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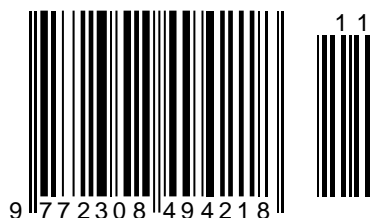
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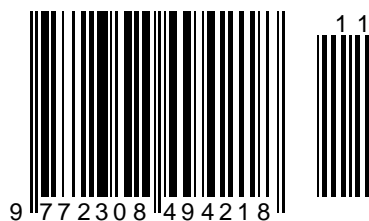
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THE THEME FEMINISM IN THE EPISTOLARY NOVELS IN MODERN TIMES

Abstract: The article explains the ideas close to modern feminism, literary analysis that emerges in terms of feminist literary criticism, feminism, feminist theory, and feminist politics. At the same time, feminist literature, the character of women, postmodernism, and the relationship of gender and social roles are interpreted.

Key words: feminism, female, movement, gender, women's role, female voice, epistolary novel, letter.

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Introduction

The issue of feminism in literature is not new but due to patriarchal society, it has been suppressed and overlooked. The existence of inequalities between men and women are not natural but social taboo. Women must be treated equally because they have to play a crucial and vital role in society especially bringing up children.

A series of memorandums on the epistolary novel as established in the 1700s and its development in the modern age with the inclusion of electronic communications. Grown from a tradition of males imitating females, epistolary novels in modern times subvert gender expectations and stratification. Rather than a male chasing a woman, these modern novels give women the opportunity to participate as equal participants in their relationship. In relation to literature, the feminism movement has focused on the role played by literature to bring out gender discrimination, domestic violence, and inequality on the forefront.

With the exodus of men fighting the two world wars in the first half of the twentieth century, American and English women entered the workforce in record numbers to occupy positions other than that of the traditional nurse, teacher, or secretary. As women's roles in the world changed, so did the

characterizations of women in novels. Female writers began to connect their work and their lives. They discovered a number of disparities between their own ambitions, ingenuity, and creativity on one hand and the limited, often secondary, roles assumed by the majority of traditional female fictional characters on the other hand. This reality was easily explained, as the majority of novelists were white men. By the mid-twentieth century, a plethora of long fiction by women began to appear, with realistic female characters. Women's fiction transformed from products of imitation of a male aesthetic to protests against that aesthetic, eventually becoming self-defining works of literature.

Methodology and literature review.

The epistolary novel is one in which the author conveys the story through documents. In the most traditional understanding, epistolary novels are series of letters. Some authors expand their novels to include newspaper clippings, diary entries, and articles. For the purposes of this memo and all others relating to this topic, we include novels which use documents other than letters, but borrow Janet Altman's clarification that the "letter's formal properties..."

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create meaning”¹. Altman also states that letters addressed to confidants of the writer are “the fundamental vehicles of epistolary narrative”². Letters that advance the story or plot must be included for the novel to be considered epistolary.

The epistolary novel has existed in various forms and understandings since the Roman poet Ovid first used epistles in his writings, but it truly began in its traditional form in the 1600s and hit peak popularity in the eighteenth century. Male critics of the genre believe that the epistolary genre is “particularly suited for the female voice”³, a belief informed by the historical context of its rise. Originally, males imitating the “female voice” produced epistolary writing. In the eighteenth century, the epistolary form was “the favored mode of moral instruction for women”⁴. As women began to receive education, they were taught to write letters as a form of exercising their newfound knowledge. “Newly educated women could easily learn to write letters, and, as epistolary theory became more adapted to worldly culture, women’s letters began to be considered the best models of the genre”⁵. When the epistolary novel began enjoying a market in the eighteenth century, even more male writers, including Rousseau and Richardson, began perfecting the technique of imitating female writing seen in previous publications. “Female letters traditionally focused on domestic life or on love; they spoke in the private voice appropriate to women whose roles were increasingly circumscribed within the constraints of bourgeois ideology”⁶. We therefore see most epistolary fiction focus on these topics.

The results. Part of the reason that epistolary fiction is likely a good format for the expression of female voices, especially in earlier novels, is due to women’s role in letter-writing culture. In periods where public spaces were considerably dominated by men (such as largely for the centuries preceding the 20th century), women were not able to express their experiences or thoughts with the same freedom as their male counterparts. While it is important to note that elements of this public space domination by men still exist, women’s place in the public sphere was even more constrained in earlier centuries. And, in light of these public constraints and social taboos, personal interactions were often the space where

women could express their personal sentiments. By this, in the Queen of the Desert letters served as a forum for Gertrude Bell to communicate her perspective to friends or relatives, without breaking the social norms that regularly kept her from the public arena. Therefore, feminism in this epistolary novel is logical, as she was better able to act as independent and dynamic characters in this format in spite of her marginalized social position.

Feminism is something complex, I keep thinking what a horrifying world it would be if it didn’t have women. It would be worthless to live if there were no women around. That’s my part of feminism. The life of a man is always a struggle as well. So I wouldn’t reserve the concept of struggle for women alone. But of course, this biographic novel is set at a time when women could not even vote. And at Oxford University, the young female students had to turn their face towards a wall so that the male students wouldn’t be distracted. That’s what happened, and that’s the basis upon which Gertrude Bell evolved and expanded into a female figure that we have not seen in centuries.

Analysis. Feminism, both in the form of subtle undertones as well as in the form of the principal theme, is a theme regularly included in epistolary novels. Of the 92 novels analyzed, approximately 20% from across time included elements of feminism. This theme is complex in that the concept of feminism is relatively new (within the last 100 years or so). However, prior to its official establishment, many of the epistolary novels included in this research include elements of it. For example, in many of the novels dating to the 18th or 19th centuries, simply having a dynamic female character was progressive. For this reason, such novels have been included as abiding by the feminist theme. An example, in the Queen of the Desert strong-willed female character, Gertrude Bell, whose opinions on society and social norms makes this novel stand apart as an early feminist piece.

Perhaps Georgina Howell wrote the original novels based her imitations upon real Gertrude Bell’s letters, there is a tradition of including non-fictional elements in epistolary novels, more so than most other fictional genres. According to Linda Kauffman, epistolary novelists commonly blur “the lines between fiction and reality by including morsels of information that seem to be about [their] ‘real [lives]’”⁷. Howell

¹ Keskinen, Mikko. “E-pistolary and E-loquence: Sylvia Brownrigg’s *The Metaphysical Touch* as a Novel of Letters and Voices in the Age of E-Mail Communication.” *Critique: Studies in Contemporary Fiction*. 45.4 (2004): 383- 405. Print.

² Altman, Janet Gurkin. *Epistolary, Approaches To A Form*. Columbus: Ohio State University Press, 1982. - p. 48.

³ Goldsmith, Elizabeth C. *Writing the Female Voice: Essays on Epistolary Literature*. Ed. Eli C. Goldsmith. Boston: Northeastern UP, 1989

⁴ Gilroy, Amanda, and W. M. Verhoeven. Introduction. *Epistolary Histories: Letters, Fiction, Culture*. Ed. Amanda Gilroy and W. M.

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⁵ Goldsmith, Elizabeth C. *Writing the Female Voice: Essays on Epistolary Literature*. Ed. Eli C. Goldsmith. Boston: Northeastern UP, 1989

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⁷ Kauffman, Linda. *Writing the Female Voice: Essays on Epistolary Literature*. Ed. Elizabeth C. Goldsmith. Boston: Northeastern UP, 1989. 221-44. Print.

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used incidents from her real life in the plot. The epistolary form entails a type of fracturing of the story. The reader of the novel knows more than the letter writer and the letter reader, because “the reader of the epistolary novel is aware that within its boundaries there is another reader”.⁸ The novel reader, however, cannot know more than the characters tell.

Nowadays to survive, epistolary novels in current times experiment with the traditional form, and authors use blogs, emails, instant messaging (IM), memos, and other electronic forms of communication to tell their stories. Current novels also include telegraph notes, replicate signs or menus, and include drawings or images. Ester Milne states, “the epistolary body of email is a figure for thinking through the relations between new and old media”.

Just as Kauffman notes about epistolary novelists, the Queen of the Desert includes elements of Gertruda Bell’s personal life.

Discussion.

By emphasizing that her books are based on her real life experiences, Howell makes the challenges and accomplishments of her characters more real. The Queen of the Desert is not stories of male understandings of female life, but a woman’s reflection on her own life and experiences. In the following memos we discuss how Gertruda Bell uses the traditional elements of epistolary novels in her own writings, but modifies them to fit the modern woman and, therefore, to question the male construction of the female genre.

Epistolary novels are a contradiction. They are considered the female genre because they are for women and presented in the feminine style of writing. The epistolary novel as a genre arose because women began to receive an education, and though it was still not completely acceptable, the most acceptable form of writing for a female was that of letters. It should, therefore, be a genre in which females can question the domination of males and assert their own independence. Many literary experts, however, believe that the epistolary novel is better qualified as “a history of restrictions or failed interactions”.⁹

Even as women become more successful and freer, the cultural history of being voiceless and powerless remains always. Epistolary novels offer a form in which women can finally speak - but only as established by men.

Most epistolary novels are love stories, emphasizing distance, confidentiality, and secrecy.

These topics will be discussed in later memos. Some of them are characteristics of the letters themselves, but others are a direct result of male restriction.

With greater social freedom and the true ability to publish, women can write epistolary novels without (as much) male interference. Elizabeth Campbell argues that epistolary novels can be used to “subvert the language and values of the dominant culture”¹⁰ because they break away from traditional narrative form. Campbell twists “feminine” writing from its accepted definition to writing, which reflects females’ marginalization. “Women today are doing consciously what women writers have always done... writing in the feminine--that is, writing themselves in a way which reflects their experience as the “other” in a culture in which they have been traditionally voiceless and thus powerless”.¹¹ Modern female authors are using epistolary novels to expose their history as the suppressed gender; they use the characteristics established by males and warp them so they become critics of male dominated society.

Do word choices, use of emoticons, and message length give enough clues as to the writer’s gender? Males in the 1700s recognized that women’s writing had a fundamentally different style. By fundamental, we do not mean inherent in that it cannot be changed. Women may be taught a specific stylized writing or, more likely, their writing reflects the social lessons learned from birth. Women are taught to express emotions, whereas males learn to suppress them as “not masculine.” Consequently, women’s writing is more likely to demonstrate emotion. The absence of physical cues in electronic communication does not eliminate all characteristics of gender. Electronic communication allows individuals to more easily misrepresent their gender, but until males and females are trained to adopt the same stylistic choices, readers are likely to associate certain attributes to one gender or the other.

In Cabot’s Boy series, the evidence of female versus male communication is clear, even if signatures were excluded. Her writing suggests that even in the absences of the letter writer, her gender and that of her characters cannot disappear.

As mentioned in pervious memos (“What is the epistolary novel”, “Women fight back”), epistolary fiction arose from the male understanding of the “female voice.” Authors established a link between femininity, epistolary, and emotion. It was a link hard to overcome and resulted in a specific narrative in epistolary novels. Men believed “if a woman writes

⁸ Campbell, Elizabeth. “Re-Visions, Re-Flections, Re-Creations: Epistolarity in Novels in Contemporary Women.” Twentieth Century Literature: A Scholarly and Critical Journal. 41.3 (1995): 332-48. Print.

⁹ Goldsmith, Elizabeth C. Writing the Female Voice: Essays on Epistolary Literature. Ed. Eli C. Goldsmith. Boston: Northeastern UP, 1989

¹⁰ Campbell, Elizabeth. “Re-Visions, Re-Flections, Re-Creations: Epistolarity in Novels in Contemporary Women.” Twentieth Century Literature: A Scholarly and Critical Journal. 41.3 (1995): 332-48. Print.

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through emotion, then the logical consequence is that she will also write about it, that is, about love".¹² Traditional novels in the genre, therefore, are love stories, reflecting this belief. Furthermore, Altman argues "the letter form seems tailored for the love plot, with its emphasis on separation and reunion".¹³ She contends that letters easily become "tool[s] for seduction"

In historical epistolary novels we see this emphasis on seduction. Traditionally, the novels feature a male pursuing a woman who does not reciprocate his sexual feelings, and the male employs letters as away to make her a conquest. Often, however, when reading or discussing these novels an important fact is overlooked: the letters are based on the writings of real women. "For love letters in particular, the female voice was perceived as the superior vehicle of expression, even when it was not from a female author".¹⁴

Moreover, the epistolary novel as a romance makes both the seducer and the seduced more active in perpetuating the affair. Since letters demand action as a way to continue communication, it "forces the seduced as well as the seducer to play a more aggressive role".¹⁵ The seduced must respond to a letter for the seducer to continue the relationship. Women become "willing and writing victims, of unreciprocated desire".¹⁶ In this universe, "men are masters of amorous relations"

Altman's assertion that letters are useful tools of seduction means that they are used for males to force their sexual advantage upon resisting females. Becoming active participants, on the other hand, allows women to fight against male domination. As the genre expanded and publishers began to market to the women whose letters men imitate, the stories became not just about the male triumphing over the female. By responding to the letters, the female can

open the seducer to falling in love, not just conquering, because she offers part of herself and demands a response and reciprocation. In her research, Altman gives several examples in which the man, intent on forcing the woman into a relationship, instead falls in love himself. In this manner, the epistolary romance allows women authors to fight subtly against their gender's repression by making the male seducer succumb to his own plan.

