in the shelf life of the pumps uzaytirib, work productivity.

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Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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APPROACHES AND METHODS OF TEACHING ENGLISH: ORAL APPROACH, SITUATIONAL LANGUAGE TEACHING AND AUDIO- SPEECH METHOD

Abstract: Approaches and methods of teaching English, as well as any foreign language, are currently constantly being reflected and rethought due to the fact that the very understanding of the nature of the language, the ways of learning it, is changing, as well as in response to the growing demand of educational institutions around the world for more effective curricula.

Key words: oral approach, English language, audio speech method, native speakers, foreign language, innovative method, pedagogic skill.

Language: English

Citation: Maksumova, U. A. (2021). Approaches and methods of teaching english: oral approach, situational language teaching and audio-speech method. *ISJ Theoretical & Applied Science*, 05 (97), 158-160.

Soi: <http://s-o-i.org/1.1/TAS-05-97-30> **Doi:** [crossref https://dx.doi.org/10.15863/TAS.2021.05.97.30](https://dx.doi.org/10.15863/TAS.2021.05.97.30)

Scopus ASCC: 1203.

Introduction

Why is English regarded as an international language in the modern world? It is obvious that in order to consider a language as such, its widespread use is a necessary condition. But if you look at the table of the most used languages in the world, then English will only be in third place! The fact is that the world is constantly increasing the number of people who speak English as a foreign language, and today there are fewer native speakers than people who use English for cross-cultural communication. Another factor affecting the use of English as a global language is that the use of English is geographically widespread, in contrast to other global languages such as Chinese (1,213,000,000 native speakers) and Spanish (329,000,000). This allows you to use English cross-culturally both within the same country and across political borders. Smith (1976) was perhaps the first to define the term "international language" - "an international language is a language that is used by people of different nationalities to communicate with each other." While working to expand and concretize the definition of "international language", Smith makes several important clarifications concerning the relationship between English language and culture [1]:

A. People who study "international language" do not need to adopt the cultural norms of native speakers of this language;

B. The possession of "international language" is denationalized;

C. The educational purpose of studying "international language" is to give students the opportunity to exchange their thoughts and culture with others.

The term "second language" implies the study of the language following the mother tongue. Despite the fact that the language is called the second, in fact, it can be the third, fourth, or even tenth. The scope of second language acquisition includes informal learning, which occurs naturally, and formal learning, which is carried out in classrooms. In the scientific literature, there are clear distinctions between the terms "second language" and "foreign language":

A second language is a typically official or socially dominant language necessary for teaching, working, and other standard purposes. We often study with small groups of people or immigrants who speak a different language from birth. In this narrower sense, this term is contrasted with the others in this list.

A foreign language is a language that is rarely used in the social environment closest to the student,

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can be used in upcoming future travel or any other cross-cultural communication, is studied as a mandatory subject or course of choice, but without immediate practical application.

A library language is a language that primarily functions as a tool for further learning through reading, especially when books or journals in the desired field of study are not usually published in the student's native language.

An auxiliary language is a language that students need to know for any official functions in their immediate political environment or will need to communicate more widely, despite the fact that their first language meets all the other requirements in their activities. Other languages with limited or highly specialized functions of a "second" language are called special-purpose languages (such as French for hotel management, English for aviation technology, Spanish for agriculture, and many others), and their study usually focuses only on a small set of functions and uses due to the specifics of the specialization [3]. In the matter of describing the methods, the difference between the philosophy of language teaching at the level of theory and principles and the set of derived language teaching procedures is the main one. In an attempt to clarify this distinction, the American linguist Edward Anthony in 1963 proposed a scheme in which he established three levels of conceptual representation and organization, called approach, method and technique. The original model proposed by Anthony was supplemented by modern linguists. Thus, the method was theoretically attributed to the approach (approach), the organization is defined by the plan (design), and is practically implemented in the process (procedure). The British linguists of the 1920s had different views on the specific methods that should be used in teaching English, but their general principles were attributed to the Oral Approach to Language teaching. By the 1950s, the Oral Approach had become the officially recognized approach to teaching English in the UK. One of the most prominent followers of the Oral Approach in the 1960s was the Australian George Pittman. He and his colleagues were responsible for developing training materials based on the situational approach, which was widely used in Australia, New Guinea, and the Pacific Territories. The main features of the situational approach are: Language learning begins with the spoken language.

The material is first studied orally, then submitted in writing. The learned language is the language of communication in the classroom. New language points are presented and practiced in different situations. The vocabulary selection process is carried out in order to make sure that the necessary amount of words is learned. Grammatical items are studied in such a way that easy forms should be studied before more complex ones. Reading and writing are taught when the basic lexical and

grammatical base is already mastered. In the 1960s, the term "situational" began to be increasingly used in relation to the Oral Approach [4]. The theory of situational language learning is based on a behaviorally conditioned theory based on learning through habit. It mostly refers to the process rather than the learning environment.

The student is expected to apply the knowledge gained in the classroom to situations outside of the classroom. The goals of this method are to teach practical mastery of the four main language skills, goals that are shared by almost all language teaching methods. But these skills are achieved through structure. Accuracy in both grammar and pronunciation is essential, and mistakes should be avoided at all costs. Situational language learning activities continue to be part of the standard set of procedures approved by many modern British methodologists. Textbooks based on situational language learning continue to be widely used around the world. But due to the fact that the principles of situational language teaching, with their emphasis on oral practice, grammar, and sentence structures, are consistent with the intuition of many practice-oriented teachers, this method remained widely popular in the 1980s.

The audio-speech method Linguists of the past years have put forward many hypotheses concerning language learning, and, consequently, language teaching. Since scientists usually began the description of a language at the phonetic level and ended it at the sentence level, it was assumed that this sequence was also acceptable for teaching. Since speech was considered basic and writing skills were considered secondary, it was assumed that language teaching should focus on language skills and that writing skills should be postponed until a certain time in the future. Since structure is what is essential and important in a language, the initial practice should focus on mastering phonological and grammatical structures rather than on mastering vocabulary. From these approaches, some principles of language teaching emerged, which later became the psychological basis of the audio-speech method and influenced the formation of its methodology. Later, the followers of the audio-speech method began to refer to the theory of a well-developed school of American psychology-behaviorism.

Proponents of the audio-speech approach demanded a complete rethinking of the curriculum for teaching a foreign language. They insisted on a return to oral-based teaching, with the primary goal of obtaining a high level of speech, and rejected the study of grammar or literature as the goal of learning a foreign language. In the initial stages, the training focuses on the formation of speech skills, with a gradual transition to other skills. Oral literacy involves the accuracy of pronunciation, grammar, and the ability to respond quickly and accurately to speech

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situations. Learning listening skills, pronunciation, grammar, and vocabulary relate to the development of fluency. Reading and writing skills can also be taught, but they depend on the oral skills already available. Language, according to the theory of the audio-speech approach, is speech, but the speaking skills themselves depend on the ability to accurately perceive and reproduce the main phonological features of the language being studied, on the fluency of using key grammatical structures in speech, and on the knowledge of a sufficient volume of vocabulary to use these structures. Since the audio-speech method is essentially an oral approach to language teaching, it is not surprising that the learning process includes comprehensive oral instruction. The emphasis is on spontaneity and accuracy of speech. There are many similarities between situational language learning and

the audio-speech method. The order in which language skills and competencies are presented, as well as the emphasis on accuracy that is achieved through exercises and practice based on basic sentence structures and models, suggest that the two methods evolved from one another.

However, in fact, the method of situational language learning developed from the previous direct method (Direct Method) and does not have close links with linguistics and behavioral psychology, which distinguish the method of audio speech [5]. The commonality between the two methods considered is that both methods share the same views on the nature of language and language learning, despite the fact that these views, in fact, were formed from completely different traditions.

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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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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PROBLEMS OF ALTERNATIVE CHOICE OF SEVERAL METHODS IN THE PROCESS OF TEACHING ENGLISH

Abstract: English has its advantages in communication, without which, if I may say so, it is impossible to imagine a full-fledged international dialogue.

Key words: innovative method, innovative technologies in teaching English, trends in modern education, quality of education, non-traditional forms of teaching.

Language: English

Citation: Tursunova, F. T. (2021). Problems of alternative choice of several methods in the process of teaching English. *ISJ Theoretical & Applied Science*, 05 (97), 161-163.

Soi: <http://s-o-i.org/1.1/TAS-05-97-31> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.31>

Scopus ASCC: 3304.

Introduction

In the modern world, just owning it is not enough, so more and more attention is paid to the deep study of it from the initial stage of training. In general, a foreign language is a mandatory discipline in many curricula, it is studied throughout the entire course of education, and that characteristically requires a special methodology and professional presentation. Of course, a lot of effort is required from the student himself, but a large role is often assigned to the mentor and his teaching method used.

To achieve a positive or desired result in mastering a foreign language, it is also necessary to have a positive command of the methodology or methods of teaching. And also, in order to interest students, and to achieve the most optimal level of assimilation of educational material, the teacher should use more often non-traditional and non-standard forms of classes, homework, practical work, thereby supporting this process with all new methods and means of teaching. Teachers of all levels should always keep in mind a wide range of techniques and tools and be aware of their real purpose. The purposeful and correct use of various methods and tools in the classroom may not lead to the expected result in the near future. But the important fact is that the work on teaching English is going along the planned, again in terms of methodology, path. Here we must remember the principle, no matter how

infantile it may sound, "the end justifies the means." That is, in our analysis, just the same means and methods of training. The teaching of English is often carried out according to the good old method of using the teaching tools — basic and auxiliary. Experts divided these categories into three groups: only for teacher, only for pupils, only for teacher and for pupils. Text books, books, and methodological instruction are also considered to be auxiliary sources, in general, additional sources for the mentor to conduct the lesson.

All training is a process of transferring the social skills and experience of the outgoing generation to the young. This is equivalent to the fact that no training is unthinkable without the accumulation of knowledge about the environment — about natural and social values. And it was appropriate to note that a foreign language is also a part of some social value. By learning a different language, we transmit all the information about another society, about another culture. Thereby spreading not only historical, but also fresh information in the course of the lesson. And as a general result, the student has historical or modern data about the country whose language he is studying. Through constant communication, not so many learning goals are achieved.

Well-known Western models of communicative competence consider the sociocultural component as an auxiliary to sociolinguistic competence. So,

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knowledge of the norms of behavior, values, and rules of communication is necessary to choose the right speech register. That is, the function of culture is reduced only to the correct choice of the utterance register, depending on the role of the interlocutor, his status, place and purpose of communication. The modern teacher is given a wide choice in the use of technical training tools, among which the most common are video and audio materials of multimedia options.

At the same time, there are also mixed types of funds in one set. It is important to recognize that the introduction of technical support to the training procedure updates the nature and methods of the lesson. There are traditional methods of lesson planning, when the topic and direction of it is developed by the teacher in accordance with the linguistic content of the course goal. Such classes allow assessment, control, written, test, final types of work with students. An important stage is the distribution of homework assignments of a collective or individual nature. In such educational processes, it is also easier to evaluate together with the team the personal achievements of students in learning a foreign language, which will help to stimulate others. The creation of a foreign language environment in an artificial way in the process of teaching a foreign language is an integral part of the modernized methodology. This structure can include whole and small educational complexes, types of mass education, the use of the same means of communication, automated training systems and electronic materials: textbooks, files, network, on-line, tel-net, Internet, etc.