Conclusion.

In modern times, we see this shift develop further. Authors pen female characters that better represent the place women hold in the social structure.

With a freer capacity to express their voice, women reveal more about themselves and males are less able to distance - both physically and emotionally - themselves from the objects of their affection. The Boy series may focus on women who gossip, love shoes, dream of love, and plan weddings, but they are also independent females striving to be independently successful.

These are not stories of the male seducer forcing himself on the weak woman. Rather, the lovers meet by chance and establish a mutual attraction. It is only in the end after the male makes a mistake that he pursues the female character. Once the chase starts, it is not a game of seduction, but repentance. The power of continuing the relationship resides with the women because they have the option of forgiving - or not. One inherent trait of epistolary novels that was not imposed by male design is the physical distance between the characters exchanging letters. Letters are sent between two or more characters separated by location. The characters use letters to communicate across this distance. Letters both emphasize and bridge distance; they can reflect both the absence and the presence of the writer/receiver.

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MSc student

PECULIARITIES OF TRANSLATING PUBLIC SPEECHES BY POLITICIANS

Abstract: This article examines the specifics of translating public speeches of political figures, focusing on the translation of political public speech. As the main example for the analysis we use an excerpt from the speech of the American preacher, public figure and activist, who became famous as the most prominent representative and leader of the Black civil rights movement in the USA, Martin Luther King, delivered on August 28, 1963.

Key words: translation; multiple meanings; speaker; political discourse; neologisms; candidate; political speech; translator.

Language: English

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Introduction

Playing an important role in society, the political sphere has long attracted the attention of various social sciences: economic theory, law, sociology, psychology as well as linguistics. In particular, it is of interest to linguistic translators. Political translation is one of the most in-demand translations due to the increasing intensity of international contacts and the integration policies of countries into the European and global political, economic and social community, which determines the relevance of the chosen subject.

The research methods: analytical review and analysis of political speech on the problems and peculiarities of translation, comparative method, continuous sampling method and translation commentary.

The relevance of this topic is also due to the fact that in modern conditions translation of socio-political texts acquires a special significance, acting as a means of propaganda and an instrument of ideological struggle. The volume of socio-political texts targeting foreign (English-speaking) audience that are published annually is quite large and with the growth of international relations it continues to increase. These include speeches by state, party and public figures, and publications by international, governmental and non-governmental organizations.

Practical relevance. This work may be of interest for translators, teachers and students of language universities (for writing term and graduation papers), as well as for a wide range of people interested not only in the problems of socio-political translation, but also in translation in general.

The aim of the work on the problems of socio-political translation is to investigate the lexical and grammatical aspects of translation, to convey the peculiarities of translation of neologisms and phraseological units, as well as to reveal the most used stylistic means in political speeches.

Throughout history, political speeches have always been the benchmark for eloquence, capturing the public's attention. Great speakers attracted an audience and could hold their attention for hours. Eloquence has often acted as a means of persuading, manipulating people, especially in the pre-election period. It is worth noting that most of the functions of political oratory have remained unchanged to this day.

As a part of political discourse, oratory has always attracted the attention of researchers, in particular due to the peculiarities of its transmission to other languages.

The fields of application of political speech are diverse. In this regard, several varieties of events,

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where the political speeches are used, are distinguished:

1. Election campaigns;
2. Party congresses;
3. Parliamentary speeches;
4. Public protests, demonstrations (street democracy);
5. International meetings and forums.

When translating literate political speech, one needs to focus on the important details that can play a major role in a time-sensitive situation:

1. A real speaker, when preparing a speech, thinks about his or her audience, touching on the topics that are most relevant to the audience in a logical order. He or she takes into account social context factors: demographic, social and psychological characteristics of the audience.

2. In a campaign speech, a candidate often tries to discredit his/her opponent in a covert way. He/she may touch on the subject of his/her opponent's scandalous revelations in a very subtle way. It is very important for the translator to catch the politician's intentions in order to interpret them correctly.

3. In election campaigns, when one candidate accuses the other of lying, cheating "*Jacob Hornberger - you are a liar*" there are two possibilities. An inexperienced candidate may start making excuses - "*I'm not a liar*", while an experienced candidate will not respond with negative denials, but will simply use a positive form of justification: "*I have always been honest in my dealing with the public...*".

4. Real propaganda speech is usually highlighted by different means of emotional expression: synonyms, antonyms, verbal unities.

When referring to senior political figures, they are often called *big guns, great guns or big shots, and (less frequently) big wigs, big noise, big wheels, biggies, big timers*. A public figure is invariably "*bombarded*" with questions - *to bombard smb.* with questions. Diplomats, as journalists write, use diversionary tactics extensively; in addition, an expression also taken from military language - *evasive action policy* - often appears in the same meaning. When we talk about domestic news, apart from standardized terms like home news, the metaphorical expression *home front* is also widely used, which again, as we can see, is taken from the military language.

Metonymy. The technique of metonymy is to replace one word with another word with a related meaning. For example:

➤ *Buckingham Palace is not expected to issue a statement on the matter.*

➤ *Полагают, что Букингемский дворец не сделает заявления по этому вопросу.* This is actually referring to the **King** or **Queen** of the United Kingdom.

Epithets. The purpose of an epithet is to emphasize a particular feature of an object, to express one's attitude towards it. If an epithet is constantly used with a word, it gradually becomes a cliché (a speech stamp). **Bleeding Kansas** is a historical and political cliché referring to the struggle in Kansas against *slavery*.

A violation of the phraseological conjunction. There are many registered phraseological expressions in political language, often quoted in various articles. However, sometimes journalists seek to give more identity to the expression, individualizing their style. In these cases, the phraseological combination is deliberately violated. Thus, instead of the expression "*curiosity killed the cat*", one can encounter the phrase "*curiosity killed the career of the politician*", i.e. the speech means, that the politician should not have asked certain questions, because the answers to these questions undermined his/her career.

Hyperbole. Naturally, the attempt to dramatize the events and make them more sensational cannot but lead to the use of hyperboles:

- *scared to death* - напуган до смерти;
- *bleeding heart* - сердце, обливающееся кровью (for a liberal politician);
- *he tears off his hair* - он рвет на себе волосы.

Words and phrases that are particularly popular at the moment. Certain words and phrases in political texts become particularly popular. Such words are often called **fad words** - "*крутые словечки*". Some examples are:

- *to articulate a problem* - акцентировать проблему (instead of *to formulate a problem*);
- **soft climate** - потепление в международных отношениях;
- **dialogue with the East** - диалог с Востоком (instead of *talks with the East*).

5. Many speakers emphasize special slogans that are easy to remember and may further help to shape the desired image of the candidate.

Nowadays, there are huge problems with the translation of ambiguous expressions, which in turn may not always be clear even to an audience in their own country, let alone to foreign visitors. For example, a single word can have different emotional and evaluative meanings:

➤ *Today, the role of liberals in our society is extremely important, because it is they who are supposed to contribute to the democratic development of our country* (positive evaluation).

➤ *The current power structure is still dominated by liberals who are slowing down the progress of the country* (negative connotation).

In this case, it is advisable for the interpreter to be familiar with politics and speech in general in order to find the necessary equivalent.

A political translator is not just an interpreter of information, but an individual who translates

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information from one language into another as faithfully and as close to the original as possible. The translator operates with linguistic units, but it is the meaning, not the words, that is the object of the translation. In other words, a translator conveys the meaning of an entire text, not individual words. This fundamental principle of translation was expressed by the Christian writer and theologian Hieronymus of Strydon as early as the 13th century A.D.: "...*I render not a word by a word, but a thought by a thought*". Failure to observe this key principle of translation often leads to literal translation, i.e. translation "**word for word**". The result is not only a violation of language norms, but also a distortion of the meaning of the original.

One of the characteristics of public speech is neologisms - new words or meanings not yet registered in dictionaries. In translating them, transcription, transliteration, calquing or descriptive translation techniques are usually used. For example:

➤ **transcribing neologisms:** *p.r. (public relations)* - пиар;

➤ **transliteration:** *inauguration* - инаугурация;

➤ **calquing:** *shadow cabinet* - теневой кабинет;

➤ **descriptive translation:** *hot-potato issue* - злободневный, жгучий вопрос.

Neologisms can be formed in different contexts and acquire extended meanings. For example, the word "confrontation" originally meant a confrontation, a comparison. Over time, it began to be used to mean "confrontation of armed forces". Nowadays, it has taken on the meaning of "open clash, confrontation".

Neologisms can fulfil a range of functions in oratorical composition: they can create new images for well-known concepts, they can help to convince an audience of their rightness by affecting the sensual level of perception. Persuasion at this level occurs through a person's emotional perception, evoking love or hate, sowing sadness or joy.

➤ **Ex.: A motion withdrawn by its sponsor may be reintroduced by any Member.**

➤ Предложение снятое его автором, может быть вновь внесено любым членом Организации.

The prefix **de-** gives the meaning of reverse action:

➤ **denuclearize** – лишать ядерного оружия

➤ **deflation** – дефляция

The suffix **-ee** forms nouns that very often convey the meaning of an object of action:

➤ **detanee** – задержанный

➤ **Pardee** – взятый под наручники

➤ **Retiree** – ушедший на пенсию

Phraseological units

In contrast to free word combinations, the meanings of which are compiled from the meanings of their constituent parts, phraseological units are

combinations whose components are so semantically connected with each other that the meaning of the whole is not derived from the set of meanings of its constituent parts. This is the idiomatic nature of phraseological units, which are reproduced in speech as ready-made entities.

The task of the translator/interpreter is first to determine whether the word combination encountered in this particular case is a free phrase or a phraseological phrase. To do this, it is necessary to look carefully at the context and then look for a corresponding equivalent.

According to the method of translation into Russian, figurative phraseology can be roughly divided into four groups:

1) Phraseological expressions that have a full correspondence in Russian and are fully translatable.

➤ *To open smb's eyes to smth.* - открыть кому-то глаза на что-то

➤ *The report opened my eyes to the real situation.* – Доклад открыл мне глаза на реальное положение дел.

➤ *The reality is often blurred by an overdose of propaganda. It is becoming more and more difficult to separate the wheat from the chaff.* – Реальность часто искажается передозировкой пропаганды. Становится все труднее отделить зерно от шелухи.

➤ *After the Soviet Union fell apart, many feared a domino effect in Europe where a host of people can win the independence.* – После распада Советского Союза многие боялись эффекта домино в Европе, где многие народы могут получить независимость.

2) Phraseological expressions that do not coincide in imagery with the Russian ones:

At the moment the fate our country is still up in the air. – В настоящее время судьба нашей страны все ещё висит в воздухе (находится в состоянии неопределенности).

3) Phraseological expressions whose translation completely changes the image.

The agency's clash with the company was a tempest in a teapot. They will take appropriate actions to placate the agency. – Конфликт между агентством и компанией был лишь мелкой стычкой. Они найдут подходящие способы, чтобы успокоить агентство.

4) Phraseological expressions that are translated by a neutral lexicon:

➤ *to have a skeleton in the cupboard* – тайна, секрет

➤ *to cut no ice* – ничего не добиваться

To understand the specifics of creating and translating an orator's speech, we need to analyze political speeches dedicated to great historical events. As an example, I have chosen an excerpt from American preacher, public figure and activist, who became famous as the most prominent representative

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and leader of the Black civil rights movement in the USA Martin Luther King Jr. delivered on August. 28th 1963.

"I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood." and *"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."*

My version of translation of this chunk into Russian would be as follows:

"Я мечтаю, что однажды на красных холмах Джорджии сыновья бывших рабов и сыновья бывших рабовладельцев смогут сидеть вместе за братским столом" и *"Я мечтаю, что придет день, когда мои четыре ребёнка будут жить в стране, где они будут судимы не по цвету их кожи, а в соответствии с их личностными качествами"*

"I have a dream" is a short speech in which Martin Luther King believes that tomorrow black people and white people will truly be equal and free from prejudice.

So what techniques did Martin Luther King use to keep the audience's attention during his speech?

1. **He sincerely believed in the words** he spoke. Martin probably didn't do it on purpose, but his every phrase was imbued with a belief in a happy tomorrow and in positive change. The audience sensed the sincerity of the speaker and that he cared more than anyone else about the topic of his speech.

2. Martin made **references to the Bible** in his speech and sang the words like a church sermon. He also used a lot of metaphors ("**cup of bitterness and hatred**" - "**чаша горести и ненависти**") and alluded the audience to the "**American Dream**".

3. **Constantly repeating the phrase "I have a dream"**, which sounded to people like a trigger each time. And also the phrase hinted at a personal story, at using not just the right words, but revealing the speaker's deep feelings and desires;

4. Martin **held pauses**, didn't speak quickly or ramble, so each word was clearly imprinted in the listeners' minds;

5. **The speaker used gestures**, because he is not a statue, but a living person who tells in a lively language the urgent problems and worrying thoughts.

Anaphors:

• "I still have a dream. It is a dream deeply rooted in the American dream."

• "I have a dream that one day this nation will rise up and live out the true meaning of its creed: *"We hold these truths to be self-evident, that all men are created equal."*

• "I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood."

• "I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice."

• "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

King's speech is full of metaphors, the use of unexpected words, comparisons and ideas, which give rise to vivid imagery. Images of mountains, valleys and waters are not uncommon

Metaphors:

• **to cash a check** - обналичить чек;

• **wrongful deeds** - жажда свободы;

• **cup of bitterness and hatred** - чаша горести и ненависти;

• **whirlwinds of revolt** - вихри восстаний;

• **warm threshold** - теплый порог.

Epithets:

• **the table of brotherhood** - стол братства;

• **the chains of discrimination** - цепи дискриминации;

• **finds himself an exile** - в шкуре изгоя;

• **citizens of color** - цветное население;

• **the victim of the unspeakable horrors** - жертва кошмара;

• **wallow in the valley of despair** - лететь в бездну отчаянья;

Allusion:

"Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation."

"Сотню лет тому назад рукой великого американца, монумент которому символично возвышается над нами в этот день, был подписан манифест об освобождении рабов."

Parallelism:

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!"

"У меня есть мечта: однажды четверо моих детишек проснутся в стране, где о людях судят не по цвету кожи, а по моральным качествам. Сегодня у меня есть мечта!"

Conclusion.

To conclude, the main difficulty in translating public speeches of a political, social and public nature is the relativity of the large number of nominations (the dependence of the nomination on what the speaker puts into the concept). In each particular speech, a particular category can have both positive and negative connotations. In one case, the phrase "structural reforms" means increasing staff productivity through additional training; in another, it means reducing spending on science... Thus, the task

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of the professional interpreter is not only to understand the idioms, comparative turns, syntactic

constructions used in speech, but also to choose the right tone to describe the speaker's ideas accurately.

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CULTURAL-AETHETIC FUNCTION OF INTERTEXTUAL DEVICES IN “THE MOOR’S ACCOUNT” BY LAYLA LALAMI

Abstract: The article explores the postmodernist approach to biofiction through the analysis of biographical novel “The Moor’s Account” (2015) by Layla Lalami. The theoretical framework of the essay provides a synthesis of relevant ideas on the subject: it touches on Madeleine Danova (2011), Mirjana M. Knežević (2013) Michael Lackey’s (2022), observations on postmodern biofiction, as well as Valentin Khalizev (2011) and Dilmurod Quronov’s (2013) views on intertextuality. It also discusses the cultural-aesthetic functions of intertextual figures. The essay concludes by highlighting the fact that, in spite of cosmopolitanism and globalization in the world process, postmodern biofiction allows writers to rewrite the existing literary work from another perspective embellishing the historical fact with national color and traditions by paremias and quotes.

Key words: postmodernism, intertextuality, paremias and quotes.

Language: English

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Introduction

Contemporary postmodern biofiction is regarded as “hybrid” (Danova M., 2011), “ventriloquistic” (Mirjana M. Knežević, 2013) literary form which “counters the determinism and fatalism of the historical novel” (Lakey M., 2022). So, the intrinsic research of the genre, and demonstration of the liberties of the author-biographer to incorporate personal viewpoints and national values into the eclectic tissue of the biographical text can be considered as one of the aspects of the multifaceted, synthetic natured biographical novel which stands independently parallel to historical novel.

“Intertext”, “intertextual”, “intertextuality” – while these terms nowadays are widely used in modern linguistics and literature, thorough analysis of them is one of the current problems in the field of literature, which helps to understand versatile language of contemporary prose. It is known that in the work of art, such devices as allusions, paremiological sets (proverbs), quotations, aphorisms, reminiscences can serve as intertextual rhetorical

devices giving the text mosaic structure (Khalizev, 2011 (P. 275); D. Quronov, 2013 (P. 220)).

The study of “The Moor’s Account”, a biographical novel written by American writer Layla Lalami, indicated several elements of postmodern literature. In other words, fragments from religious books or folklore, taken from samples of various texts, are inserted into verbal space of the biographical novel, intertextualizing the book. In this article, we aim to focus on the analysis and interpretation of proverbs and a quote commonly found in Arabic literature and culture. The plot of Lalami’s novel depicts the major historical events of the sixteenth century and the life of the real historical figure involved in the maelstrom of these events. The present scholars advocate the freedom of biographers to choose historical facts and biographical data, and stress the problems of society rather than scrupulous investigation and focus on personality of the biographee. The biographers are free to alter the facts and reimagine episodes to prove the central idea of the work, which focuses on the problems society.

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Michael Lackey theorizes this phenomenon stating the following:

“...authors of biofiction are more interested in contemporary social critique than accurate representation of the historical past, they alter biographical past, they alter biographical facts in order to illustrate how lives of people from the past can be used to illuminate cultural sickness in the present.” (Lakey M., 2022 (P.84)).

If we look at the problem from this perspective, Layla Lalami used Spanish explorer Cabeza de Vaca’s account (1542) as a historical fact and reimagined events from the perspective of the African-American protagonist embellishing the narrative with Moroccan cultural and aesthetic values. This way she attempts to unfold slavery and race-discrimination problems of the past, skillfully indicating to the present reconsidering and evaluation of the diversity of cultures and world outlooks in contemporary American society.

The names of the personages and biographical data was invented by the author. Because there were only some records about the historical prototype of Estebanico. This was the name given by Spanish when he was re-baptized. Lalami used the name Mustafa for the protagonist, his father’s name Muhammad the Lame, sister’s name Zaynab, twin brothers: Yahya and Yusuf, uncle Abdullah. All these names are commonly used in the Muslim World.

In “The Moor’s Account”, Mustafa al-Zamori tells his own story of his life, based on a number of historical and biographical materials related to the prototype. This fact is vividly marked in the introductory paragraph of the biographical novel by Layla Lalami.

“This book is the humble work of Mustafa ibn Muhammad ibn Abdussalam al-Zamori, being a true account of his life and travels from the city of Azemmur to the Land of the Indians, where he arrived as a slave and, in his attempt to return to freedom, was

shipwrecked and lost for many years.” (Lalami L., 2015 (P.2))

The protagonist of this “humble book”, described by Mustafa al-Zamori, does not claim greatness or prestige, but introduces himself to the reader as a slave free from the arrogance of the European colonialists.

“... whereas I, who is neither beholden to Castilian men of power, nor bound by the rules of a society to which I do not belong, feel free to recount the true story of what happened to my companions and me.” (Lalami L., 2015 (P. 2))

As a free person, who is not oppressed by the Spanish power and the rules of society, the protagonist introduces the real narrative of the real story to the reader. In this way, Lalami was able to express the memories of not only Europeans, but also other ethnic groups such as Arabs, Jewish on the basis of literary, emotional and historical principles, emphasizing that everyone has a voice and personality to reconsider history from contemporary mindset.

In fact, as the author of the work used first person narrative technique to create the main character, she was able to show that African-American people have their own point of view, that they have their own perspective and attitude to the Narvaez expedition, described in the novel. The biographical novel also reflects the mentality of the Muslim world, the national and cultural characteristics of the Moroccan Arabs - Berbers. Moreover, the work created an intertextual text in the biographical novel by interweaving quotes from various religious books or incorporating proverbs, sayings taken from different sources, Moroccan national literature among them, into the modern literary text.

Discussion. The following intertextual devices can be found in the text of the novel “The Moor’s Account”.

Table 1.

Intertextual devices based on the structure <i>The elders teach us:.. in the novel “The Moor’s Account” by Layla Lalami</i>		
1.	The elders teach us: if you are a peg, endure the knocking, but if you are a mallet, proceed with the strike. (Lalami, Laila “The Moor’s Account”, P. 15)	Paremia
2.	The elders teach us: when the cow is down, the knives come out. (Lalami, Laila “The Moor’s Account”, P. 43)	Paremia
3.	The elders teach us: we all belong to God, and to Him we return. (Lalami, Laila “The Moor’s Account”, P. 76)	Quotation

The intertextual devices found in the work are based on a universal structure, each of which begins with a repetitive introductory sentence, “*The elders teach us:....*” The paremias and quotations that follow the structure are introduced with purpose to indicate a strong ideological point of view underlying in each of them. Every proverb summarizes the cause and

consequences of the events as well as evaluates the Moroccan people, the Arab mentality and the worldview of different nations. They contain cultural and aesthetic values and traditions.

“*The elders teach us: if you are a peg, endure the knocking, but if you are a mallet, proceed with the strike*”. This example of Moroccan folklore is

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used by the author to figuratively implicate a deep social-cultural implication. This intertextual device was used in the third chapter of the novel, “**The Story of My Birth**”, where Mustafa’s father is mentioned. It is worth to note that many of the characters in the novel are textured and portrayed in accordance with common “types” specific to the Moroccan nation. Mustafa’s father, Muhammad the Lame is a middle-class notary, educated in a madrasah. Although Muhammad was a highly educated man, he was physically weak and unhealthy. He was very ill from a young age and lost his hand in an unpleasant incident. This was when he meets Europeans who were occupying Morocco. The father of Mustafa endured severe physical and mental pain throughout his life and had to secretly seek medical care. Meanwhile, his son Mustafa had little interest in education from a young age and used to skip classes and wander in the markets. One day, again after escaping from the classes in madrasah, young boy entered an unknown tent in the bazaar. The unexpected thing he witnessed was that a doctor and other several elderly people gathered around a disabled person were treating him with prayers. And young Mustafa was startled when he realized that the disabled man was his own father. At this point, the doctor began the treatment with “peg/mallet” saying. If the saying is interpreted from the doctor’s perspective, one may identify such meaning: “Do not endure the pain, learn to treat it”. However, such interpretation of the proverb would be incomplete. As the following words of the doctor:

“Today I will show you that you don’t have to be a peg. I will begin by preparing this man for treatment” (Lalami L., 2015 (P.15))

If we pay attention to the content of the proverb, then it becomes clear that deep meaning is hidden. Indeed, Mustafa’s helpless, crippled father, as other enslaved indigenous of Africa, sold to the Europeans and the Americans, is seen as a symbol of obedience of Africans who have surrendered to “whites”.

According to the novel, in the early sixteenth century, the cities of West Africa (Melilla), which belonged to Muslim Arab countries, were occupied by the Kingdom of Castile in Spain.

“So when the news reached my father that the town of Melilla - less than three days away by horse - had fallen to the Crown of Castile, his first thought was that there would be even more refugees in the city and even less work.” (Lalami L., 2015 (P. 12))

This historic event also left its mark on the fate of Morocco: the social status of African worsened, and people were enslaved. Whites beat ordinary people like a peg and paved the way for mass enslavement. Therefore, the proverb in the language of a doctor introduces the call: If you choose slavery, stand still; if you strike like a hammer, never stop beating, never stop fighting the disease (slavery). This interpretation of the saying corresponds with the idea of the work

and serves to reveal the panorama of social life in Morocco during that historical period. Hence, Lalami was able to illuminate through paremia that in the sixteenth century the process of colonization of Africans was gradually beginning.

“The elders teach us: when the cow is down, the knives come out” (Lalami L., 2015 (P.432))

The proverb was used appropriately to show the cause and the consequences of the events described in the seventh chapter of the work, “**The Story of the Apache**”, and to reflect people’s critical attitudes. The meaning of this proverb, which is expressed in Arabic as “En weqet el baqarah, tektar sakakinah,” is as follows:

“A fallen cow must be slaughtered immediately on the spot so that it can be eaten.” So everyone who sees this situation runs home and hurries to bring the knife. As a result, more knives are collected than necessary. While this proverb applies more to politicians, it also applies to those who deserve criticism. The proverb is used in the sense of criticizing the person who came out of the situation with the intention of pitying and condemning the victim.” (Taymour A., 1986)

This Arabic proverb from the language of Mustafa in the novel is exposed in the following situation. The leader of the expedition, Narvaez, tries to go to the Appalachian Mountains in search of gold, but when he gets there, he can’t find any. Then the members of the expedition start shouting, claiming that the leader was lost and misguided them. The slave Estebanico, who observes this situation from the sidelines, sees the intolerance among whites, and his attitude, formed on the basis of his own national thinking and views, is expressed by this proverb. According to the proverb, the fallen cow is Narvaez, and the ones carrying the knife are such nobles as Senor Castillo and Don Panfilo from the same social status. They felt for the first time that the dream of finding gold and returning to Spain with wealth and glory could become a mirage. But the golden fever has not yet completely left the members of the expedition. In this way, Estebanico, as a narrator, analyzes each situation and gives a unique interpretation of situation through the Arabic mentality using proverb.

The author was able to express the changing nature of people, different behaviors and attitudes depending on the situation, using a single proverb. The role of the proverb as a literary and aesthetic tool is reflected in the skillful depiction of the subtle aspects of the human psychology. Accordingly, proverbs are found to be an important tool in determining Lalami’s creative style.