In addition, information and communication technologies — ICTs) are a wide range of digital technologies that only benefit teachers in their work. The identification of interest in the foreign language being studied depends on the technologies and methods that the teacher uses in the classroom. For the creative realization of the student and to achieve high efficiency, in our opinion, it is also necessary to use psychological materials, possibly electronic. These include puzzles, logic problems, illustrations with complex or "double" values, crosswords, etc. This way of organizing the learning process allows you to help solve the problems of memorizing individual or difficult words, expressions, phrases, etc. in a fun and creative way. The use of materials of this kind creates a favorable, open or "soulful" picture of communication, facilitates relationships in the team, reveals the capable characteristics of students and prepares the teacher for further actions, strengthens his efforts in the methodological search. Some individual methods of learning English can show the final result in different angles. For example, a sequential or complex structure of a lesson for students. When explaining tasks sequentially, this is based on the principle: "step by step", when complex,

students themselves need to find the answers, the content of the topic, the goals of the task, the lesson, etc. on the topic: "find out meaning".

Naturally, the second option of training will be a little difficult and it will take some time, although this has its rational sides. When students learn to compare and analyze subjects in English lessons, it is necessary to offer such a work option: teaching the language through cultural attractions, which can improve and speed up the procedure of simple communication. You can also use an example to tell about the food, types of dishes, preparation of family holiday tables in America or England, while comparing them with our national cuisine, which will strengthen the understanding of complex modern, every day or generally accepted food terms of a particular region. The methodologists propose to consider the regional component in the teaching of a foreign language as an in-depth linguistic study and to use the local language material not only in foreign language lessons, but also for extracurricular work. (3) Another alternative form of teaching is considered to be the type of conducting a subject-based situational lesson. To do this, the lesson must create certain conditions for the occurrence of any theatrical performance or obstacles on the road, in a cafe, theater, etc.

Thus, it will be possible to really evaluate the criteria for mastering simple speech skills. At this stage, the task of the teacher is to create conditions for the practical mastery of the language of each student, while the ability to choose such teaching methods that would help the manifestation of the active and creative qualities of the student. And a great variety of modern technologies, techniques, communications, resources, projects, and tools actually allow you to do this on small and simplified learning goals.

A modern teacher should demonstrate mastery of the classical structure of the lesson against the background of the active use of their own creative and methodological developments, both in the sense of its construction, and in the selection of the content of the educational material, methods and technologies of its presentation. So, a modern teacher:

- Applies a variety of modern teaching methods and technologies,
- Is guided by the principles of organizing a modern lesson,
- Creates conditions for a favorable microclimate in the classroom,
- Uses multi-level training in the classroom,
- Teaches to work independently,
- Organizes the search activity of students on the independent formulation of educational problems and their solution, the new Standard of education, presenting new requirements for learning outcomes, made it possible to take a fresh look at the lesson, to implement new creative ideas. The novelty of modern education requires a personal beginning of the teacher, which allows you to give a modern lesson, developing

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an understanding of knowledge, skills, skills, creating conditions for the generation of their values and meanings.

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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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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LINGUISTIC ASPECTS OF DRUG NAMES

Abstract: The article depicts the linguistic features of the names for medicaments in Uzbek and English terminological systems. In particular, they were studied within one subsystem and were analyzed from two linguistic aspects: onomaseological and etymological. Furthermore, the trade names of the most widely used medicaments in Uzbek and English medical terminological system have been analyzed separately as an object of research. As a result of their in-depth analysis, the total numbers of pharmanonyms expressed in both national languages (Uzbek and English) have been revealed.

Key words: pharmanonym, international non-proprietary name, trade name, chemical name

Language: English

Citation: Najmiddinova, G. B. (2021). Linguistic aspects of drug names. *ISJ Theoretical & Applied Science*, 05 (97), 164-166.

Soi: <http://s-o-i.org/1.1/TAS-05-97-32> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.32>
Scopus ASCC: 1203.

Introduction

I.S.Quitko noted that "the differentiation of the assertions in the language lexical area limits their 'protection' from the influence of the lexical-semantic system, their exit from the circle of the terminological area, thereby helping to maintain its accuracy" [1, 69]. In particular, the assimilation in medical terminology is an obvious proof of the validity of this opinion. Also, in our opinion, their abundance embodies the feature of universal consciousness over the world. This plays an important role, especially in medical disks, and serves to prevent many misunderstandings, as well as serious errors that may arise from them.

Especially pronounced are the elements of this principle in the names of dorivocites. We can say unequivocally that they are formed in a specific medical language. Indeed, reading the names of modern medical medicines, we can see that they constitute a separate complex subsystem, which is far from the Uzbek language. Although its origin is from Latin, Greek and other languages, they are units of the Uzbek and English medical terminology system; both are deeply embedded in the lexical language and are considered to be one of the most used terms.

Linguistics was originally an Austrian scientist P.Antreyner drugs is that "pharmanonym(Greek. drugs and name)" entered the term [2, 461]. Since this

term has expressed a short and clear meaning, it has also been considered acceptable by us to use it. Pharmanonyms have a kind of peculiar nomenclature around the world. The researchers note the following in this regard. For example, Michael J. LeBelle [3, 941]:

1. common name, proper name, generic name
2. brand name, trade name
3. chemical name

provides classification as. The type of nomenclature in the first category is correct in the names of generally accepted drugs. The second is the brand that is put by the enterprise that produces the product, that is, trade names. The third is the kind of naming, which we will tell about the chemical composition of medicines.

Russian scholars (V.B.Gerasimov, R.I.Yagodine, V.V.Dudchenko, Y.V.Gracheva, A.N.Yavorsky, G.N. Gildeeva, O.V.Soloveva [4, 5] and divides into two groups:

1. Scientific designation of medicines in Latin, international patent-free name;
2. The original name of the state registration of medicines

Health representatives, however, usually inform groups of drugs such as generic and brand/trade names.

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In the legislation of the Republic of Uzbekistan [5] there is such a classification as the international non-patented name of the means of assadory. This term in English is also referred to as International Nonproprietary Names for Pharmaceutical Substances (INN) and is recommended by the World Health Organization as well as internationally recognized names. Also, scientists found them common, proper, generic names (uzb. also called common names). Names of this character are not registered in the state, are imported and applied directly on the condition of mandatory certification. In each of the developed

countries of the pharmaceutical industry, including the United States, Great Britain and Japan, there is an organization responsible for the nomenclature of medicines. They will present the names of the new drugs for consideration to the World Health Organization. The fact that nomenclature of the same nature is used in the official documents of our country testifies to the fact that they are the names of medicines of the main character. So, in the table below, a few of the terms belonging to these groups were cited as example:

Table 1. [6]

№	International patent-free name	Trade name	Chemical name
1.	Парацетамол	Панадол	<i>N</i> -(4-гидроксифенил)ацетамид
2.	Ибупрофен	Мотрин	(<i>RS</i>)-2-(4-(2-Метилпропил)фенил)пропан кислотаси
3.	Азитромицин	Зитромакс	9-Деоксо-9а-аза-9а-метил-9а-гомоэритромицин А
4.	Лоратадин	Кларитин	Этил эфири 4-(8-Хлор-5,6-дигидро-1Н-бензо-[5,6]циклогепт [1,2- <i>b</i>]пиридин-11-илиден)-1-пиперидинкарбон кислотаси
5.	Ацетилсалицил кислотаси	Аспирин	2-(Ацетилокси)бензой кислотаси
6.	Гвайфенезин	Муцинекс	3-(2-Метоксифенокси)-1,2-пропандиол
7.	Дифенгидрамин	Бенадрил	2-(Дифенилметокси)- <i>N,N</i> -диметилэтанамин
8.	Оксиметазолин	Визин	3-[(4,5-Дигидро-1Н-имидазол-2-ил)метил]-6-(1,1-диметилэтил)-2,4-диметилфенол
9.	Аторвастатин кальций	Липитор	[<i>R(R*R*)</i>]-2-(4-Фторфенил)-бета, дельта-дигидрокси-5-(1-метилэтил)-3-фенил-4- [(фениламино)карбонил]-1Н-пиррол-1-гептанов кислотаси кальцийлитуз
10.	Формотерол	Зафирон	(<i>R*,R*</i>)-(±)- <i>N</i> -[2-Гидрокси-5-[1-гидрокси-2-[[2-(4-метоксифенил)-1-метилэтил]амино]этил]фенил]формаид

As we can see, there are 3 different types of nomenclature for each drug. The first type is considered to be the names formed by the World Health Organization, the second type by the pharmaceutical firms of the nomenclature, according to the chemical structure of the third type. As a result, at least 3 terminology or terminology combinations are used in the expression of one drug in the medical lexicon. This, in turn, shows how large the scientific disk of medical pharmacology has a wealth of dictionaries.

It should be noted that in Uzbek linguistics "Farmasevticheskaya terminology v sovremennom uzbekskom yazike (modern Uzbek-language pharmaceutical terminology)" [7] candidate's work and "dictionary of Russian-Uzbek-Latin pharmaceutical terms" [8] are among the biggest steps in our country in this field.

We closely followed the names of farmpreparates in pharmacies as well as in the doctor's Res and found that their brand names are more applicable than other types. Proceeding from this, a lot

of application in the practice of researching the linguistic aspect of the names of the reference tools has become the next objective of our research work.

In the Uzbek and English medical terminology system, we found the existing pharmaconyms etymologically acceptable to divide them into four groups:

1. Pharmaconyms expressed in the Uzbek language. Such pharmaconyms are only threeraydi in the names of medicines in folk medicine. For example, goose fat, snake oil, olive oil, Oriental Medicine, etc.

2. Pharmaconyms from the English language. They are considered to be units of the Uzbek language, which are mainly used in transcription and transliteration. Included: Бебикейр/ Babycare (инглиз. baby – чакалоқ, care – ғамхўрлик қилмоқ), Бодиформ/ Bodyform (инглиз. body – тана, form – шакл), Релакса/ Relaksa (инглиз. relax – ҳордиқ чиқармоқ), Релиф/ Relief (инглиз. relief – енгиллик), Шугафри/Sugar Free (инглиз. sugar – шакар, free – озод)

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There is also a hybrid-pharmakonoms, which are formed from an English element. For example: Витарич/ Vitarich (инглиз. rich - бой), Грипхот/ Gripshot (инглиз. hot – иссиқ), Тайлолхот/ Tylohot (инглиз. hot – иссиқ)

In addition, from the scope of English folk medicine, the following names of medicines were identified: goose fat, snake oil, olive oil and others.

3. Sums up the pharmakonoms that come from the Russian language. In particular, it can consist of a full Russian word: Рыбий жир/ Ribiy jir (рус. баликёғи), От кашля (рус. йўталдан); русча компонентдан ташкил топган бўлиши мумкин: Влаггрип/ Vraggrip (рус. враг - душман), Травамекс/ Travamaks (рус. трава – ўт)

These pharmakonoms, in fact, came from the Russian language from the etymological point of view, but they are members of the Uzbek medical terminology system. For this reason, they were also drawn separately to our research work.

4. Pharmakonoms of Greek / Latin origin. For example: Антидиаб/ Antidiab (юнон.), Минифаж/ Minifage (лотин.)

As a result of our study, all of the above-defined values were summarized (21 in total), and only the units expressed in Uzbek and English were separated from each other (Table 1):

It is known from these indicators that the pharmakonoms, which come from the English language in the trade names of medicines, make up a greater number in the medical terminology system than in the Uzbek language. And the pharmakonoms in our identified national language (Uzbek) are only within the scope of folk medicine; in modern medical drugs they are not allowed. Proceeding from this, we believe that in the future, great attention should be paid to the onomaseological aspect of Uzbek farmpreparations.