In the eleventh chapter of the work, entitled “**The Story of the Rafts**”, Lalami uses the quote, *“The elders teach us: we all belong to God, and to Him we return.”* (Lalami L., 2015 (P.76))

This quote is taken from The Qur’an and used as an intertextual tool to explain the powerful dramatic

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event described in the book. This quote, the original source of which is The Qur'an, is based on the English translation of Sura al-Baqara, verse 156:

"Those who, when a calamity afflicts them, say, "To God we belong, and to Him we will return" (The Qur'an (P.8))

In Arabic: "Inna lillahi wa inna ilayhi raji'un". Usually, this verse is recited by Muslims when they hear the unfortunate news that a fellow believer has died. The true meaning of the quote provokes people not to go against the will of Allah, but to acknowledge the destiny He has bestowed on them, and to be patient with other Muslims who have lost their relatives or loved ones.

In the work, this Islamic phrase is used to describe in a horrific event – when a member of a food distribution of the crew fills a flask with seawater after a long drought and drinks it at once and dies of severe tremors within an hour. Meanwhile, the slave Estebanico recalls that the man who gave up his life was very arrogant and greedy from the very beginning of the journey. As when he was alive, Estebanico asked for permission to get water, but the man demanded the knife Estebanico received from the locals in return. However, after death, this knife in the corpse's waist could neither resurrect him nor bring any benefit. Nothing is eternal and nobody can take anything with him to the Other World. We came from Allah and return to Him. This philosophical teaching is the important aspect of Islam. The main idea of the work is humanity, in which belief in Allah, acceptance

of destiny, the transience of the world are expressed in this episode and in the deep philosophical sense written in the concluding verse of The Qur'an. It should be noted that the Islamic phrase chosen by the writer and its proper application convinces the reader that it is a divine destiny that a man is a guest in the transient world and his final destination is to reach the Lord through trials and perseverance.

Conclusion.

The analysis of the intertextual tools in Layla Lalami's biographical novel "The Moor's Account" – paremias taken from the Arabic folklore and a quotation from Islamic Holy Book The Qur'an – reveals national cultural-aesthetic values of the Moroccan verbal heritage, and shows the idiosyncrasy of the style of the biographer. It also provides molecular connection and cohesion between texts, generating a complex kaleidoscope of fragments from different sources. Moreover, it also shows that the recipient should possess a rich life experience, artistic-philosophical observation, and logical thinking to capture and understand them from Moroccan viewpoint. Also, the investigation shows that postmodern biographical novel gives freedom to the writer to invent fictional personages and events on the scope of general national "types" of persons, "prototypes" of events and artistically veil them with traditional literary excerpts and sketch the characteristic features of the nation.

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DEFINITION OF THE NOTION OF TOURISM DISCOURSE

Abstract: *Tourism discourse, in fact, is a fundamental form of intercultural discourse and requires a special approach to study. Various aspects of international tourism are considered mainly in the fields of scientific research in sociology, economics, history, philosophy. Linguistic coverage of the issues of tourist discourse is currently the least studied area of scientific research.*

Key words: *Tourism discourse, tourist speech, tour, tourism, tourist, TST, word formation, terms.*

Language: *English*

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Introduction

Tourism discourse is a special media and status-based institutional discourse. The peculiarity of this speech is its use in tourism. Involving the recipient in an alternative, recreational activity (knowledge, entertainment, wellness) contributes to the argumentative resources of the tourist speech. The exact result of the tourist speech is presented in the form of secondary written texts, the most common of which are the decoration of tourist brochures and brochures within the genres of speech

Discourse is a polysemantic linguistic term reflected in almost the same sense by some authors. The most important are: "1) consistent text; 2) verbal and non-verbal form of the text; 3) communication; 4) interconnected groups within the context of meaning 5) discourse - a written or oral expression [1]

From the point of view of our study, it is important to describe the discourse as follows. "Linguistic and extralingual parameters and representation are an integral unit of data that are distinguished by their relevance to similar topics, building principles, and the same pragmatic parameters [2]

In the linguistic literature, "people's communication", such as political, legal, sports, medical, etc., can usually be described as institutional

speech in a speech situation, belonging to one or more social groups [3].

Linguistic research devoted to the study of the peculiarities of communication in the field of tourism uses the term "tourist speech", which is a speech that takes place in a thematic field in the institutional context of speech. "Argumentative strategies of a lingvocognitive nature aimed at locating and promoting tourism and tourism through a special sub-view of advertising speech that combines different types of advertising services" [4]

According to VI Karasik, "any institutional discourse is distinguished on the basis of two systemic features: communication goals and participants" "The purpose of a tourist conversation is to manipulate the opinions of the recipients in order to "stimulate specific intentions and views, specific reactions" The main participants of the tourist conversation are the tour operator, host representative, consumer of tourist services (tourist), guide and others.

The place and types of tourist discourse among other institutional discourse. Basically, tourist talk has an advertising feature. However, by comparing advertising and tourism speech, you can find certain differences in verbal and non-verbal character. For example, standard advertising may not always offer appropriate images, tourist speech often uses, for example, time-tested attractions,

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photographs of the Castle of Toledo or the Holy Family Cathedral in Barcelona. The verbal attraction of the recipient is achieved, first of all, by the captivating titles of the name of the tourist program (*Scandinavian fairy tale, magnificent Italian, European musketry, etc.*).

The existing lexical, structural, and thematic features of tourist discourse texts allow them to be considered as a special information genre. Tourist conversation takes over new territories. As a result, Roberto A. Valdeon to be a part of the notion of "tourism" modern, "says [5]. As a result, the tourist speech, its non-linguistic basis, the linguistic basis may be available separately.

The following conclusions can be drawn by studying the semantic features of the terms "Tour", "tourism", "Tourist" in English and, accordingly, in Uzbek "tour", "tourism", "tourist". Definition of the term "tour" in the Oxford English Dictionary : "a going or traveling round from place to place, a round; an excursion or journey including the visiting of a number of places in a circuit or sequence; often qualified, as cycling, walking, wedding tour » [6] The Dictionary of Foreign Words gives the following definition of the Russian lexeme "tour": full action. "According to special dictionaries, this includes "complex tourist service, travel, travel, travel tickets, hotel, transport, excursion services and food services, visa issuance, insurance, etc.", "tourist travel with pre-planned parameters (route, terms, package of services); organized by a tour operator-firm at a single price [7]

The term "tourism" was first coined by the French writer Henri Stendhal (1783-1843).

The term "tourism" in English has a broader meaning than the term "tourism" in parallel in Russian. Let's compare: "tourism - theory and practice; travel for pleasure. Also, the work of attracting tourists and providing them with accommodation and entertainment; business activities [6.] " Dictionary of modern Russian literary language " according to: "tourism is a type of active recreation that is carried out for travel, cognitive purposes, etc." However, the words "tourist" and "tourist" can be considered equivalent.

The main features of the terminology system in the field of tourism. The terminology system of the tourism industry (TST) is constantly updated and developed. The first characteristic of TST is the borrowing of terms from other areas of activity, such as carrousel - airport conveyor belt, animation - animation, hospitality industry - hospitality industry, restricted goods - goods restricted in production or circulation, standby - reserve, stopover - stop short term. The second is the formation of specific terms, for example: back-to-back charter - round-trip charter, catering - catering, concourse - the main hall of the station, consolidator - consolidator, (unifying), inclusive tour - travel with payment for all services,

itinerary - guide, open-jaw mouse - definition of flight, redcap - carrier, time-share - limited form of property, tour package - tourist package [9].

A large proportion of tourist terms appear in national term systems by obtaining English-speaking lexemes or their separate lexical-semantic variants in the absence of analogues in national languages. Through transliteration, the word is partially assimilated into the host language system and is often defined internationally. For example: inclusive tour - inclusive tour, turopeyting - tour operating, fam trip - fam (iliarization) trip, cosolidator - consolidate, keytering - catering, pekij tour - package tour, kommitment - commitment, overbuking - overbook, affinity - affinity. As mentioned above, one of the reasons for this process is the lack of the term "analog" in the contact language. For example, *affinity* is an institution, educational institution, or group of employees of an organization that travels together and enjoys special privileged air fares, catering — going out or *holding* public events with food and beverages by food businesses in their area [9] A number of terms are written without translation into English. For example, bed & breakfast - with "hotel accommodation and breakfast" hotel service. Due to pronunciation difficulties, such concepts are rarely identified in the User's active dictionary. Thus, the main features of the terminology system of the tourism industry include the dynamic scheme of the system and its international character, the reasons for which are related to the acquisition of a large number of terms from other languages.

Basic methods of word formation in tourism terms. In the complex study of tourist speech, it is expedient to take into account the methods of formation of relevant terms. Among the terms in the Uzbek language, there are more than simple affixes (*tourist, ticket, guide, visa*) affixes (*landing, carrier,*). The most common examples of complex symbols as *flight attendants, restaurant, car business class* , Abbreviation of the word (*eco-tourism - ecotourism; boatel – hotel is used as a waterfront hotel or ship hotel*). this is the minimum view.

The main method of word formation for English and Uzbek tourist terms is the syntactic method. (departure lounge, baggage storage, cargo reception, exit path, storage chamber; departure (dispatch) schedule).

The most commonly used two-component attribute phrase in English and Uzbek is the most commonly used type of compound term. For example: flight attendant , entry visa , agency tour , *advertising tour, hand luggage, knowledge trip, world tour.*

The most effective way of word formation in English terminology in the field of tourism is a phrase. air-hostess (*stewardess*); campground- (*the camp*). English and Uzbek languages tourist point of view to consider the etymology of the terms should be noted that, following the route of the French symbols came

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into the English language. (*direction*); abolition (*annulment*); porter (porter); also in Spanish (cafeteria - *cafeteria*); in Swedish (smorgasbord - "buffet") and in Dutch (snack - *snack*).

The introduction of tourism terms in Uzbek is wider than in the English system of terms. These are, for example, English words - *Jep tour*; *business class*; *camp*; French words - *tourist*; *crew*; *restaurant*; *transfer* lexemes from Spanish are available

(*cafeteria*) from Latin (*cancellation, annulment*) from Dutch (*flight, flight*) from Polish (apartment) from Turkish (*caravan*) from German (*agent*). The formation of English and Uzbek terminology systems in the field of tourism is carried out in different ways, as a result of which English terminology is well organized and is still evolving in Uzbek, and at the same time many terms are coming from English.

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THE FORM OF EUPHEMISM AND ITS FORMAL INNOVATIONS

Abstract: This article deals with the form of euphemisms, its realization and its formal innovations. It discusses formation, structure and verification of the usage in different texts.

Key words: euphemisms, offensive things, inoffensive expressions, abbreviation, slang.

Language: English

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Introduction

Euphemism is an expression in language used to change some words that maybe hurt other who is listening. The word euphemism comes from Greek word eupheme. Eum means well, and pHEME means speaking. The eupheme was originally a word used in a place of a religious word that should not be spoken loudly. According to Wardaugh (Wardhaugh, 2010) euphemism in the form of words and expression permit people to have a topic about unpleasant things in interaction. It is also let the people to labels some unpleasant task and job in order to make them sound almost attractive. Katamba (Katamba, 2015) says that euphemism is motivated by the need to be sensitive to other feelings. It is come because in the late 1980s and early 1990s there was a debate about 'political correctness'. According to Pavlenko (2006), euphemism used to protect the speaker from the unexpected situation. When people say offensive things without considering about others feeling or opinion, sometimes it can lead them to the bad situation. As what Hillary Clinton did when she says that she has pinned down by sniper on her trip to Bosnia. However, her speech leads to the bad situation. Her speech did not help her for presidency campaign in 2008.

Very broadly, euphemisms are sweet-sounding, or at least inoffensive, alternatives for expressions that speakers or writers prefer not to use in executing a particular communicative intention on a given occasion (Burrige, 2012). It can be concluded that euphemism is an alternative form to express the unpleasant expression and used to avoid loss of face and shame. Keraf (Gorys, 2009) limits the concept of euphemism as follows (1) as an inoffensive expression, (2) a mild expression to replace the references that may be felt insulting, (3) or suggest something that pleasant for others. It can be said that euphemisms happen because there are needs of society to use that expression or to manipulate something offensive becomes inoffensive. Fromkin, Rodman, and Hyams (Fromkin, Rodman, & Hyams, 2018) depict euphemisms as words or phrases that replace taboo expression. As they state that powder room is a euphemism for toilet, which started

Materials and methods

The Form of Euphemism Warren (Warren, 1992) states that the form of euphemism involving three formal innovations. She deals with how euphemisms are formed. Warren's model is based on the contextual meaning. As she states that dictionary

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meaning is different from the contextual meaning. Dictionary meaning is the meaning of a language community, while contextual meaning is the meaning that is interpreted by interpreter in a context. Those three formal innovations are word formation devices, phonemic modification, and loan words.

Main part

The process forming euphemism according to Warren (1992: 45) are describes in the next part, as follows:

a. Word formation devices Word formation can be done in several ways:

1. Compounding is the process of combining two words that have milder meaning to replace the word which has an offensive meaning.

2. Derivation is the process of forming a word that produce a new word and new meaning. For example, SAPFU become “military blunder”

3. Blends is the process of forming a new word which is a combination of two or more parts of the word. In example,

4. Acronym is the word which is a combination of letters or syllable that is written and pronounced as acceptable word. The example of acronym is SNAFU [‘Situation Normal All Fucked Up’], a military euphemism for a possibly unsuccessful event.

5. Onomatopoeia is the word that imitating the sound of the nature and environment.

b. Phonemic modification is the replacement of the word form. Phonemic modification consists of:

1. Back slang is the process of replacing the word form by inverting the word order. For example, epar (back slang for rape)

2. Rhyming slang is the repetition of intermittent sounds and usually found at the end of the adjacent rhyme line. For example, elephant and castle (rhyming slang for “arsehole”)

3. Phoneme replacement Phoneme replacement is the process of replacing the rough form, offensive, and impolite to sound better. For example fug (instead of fuck) i.e. one sound of the offensive term is replaced.

4. Abbreviation is a new form by shortening the words or sentences into one letter or more.

c. Loan words. Words borrowing can come from various languages. Euphemism can be formed by borrowing foreign language such as lingerie from French, calaboose “jail” from Spanish calabozo, sativa “marijuana” from cannabis sativa the Latin name. According to Warren (Warren, 1992), formal innovation is not the only one process of forming euphemism. Besides formal innovation, there is a semantic innovation which consists of: particularizations, implications, metaphors, metonyms, reversals, understatements, and overstatements.

d. Semantic innovations are going to the form of new meaning from the provided meaning before.

1. Particularization: this type of euphemism should describe how the interpretation of words in context can create a new meaning because there is a certain type of euphemism that involves a creation of new contextual sense. For example, the yellow card “warning card in football”. It is not only a yellow card, since yellowness is not only defining feature. It is used by the referee to warn the football players that they have violated a rule. This functional feature need not be explicitly stated. The interpreter know what is the meaning when the yellow card is showed.

2. Implication: in this case, the intended meaning can be drawn from something although it is not explicitly stated. For example hang up (“end a telephone conversation”), go to the toilet (“urinate and/or defecate”), sleep with somebody (“have sexual intercourse with some- body”).

3. Metaphor: a figure of speech that describes an object or action in a way that is not literally true, but helps explain an idea or make a comparison. In this case, metaphor includes some dimensions of the conventional meaning which are also the dimensions of the contextual meaning. For instance: mole “secret agent” (both moles and secret agents work under cover); mousse “hair cosmetic” (both the dessert and the cosmetic have foamy consistencies); egg “head” (both heads and eggs have oval shapes).

4. Metonymy: usually called as a “general for specific” since there is a co-occurrence relationship between contextual and conventional meaning. This category includes the maximally general for “it” [sex] and contextually dependent “thing” [male or female sexual organs, etc].

5. Reversal (Irony): it is the opposite meaning of what has been uttered by someone. The conventional meaning of a word suitable with the contextual meaning as long as it is reversed. For example, early means “late” or blessed “damned”.

6. Understatement: the conventional meaning of a word match with the contextual meaning when some features of meaning applies is reduced or decreased. For example, “sleep” [die] and “deed” [act of murder or rape].

7. Overstatement: it is also known as hyperbole, the conventional meaning of a word suitable with the contextual meaning by seeing how extent the degree to which some feature of meaning applies is exaggerated. For example, “a narcotic” become “all stimulating substances including dope, alcohol and marijuana.” Besides Warren’s model of how euphemism is formed, Burrige (Burrige, 2012) also explain the process of forming euphemism. The process of forming euphemism according to Burrige includes irony, hyperbole, metaphor, acronyms, ellipsis, circumlocution (or long-windedness), blending, reduplication, affixation and rhyming (slang).

Based on the explanation above, it can be concluded that the form of euphemism can be seen in

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four processes, those are words formation; phonemic modification; loan words; and semantic innovation. Euphemisms are used in many areas. It can be used in politics, culture, medical, religion, media and also education. Arif (Arif, 2015) states that euphemism is used as strong instruments to influence and sometimes to manipulate the listener or change his or her perception of actual facts. There are a lot of such misleading words in public speeches, official papers, media, etc.

Euphemism is not always used to make offensive become acceptable. There are the other functions of euphemism that can be found. According to Burrige (Burrige, 2012), there are six functions of euphemisms.

1. The protective euphemism – to shield and to avoid offense Euphemisms are known as avoidance language and evade expression.

People create euphemisms to overcome problem of how to talk in different context about things may be different one from another. This euphemism is used as verbal escape to response taboo words. These include private parts, the functions of body, sex, anger, manipulates, madness, disease, death, dangerous animal, fear, God, and so on.

2. The underhand euphemism – to misrepresent There is a feeling when all euphemism is untrustworthy. Euphemism does not say something directly - in certain context, something that is forbidden can be accepted by not using direct term of how to say it. However, the vocabulary of euphemism is used in many areas such as politics, military, and medical. In these areas, euphemism is used not to hide the topic, but to camouflage the topic. This is the sort of doublespeak that turns death into a substantive negative patient care outcome, a diagnostic misadventure of the highest magnitude or a terminal episode; dying into terminal living and killing into the unlawful [or] arbitrary deprivation of life.

3. The uplifting euphemism — to talk up and to inflate. This kind of euphemism is used to please, uplifting, and lift or build a conversation that refer to a positive thing. This uplifting euphemism appears in the trade, business or to lift a certain group. The hamburger industry uses the term autocondimentation rather than precondimentation 14 as the economical way of differentiate a client. They use this term in order not to get the meaning, but to give the hamburger a certain dignity.

4. The provocative euphemism — to reveal and to inspire Euphemisms are deliberately provoking in the pen of political satirist. The writers use euphemism to explain something tabooed publically, such as in George Orwell's Animal Farm and the "Camera Song" by Grit Laskin (the tune Three Drunken Maidens). The aim of this euphemism is not to hide the unpleasant fact, but to help people to remove the view of negative social stereotype.

5. The cohesive euphemism. This kind of euphemism is used to show solidarity in group or help to define the gang. People use this euphemism to strengthen their relation among others. Also, this kind of euphemism is used to show the characteristic of one group.

6. The ludic euphemism — to have fun and to entertain It is clearly seen that many euphemisms are made to entertain. Ludic euphemisms are forming a part of our everyday verbal play and, as Allan (Allan & Burrige, 1991) shows, the manipulation of language that is displayed by the speaker is extraordinary creative at times — ordinary speakers take ordinary sounds and letters, words and phrases and put them to extraordinary uses in the expressions they construct.

The explanation about the function of euphemism above shows that language is dynamic. As Warren (Warren, 1992) says that word's meanings are dynamic and negotiable. People can use language according to their purpose, function and needs in interacting with others.

The Impact of Euphemism Besides the form and functions, the impact of euphemism becomes a consideration in the interlocutory. People are usually use euphemism to tell something like is not it. In this concern, Ren and Yu (2013: 45) maintain "euphemism is a form of language intentionally created in social relations to achieve ideal communication. Without them, any language would seem to be vulgar and rude and void of politeness to some degree". Euphemism disturbs the listeners from potential conflict or offense by making something sound acceptable, often camouflage the speaker's true feelings.

The impact of euphemism not only happens to the listeners, but also the speaker. Face Theory, proposed by Goffman (1967), constitutes a key element in the analysis of conversation. Euphemism acts on each of these two dimensions of face: first, it responds to the speaker's need to soften potential social conflicts which may change the interlocutor's prestige; second, it supposes a way to minimize a threat to the interlocutor's independence. It is clear that euphemism is not only used to avoid the unpleasant feeling's of the listeners in order to minimize or even to lose the potential conflict, but also to save the speaker's face. Since euphemism also relates to politeness, it can help the speaker to speak politely to have a positive face in society. Holmes (2001: 268) states "A polite person makes others feel comfortable. Being linguistically polite involves speaking too appropriately". When others feel comfortable with the speaker, there will be a worthy relationship. However, the use of a euphemistic formula must be adequate both to the interlocutor and to the degree of formality in the communicative setting. On the contrary, the speaker may be running the risk to put himself in a superior position to that of his interlocutor, losing, therefore, as Hudson (1980:

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115) argues, social prestige in that context. From the explanation, it is clearly seen that there is a relation between euphemism, politeness strategies and face. Politeness is defined by the euphemistic strategies employed and face can be measured according to the degree of euphemism present in social interaction. These mutual relationships obviously link politeness with face.

Crespo (2005) believes that to avoid the threat of certain conflictive speech acts, euphemism responds to two motivations, as shown in the above diagram. Crespo assumes that the first kind of motivation is to reinforce politeness in social discourse; and the second is to save the addressee's face as well as the speaker's own face. He also states that the relation between those three aspects is deeply rooted; and those, euphemism, face and politeness are interconnected phenomena which pursue a common aim: social harmony in communication. In this case, the opinion of Crespo in line with what has been stated by Burrige (Allan & Burrige, 1991) that euphemism keep the relation between the addressee and the speaker in a good harmony.

Previous Study Euphemism has been studied by many people. However, euphemism is still become a popular topic to be studied because it is used in many areas and in mass media nowadays. Some previous studies that discuss about euphemism can be the consideration related to the theory, method, and the result of the study. There are some previous studies that have been done: Yohana Sari-Fah (2007) studies euphemism in an "American Pie" script that is using English. This study explains about the meaning relation and semantic change happens in euphemistic expression that is found film "American Pie 5." Yohana Sari Fah applies descriptive-qualitative method to describe the types of meaning relation and semantic change on film "American Pie 5."

Face the types of euphemism such as: metaphor, rhyming slang, remodeling, circumlocution, clipping,

abbreviation quasi-omission, metonymy, hyperbole, understatement, borrowing and abstraction. The study about euphemism also has been conducted by Hojati (Hojati, 2012). which discusses the euphemism in the context of English-speaking media. This study uses quantitative research design to know the frequency of using euphemism in English-speaking media I Iran. Hojati uses McArthur's theory that is the relation between euphemism ad journalism to analyze the data. While for analyzing the function of euphemism, Hojati uses Miller's (1999) theory. Hojati found that the euphemism is used by the English-speaking media to explain about economy, military, and also disability.

The other study about euphemism has been done by Linfoot (Linfoot-Ham, 2005) which has titled A Diachronic Study of Euphemism Formation. This study examines how people use euphemism to talk about sex is a direct reflection of these social concerns. Linfoot uses an existing model from Warren to examine the data.

All the studies above explain about the form and function of euphemism. However, those studies stop at the two explanation without go further about what are the impacts of euphemism if it is uses in daily life. It will be better if the effect is included so the society can keep or even create a good harmony in relationship with others. The differences between this study with those previous studies are in the sources and techniques to collect and analyze the data, as well as the research question.

Conclusion

In this research, writer uses the theory of Kate Burrigde to identify the form and function of euphemism found in English Language Education. Also, the theory of the reflexivity between politeness, euphemism and face to know impacts of euphemism in the interlocutory.

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FORMATION OF ANTHROPNOMS OF KARAKALPAK AND TURKISH PEOPLES BY LEXICALIZATION

Abstract: In this article, we have looked at the lexicalization of anthroponyms of the Karakalpak and Turkic peoples. We have compared the lexical-syntactic method given in the scientific literature with other word-formation methods and the lexicalization of the anthroponyms of the Turkic peoples.

Key words: word formation, word formation methods, lexicalization, anthroponymy, anthroponym, anthroponymic lexicalization.

Language: English

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Introduction

In his speech on the further development of our native language and its inclusion in the list of world languages, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev said: “The mirror of every nation's existence in the world is its language and literature. Our native language is an inexhaustible treasure of our national spirituality. Therefore, it is the duty of all of us to show him due respect and dignity. We need to show the richness and respect for our mother tongue by introducing our language to the world”[Mirziyoyev, 1999].

Indeed, the development of our language is largely due to scientific research in linguistics.

Karakalpak names are part of the vocabulary of the language. It is rooted in the vernacular and

continues to evolve in accordance with the internal criteria of the language.

Anthroponymy is a branch of onomastics that studies the structure of related (private) human names, the laws of their origin, language layers, structure, semantic features, and so on on a linguistic basis. “The whole set of personal names that exist in a particular language is called anthroponymy. Anthroponymy or nomenclature is the branch of onomastics that studies the paedo, development, and functional properties of anthroponyms”[Uzbek Onomastics, 2012].

Scientific articles have been published on the fact that words in the Karakalpak language are formed by a certain method of word formation, specific to their laws, and today there are many words formed by

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the method of lexicalization [Jaqsymuratova, Patullaeva G, 2016].

The field of word formation studies the formation of words with new meanings, which are specific to the internal laws of the language, from the existing words in Karakalpak linguistics.