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Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
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ICV (Poland) = 6.630
PIF (India) = 1.940
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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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MULTIMEDIA PRESENTATION AS AN EFFECTIVE MEANS OF ACTIVATING THE EDUCATIONAL PROCESS AT A FOREIGN LANGUAGE LESSON

Abstract: *The objective need of modern society is to find the best ways to organize the educational process at school. At present, graduate must be ready for full-fledged creative activity in the modern information society, which means that he must have not only a certain amount of knowledge, but also possess the skills and abilities that allow him to carry out educational and work activities, as well as possess modern values, orientations and experience of creative activity, be able to use new technologies, be ready for interpersonal, intercultural cooperation both within his country and at the international level.*

Key words: *multimedia, language system, presentation, language competence's components, foreign language, quality of education.*

Language: English

Citation: Najmiddinova, G. B. (2021). Multimedia presentation as an effective means of activating the educational process at a foreign language lesson. *ISJ Theoretical & Applied Science*, 05 (97), 167-170.

Soi: <http://s-o-i.org/1.1/TAS-05-97-33> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.33>

Scopus ASCC: 1203.

Introduction

English has acquired the status of the language of international communication, so students, their parents, and the state as a whole are interested in practical mastery of a foreign language. Knowledge of a foreign language is a means by which a person gets the opportunity not only to enrich their general cultural level, their ability to think, create, but also the opportunity to evaluate someone else's thought and express their attitude to someone else's culture, someone else's creativity. Therefore, among the methods of mastering a foreign language, preference is given to those methods that, first of all, have a developing potential. An innovative approach to learning allows you to organize the learning process so that the child enjoys the lesson, but the lesson would not just turn into a game. At this stage of the development of the learning process, a sufficient number of technologies have been formed that are used by teachers to achieve the goals set by the second-generation. The higher education needs a modern and developing teacher who is able to apply knowledge in an unconventional environment.

Lessons should be progressive, interesting and creative. Modern education involves the widespread use of information and communication technologies in the educational process to enhance the cognitive activity of students and develop interest in the subject. Currently, in pedagogical practice, multimedia presentations have firmly taken their place in the foreign language lesson and are part of the educational and methodological support. Multimedia presentation is a qualitatively new approach to learning a foreign language. In the explanatory dictionary of foreign words, multimedia is understood as a technology that involves the use of various means of production, storage and transmission of information (acoustic, visual, etc.), as well as a set of programs and information systems that implement this technology. Presentation is defined as a public representation of something new, recently appeared, created. The main task of a multimedia presentation is to provide the audience with complete information about the object of the presentation in a convenient form.

The use of multimedia presentations plays an important role in foreign language lessons, makes it easier and more successful to master the necessary

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knowledge, overcome language difficulties, achieve goals and solve problems of teaching a foreign language. Presentations arouse interest not only among teachers, but also among students, since to prepare such a presentation, the student must conduct research work, use a large number of sources of information, which makes it possible to turn each work into a product of individual creativity. In the process of creating, preparing and demonstrating a multimedia presentation, students at a foreign language lesson realize cognitive, educational, developmental, and educational aspects of learning. The cognitive aspect is manifested in the fact that while working on creating a presentation, in accordance with the chosen topic, students select the material that is most interesting to them from the entire variety of search information. Students use new up-to-date information from the Internet and other sources, as well as their own knowledge in this area.

Such a comparison encourages and motivates the desire of students to constantly increase and deepen their knowledge of the topic. It should be concluded that the cognitive aspect in the work on the presentation contributes to the creation of motivation. The educational aspect is realized during the work on the presentation, when all types of speech activity are combined: speaking, reading, listening and writing. The student gives extended information on each slide. The statement of the creators of the presentation should be logical, grammatically correct, correctly designed in terms of language and meet the set communicative task. Students learn to communicate information whose content is not always known to the class, and therefore have a real incentive to speak out. Defending the presentation, the student learns to logically correctly build his speech, that is, forms the ability of monologue utterance. This allows him to learn to express a complete idea that has a communicative orientation, to reason logically, to compare, to learn to express himself within the program.

Multimedia presentations are an effective technique for developing and improving a monologue statement, since in the course of their speech, the student has the opportunity to use keywords, diagrams, pictures, tables that they have independently developed. This allows you to speak consistently, fully, expressively, with sufficient speed, without unreasonable pauses between phrases. The development of reading skills is one of the main goals of training when working on a presentation. The reading texts in the first function are used to search for information on the topic of the presentation. In order to select the material necessary for their presentation, students have to familiarize themselves with a huge amount of printed material. Listening acts as a goal and as a means of learning when defending presentations. In the course of listening to the speech of the speaker defending the presentation, others

perceive his speech by ear, get acquainted with new material, learn by ear and recall previously known information. In the defense of a multimedia presentation, listening is often combined with visual support. While working on a presentation, students learn to write down key concepts, phrases, quotes, short text information, and print it on slides.

The task of the teacher is to check and, if necessary, correct the existing spelling errors, to do it correctly, to direct students to memorize difficult words. When learning a new vocabulary, images on the screen allow you to associate a phrase in a foreign language directly with the subject or action. When studying grammatical material, the colorful pictures, diagrams, and animated images seen on the screen contribute to a better perception and assimilation of new material. The intellectual development of students is also an important task of teaching a foreign language when creating and defending a presentation. The process of working on the creation of each individual slide is built as a process of solving ever-more complex speech-thinking tasks that require intellectual search efforts from students. Work continues on the formation of a stable interest and motivation for further learning of a foreign language. Working on the presentation develops students' imagination, imagination, creative thinking, independence and other personal qualities. All this reflects the developmental aspect of learning.

The educational aspect assumes that the material of a multimedia presentation on any topic should be focused on the assimilation of universal values. Participants in creating a presentation during its defense learn not only communication skills, the ability to communicate with each other, but also learn to show respect and attention to other members of the group, to their work, learn to better understand each other, show a sense of camaraderie, mutual support, and be aware of their culture through the context of the culture of English-speaking countries. The use of multimedia presentations significantly enriches the possibilities of the lesson. The effectiveness of the impact of educational material in the form of presentations on students largely depends on the degree and level of illustrativeness of the material. The visual richness of the educational material makes it bright, convincing and contributes to the intensification of the process of its assimilation.

Computer presentations allow students to focus on the significant points of the information presented and create visual and effective samples in the form of illustrations, diagrams, diagrams, graphic compositions, etc. The presentation allows you to influence several types of memory at once: visual, auditory, emotional, and in some cases motor. Having such an opportunity as interactivity, computer presentations allow you to effectively adapt the educational material to the characteristics of students. Increased interactivity leads to more intensive

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participation in the learning process of the learner, which contributes to improving the efficiency of perception and memorization of educational material. Speaking about the advantages of using multimedia presentations, it is necessary to indicate their main advantages:

- increasing the motivation of students and their interest in the subject;
- improving language skills and abilities;
- creating an environment that encourages creativity;
- the possibility of implementing individualization of learning;
- visual presentation of the material;
- implementation of independent activities of students;
- a combination of control and self – control;
- a combination of a variety of text audio and video views;

- a combination of classroom and extracurricular independent work of students. But we should not forget about the disadvantages of multimedia presentation. First, children may be fatigued by monotonous educational activities. It is necessary to be able not only to alternate types of educational tasks, but also to manage the emotional background of the lesson. Secondly, multimedia teaching tools can lead to a glut of information in the classroom, which also

contributes to the fatigue of children. Only a reasonable complex combination of all available methodological techniques and technical means can give the desired result.

Only a reasonable complex combination of all available methodological techniques and technical means can give the desired result. Thus, the use of modern technologies in the educational process creates favorable conditions for the formation of the personality of students and meets the needs of modern society. Moreover, the introduction of the use of multimedia programs in the educational process does not exclude traditional teaching methods, but is harmoniously combined with them at all its stages: familiarization, training, application, control. The use of a computer allows not only to increase the effectiveness of teaching many times, but also to encourage students to further independent study of the English language. In addition, multimedia presentations allow you to train different types of speech activity and combine them in different combinations, to understand language phenomena, contribute to the formation of linguistic abilities, create communicative situations, automate language and speech actions, as well as provide the implementation of an individual approach and the intensification of independent work of students in foreign language lessons.

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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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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MODERN LESSON AS A FUNDAMENTAL COMPONENT IN THE EDUCATIONAL PROCESS OF THE ENGLISH LANGUAGE

Abstract: The concept of “modern lesson” is one of the most discussed topics in our time and is the subject of numerous discussions. Being at a new stage of social development, it is impossible not to make new demands on education in general and on the lesson in particular. It is important to understand that there is a modern lesson.

Key words: modern lesson, component of education, educational process, foreign language, achievement, traditional lesson.

Language: English

Citation: Rasulova, N. (2021). Modern lesson as a fundamental component in the educational process of the English language. *ISJ Theoretical & Applied Science*, 05 (97), 171-173.

Soi: <http://s-o-i.org/1.1/TAS-05-97-34> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.34>

Scopus ASCC: 3304.

Introduction

Multimedia presentations can be used at all stages of training, starting from the study of theory, including repetition and practice, and ending with the control of the material passed. The presentation will help in the teaching of reading, speaking, writing and listening skills. These multimedia tools are used for learning grammar, phonetics, and vocabulary. Let's look at some forms of using computer presentations at different stages of lessons: the goal setting Stage. This stage often takes the form of a conversation with students. It is advisable to visualize the questions of such a conversation in slides, but not as a simple text, but as a small video or photo series. As the text can be quotes, riddles, idioms, etc. Phonetic charging. At this stage, either transcriptions of sounds, or sound combinations and sentences are displayed on the slide, their choral and individual pronunciation is organized, or a video fragment with tongue twisters is shown, first organizing their listening, and then choral and individual pronunciation.

In connection with the introduction of state educational standards of the second generation, teachers are responsible for achieving the goals of the educational process in the light of modern requirements of society. The main task of school education is to provide students with the opportunity to independently set and implement educational goals,

evaluate their achievements. In this context, the methodology of teaching a foreign language has also changed, taking into account the requirements of education and development of a competent, creative, well-rounded personality, and therefore, the requirements for a modern lesson have changed. A lesson is a blacksmith's workshop; it is the most important thing in the learning process. A good lesson includes many components: methods, forms of work and, of course, the professionalism and skill of the teacher himself. In our article, we decided to analyze the concept of “modern lesson”, namely:

1. To get acquainted with the basic concepts of “modern” and “lesson”, as well as to highlight the main differences between traditional and modern lessons;

2. To analyze the factors that affect the successful conduct of a modern lesson, namely to consider:

- the principles of organizing a modern lesson,
- the conditions for creating a favorable microclimate in the lesson;

3. Present the basic requirements for a modern teacher.

So, let's start by considering the basic concepts, namely, consider the meanings of the words “modern” and “lesson”. Ozhegov's dictionary offers us the following interpretation of these concepts:

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1. MODERN - related to the present, present. + LESSON - an academic hour dedicated to the academic subject.

2. MODERN - standing at the level of its century, not backward. + THE LESSON is something instructive, from which we can draw conclusions for the future.

After analyzing the definitions presented in the dictionary, we come to the conclusion that:

1. A modern lesson is the introduction of students to the totality of human achievements in close connection with modernity during the school hour.

2. A modern lesson is a high level of skill, the ability of a teacher to convey to students something instructive, corresponding to the level of their time and allowing them to draw conclusions for the future.

Speaking about the modern lesson, of course, it is very important to understand the differences between traditional and modern lessons. In contrast to the "traditional", "modern" lesson contributes to the wider development of students' cognitive abilities.