In Karakalpak linguistics on word-formation methods, first of all, N.A. Baskakov conducts his scientific research and shows that artificial words are formed in the following ways: lexical method, morphological method and syntactic method. A. Kidirbaev emphasizes that words in Karakalpak language are formed by morphological and syntactic methods [Modern Karakalpak language, 1974: 17]. In his scientific works, A. Bekbergenov gives several ways of word formation. For example, in a special article and monograph on word formation, he shows that new artificial words in the Karakalpak language are formed by morphological, lexical-syntactic, morphological-syntactic, lexical-semantic methods [Bekbergenov, 1976: 68 - 73 ; Creation of words in the Karakalpak language, 1979]. In the academic scientific grammar of modern Karakalpak literary language (in this case, too, the ways of word formation were written by A. Bekbergenov), the ways of word formation were previously divided into two major groups: morphemic way and nonmorphemic method. The morphemic line includes affixation, word addition, abbreviation, and the nonmorpheme line includes lexical-semantic and lexical-syntactic methods [Grammar of the modern Karakalpak literary language, 1994: 19-28].

The main character that determines the way words are formed is the word formation form. Indicates that a word is a way of making a word if it is made with the same formant. Considering the word-formation formant, the modern Karakalpak language has the following methods of word-formation: affixation, word addition, lexical-semantic, lexical-syntactic methods.

Lexicalization is the construction of words by the lexical-syntactic method, in which the first component of the word is made up of the desired word group, the last component is made up of the verb phrase, and generally has a meaning. indicates. There are many lexicalized words in Karakalpak language and they are used in different spheres of our society.

In Uzbek literature, lexicalization includes compound words. Such words are formed in Karakalpak language by adding words.

According to a study by our local scholars, "The lexical-syntactic word-formation formant is a compound word. A phrase has a meaning and a meaning. For example: I will die if I don't wrap up, I met in a taxi, swayed on a plane, you can't take (names of materials), Qizketgan (place name), Qazanketgan, Sotiboldi, Ulbosin (human names), etc. It is clear from these words that in this way a meaningful phrase and

an auxiliary word, a phraseological phrase, create artificial words with a new meaning. "

Thus, it is understandable that in the linguistics of the Karakalpak language and other Turkic peoples, in particular, the word-formation methods of the word-formation department are similar or, conversely, lexicalized (depending on all the languages spoken). the word combination acts as a word-forming formant of the words.

Based on the above theoretical ideas, we found that among the Karakalpak anthroponyms there are many words formed in this lexical-syntactic way. In addition, the views on the construction and construction of personal names in Turkic languages in the works of T. Kusimova [Kusimova, 1975: 37-55], AGShaykholova [Shaykholov, 1978: 1819], VUMaxpirov [Makhpirov, 1980: 24-28] and others. also occurs.

Although the personal pronouns of the world's languages have the same grammatical structure, the personal name given to each language is governed by the internal laws of that language.

Like other Turkic languages, Karakalpak personal pronouns are grammatically simple and compound.

Most anthroponyms, which are made up of a combination of word-formation methods, consist of a group of words (meaningful) whose first component is desired, and the next component is often a group of verbs: Baybolsin, Kópjasar, Saqlapbergen, Sotiboldi, Kojursin, etc.

Among the Turkic languages, Uzbek word formation is one of the areas of special research.

The Uzbek word-formation method is as follows: "It is said that a new word (lexeme) must be formed in any way in word-formation. It is necessary to distinguish two phenomena:

1) the formation of a completely new word in the language;

2) creation of a new word (formation of a new word) with language materials on the basis of a certain (fixed) method specific to the language "[Hojiev, 1989]. So the Karakalpak language is compatible with this aspect.

It should be noted that the morphological structure of the names of the people who are the object of our research is simple? He studies the divisions of nouns into three groups, such as compound and abbreviated nouns, and proves with convincing examples that Uzbek nouns are formed by morphological, lexical, and syntactic methods.

Comparing Karakalpak language research with word-formation methods, we can see that there are some differences: "Syntactic-lexical word-formation means the transformation of a phrase into a word (lexeme). In the process of language development, a certain type of phrase changes from a syntactic unit to a lexical unit as a result of acquiring a single lexical meaning - a compound word. For example, compound

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words such as milboshi, johoripoya, tokqaychi are considered to be compound words formed in this way. This method of word formation is also called lexicalization "[Hojiev, 1989: 30].

In this theory, the components of words formed by lexicalization in the Uzbek language are made up of a combination of nouns. It is known that such words are formed by adding words in the word formation section of the Karakalpak language (glove, Annaqul, Tolganoy, etc.).

We found that most Karakalpak anthroponyms are lexical-syntactic. If we look at the tradition of naming children, we can see that the names given to children by the people were accepted in the ecological, astronomical, and religious contexts surrounding human beings. For example, Tangirbergen, Khudoibergen, Aitoldi, etc. By naming the child, they believed in the Moon, the Sun, the Star, and God with the best intentions. This is also the case with Uzbek anthroponyms:

1. Courage, heroism, divine views are reflected in the names of people given in ancient times: Oyyorug, Tangirberdi.

2. The names of people like Ulbolsin are given by parents who want their next child to be a boy.

3. In the Turkic layer of Uzbek anthroponymy there are also human names made of celestial bodies: Kuntuǵmish, Oy tóldi, Kuntuǵdi. [Tursunov].

The anthroponyms in the examples are lexicalized based on the noun + verb model.

Naming a child and trying to distinguish it from others is an objective necessity that has existed in all nations since time immemorial. There are different opinions about the name and its naming. Ernst Begmatov says: "The habit of naming and naming is born of the need to distinguish one person from another. Subsequent and formal surnames, nicknames, patronymics, ancestral (pantronic) names and their various forms, and other forms and methods of naming a person are the legitimate products of such a vital need "[Begmatov, 1994: 90].

In general, if we compare the lexical and syntactic construction of anthroponyms in Karakalpak and Uzbek languages, there is no significant difference, they are similar in terms of construction.

Word formation in Azerbaijani, one of the Turkic languages, is one of the issues studied within morphology. If we compare the method of lexicalization with the research work in the Karakalpak language, we can see that there are some differences. In addition, Sadykov studies the structure of Azerbaijani names in simple, artificial and complex forms. He illustrated their morphological, lexical, and semantic construction methods.

In Karakalpak anthroponyms, it is customary to give the names Ulbosyn, Ultuǵan, and Ulbogan to the next-born girls with the intention of having a son if only girls are born in the family. This process is also reflected in the formation of Azerbaijani names: These

are the wishes and desires of the parents who have a legitimate dream or who have several daughters in the family. In Byazyan, these names refer to the shchyasryat or kyadyar of parents living in exile: Gyzbyas, Gulbas, Gyztamam, Gultamam, Gyzgayyt, Gulgayyt, Gyzyetyar ". It turns out that the model of making such names is of the type "horse + verb" (Ul - horse, bosin - verb; Giz (girl) - horse, tamam (meaning to end) - verb). In addition, the components tamom, gayt, yetyar are verbs, which in Karakalpak means "stop or stop, come back or come back, enough".

If we take a closer look at the mysteries of naming children, we will see that the names given to children by the people are related to the ecological, astronomical, and religious conditions that surround them. Allah, God, God, and the ummah of the prophets also have human names associated with the names of their companions, propagating religious concepts, as well as those derived from the worship of celestial bodies: Allambergen, Kudaibergen, Tangirbergen. Such anthroponyms are also found in the Azerbaijani language. For example, "Theonimlyardyan duzyalyan anthroponymlar. "Theonim" is derived from the combination of two Greek words - "theo" (Allah) or "onim" and is used in the sense of "the name of Allah". Green names: Tanryverdi, Allahverdi, Khudaverdi., Imamverdi and so on. "

The words Berdy and Bergan are also widely used as a component of Karakalpak qubun nouns: Kudayberdi, Allaberdi and Bergan are widely used only as a second component: Bekbergen, Qosbergen, Embergen, Dosbergen, Kudaibergen, Allabergen and others.

These components are also used effectively in Azerbaijani anthroponyms:

Qarjawbay (born in the snow) is also associated with some of the names associated with animal husbandry, which are the basis of human existence. For example: Koybaǵar and so on.

Anthroponymic, which is related to natural phenomena and the concept of fire. In ancient Turkish monuments, natural phenomena are more often associated with the names: Ay Toldy, Gun Toldy, Mirbagyr and others.

1. Green names. Many of the green names in Azerbaijani anthroponymy are Turkish Myanmar. This means that from ancient times the appellation lexicon of our language has been the main source of the origin of green names. These appellate and semantic names with Ryanearyan semantics reflect the modern syllables of our language: Garyagdy, etc. [Pashaev, 2015].

In conclusion, in Karakalpak and Azerbaijani languages, the construction of personal names, including through lexicalization, is close to each other, and in most cases is done in the "horse + verb" model.

One of the Turkic languages, Kazakh word formation is one of the areas of study within

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morphology. If we compare one of the methods of word formation with the method of lexicalization in the Karakalpak language, we can see that there are some differences.

One of the methods of word formation in the Kazakh language is lexicalization, which is defined as follows: The components of the lexical phrase do not change in terms of sound and structure. The logical-semantic, grammatical connections of the components (senses) of the lexical combination are not obscured (dark-blue), they stand in their place and form a single lexicon. The lexicalization of word combinations is based on the habit of using some simple word combinations in a descriptive way. For this reason, lexicalized complex words and complex nouns are common. Examples: railroad, kosayaq, jukayaq, saptyayaq, shyny ayak, gloves, aqu, sary ala naz, dog ala qaz, aqutan, kokkutan, altybaqan, baspasöz, asqazan, bozbala, aqsaqal, alaökpe, qaraökpe, orarbas boynya atar, atshabar, shanbasar, qapteser, qolkeser” [Ysraqov, 1991].

So, among the other Turkic languages we have compared above, in Uzbek and Kazakh there is almost no difference in the way this word is formed by lexicalization. Consider the use of compound words or compound words in the Azerbaijani and Karakalpak languages. Also, in his dissertation, T. Januzakov studied the personal names of the Kazakh language in terms of simple and complex grammatical structure [Januzakov, 1960: 14-17]. On this basis, if we compare the structure of anthroponyms with the Karakalpak language, the verb component of Kazakh nouns corresponds to the components of the Karakalpak language serunum "berdi, bergen".

In addition, G. Sattarov divided the Tatar singular into verb and noun according to their structure and made a comprehensive linguistic analysis of the phonetic-morphological system and dialectical features of Tatar names [Sattarov, 1975: 20-44].

In fact, when we study the structure of personal names in a particular language, they are divided into simple and artificial groups. A.V. Superanskaya argues that the composition of various singular nouns in Indo-European languages is traditionally complex and appealing [Superanskaya, 1989: 63]. KM Musaev shows that Turkish anthroponyms are structurally simple and complex [Musaev, 1984: 219].

Although no research has been done on the formation of anthroponyms of the Turkic peoples, scientific articles have been published. For example,

one of the methods of word formation we are studying explains the formation of Turkish place names (human names) by lexicalization method: “Born” or prichastie “born”; imya sushchestvitelnoe “rodstvennik”): Baytugan, Irtugan, Biktugan, Yantugan.

Glagol 3 l. ed. ch. prosh. rezultativnogo vr. iz'yav. inclination -berdy (dal): Kuchamberdy, Kutlyberdy, Kutayberdy, Taguberdy, Tanaberdy, Tokberdy” [Alishina, 2001].

Thus, the ways in which anthroponyms are formed in common Turkic languages, especially by lexical-syntactic methods, are similar and serunum way.

The morphological structure of modern Karakalpak anthroponyms is divided into different linguistic layers, the analysis of linguistic and non-linguistic factors, a comprehensive study of the semantics of human names, anthroponymic variants, grammatical structure is of great theoretical and practical importance.

The study of human names in the Karakalpak anthroponymic system, the reasons for their emergence, the methods of making variants, in particular, the method of lexicalization, led to the following conclusions:

1. Materials collected on the names of Karakalpak people and scientific research based on them will serve as the main source for studying the history of language, customs and traditions, culture of our people in the future.

2. The lexical structure of Karakalpak human names is, by origin, layers of Turkic languages, layers of Arabic and Iranian languages, as well as Russian. In Karakalpak linguistics, Karakalpak onomastics, which is a branch of it, work is carried out on the meanings of anthroponyms, their analysis, grammatical construction and construction of names, surnames and patronymics (father's name), the main reasons for naming a child, its ethnographic basis. However, the issue of anthroponymic lexicalization, which is one of the characteristic features of the structure of Karakalpak anthroponymy, has not been specifically studied. The study of Karakalpak human names has not only theoretical but also practical significance. The results of the research serve as a theoretical basis for the transcription and transliteration of Karakalpak human names into other languages in determining the orthographic and orthoepic norms of Karakalpak human names, the creation of orthographic and annotated dictionaries of human names.

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THE ROLE OF EDUCATION IN THE DEVELOPMENT OF ENVIRONMENTAL CONSCIOUSNESS OF A PERSON

Abstract: This article describes today's globalization as a global phenomenon, which is associated with the formation of an environmental outlook and the development of an environmental education system and other global issues. It also discusses the features of improving environmental education and training.

Key words: global problems, ecology, ecological consciousness, ecological outlook, ecological culture, modern education, ecological education.