With this structure, the system of didactic tools is being rebuilt, and new requirements are being imposed on the level of independent work of students; their cognitive activity is increasingly acquiring a search and creative character. A modern lesson is a completely new one, but at the same time it does not lose its connection with the past, it is directly related to the interests of a living person, it is an urgent, that is, an actual lesson. If the lesson is modern, then it necessarily lays the foundation for the future. It is worth emphasizing that today educational institutions are not so much a source of information as they teach students to learn; the teacher today is not just a conductor of knowledge. Today, a teacher is a person who teaches ways of creative activity aimed at independent acquisition and assimilation of new knowledge.

The student takes an active position in educational activities, ceases to be a passive participant in the educational process, and along with the teacher participates in setting the goals and objectives of each lesson, determines the plan of his work, chooses the means and ways to achieve the goals. All of the above allows you to flexibly vary the structure of the lesson. However, the variation in the structure of the lesson should not be spontaneous. In any lesson, the learning process consists of certain logically related stages that reflect the logic of the learning process. Speaking about the features of the modern lesson, we must not forget that the modern lesson is a problem lesson, that is, a lesson in which the teacher deliberately creates problem situations and organizes students' search activities for independent formulation of educational problems and their solution, or he sets problems and solves them, showing students the logic of thought in the search situation.

So, having got acquainted with the concept of "modern lesson", we will consider the factors that affect the successful conduct of a modern lesson.

Speaking about the successful conduct of a lesson, you should start with the principles of its organization:

- the principle of freedom, i.e. ensuring that each student has the opportunity to discover himself in various activities;

- the principle of cooperation, which, of course, is based on mutual understanding and interaction between teachers and students in the learning process;

- the principle of tolerance, which implies understanding and acceptance of the characteristics of the student and creating a favorable atmosphere for further self-development;

- the principle of tolerance, which is based on the ability to reduce the level of emotional response to adverse factors of interpersonal interaction.

Of course, a modern lesson should promote the activation of students' cognitive activity, the development of their initiative and creativity, as well as the unity of the formation of students' knowledge, skills and abilities (practical, mental, special and general) at three levels and have a favorable psychological microclimate. To successfully achieve the above goals, the following situations should be viewed in the lesson:

- the situation of openness

The student should be able to be as successful as he can or wants to be.

- the situation of success

For the student should be created an atmosphere that motivates him to successful learning and aimed at forming a positive attitude to learning, which, of course, is an additional impulse to active work.

- support situation

In order to create a favorable microclimate in the classroom, the teacher should support the student in emotional, volitional, intellectual, and active aspects.

- communication situation

A productive communication should be created, aimed at effective interaction between the teacher and the student. The presence of all the factors that affect the successful conduct of a modern lesson is an important condition for creating a productive educational process.

The modern lesson is, first of all, a lesson generated by the desire to present the student with maximum freedom for individual development. It is in the process of such a lesson that samples of a high culture of relationships are comprehended, the opportunity for free mental work and intensive spiritual development of each child is provided. In such a lesson, the teacher skillfully uses all the opportunities for the development of the student's personality, its active and mental growth, deep and meaningful assimilation of knowledge, and the formation of its moral foundations. A modern teacher

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should demonstrate mastery of the classical structure of the lesson against the background of the active use of their own creative and methodological developments, both in the sense of its construction, and in the selection of the content of the educational material, methods and technologies of its presentation. So, a modern teacher:

- Applies a variety of modern teaching methods and technologies,
- Is guided by the principles of organizing a modern lesson,

- Creates conditions for a favorable microclimate in the classroom,
- Uses multi-level training in the classroom,
- Teaches to work independently,
- Organizes the search activity of students on the independent formulation of educational problems and their solution, the new Standard of education, presenting new requirements for learning outcomes, made it possible to take a fresh look at the lesson, to implement new creative ideas.

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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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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THE ROLE OF GRAMMATICAL SKILLS IN COMMUNICATIVE-ORIENTED TEACHING OF FOREIGN LANGUAGE COMMUNICATION

Abstract: The article presents arguments that allow us to put the structures of the grammatical skill in the forefront. The concept of "grammatical skill" and ego types are considered. The main goals in communication-oriented grammar teaching are highlighted, as well as the exclusion of skills that students must master during the course of study at education institutions.

Key words: grammatical skill, communicative method, combination, foreign language, education, teaching, learning, innovation.

Language: English

Citation: Rasulova, N. (2021). The role of grammatical skills in communicative-oriented teaching of foreign language communication. *ISJ Theoretical & Applied Science*, 05 (97), 174-177.

Soi: <http://s-o-i.org/1.1/TAS-05-97-35> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.35>

Scopus ASCC: 3304.

Introduction

Grammar, along with vocabulary and sound composition, is the material basis of speech. Grammar is, first, a branch of linguistics that studies the patterns of changes and combinations of words that form meaningful sentences or utterances, and, second, the grammatical structure of the language, i.e., the system of rules operating in the language. In the process of teaching a language, the emphasis is on the second aspect of grammar. The ability to correctly combine words, change phrases depending on what the speaker wants to say at the moment, is one of the most important conditions for using language as a means of communication. Mastering the grammar of the studied language is important not only for the formation of productive skills in oral and written speech, but also for understanding the speech of other people when listening and reading.

The insufficient level of grammatical skills becomes an insurmountable barrier to the formation of not only language, but also speech and socio-cultural competence. Many researchers have expressed the view that it is necessary to form grammatical knowledge for the full functioning of the language in speech. The author of textbooks on English grammar, Tom Hutchinson emphasized that "sometimes

knowledge of grammar is paramount if students want to use English creatively".

Grammar is a tool that allows learners to identify and understand, simultaneously inductive and reference made, grammatical concepts, as well as ways of encoding by native speakers in morphosyntactic forms. Based on numerous arguments in favor of grammar as a structural and forming element of the language system, English methodologist Scott Thornbury identified seven main arguments that, in our opinion, allow us to put this aspect of the leading position in the process of communicative-oriented foreign language teaching:

1) Grammar as the building material of speech. In the process of learning a foreign language in mathematics, you have to memorize many individual elements, such as words and phrases. However, the abilities of the subject in this regard are not unlimited, so the number of elements that a person can remember and restore is limited. And then there comes a time when a person needs some laws and rules that will allow him to build new proposals. Here grammar comes to the rescue, because it is a description of the laws of the language, and knowledge of these laws provides students with the means to build a huge number of sentences, that is, grammar releases in high-quality speech building material. Hence,

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teaching grammar provides students with the opportunity for potentially limitless language creativity;

2) The organizing role of grammar. The purpose of grammar is to convey the nuances of thought, not a simple combination of lexical units. Therefore, it performs a corrective and clarifying function in relation to ambiguous and obscure phrases by properly combining the lexemes.

3) "Language fossil". Highly motivated learners with language aptitude can achieve a fairly high level of language proficiency without any formal training. But most often, this kind of learner reaches a certain stage when progress stops. In other words, the language competence "becomes entrenched". Therefore, scientists have concluded that those who do not use the rules are more susceptible to this process than those who follow these rules.

4) the instructive nature of grammar. Grammatical rules serve as a kind of mentor in the processing of new information, which is manifested in the further practical use of the language. Once learned, the rules are reflected in the speech, which can not go unnoticed by the student. "Awareness of this fact is a necessary condition for mastering the language," concludes Richard Schmidt. The grammatical material that the student once studied directs the ego's attention in advance to the implementation in speech, thereby indirectly influencing the study. Thus, the grammatical material pre-instructs the learner in the ego's subsequent mastery of the language.

5) Isolation of grammatical units. Any language is perceived from the outside as a giant formless mass, which appears as an insurmountable barrier for the student. The fact that grammar consists of a limited number of words helps to reduce the perceived perception of both the teacher and the student about the impossibility of learning the language. Grammarians, by structuring language and presenting the ego as grammatical units, make the ego more accessible to perception. Each grammatical unit can be isolated from the language and subsequently analyzed for educational purposes.

6) the system of grammatical rules. Since grammar is a system of learned words, it implies the transfer of these words in the learning process. This transfer is possible and necessary for an institutionalized environment where rules, order, and discipline are highly valued. It is in this case that grammar appears as a structural system that is taught and tested in accordance with the methodological plan.

7) student loans. Many students come to language courses with a vision of what they will do there. These expectations may stem from previous experiences of language learning in the classroom, where learning was based on knowledge transfer. On the other hand, their expectations of grammar-oriented learning may come from a failed experience of

independent language learning. This kind of students come to the courses in order to make sure that their language learning will become more effective and will be systematic. Therefore, a teacher who ignores their expectations, calling for simple language practice, is likely to destroy their dreams and distance them from themselves. Based on the above aspects in favor of studying grammar, it is important to master it as a grammatical structure of the language. Without the presence of stable grammatical skills, there can be no speech communication, so the main goal of teaching grammar in secondary education institutions is to develop students' grammatical skills as one of the most important components of the speech skills of speaking, listening, reading and writing. "A grammatical skill is a synthesized action for choosing a model that is adequate to the speech task in a given situation, and the correct design of a speech unit of any level, performed in the skill parameters and serving as one of the conditions for performing speech activity". In the grammatical skill it is possible to distinguish the components of the ego more specific actions:

1) the choice of a structure that is adequate to the speaker's speech plan (in this situation);

2) the layout of speech units that fill the structure in accordance with the norms of this language and a certain time parameter;

3) the assessment of the correctness and adequacy of these actions. To find out what this has a methodological value, let's turn to the example. If we are asked for something and we want to say no, then this can be expressed in various ways: I would not like to do this, or I will not do it, or Ask someone else, etc. It is noticeable that the structures in our consciousness are associated with certain communicative tasks: for each task there is a functional nest of structures. But getting involved with tasks isn't everything. The fact that the speaker chooses a certain structure depends on the specific conditions: the interlocutor, the relationship with him, mood, culture, etc. The choice of structure can be called the functional side of the skill. But there is also a formal side-the layout. From now depends on the correctness from the point of view of the given language and the speed of speech. This side (the layout) is closely related to the subtypes of the lexical skill-the call of the word and the combination. Most of the time, the layout of the structure is based on them, depending on their level. This is why it is possible to form a grammatical skill only on the basis of those lexical units that the student is quite fluent in.

Methodologists distinguish two types of grammatical skills: receptive and productive, based on the types of speech activity. Productive grammatical skill refers to the ability of the speaker to choose a model that is adequate to the speech task, and to formalize it according to the norms of the given language. The speech task is always a communicative intention to communicate something, to convince

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something, to express an opinion. It is this or that grammatical form that serves to fulfill the tasks.

Receptive grammatical skills mean automated actions for recognizing and understanding grammatical information (morphological forms and syntactic constructions) in written and oral text. Since the reception of oral and written text can take place both with active and passive knowledge of the language material, receptive grammatical skills should be classified into receptive-active and receptive-passive. Receptive-active grammatical listening skills are based on speech automated connections of auditory-speech images of grammatical phenomena and their meanings. Receptive-active grammatical reading skills are based on the connections of visual-graphic and speech-motor images of these phenomena with their meanings. These connections are manifested in the automation of the process of perception and the non-translational (direct) understanding of the read (auditable) the text and grammatical information contained in it, determined by the level of development of individual speech experience in these receptive types of speech activity, i.e. experience in reading and listening. Along with active-receptive speech grammatical skills, students should also develop passive-receptive skills (within the framework of passively assimilated grammatical material). These skills include:

1) skills of recognition and understanding of grammatical phenomena in the text on the basis of images available in visual memory, created in the process of formation and development of the reader's experience;

2) discursive-operational language grammatical skills of analysis (analytical decoding) of grammatical information of the text. The description of grammatical skills would be incomplete if we do not mention the language grammatical skills, which are understood as discursive and analytical skills of operating with grammatical material (skills of inflection and word placement), formed and performed on the basis of grammatical knowledge in the process of performing language exercises. All types of grammatical skills find their application in teaching a foreign language.

Special attention should be paid to the theory and its optimal combination with speech practice, as well as to the ratio of the voluntary form of attention to the involuntary, i.e., the consistent implementation of the principle of consciousness. In the conditions of secondary educational institutions, there is no real opportunity for students to master the entire grammatical structure of this particular foreign language due to its vastness and the difficulty of forming grammatical skills. Since the grammatical skill requires a lot of effort and time, certain restrictions are necessary in the selection of grammatical material. We are talking about the

grammatical minimum, which is a set of structures selected in accordance with certain principles, necessary and sufficient for the use of language as a means of communication within the limits set by the program and real conditions for its assimilation. When teaching a foreign language, there is an active (productive) and passive (receptive) minimum of grammatical material. The active (productive) grammatical minimum includes those phenomena that are absolutely necessary for expressive types of speech activity. The generally accepted principles of selection in the active grammatical minimum are: the principle of prevalence in oral and written speech; the principle of exemplary (the material should serve as a reference for building by analogy); the principle of exclusion of synonymous grammatical phenomena (neutral in stylistic terms). The passive (receptive) grammatical minimum includes grammatical phenomena that are most commonly used in writing, which students must understand by ear and when reading. The volume of the passive minimum can be greater than the volume of the active minimum. The main principles of the selection of grammatical phenomena in the passive minimum include: the principle of prevalence in the book-written style of speech; the principle of polysemy. For each of the minimums, a specification of skills and abilities is given. In accordance with the program, during the course of study at the education institutions, students must master:

1) productive skills of grammatical design of the generated text when speaking and writing: - to form grammatical forms and constructions; - choose and use grammatical constructions depending on the communication situation; - be able to vary the grammatical design of the utterance when changing the communicative intention; - master the ways of interpreting the meanings and translating the main grammatical categories into the native language; - formulate a grammatical rule based on a table or diagram; - distinguish between the grammatical design of written and oral texts.

2) receptive grammatical skills (listening, reading): - recognize / isolate grammatical constructions from the speech stream and correlate them with a certain semantic meaning; - differentiate and identify grammatically phenomena (by formal signs and drill words); - correlate the meaning of grammatical forms/constructions with the meaning of the context; - distinguish grammatical phenomena that are similar in form; - predict grammatical word forms/constructions; - establish groups of members of the sentence (subject, predicate, circumstance); - determine the structure of a simple sentence (by line elements, word order, etc.); - determine the structure of a complex sentence, the boundary of subordinate clauses and turns; - establish logical, temporal, causal, compositional, and subordinate relationships and relationships between sentence elements; - to establish

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links between sentences within a paragraph or a complex syntactic whole, relying on the connecting means of the language. For the successful implementation of the above requirements, the selected grammatical material must be organized functionally, i.e. so that grammatical phenomena are combined with lexical ones in sentences and larger communicative units.

The component composition of the content of teaching the grammatical side of speech includes, firstly, the material forms of a foreign language in the form of suffixes, prefixes, integral word forms,

secondly, knowledge of the grammatical forms of a foreign language, fixed in grammatical categories (gender, number, case, etc.), in the rules of education and use of these forms, and, thirdly, actions for the grammatical design of speech (productive and receptive grammatical skills). Summing up, we emphasize once again that grammatical skills are an integral component of the language competence of students and occupy an important place in the process of achieving the main goal of communication-oriented foreign language teaching - the ability to communicate in the language being studied.

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Doi: <https://dx.doi.org/10.15863/TAS.2020.04.84.161>

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
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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: 05 Volume: 97

Published: 12.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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COMPLICATED FEATURES AND THEORETICAL BASIS OF FORMING PERSON'S ESTHETIC CONSCIOUSNESS

Abstract: This article analyzes the process of aesthetic consciousness formation on the basis of philosophical and aesthetic sources as complex socio-philosophical and synergetic phenomena. The concepts of "aesthetic mind", "mind" are studied as a single system, and elements and elements of its organization are identified. The historical-philosophical, theoretical-methodological foundations of the formation of aesthetic consciousness of the person are shown.

The evolution of the aesthetic culture from the very beginning of the history of Central Asia and its evolution is explained in the case of the spiritual source of "Avesto".

Key words: consciousness, aesthetic mind, aesthetic consciousness, complexity, system, self-organization, mythology, «Avesto».

Language: English

Citation: Tursunkulova, S. T. (2021). Complicated features and theoretical basis of forming person's esthetic consciousness. *ISJ Theoretical & Applied Science*, 05 (97), 178-183.

Soi: <http://s-o-i.org/1.1/TAS-05-97-36> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.36>

Scopus ASCC: 1211.

Introduction

In Uzbekistan, the need for the formation of consciousness and personality, personal maturity is required today in building civil society and implementing socio-economic strategy. This proves the need for further development of the consciousness and thinking of young people. The implementation of this process involves a large number of spheres - families, mahallas, educational institutions and public associations, social movements, mass media and others.

In particular, the President of the Republic of Uzbekistan Sh.M.Mirziyoev stated: Educators, coaches, artists, spiritual heritage, mass media, theaters, go in for sports and culture of reading serve the formation of the mindset, consciousness and thinking of young people.

In fact, the social processes involved in the formation of youth consciousness are very complex, and the formation of aesthetic mind is of vital importance in the upbringing of mature individuals and harmoniously developed individuals.

The phenomenon "consciousness" is studied in the process of studying social-humanity and natural sciences and its social features at various levels of socio-humanitarian, natural sciences. As a result of this concept, the science has a variety of different views and theories. The term "consciousness" is studied as a category in scientific sources, and its psychological, pedagogical, physiological, cybernetic, philosophical interpretations have been developed. This situation shows that the concept of consciousness has broad meaning. In narrow meaning the term defines such notions as "esthetic consciousness", "legal consciousness", "religious consciousness", "innovational consciousness"

The concept of "consciousness" is a profitable concept in the scientific process, which indicates that it has sophisticated synergetic features, so theoretical-methodology is needed to clarify its philosophical meaning and function.

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Materials and methods.

There is a gnoseological, ontological, religious, axiological description based on philosophical doctrines. In the philosophical conjuncture of the philosophy, "intelligence is one of the basic philosophical categories that expresses thoughts" [1; 314]. This philosophical dictionary outlines different interpretations of consciousness:

1) the consciousness in the spiritual interpretation is the miracle created by God;

2) the highest form of psychological reflection of reality in the social development of mind-human- from the viewpoint of perception;

3) Ontologically, the peculiarity of the highly organized (advanced) matter is understood as the subjective entity in gnoseological sense;

4) The logical interpretation suggests that human beings can not only perceive things and events, but also to appreciate their value through consciousness. [2; 314-315]

Philosophy, in a briefly explained dictionary, "Includes attitudes towards the objects of art, but to the values of society, self-system and self-consciousness" [3; 248].

In this conception of analysis, "the consciousness-object is simply a highly personalized way of perceiving the reality, a way of man's world and self-interest." There is also an explanation and definition that the consciousness-reflected reality is an effective, meaningful perception of the human mind. [4; 324]

In Russian-Uzbek dictionaries, the terms "consciousness" and "understanding" mean general meanings, that is, the word "сознание" means two meanings: consciousness and understanding. The concept of the consciousness is also used in the social and humanitarian sources, literary criticism and everyday thinking in the context of brain, mind, thinking. Also, consciousness is closely connected with the human brain.

The concept of consciousness, mind, thinking, intelligence, knowledge means closer to one another, but essentially different meanings, depending on its internal nature and its function. In philosophical doctrines, the concept of consciousness is studied in connection with social life. The consciousness is a product of the brain, and its occurrence involves events such as psychological, physical, and cultural processes. Social events such as "speech", "language", "information", "awareness" serve as the basis.

In some sources, the term "consciousness" is used instead of the term "thinking" as a scientific term, for example, the scientist and philosopher, Abdulla Sher, believes that the notion of "consciousness" and "thinking" are quite different from one another, - consciousness is diverse and multifaceted. The attitude toward the right angle is similar to that between the diamonds and its edges; it does not make sense to call each side of a single piece

of diamond fragment as a special diamond, but it is so inappropriate for us to offer consciousness in a conscious manner.[5; 191]

This view emphasizes that regardless of the division of consciousness, the concept of consciousness becomes the edges of the diamond (diamond). The concept of consciousness and thinking means two terms in Uzbek. The notion of comprehension can not fully explain the essence of the concept of consciousness. In other words, the concept of aesthetic mind, legal consciousness, religious consciousness, philosophical consciousness, and innovative consciousness is used to understand the word of consciousness; The concept of "aesthetic consciousness" introduced by Abdulla Sher does not fully explain the essence of the traditional "aesthetic mind" concept.

As a product of the human brain, the consciousness creates the ability to form and see the universe in different ways. When the phenomenon of the angle is investigated according to the complexity theories, it requires the creation of a model of the synergetic mechanisms of the mind. These synergetic mechanisms are the constituent elements of the mind. "The components of the brain include intuition, perception, imagination, emotions, will, self-esteem, memory, labor activity, assessment, reflection. It consists of intelligence, consciousness, self-awareness." [6; 324]

According to these analyzes, consciousness is a complex internal structure and an integral part of the elements, shapes and shapes. They will not be united outside the unity that constitutes integrity. Here is the conscious systematization.

The concept of the consciousness, in addition to philosophical sciences, is also studied in psychology, literature, pedagogy, physiology and medicine, and therefore various approaches to the definition of the concept of consciousness have been formed.

From the above explanations, it can be understood that the concept of consciousness is a social phenomenon that is perceived as a social phenomenon, being a spiritual form of existence, directly linked to the human brain. It is known that the problem of anxiety is a subject of physiological, psychological, and philosophical research, so it is necessary to pay special attention to analysis of the specific immanent properties of the mind from the point of view of synergetics.

Despite the fact that the psychological, socio-cultural features of the process of formation and its formation are thoroughly studied and complex, the complexity and self-organizing synergies of consciousness have not been thoroughly studied by Uzbek scientists. While studying the synergetic nature of the concept of consciousness in our research work, we have a comprehensive approach to the theories of psychology, philosophy, pedagogy, physiology and other subjects.

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The consciousness and its main forms have been systematically studied in various scientific disciplines and science intersections, including the form of social consciousness: "Social consciousness is a philosophical category that determines the level of the society's potential and its political potential. There are forms of social consciousness that are part of a culture such as ethics, religion, art, science." [7] In psychology, social consciousness is also referred to as ideology: "Ideology is a society that speaks of the class of political, philosophical, spiritual, aesthetic (religious) systems of religion. Ideology, in other words, is a social consciousness." [8; 46]

The significance of the forms of social consciousness and the importance of the formation of a personality have become the object of studying various studies, because the study of the characteristics of social consciousness clearly shows the possibilities of consciousness and thinking. One of the forms of social consciousness has been studied at the crossroads of ecology, philosophy and biology as a category of ecological consciousness, resulting in new concepts and phenomena such as "eco-science", "ecoesthetics", and "bioethics". This process enhances interdisciplinary integration and provides for joint work on addressing social, ecological and biological problems.

Because globalization of ecological problems requires everyone to be active from the individual, so the formation of the ecological consciousness and culture of each person becomes a necessity.