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Introduction

Relevance. The formation of an ecological worldview in the world is recognized not only as a factor preventing global problems, but also as a means of ensuring environmental safety, a method of educating ecological culture. Because the issues that torment many people are directly or indirectly related to environmental problems, the solution of which takes place with the participation of human consciousness, thinking, intelligence, human potential and, most importantly, values that have been formed for centuries. This, in turn, dictates the active participation of states in the ecology of international political relations and their globalization. Therefore, the formation of an ecological worldview and the development of an educational system related to ecology have become a global problem, the importance of which does not lag behind other global problems.

Today, it is necessary that every specialist has an ecological worldview. In order to attract the attention of millions of people to the essence, content of environmental problems, that is, to the consciousness,

worldview of people, it is not difficult to guess what its consequences will be if the causes of their occurrence and ways to eliminate them are not integrated, that is, an ecological culture is not formed. On this occasion, the President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "We need to seriously worry about the most important issue - improving the ecological culture of the population. Of course, such problems cannot be solved only by administrative means, this can be achieved by educating in the hearts of the younger generation a sense of love for Mother Nature, a sense of belonging to it,"[1] he said. In this regard, the fact that special attention is paid to national values in the system of objective factors aimed at improving the ecological outlook and culture of the individual is associated with a lack of vital changes. In the structure of these tasks, it is necessary to define the strategy and tactics of reforms on the ground, to specify the tasks specified in the program and the Charter of their effectiveness, the action program developed under the leadership of President Shavkat Mirziyoyev in the context of the

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priorities set out in the "Action Strategy"[2] for 2017-2021

If we consider the "strategy of actions" in the context of the strategy of spiritual and cultural activities of citizens and various social institutions of the state environmental policy, then their functions in the field of the development of ecological worldview are specified. In the modernization of the institutional system, which is responsible for deepening democratic reforms in priority areas of improving the system of state and social construction, established in the "strategy of action": the implementation of legislation in the field of ecology of the deputy corps elected to the "Oliy Majlis" from the environmental movement of Uzbekistan, providing information on the development of the system of state and social construction.

Methods and level of training. Our country has accumulated some experience in preventing environmental problems and eliminating their consequences. However, "we cannot say that the work in this area, unfortunately, is adequate and satisfactory, now that environmental problems in the world are becoming more acute"[3]. To solve the problems of restoring the crisis environmental situation in our country and in the region: it is necessary to unite and mobilize the efforts of state bodies, public associations, civil society institutions and citizens. Healthy environmental protection should be the responsibility of our state, society and every citizen. In such conditions, it is necessary to ensure the harmony of national values related to ecology and to study the features of their improvement.

In relation to a person, the concept of "human nature" is sometimes used. In this place, in fact, signs, adjectives are meant, which naturally reflect on a person. The concept of "human nature", this expression has existed since the time of Plato, but man's attitude to nature has changed in the next four centuries. At this point, the philosopher suggests that the development of science and technology has an impact on nature, character, and human activity. Therefore, he comes to the conclusion that understanding human nature is more important today than ever before[4, B.154]. Thus, ecological ethics appeared, that is, measurement, evaluation of a person's attitude to the surrounding nature, from the point of view of moral norms. Even Yuji Hargru published a magazine called "Environmental Ethics", in which he published articles on the relationship between man and nature, the problems of modern technology, genetic engineering, organ transplantation, the media and the impact of global marketing on social life, from Aristotle to Rulz. They "led to the understanding of environmental ethics as a manifestation of practical philosophy"[5, B.308-310].

The results of the study. Consciousness is formed through continuous education, upbringing, and various communicative processes. Here the

educational process plays a decisive role, it is planned to form first an individual, and eventually a public consciousness. The purpose, style, content of the socialization of the individual, its future specific requests, reflecting the real institutional characteristics of society, can determine the peculiarities of culture, spiritual aspirations. This is again due to the fact that education also "not only reflects the world, but also creates it"[6, B.54] - understands this. On the one hand, education always develops it so that it reflects the composition and level of public consciousness, so that one or another level meets modern requirements. On the other hand, education is future-oriented and creates favorable conditions for social development, serves to open up new facets of human power.

In the concept of sustainable development, the ideal of the educational system is the education of a person who is able to realize his integrity in a certain inner freedom, independent directions in his thoughts and actions, in his interaction with the environment. As part of the ecological necessity in the new era of civilization, the strategy should be such that an individual forms such qualities through the educational systems of society. The content of the process of socialization of an individual is how much he assimilates culture. Culture is not inherited from biological immaturity. The transformation of social experience, the values of which are unique to a person, into culture is carried out only through education. Education can be considered as the basis of cultural processes or the formation of a person's personality. The task of any education is to bring a person into contact with cultural values, to cultivate human nature.

Socialization is the formation of a person's assimilation of the value system of language, knowledge, traditions, socio-cultural environment[7]. It is clear how important a cultural sample of information is for society, which is chosen for the formation of personality in the process of socialization. Two levels of generalization of cultural samples are separately noted in the literature. The first are norms recognized by all societies that define the culture of the same society, the second are norms that have a future character. Mastering these levels is mandatory for any individual in the process of socialization. Socialization will ultimately be aimed at the formation of a creative personality familiar with cultural patterns, which will have an active influence on the socio-cultural environment.

Therefore, today it is worth talking more about the need for advanced models in education and applying them in practice. Education is located next to a stable society that creates for itself a system, a perfect person and his attributes, as well as forms of their implementation[9].

The main goal of modern education is also the formation of a higher spirituality, while at the same

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time familiarizing with the "basics" of a particular science. The principle of "knowledge for knowledge" in this educational model is not enough. Proper education does not always lead to spirituality. But multilateral education serves as the basis for the restoration and development of a culture that is fully united by humanity. Its main root is society and nature, mutual cultural relations between people and high humanism.

Now, in the third millennium, education is faced with the task of ensuring the structure of a sustainable information and ecological society with a high humanitarian, technological and ecological culture. This will require new, comprehensively developed enlightened, thinking differently and thinking in a peculiar way, which, in turn, will lead the thinking of mankind to unprecedented changes.

It should be noted, that one of the most important goals of education should be the formation of the necessary knowledge base on the problems of interaction with the social and natural environment for human development. This helps the individual to know different periods of the history of society, as well as to fully realize the existence of himself and humanity in reality. It is no exaggeration to say that the solution of tasks on the harmonization of socio-economic and environmental development significantly affects the content of work in other spheres of human activity. This is where the ecological revolution that people are making in their lives is taking place, they are talking about the ecology of their lifestyle at a broad pace. It is impossible to make the necessary changes in the public consciousness, in the sense and essence of the tasks facing us without understanding each individual. Due to this, the socialization of the younger generation, which is ahead of the position of sustainable development, is a matter of changing the education system in its content and goals both at the national and global levels.

The driving force behind all these changes is that environmental knowledge and prohibitions penetrate various levels of educational systems and lead them to the greening of their comprehensive forms and styles. Of particular importance is targeted environmental education in the field of environmental protection, which serves as the basis for the harmonization of the education system with the environment.

In general, the environmental education system should include preschool, school, secondary and higher education, which is the main mechanism for the formation of environmental awareness and environmental responsibility, as well as all links related to the improvement, retraining, promotion and popularization of scientific knowledge.

The UN Program on Environmental Education and Environmental Protection, promoted by UNESCO, is one of the main tools for harmonizing the relationship between man and nature. The

Stockholm Conference on Environmental Protection in 1972 adopted a recommendation on the creation of a program in the field of environmental protection in this direction for international education. In 1975, the program was developed by UNESCO jointly with the United Nations Commission on the Environment (UNEP).

In particular, an important event in this direction, was the government conference that took place in 1977 in Tbilisi in the field of environment and education.

United Nations Conference on Environment and Development (Rio de Janeiro, 1992) She further expanded the framework of the Tbilisi Conference, decided to provide the population with the necessary information about education and to promote personnel training, and thus contribute to the harmonization of socio-economic and environmental development.

In 2002, the UN Conference on Sustainable Development was held in Johannesburg. It summarizes the goals and objectives of environmental education and lays its foundation for sustainable development.

When it is called environmental education, it is necessary to understand the process of continuing education aimed at mastering systematic knowledge about the environment, resourcefulness and skills in nature conservation activities, the formation of a common ecological culture.

The human right to a comfortable living environment should be considered recognized by the world community as the most important basis of environmental education. The quality of the environment is determined by the basic human right and the main goal of the development of civilization – health. Therefore, environmental education should not only be part of the education system, but also be one of its most fundamental elements. If literature and history are necessary for a person to master spiritual, cultural values, natural sciences, laws of nature, then environmental education will be necessary for the formation of a person's true attitude to nature - the limited limits of the development of nature, the peculiarities of socio-natural laws and norms of behavior.

It is necessary, to distinguish between the concepts of "environmental education" and "ecology of the educational system". Although they are interrelated, but in some places, they characterize different events. Indeed, environmental education is the training of specialists in the same field, expressed in the direct assimilation of environmental knowledge of various types and levels. As for the ecology of the educational system, it is a process of entering into other disciplines of environmental ideas, concepts, principles, approaches.

Until recently, environmental education was based on nature conservation activities using the technologies of natural and technical sciences. And

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the social part of ecology does not pass at all if you do not pay attention to ecological-economic and ecological-legal knowledge. However, social ecology, which is directly related to the study of the laws of sustainable development of the "Society-Nature" system, should be an important part of environmental education. The implementation of the ideas of environmental education should be aimed at teaching traditional subjects based on enriched materials, as well as at revealing the interaction of nature and man on the basis of a holistic, holistic concept by introducing new disciplines into the educational process.

Biological and geological ecology, as well as the ecology of man and society should serve as a scientific and theoretical basis for environmental education. Biological ecology studies the living conditions of living organisms, the interaction between the organism and the environment. Global ecology studies the influence of anthropogenic, space, geophysics and other factors on the biosphere. The subject of the study of human ecology is the preservation and development of human health, taking into account its relationship with humanity, nature and the social environment that surrounds it. Social ecology studies the "Nature-Society" system, its prospects for local, regional and universal development and adaptation at various levels.

Ecology was the first among the natural sciences to include human interests, the ever-growing complex human activity, the causes and patterns of this activity, an assessment of how effectively nature is assimilated, and many other issues, starting from its impact on the environment.

Environmental education fills its content not only with scientific knowledge and imagination, but also with images of art and literature. Scientific knowledge carried out in the process of ecological education with the integration of human and natural relations serves to distinguish the differences between logical and figurative forms in the knowledge of nature and the corresponding artistic images in the knowledge of reality and the humanization of education. At the same time, art and literature, formed in different periods, have great moral and aesthetic possibilities, embodying the attitude towards man and nature as universal values and ideals. Works of art not only help to get acquainted with the evolution of the relationship of man and society to nature in the course of natural-historical development, but also create a model of historical relations that are constantly changing.

Environmental education as a concept of sustainable development acquires the status of an integrated factor of all education and determines its strategic goals and important directions. The general

educational goals of environmental education are to determine the conditions for obtaining knowledge, finding solutions to environmental problems.

Thus, ecology as a branch of science has a very strong influence on the education system. It is necessary to formulate a broad, comprehensive view of the environment, humanity and nature, methods of cognition and activity. Environmental science remains a part of the "universal education" of humanity, in fact it is similar to the ability to understand the relationship between man, society and nature on a planetary scale. Until recently, the basis of environmental education was laid by natural sciences, including biological ecology and geography, partly technologies related to the activities of technical sciences for nature conservation.

Biology and geological ecology, ecology of man and society (social ecology) should serve as a scientific and theoretical basis for environmental education. Engineering ecology, agroecology and some other environmental sciences can become an important additional resource for him.

When disclosing the content of environmental education, from a pedagogical point of view, it is necessary to pay attention to the following:

Compliance with the accuracy of the information used about the natural environment and the condition of its individual parts;

To comprehensively cover environmental phenomena; it is important not only to carry out a complex of natural processes, but also to give them a reaction to phenomena in society itself; for example, it is not enough to convey information about the disappearance of some plant and animal species from the Earth's surface; because this fact leaves many indifferent; but if this example interacts with a number of natural phenomena, and other processes in the biosphere through them affect society, then the health of the information presented will be much more noticeable.

Conclusion.

Ecology teaches people ways to combat the dangerous trend of destruction of natural resources. Therefore, environmental education is much more difficult. This is due to the fact that it is believed that people have a chance that this will first become unnoticeable, and then lead to serious consequences and even convince natural phenomena that cannot be brought in their place by modern technical means.

The priority of natural values is also important, before the history of the struggle with nature, all people were brought up in the spirit against dependence on natural conditions, they usually looked at it as an obstacle to achieving practical goals.

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HISTORY OF THE DEVELOPMENT AND EMERGENCE OF THE RULES OF ARABIC CALLIGRAPHY

Abstract: *The article examines the rules and history of Arabic calligraphy, the fact that in our country our ancestors not only mastered the Arabic language and writing, but also created its calligraphy and formed schools of calligraphy. The art of calligraphy was not limited to books, but at the same time used calligraphy in all aspects of architecture and folk art. It is argued that the rules of calligraphy play an important role in the repair and restoration of architectural monuments.*

Key words: Arabic language, Naskh, writing Kufa, Nastalik, Suls, writing Devoniy, writing Raikhoniy, writing Talik.