Sh.Agzamkhodjaeva, M.Farmonova, F.Salaev, M.Mirzaev, M.Jumanov, M.Juraev, B.Valiev, O.Sharafiddinov, S.Mamashokirov, A.Aymatov and others studied issues of formation of ecological consciousness and culture. research works include theoretical aspects of the organization of nature protection with human factors, the creation of artistic creatives calling for preservation of the environment, the introduction of innovative proposals aimed at the protection of the environment and the activities of mass media.

Also, one of the forms of social consciousness is religious consciousness. The emergence of religious consciousness has been caused by the fear of death and terrors of human nature and death. Religion gives man answers about death and death after death. Thus, in the beginning mythological consciousness was formed in the form of consciousness. The formation of religious consciousness is a complex phenomenon that carries out social, spiritual, spiritual, and cultural functions that are important in human life. "Religious consciousness is a harmonious element of any religion." [9; 419]

Due to the religious consciousness, people have organized themselves in cultural, spiritual, economic, and social spheres through various customs, ceremonies, holidays, traditions.

R.G. Batanov, A.Radugin, V.I.Colonitsin, N.Komilov, J. Yakhshilikov, T.Makhmudov, G.Makhmudova, K.Nazarov, Abdulla Sher and other scholars have created the theoretical basis of the formation of religious consciousness and its importance in the life of the society from a philosophical point of view.

The monograph "National Idea and Ideology" created by Professor J. Yakhshilikov and N.Ubaydullaev include:

1) The ideologies of ideas which reflect their best wishes, such as the peaceful coexistence of mankind, are reflected in the divine books such as "Psalms", "Torah", "Gospel" and "Koran"; (2) when the ideology based on religious doctrines has justified the way of development of some people; (3) Religious and secular ideologies can provide social progress through the enrichment of each other; (4) The pragmatism and the existentialism (philosophy of life), which today are regarded as a philosophy of practice, are also seen as being fed from secular and religious ideas."

Indeed, the evolution of social consciousness forms an important element in the formation of a person as a comprehensively advanced generation.

As a form of social consciousness, aesthetic consciousness is also of vital importance in the socialization of a person, the formation of personality, aesthetic development of the society, and the perfection of production. Therefore, the scope of dissertation, monograph, and scientific articles on the further development of social consciousness in scientific research is increasing. And all above mentioned works are scientific researches. [10]

Aesthetic consciousness which is the object of our research, is a social-aesthetic phenomenon that has emerged and developed in the course of historical development of human beings, which is mainly characterized by the influence of social-aesthetic phenomena such as aesthetic idea, aesthetic look, and aesthetic understanding of man. The formation of aesthetic consciousness in the historical development of humanity originated on the basis of aesthetic thought, philosophical outlook. Initially, the level of development of social consciousness has empirically developed, i.e., mythological character, and then this process is aesthetic.

What is Beauty, and how is it done? the questions which interest to the individual. The natural beauty of people and the aesthetic perception of themselves as well as the ability to create beauty and create the beauty of the people themselves. This process later became known as artistic creation. One of the examples of such artwork is the book "Avesto".

The first President of Uzbekistan, I.A. Karimov, mentioned the spiritual significance of the book "Avesto": "The Avesto's Integrity and Unity, and the integrity of man's life with nature indicates its indisputable in the spiritual world of man. This draws

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us once again to the fact that the environment has a great influence on the human being's spiritual world.”[11;32] In the book “Avesto”, based on the ideas of good thought, good word, good act, aesthetic attitude to a person's self-esteem, aesthetic viewpoints, theoretical-methodological significance of the formation of aesthetic mind.

The philosophic scientist G.T.Makhmudova's research in the field of “Avesto” and the artistic aesthetic nature of the hymns analysed as: 1) Avesto is a rare spiritual monument and it has been created by talented people at different times and with a specific sense of aesthetic, consciousness 2) the interpretation of what happens in nature, society, and human life in the form of artistic images including the "water goddess is described as a beautiful girl”:

“Ардви Сура намоён
Бўлди гўзал киз мисол.
Курб-кудратли, улуғвор
Сарвақад бўйчан ниҳол.
Гуё кўркам зодагон,
Сиймосидир нурафшон.
127Барсман хипчин қўлида
Кўз-кўз қилар сирғасин.
Тўрт қирра қуйма олтин
Ахурадан пок хилкат.
Ардви гўзал буйнига
Таққан маржон шодаси.
Тортиб боғлаган белин
Кўкраклари чўққайиб,
Бўлик, гаранг турсин деб”[12;22,33]
Ancestral Sura
The beautiful girl is an example.
He is almighty and glorious
The tall is sprout.
Guy is an exemplary sage,
The light is polished.
127. Being in the hood of a barman
Look at your eyes.
Four gold bullion gold
A clean hood.
Ardvi Beautiful Beauty
Jeweled Necklace.
The backbone of the waist
Her breasts climb,
Be careful not to tire out” [12; 22,33]

3) Has analyzed the philosophical point of the fact that such things as enjoyment, pleasure, aesthetic understanding of the beauty of material and spiritual world were given in the play. Also, the authors of the poems “Yashtlar” were well aware of the power and importance of Ahura mazda. The words of the Holy Spirit have a strong sense of artistic-aesthetic effect that cleanses their souls, though they are instructive, admonition, and law for “godly ones.” Repetition of prayers emotionally affects the spirit and mind of people. That is why the words Ahura Mazda are a form of art that unites people to achieve piety.” [13; 71-74]

The artistic-aesthetic ideas in Avesto are expressed through the words “noble”, “spotless”, “majestic”, “mighty”, “fearless”, “beautiful” and “courageous”. “The beauty of the goths is based on divine attitudes towards justice, normality, proportionality, the first primitive forms of the concept of harmony.” [14;31-32] Thus, the book Avesto, as an example of unique artistic creation, proves the existence and formation of aesthetic mind.

Aesthetic consciousness has been formed in the process of aesthetic attitude of the human being, has a social character, has accomplished chaos and orderliness, complexity and non-discrimination, self-organizing functions.

Comprehension the essence of aesthetic consciousness, we focus on the definitions and theories presented in philosophical dictionaries and encyclopedias. Aesthetic consciousness is a set of spiritual and spiritual events, which is a system of aesthetic perception, aesthetics, thought, dreams and theories that arise in the social life. Aesthetic consciousness, along with ethical consciousness, has come into being before other forms of social consciousness.

For example, while analyzing the essence of beauty and artistry in the book “Avesto”, G. Mahmudova discovers that aesthetic consciousness is always an evolutionary process, which is constantly changing.[15; 71-24] O.Gaybullaev shows that the formation and existence of aesthetic consciousness "Aesthetic perceptions, emotions, feelings, pleasures and desires (aesthetic reasoning) also reveal the philosophical-aesthetic aspects of social life, its essence, its meaning, its essence”.

A.Sher writes in his book “Aesthetics”:
"Aesthetic comprehension is a complex phenomenon associated with the appearance of aesthetic needs, different perceptions and spiritual patterns in the form of individual spiritual devotion to each individual; this evolution is strongly and largely emotionally and emotionally conspicuous.” [16; 191-192]. Hence, the concept of aesthetic consciousness is a complex systematic phenomenon that interacts with historical, social, psychological and physiological processes. Its complex structural feature is a whole.

Aesthetic Consciousness, as a whole system, includes complex aesthetic events, such as aesthetic needs, aesthetic desires, aesthetic ideas, dreams, aesthetic appreciation, aesthetic ideals. They are interdependent and synergetic.

Aesthetic consciousness has complex synergetic features. The scientific views given above form the synergetic theoretical foundations of aesthetic consciousness. A synergetic analysis of aesthetic consciousness enriches the aesthetic subject with new theories and leads to the emergence of a new approach and interpretation of aesthetic minds in the study of forms and processes of social consciousness.

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As a result of relying on synergistic doctrine in the study of aesthetic science problems, new concepts such as aesthetic synergetics, synergetics of aesthetic consciousness are formed.

Thus, aesthetic consciousness is a continual development of complex self-organizing dynamic systems, which leads to the formation of beauty, transformation and development in the human and community life. Under the synergetic methodology of aesthetic, consciousness processes such as its *systematization, evolution, self-organization* are newly explored and philosophically perceived.[17.]

As part of the social consciousness, an aesthetic consciousness is also evolving. As aesthetic intelligence system is studied, it consists of the following elements: aesthetic feelings, aesthetic desires, aesthetic appreciation, aesthetic dreams, aesthetic ideas, aesthetic ideals. Initially, humanity is an aesthetic attitude to the universe, to the community, to one's relationship with man. The aesthetic consciousness of the human being is shaped by the aesthetic understanding of the universe, the society, the individual with aesthetic needs and aesthetic attitude.

Certainly art and art work are significant factors in the formation of aesthetic consciousness, instead of the means that affect these processes. In the process of this formation, aesthetic consciousness also include creativity. Synergetics serves to clarify the aesthetic mind system, self-organization, evolution.

As for the above-mentioned elements of the aesthetic phenomenon, the synergistic relationships between society, nature, and human activities are shaped in the formation of aesthetic consciousness. It also has direct influence on the artistic and literary works. The demand of our national idea is to create a prosperous and comfortable life style, to bring up harmoniously developed generation and upbringing, and to achieve these goals, the creativity and creativity of the aesthetic consciousness is also up-to-date.

Aesthetic intelligence is a result of artistic and literary work, which lead to a qualitative changes and creativity.

Based on the theoretical and methodological analysis of the category of consciousness and aesthetic categories, the following conclusions were drawn:

Firstly, the notion of consciousness is widely studied in psychology, pedagogy, cybernetics, physiology and philosophy, it is still one of the pressing issues of research into the human brain capacity, the study of human activity and social life.

Secondly, the notion of aesthetic consciousness is a bifurcation and spontaneous process, characterized by the complex nature of the internal and external environment, which has a complex internal structure and is characterized by systemic stabilization among its constituent elements;

Thirdly, aesthetic consciousness is an evolutionary feature that transforms aesthetic desires, aesthetic appreciation, aesthetic dreams, aesthetic feelings, and promotes qualitative change in a human being and a society that glorifies the life of the social as aesthetic phenomenon;

Fourthly, aesthetic consciousness not only promotes the beauty of society and human life, but also leads to the creation of high art and art, creates aesthetic immunity and creates creativity;

Fifthly, the essence of aesthetic consciousness is an important constituent of self-organizing elements, which is always chaos and chaos, and this process leads to the formation of aesthetic consciousness;

Sixthly, the formation of aesthetic consciousness does not only affect aesthetic needs, aesthetic activity, aesthetic attitude or artistic and artistic works, but also the formation of aesthetic consciousness in the person of high spirituality, nature and society.

Following the information about the above mentioned thoughts about consciousness and aesthetic reasoning, we draw attention to historical-philosophical, aesthetic and synergetic aspects of the aesthetic mind-making process.

Conclusion

The formation of aesthetic consciousness as a historic phenomenon is not only aesthetic culture, but also aesthetic education, but also important for the self-organization of humanity. Based on the above, the following conclusions can be drawn;

first of all, in our country complex measures are being undertaken in our country to bring up the youth as a mature person, a harmoniously developed generation, which is interpreted as a complex social-aesthetic, synergistic phenomenon,

the second is that the aesthetic consciousness is a complex process formed by the internal and external world, and it is raised to a whole system, and there are many non-linear, spontaneous, and bifurcational situations in which aesthetic self-organization occurs,

thirdly, as a result of the formation of the aesthetic consciousness, qualitative changes take place in the cultural and spiritual system of the society, such as aesthetics,

fourthly, the concept of aesthetic consciousness is reflected in the complexity, evolutionary integrity, and the principles of interaction, reflecting the creativity, and constructiveness of a person.

The process of formation of the aesthetic consciousness of a person is the result of subjective internal and external influences and the significance of art and works of art is inevitable in its formation. That is why artists, artists created by extensive creators have to have a deep meaning and notion.

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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: 05 Volume: 97

Published: 13.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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RADIO ETIQUETTE FORMULAS

Abstract: *The installation of modern media on communication and the strengthening of the position of entertainment radio broadcasting entailed an expansion of the arsenal of radio addresses. Their structure is undergoing noticeable changes, the main functions of the address are shifted from naming the interlocutor to attracting the attention of the audience. In the conditions of multi-genre radio broadcasts, practically all forms of speech etiquette known in interpersonal communication have been actualized. Greeting formulas have a beneficial effect on expanding opportunities in the use of speech etiquette, enrich etiquette culture.*

Key words: radio text, etiquette, speech etiquette, formulas, statements, journalist, media language.

Language: English

Citation: Djabbarova, K. A. (2021). Radio etiquette formulas. *ISJ Theoretical & Applied Science*, 05 (97), 184-186.

Soi: <http://s-o-i.org/1.1/TAS-05-97-37> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.37>
Scopus ASCC: 3300.

Introduction

The discourse of mass communication is today the leading type of discourse, it penetrates into all types of institutional and everyday communication, which is due to its thematic unlimitedness, genre originality and the desire to capture everything, even the most insignificant manifestations, in a rapidly changing world; it is the most «globalized» and relevant, i.e. reflecting the latest trends and phenomena of social reality [1, 60].

Etiquette statements occupy an essential position in various situations of social communication. On the one hand, they are regulated, conventional, on the other hand, they are aimed at maintaining the emotional state of the addressee, and therefore, speech etiquette largely determines the success of speech interaction. The main factor determining the relevance of the study is the need to study the problems of the success of verbal communication in new communicative-verbal situations caused by the globalization of the world information environment and the expansion of international contacts [2, 49].

The study of speech etiquette has a long linguistic tradition. Special cliché phrases that convey etiquette content and are used in everyday communication situations have received different terminological characteristics in the scientific literature: «sound gestures», «cliché sentences»,

«etiquette clichés», «pragmatic clichés», «speech rituals». V.G. Kostomarov, who called the stereotypical speech units used in etiquette situations, proposed the term «speech etiquette» [3, 156]. A comprehensive theoretical study of the issue is presented in the works of N.I. Formanovskaya, where speech etiquette is understood as a system of «stable communication formulas prescribed by society to establish speech contact between interlocutors, maintain communication in a chosen tone according to their social roles and role positions relative to each other, mutual relations in an official and unofficial setting [4, 201]».

Speech etiquette manifests itself in various speech genres developed in society for the implementation of the etiquette function. Researchers include acquaintance, greeting, farewell, apology, gratitude, request, consent, refusal, compliment, condolence, congratulations, small talk, etc. Etiquette statements have social marking. They are characterized by a high degree of variability depending on the social characteristics of the speakers (age, gender, education, place of residence), their variable social roles and role relationships (symmetric, asymmetric, vaguely subordinated), the nature of the relationship between them, the environment of communication, the number of participants in the situation [5, 53], in the terminology

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of modern media linguistics, it is advisable here to talk about taking into account the target audience.

In radio discourse, which became the object of this study, the most frequent etiquette speech genres include greeting, farewell, wish, and address. A complex set of parameters of functional integrity is supported by the categories of the author and addressee, but the latter place is often viewed through the logic of the author's goals, reflected in the cognitive-communicative structure of the text. The modern concept of radio communication «defines the methodological perspective of research using a discourse analysis program aimed at enhancing the direct role of an interactive addressee [6, 209]».

A few words on the radio.

A certain circle of linguists, theorists and practitioners in the field of domestic and foreign journalism is engaged in the description and analysis of the radio language.

The famous researcher in the field of radio language M.V. Zarva testifies that the literature in the radio language, published in our country in the 90s of the last century, is very numerous and can be conditionally divided into three types:

1) Articles and brochures analyzing the language practice of broadcasting, often in a normative and methodological sense [7, 127];

2) A description of the features of speech on the radio, its oral form, as well as publications that distinguish the language of radio from mass editions of newspapers and other written literature;

3) A series of essays presented by radio journalists in a popular style, not only covers the general tasks of programming skills, but also includes important notes about the language in the day-to-day work of radio programs [8, 73].

The theory of radio communication determines the functions of radio in the modern media system, the features of radio communication, develops the theoretical foundations of radio-specific means of expression for the communicator, normative recommendations for the use of language means in the modern language. Among the scientific works that contributed to the creation of the theory of radio communication, we single out a number of studies [9, 74].

When referring to general scientific sources devoted to the study of radio language, it turned out that they can be divided into three main categories:

1) articles and brochures devoted to the normative and stylistic analysis of language practice in radio broadcasting;

2) publications describing the distinctive features of radio speech from other types of speech;

3) linguistic aspects of radio programs revealed in the course of daily work, essays written by radio journalists in a broadly understandable language, containing valuable information.

The modern system of mass communication cannot be imagined without radio broadcasting. Radio with comprehensive, massive, accessible functions has become the hallmark of modern man. The rapid development of technical means as one of the channels of mass communication provides massive and widespread radio broadcasting.

The need to transmit information by radio creates a strong tendency towards direct communication. This also indicates that the speech activity of any participant in a communicative act consists of information and factual units. Depending on what comes first - information or communication, within the framework of which one is subordinate to the other or one is superior to the other, the communicative role of the speaker and listener is determined, their type of speech activity [10, 64].

According to experts, radiotext is a complex phenomenon, which is largely determined by the presence of various channels of information transmission in the radio. In terms of content, acoustic synchronization takes precedence over sound and sound in information text and universal radio channels [11, 83].

Speaking about radio text, researchers note that it is «a mental-verbal complex created in an institutionalized information and communication environment, complicated by the polycode nature of implementation, reflecting social reality and influenced by its context,» embodying the image of the addressee [12, 95]. and - forms views, beliefs, values, reflects the center of communicative, cognitive and sociocultural projections, which includes the removal of these dynamic layers in the explanatory key of the study, presenting the results of speech activity of the mass media as a multicomponent model. Speech on the radio is a verbal form of speech implementation by the speaker, based on the reaction of the listener. Prepared speech or spontaneous on the air is an unprepared, sporadic (sudden) spread of a text, regardless of its nature.

Formulas of speech etiquette form a special group of stable communication formulas, which are reproduced as units stored in our linguistic consciousness in the form of a kind of collection of ready-made typed expressions. Note that speech etiquette from the standpoint of speech culture is considered more broadly.

The specificity of radio programs, regardless of genre, provides for a stricter framework in determining the register of references.

The variability of the formulas of speech etiquette on the radio, in particular, addresses and greetings, their various combinatorics indicate that the means of speech etiquette are a kind of system in which each component is significant and at the same time receives its true filling only as a result of interaction with other means speech etiquette.

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Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
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: 05 Volume: 97

Published: 13.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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MODALITY IN MEDIA LANGUAGE

Abstract: *The purpose of communication in the newspaper motivates the emergence of a particular text - the text of an editorial, a short informational message, a text of analytical information, an essay, a chronicle, the social function of which is that they participate in the formation of public consciousness, are introduced into the mechanism of regulation of social activity and behavior. Features of the implementation of objective-modal and subjectively modal meanings in newspaper-journalistic discourse are inextricably linked with the genre of journalistic style, within which a particular text is created. Accordingly, when creating a newspaper journalistic text, the author in a certain way standardizes the modal means used by him, correlating them with the target settings of the chosen genre.*

Key words: newspaper, journalism, text, modality, evaluable, media language, subjective, objective, style.

Language: English

Citation: Yodgorova, Z. G. (2021). Modality in media language. *ISJ Theoretical & Applied Science*, 05 (97), 187-189.

Soi: <http://s-o-i.org/1.1/TAS-05-97-38> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.38>

Scopus ASCC: 3300.

Introduction

Our time is a time of active and rapid political, economic and social changes, which cannot but find reflection in the language that is actively and daily used in society as a means of communication and communication. The modern era has actualized many processes in the language, which in other conditions could be less noticeable and more smoothed. New realities, new situations determine changes in the linguistic, stylistic appearance of journalism, as well as some of its substantive features. This is natural. Social reality is changing, and journalism is changing too.

A social explosion does not make a revolution in the language as such, but actively influences the speech practice of a person, revealing linguistic possibilities, bringing them to the surface. Under the influence of external factors, the internal resources of the language are set in motion, which were not previously in demand. Thus, the life of the language is organically linked with the life of society, although it does not completely obey it due to its own systemic organization. In the language movement, the processes of self-development collide with the processes of stimulation from the outside.

Language is diversely inscribed in all spheres of life and activities of society, with which it is

inextricably linked in all its forms, in all its functions and at all stages of its existence. Being not only a faithful custodian of the spiritual tradition, the fundamental conceptual, figurative and behavioral constants of culture, but also flexible, dynamically adjusting to the current social context and to the implementation of the necessary cognitive and communicative tasks in connection with this, the language captures the peculiarities of the worldview and worldview of those who speak it people, their system of views, values, ideas, views, beliefs, the direction of their thoughts and attention, their unique social, intellectual, emotional and communicative experience gained in different life circumstances, their ability to moral and aesthetic assessment of events in social reality. Language is «not an abstract system, but always placed in a specific context. It can be viewed as a series of practices that grow out of communication needs in specific contexts and situations. Each piece of language has a purpose [1, 103]».

Today the language of the media is a promising area of scientific research [2, 102]. In Russian linguistics, this research field has developed into one of the most influential and at the same time most problematic scientific areas - media linguistics, whose task is to comprehensively study various aspects of the

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ISRA (India)	= 6.317	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
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use of language in the media. Each community, like each time, each culture has its own media, its own experience and its own model of interaction with them, therefore, its own language [3, 145].

The media environment determined «the strategy of behavior, our desires, sensuality, and the construction of the gaze [4, 74]». By rigidly inscribing their order, their models of consciousness, their logic of the production of knowledge and events, their scale of time and space into the structures of everyday life, the media set their parameters to social reality and to the person himself.

Media has affected all types of communications:

1) both interpersonal communications associated with personalized consciousness, subjective, personal experience, and mass, collective, focused on impersonal consciousness, on overcoming the boundaries of a personalized subject [5, 36], on transmission using replication technologies (print, television, radio, Internet, etc.) information of interest to a wide audience;

2) Both public communications, with their inherent social orientation, a sense of the social context, and non-public (various kinds of specialized and private communications), through which information is transmitted that for various reasons does not have a public status.

As a socially conditioned means of cognition, communication and control, language has a complex structure, which includes its diverse forms that stand out for different reasons - dialects, sociolects, vernacular, the language of fiction, the language of the media, and literary language with its inherent functional and stylistic varieties. The presence of variant forms of language, differing in their social status and the composition of linguistic means, is associated with the peculiarities of its history and its use in various spheres of life and activities of society and in different types of social formations, uniting based on certain parameters - ethnic, territorial, demographic, political, cultural, professional, labor, etc.

The language of modern newspapers, as we indicated above, is an ideal material for pragmatic analysis, since the mass media to a certain extent simulate the speech behavior of a person who selects language resources depending on the social situation. The functional-semantic approach, in which linguistic phenomena are considered from the point of view of their functioning in speech and their meaning, helps to identify a multidimensional plan for the content of an incentive modality, represented by a set of explicit and implicit means. Interlingua comparative analysis, which in turn reveals «ways of describing the same type of situation by means of different languages [7, 78]», helps to identify not only universal typological explicators of the modal meaning of motivation, but also ideoethnic (nationally specific) features of the linguistic picture of the world.

As you know, modality is a functional-semantic category that expresses different types of attitude of an utterance to reality, as well as different types of subjective qualifications of the communicated. Modality is a linguistic universal; it belongs to the main categories of natural language. The term «modality» is used to denote a wide range of phenomena that are heterogeneous in terms of semantic volume, grammatical properties and degree of formalization at different levels of the linguistic structure [8, 137]. Most researchers differentiate between objective modality and subjective modality. Objective modality is a mandatory feature of any utterance, one of the categories that form a predicative unit - a sentence. Objective modality expresses the attitude of the communicated to reality in terms of reality and unreality. The main means of designing this type of modality is the category of the verb mood

Linguistic modality is a complex and multifaceted category, which is, according to the figurative expression of Sh. Bally, the «soul of a sentence», the structural-content volume and functional hierarchy of meanings of which is determined by the semantic dual aspect of the sentence, namely its nominative (propositional) and communicative (pragmatic) aspects.

Objective modality (it is also constitutive, general, predicative, constitutive, dictum. This type of modality participates in the formation of a proposition, enters into the content of the internal modal frame, reflecting, through the type of relationship between the predicate and its octants, the relationship between the parts of the described situation.

Subjective modality (epistemic, epistemological, communicative) expresses the speaker's attitude to the content of the utterance in terms of its reliability / unreliability, this type of modality serves as the core of the external modal frame and establishes the type of relationship between the source of assessing reality - the speaker - and the proposition as a whole, expressing communicative (intentional) intention. Subjective modality, i.e. the speaker's attitude to the communicated, in contrast to the objective modality, is an optional feature of the utterance.

Subjective modality encompasses the entire gamut of different-aspect and diverse ways of qualifying what is communicated in natural language and is implemented: 1) by a special lexical-grammatical class of words, as well as by functionally close phrases and sentences to this class; 2) the introduction of special modal particles [9, 203].

Subjective and objective are integral components of the text modality, the degree of manifestation of which depends on a number of factors, the main of which is the genre of the text. In those genres of text that are directly «tied» to reality, to the subject, fact or phenomenon of the objective world (for example, scientific and technical texts,

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texts of business documents, newspaper reports), the objective appears quite clearly, and the authors of the texts try to emphasize this, presenting information in an impersonal form. However, the very choice of an object for description and a certain angle of consideration of this object in the text speak of the relativity of objectivity. Thus, the relationship between the objective and the subjective in modality is as follows: objective as general, general linguistic, nationwide; subjective as private, belonging to a specific act of communication, personal or author's. It can be argued that at the level of the text, modality is

considered as a category in which the objective and the subjective are fundamentally inseparable. These categories are interconnected, the existence of one is impossible without the other, and they serve to convey various plans of relations [10, 96].

Incentive (volitional, deontic, imperative) modality presupposes non-factuality, expressing the impulse imposed by the speaker on the addressee to transform the unreal state of affairs into reality. The development of problems of determining the incentive, its communicative value is the task of the scientific study of the language of the media.

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ICV (Poland) = 6.630
PIF (India) = 1.940
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: 05 Volume: 97

Published: 28.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



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IN WESTERN CLASSICAL WORKS ACTIONAL INTERPRETATIONS (On the example of the role of Hamlet in the play «Hamlet» by Honored Artist of Uzbekistan Tokhir Saidov)

Abstract: This article tells about the new research in the art of acting, creative achievements, the formation of acting skills in the creation of unique stage interpretations. It is also emphasized that the actor needs unique experience and talent to play a role in world classics, and the actor's skill in approaching the role. This is analyzed by the role of Hamlet in the play "Hamlet" by actor Tokhir Saidov. In creating this role, the actor's findings are explored with concrete examples. The need for the actor to pay special attention to the speech of the protagonist, which he creates in the classics, is analyzed. It also emphasizes the need for the director's instructions in the actor's approach to the role, so that the actor can perform his role more fully.

Key words: actor, play, performance, analysis, interpretation, classic, director, art, drama.

Language: English

Citation: Khamidova, S. S. (2021). In western classical works actional interpretations (On the example of the role of Hamlet in the play «Hamlet» by Honored Artist of Uzbekistan Tokhir Saidov). *ISJ Theoretical & Applied Science*, 05 (97), 190-192.

Soi: <http://s-o-i.org/1.1/TAS-05-97-39> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.39>

Scopus ASCC: 1208.

Introduction

The brightest page of Tokhir Saidov's acting career is the image of Hamlet in the tragedy "Hamlet". The play was staged by People's Artist of Uzbekistan, director Turgun Azizov. This play is an extremely complex work, distinguished by its deep philosophical character and very broad social content.

It should be noted that the name of the English playwright William Shakespeare, who has always been well known to all peoples, is closely linked with the Uzbek National Academic Drama Theater. Many works of this great playwright have been staged since the theater was founded. Among them, the tragedy "Hamlet" was especially popular among theater directors and actors. This play has been staged five times on the theater stage. As the director and actors repeatedly refer to Hamlet, they want to show the audience that the aspects of the great tragedy that relate to today amaze them.

Every time the audience sees a new Hamlet, and its image is in harmony with the period in which the work was staged. As mentioned above, the Hamlet of

three actors Abror Khidoyatov, Shukur Burhanov and Olim Khodjaev, which was staged five times, is a creative achievement in the history of Uzbek theater. Finally, at the beginning of the XXI century, along with these three enlightened names, the name of the actor Tokhir Saidov has a rightful place.

This "Hamlet" is worth writing in golden letters on the pages of Turgun Azizov's directorial work, Tokhir Saidov's acting. "Today," writes art critic R. Hamroeva, - Actor and director Turgun Azizov staged a new play "Hamlet" at the theater. The director's main task, he said, was to show that the world has gone crazy. Negative human traits - jealousy, betrayal, arrogance - rose high. The whole world is covered with such vices, and people do not realize how fragmented and disgusting they are. That's why Hamlet can't live in such a world with his abilities."

Tokhir Saidov's Hamlet was praised not only by the audience, but also by theater professionals. The intelligence that shines in his face, his quick and clear attitude to the people and events around him, his sharp speech, the confidence in his words and eyes make

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him feel extremely smart and sometimes, as if he knows everything in advance.

The high demand for the tragedy "Hamlet", which is the flower of the art of drama, requires great skill from each actor. Tokhir Saidov's Hamlet is a very intelligent, thoughtful, courageous person who is not afraid of anyone or anything in the way of truth. It is adorned with high humanity and humanity. Tokhir Saidov-Hamlet, aware of the brutal crime that took place in the palace, in a fit of rage, enters into a fierce confrontation with the king and his entourage, with the whole government, with the Kabyshis who are widespread in the country. In the course of events, the characteristics of his nature gradually show up.

As the spectator watches the play, he waits excitedly to see how Hamlet will behave now, and what tricks his opponents will use to defeat him. There are huge obstacles and contradictions in the path of the hero. In some cases, Hamlet himself confuses these obstacles. For example, while Hamlet was talking to his mother in the bedroom, he felt a ghost behind the curtain and stabbed him, thinking he was Claudius. But the ghost behind the curtain was Poloni. He was lurking at Claudius' command. Claudius realizes that the dagger stabbed Polonius must be stabbed. With this haste, Hamlet acquires another enemy. It was Laert, the son of Polonius.

Poloni's death causes his daughter Ophelia to go insane and his son Laert to take revenge on Hamlet for his father and sister. Ophelia's love for Hamlet is her tragedy. Although Ophelia's father is one of the king's relatives and a minister, he insists that he does not always talk to his daughter Hamlet, that their blood is not equal to the king's blood. Ophelia is an obedient girl who obeys her father's orders and does not disobey her. He obeys the trick of his father with such obedience, and arranges a meeting with Hamlet.

The fact that Hamlet's mother touched her uncle's husband less than a month after her father's death was the first factor in her loss of trust in the woman, and the second factor was that Ophelia betrayed Hamlet by obeying the orders of the king and her father Polonius. Hamlet - Tokhir Saidov gives up his girlfriend Ophelia for these reasons.

Tokhir Saidov - The words spoken in Hamlet's language are not just words, but the anguish of the heart that complements and explains the events that take place on the stage. The actor's fiery glances, the sounds of a sorrowful heart, pass on to the actors as well. Especially when it comes to an actor's voice, his performance skills alone are not enough. The actor has to polish his voice while creating different images. In Tokhir Saidov, the same tone of voice does not seem to be enough.

Tokhir Saidov Hamlet is interpreted not as a simple, confident and ambitious person, but as a person with a strong will who analyzes everything deeply, looks critically and does not rush to draw

conclusions. Hamlet is a courageous person, an active character with a deep understanding, a broad mind, a humanistic idea, and the same thing is a characteristic feature of his work. As a result of his activities, a great and heinous crime and betrayal will be uncovered, the vile king and other fierce opponents, that is, the enemies of goodness and justice, will be killed, and he himself will be killed.

But the destruction of those murderers and accomplices was a victory of justice and life. The destruction of Hamlet is, in essence, a triumph of justice over injustice, a tragedy that drives people to fight for justice and a higher ideal, for a brighter life.

The role of Hamlet became a great source of research for Tokhir Saidov. Art historian Toshpolat Tursunov writes: "Turgun Azizov, addressing Hamlet, aimed to mobilize actors, especially young people, to understand the secrets of interpreting the play in the example of Hamlet, not to forget Shakespeare. Turgun Azizov saqlab kept the spirit of the play in full and did not deviate from it, but focused on the leading ideological content. T Tokhir Saidov, who was given the role of Hamlet, proved to be a great performer with a bright future.

During the play, Hamlet's words "Out of the footsteps of time" are repeated in five places. So, each of these should have a different meaning. The play shows that the epoch has gone astray, people have lost faith, honesty and religion, spiritual decline, and catastrophe has begun in the palace. The emphasis on humiliation and betrayal, adultery, is evident in the construction of the play. The fact that from the beginning to the end of the events take place at the foot of Gertrude's bed, an open bed, seems to be a clear sign of this.

The performance is similar. According to the director's point, all people in the world are degraded, not accountable for their actions. Hamlet, interpreted by Tokhir Saidov, tries to fight against this, admitting that he cannot live in the midst of such injustices. This Hamlet is smart, but at the same time it looks a little more glamorous. It is the viewer who sees this Hamlet who realizes that he must understand his faults and work to correct them.

Tokhir Saidov told the reporter about his hero: "Frankly, you may not believe it, let alone dreaming of creating the image of Hamlet, I did not even imagine it. Hamlet is a mirage for us actors... I am not mistaken in saying that I have created a very intelligent, philosophical, Hamlet, Uzbek Hamlet, who can live with the pain of the people, deeply understand the feelings of humanity, share love with his lover and parents. I - he says.

From these words one can know that his Hamlet differs from the Hamlet of other nations in character, inner feelings, and thoughts. The actor created the Uzbek Hamlet. For actor Tokhir Saidov, the image of Hamlet was not a mirage, but a reality.

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	ISI (Dubai, UAE) = 1.582	PIHII (Russia) = 0.126	PIF (India) = 1.940
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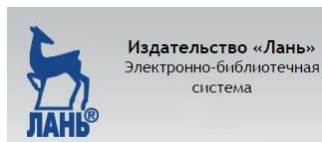
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Signed in print: 30.05.2021. Size 60x84 $\frac{1}{8}$

«Theoretical & Applied Science» (USA, Sweden, KZ)
Scientific publication, p.sh. 38.875. Edition of 90 copies.
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