Language: English

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Introduction

The ancient Egyptian script is an Arabic script, the first, first link in the chain of origin of the Arabic script. Based on this inscription, a Phoenician letter emerged. The people who invented the Phoenician script lived on the coast, in Phoenicia, and at the foot of Mount Lebanon. The jobs they engaged in were mostly traded with the Egyptian state. They brought 15 letters from the ancient Egyptian inscriptions to their lands, and by modifying its form, adding other inscriptions, gave rise to the Phoenician inscription. Later, two outlets emerged from this letter. These are the Masnad and Aramaic inscriptions.

The Aramaic and Masnad inscriptions are the inscriptions of the Sami people living in the south of the Arabian Peninsula. These inscriptions are the earliest records of the most ancient Arabs. Its branches are the Thamud, Safavid, Lakhian inscriptions. The Aramaic script developed so rapidly that the states in the northern part of the peninsula reached the borders of Syria, Jordan, and then Iraq. In 270 AD, the Nabataean inscription appeared. Prior to the emergence of the Kufa script, a number of other types

of plant writing emerged. These are Hijri, Hijaz inscriptions.

The Nimara inscription is a folk inscription living near Mount Duruz near the city of Hira, dating to 323 AD.

The Zayd inscription is a folk inscription living on the banks of the Euphrates River. This inscription was created in 512.

The Heron script, on the other hand, differs little from the Zayd script and dates to 568. Then the Proverb is one of the oldest inscriptions up to the Kufic script, distinguished from the Kufic script by the straight line of the letters.

The Kufic script is the first and most ancient type of Arabic writing, and other scripts have emerged on this basis. As one of the oldest monuments of the Kufi method, dating to 328 AD, a stone inscription was found in the palace of Annamoro (Syria). After Islam, the Arabic script spread very quickly. The inscriptions of many nations were destroyed and replaced by the Arabic script.

Initially, there were two types of Arabic script, the official "Kufic" and the simple "Nasik". It is believed that later periods linked the origin of these

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two letters to Islamic religious knowledge and acknowledged that the Kufic script originated in Kufa as an example of the first Arabic script. The classic "six" letters were written in this style. It has been scientifically proven that the letter "Kufi" existed for the Arabs even before the advent of Islam.

The main part: The letter "Kufiy" is given this name conditionally. Given the similarity of the Kufic letters to the Syrian alphabet, the numerical features of the letter and the position of the letters of this alphabet, it can be concluded that the origin of this letter is derived from the Syrian letter "estragello". This letter belongs to the type of cement letters. Researchers in Central Arabia later point out that in the first centuries AD, a plant letter was circulating around Arabia. Observations show that the method of plant writing is more similar to the "estragello" script. The letter "Kufi" has a legitimate character, the letters are reflected in a straight and angular form. This letter is a sign of luxury and solemnity with its authentic style and its beautiful patterns.

Previously, there was no clear idea of the emergence of another angular letter. Until the early nineteenth century, medieval authors believed that corner letters originated from Kufic letters in the second or third century, and that some were believed to have originated in the tenth century as a result of processing by calligraphers and ministers Abu Ali Muhammad ibn Mulqā (888-940). In 1825, Arabic papyri were found in Egypt. These findings date back to Hijri I (early 7th century). That is, before the advent of Islam, there was the letter "naskh" and this letter was formed as a result of the processing of the Kufic script, and the letters in the style of "naskh" are an independent method of Arabic writing. This letter also goes back to the Nabataean alphabet.

Medieval authors conducted research on the development of letter history. But their worldview and teachings were different. Accordingly, based on their views, they explained the origin of the Kufic letter, its development, the methodological nature of the letter.

Although it has not yet been scientifically proven who the author of the Naskh script was, it is clear that most of the authors at the time identified Ibn Muqla as the author of the Kufic script. Some modern scholars have suggested that this method of writing existed even before Ibn Muqla. That is, they claim that the naskh is not derived from the suls method, but from the muhaqqaq. Some scholars have suggested that the Naskh script appeared as a second letter at the same time as the Kufic method. In any case, the term "naskh" was not mentioned in any source before Ibn Muqla. This removed the letter method from circulation and replaced it. That is why he was called Naskh. The word "Nasx" in the dictionary means to lose, to do something else, to destroy, to move.

Various scholars have added several distinct characters to the Arabic alphabet to suit their phonetics. Persian-speaking and Turkic-speaking

peoples also wrote with this letter. Undoubtedly, almost all languages had their own alphabet and pronunciation. It should be noted that the naskh method did not change after Yaqut Mustasimi. Only in the twentieth century did King Malik Fuad I of Egypt want to use capital letters and biblical symbols in Arabic letters. For this he announced a competition among calligraphers (1929).

The Muhaqqaq style of writing is derived from the Kufic script. The original meaning of the word muhaqqaq is "revealed." The dictionary explains that it is understandable. For this reason, no element called "muhaqqaq" has been dropped. Some sources attribute the creation of the method of "muhaqqaq" to the name of Ibn Muqla, but it has not been scientifically confirmed. The method of Muhaqqaq was known even before Ibn Mullaq, and Ibn Muqla was the only person who made this method of writing known to the world.

The inscription "Muhaqqaq" appeared and developed at the beginning of the Abbasid caliphate. It is easier and more beautiful than the inscription "Muhaqqaq", full and priority, far from confusing and short.

Rayhani's style of writing originated from the "muhaqqaq" method. In many ways it has a resemblance to the muhaqqaq method. This line was also developed by Yakut Mustasimi and his disciples.

Suls writing developed, evolved, and underwent many changes during the Abbasid period. At that time, there were 35 types of letters, and each type of letter was designed to do certain things. For example, some were used to write works of art, some were used to write caliphate decrees. Even some of the letters could only be used by this or that group of people. For example, the caliph's correspondents corresponded in the "presidium" style, and ministers and other officials (other than the sultan) wrote letters in the suls style, but corresponded to the sultan with the mansur pen.

For letter types, a reform was carried out in accordance with Mamun's assignment, and this reform was positively evaluated. But today only a few examples of those letters remain.

As mentioned above, the idea that the Arabic script is associated with divine power also applies to the angular letter "suls". According to Ibn Muqla, Ali ibn Abu Talib entered his dream and then Ibn Muqla invented this letter. He said that the newly invented letters were written on the basis of "Kufic" and interpreted their origin from a religious point of view. According to other sources from the 16th century, the origin of writing is associated with the names of various legendary heroes.

According to them, the first letter creators were the prophets Adam and Idris. They wrote in the "muqla" method. This style of writing existed until the Kufic. During the time of the Umayyads, the Kufic script came into being and was created by Ali ibn Abu Talib. Later, during the time of the Abbasids, a person

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named Ibn Muqla developed this letter in every way. His sons, Ali and Abdullah, inherited their father's profession. They gradually laid the foundations and laws of the letter. Thus, of the six styles of writing, Ali was the most popular in the muhaqqaq style, and Abdullah was the most popular in the naskh. Later, an author (in 16th century sources) reported that a person who mastered the methods of writing was also known as Ibn Bawwab. The sons of Hatat Ibn Muqla also developed writing. One of his students, Jallolidin Yaqut Mustasimi, perfected the writing style of the letter. He created the laws of the art of calligraphy, that is, he developed the theory and practice of the art of calligraphy.

There are ways to easily read source texts in different letters and determine if they are specific to a particular type of letter.

There are seven types of original letters. Their differences are determined by their size, length, and width relative to the horizontal line.

The formation of letter types was caused by writing using a writing tool that had the widest range of Arabic writing.

It is for this reason that the thickness standard of ink traces reflected by a writing instrument of a certain width has determined the depiction of letter shapes.

The inscriptions on the architectural monuments are traditionally written in Kufi, Suls and Naskh, as well as in Nastaliq, Nim and Shkasta, Devonian letters, which are Nafis Persian-Turkish inscriptions [2]

Letters in Arabic, reflected in architectural monuments, differ from each other in reading. The reader first reads the inscription in the suls letter on the long and majestic, full line on the roof, then reads the Kufi Letter, and finally catches sight of one of the Naskh Devoni, taliq, or Nastaliq letters. Because the Suls letter is distinguished by its distinctive features in the general letter field. The Kufic script is 1/7 the length of Sule.

The first form of the 28-letter Arabic alphabet is called the maqali. The proverbial letter is one of the oldest pre-Kufic scripts, the letters of which are represented by completely flat - wide, vertical lines, and differs from the Kufic script in that no letter has a round shape [6].

But this letter was not in long consumption and did not gain fame. From the 7th century onwards, it was replaced by the Kufic, the oldest and most popular form of Arabic writing.

This type of writing is based on geometric shapes, and only straight and circular lines are used in the writing. From this type of letter, various other Arabic letters have emerged over the centuries.

At the end of the 7th century, coins began to be minted in Kufic script. Then dots (zamma, fatha, kasra) were placed on the Kufic letter. The rapid development of the sciences of tafsir, hadith, jurisprudence, aqeedah, and history required that

writing be also quick, fluent, and convenient. The Kufic script, on the other hand, was so complex that it could not fully meet the demands of the time.

Calligraphy is an invaluable art that has gained a special direction in the countries of the East and risen to the level of science. In connection with the adoption of Islam by the peoples of Central Asia, the Arabic script, which was revealed in the "Holy Qur'an", entered the country. The ancient Uyghur, Orkhon-Enasay, Sughd, Khorezmian scripts of the Central Asian peoples became obsolete, and from the end of the 7th century the Qur'anic script became the official script in science and government.

There are more than 100 types of Arabic writing. The original form of the 28-letter Arabic alphabet was "Hatti Maqali", represented by vertical lines. But it was in long consumption and did not gain fame. From the 7th century onwards, it was replaced by the Kufic script, the oldest and most famous of the Arabic scripts. Then came 8 different basic styles of artistically created Arabic writing based on proverbial and Kufic script. These are: suls letter; nasx xati; muhaqqaq letter; Rayhan's letter; chicken letter; riqqa letter; office letter; Nasta'liq letter [7]. The most widely used of these letters today is the naskh letter, which is used in 22 Arab countries. For writing, also called suls, the tip of the pen should be at least 3 millimeters wide. You can use a pencil 1 millimeter or smaller for Nasx writing. Another important feature of Arabic writing is that it has the feature of stenographic writing.

Classical Arabic literary language and script have long been used as an international language and script in many Eastern Muslim countries.

In our country from the VIII century to the XX century, our ancestors not only mastered the Arabic language and script, but also managed to create examples of its calligraphy. World-renowned calligraphy schools have also been formed in our country.

The emergence of the Movarounnahr School of Calligraphy: A look at the history of the development of calligraphy in Central Asia shows that the Movarounnahr School of Calligraphy was established in the 7th and 10th centuries in the central cities of the Arab Caliphate, Mecca, Kufa and Basra. Calligraphers such as Ahmad ibn Umar Ash'as Abu Bakr Samarkandi (XI century), Ahmad Tabibshah Movarounnahri (died 1215), Ali Banokati (XIII century), Jamshid Shoshi (XIV century) are famous as representatives of this school.

In the XIV-XV centuries, as in all areas of science, culture and art, there was an unprecedented rise in the art of calligraphy. Since that time, several calligraphy schools have sprung up in various parts of Central Asia.

The Herat School of Calligraphy, founded in the 15th century with the support of the rulers of the Timurid dynasty, is known for its representatives such

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as Sultanali Mashhadi (1437–1520), Darvesh Muhammad Taqi Hirawi (first half of the 15th century), and Abduljamil Kotib (d. 1505/1506).

The Bukhara School of Calligraphy, founded in the 16th century by the khans of the Shaybanid dynasty, was founded by Mirali Hiravi (d. 1557), Mir Ubayd Bukhari (d. 1601), Mir Hussein Kulanki Bukhari (d. 16th century), Sayyid Abdullah Bukhari (d. 1647). He became famous with such representatives as Haji Yodgor (died 1663), Ahmad Donish (1826–1897).

At the beginning of the 18th century, Khorezm and Fergana calligraphy schools were formed in the territory of Khiva and Kokand khanates, and in the 19th century, Samarkand and Tashkent calligraphy schools were formed.

The Khorezm calligraphy school is known for its representatives such as Munis Khorezmi (1778-1829), Kamil Khorezmi (1825–1899), Fergana calligraphy school Mirzo Mirzo Sharif Dabir (XIX century), Muqimi (1850–1903), Samarkand calligraphy school Ochildimurod Miri Kattako'r (1830–1899), Abduljabbor Urguti Samarkandi (1885–1910), and the Tashkent School of Calligraphy became famous with such representatives as Muhammad Yunus Kotib (19th century) and Muhammad Shahmurad Kotib (1850–1922). [4]

The art of calligraphy has also been widely used in architecture and folk applied art. In our country, ancient architectural structures - mosques, madrasas and mausoleums, exterior and interior walls, ceilings are decorated with calligraphy inscriptions - verses of the Koran, hadiths, wise sayings and poems [12]. In the East, the letters of calligraphers, in addition to expressing meaning, excited a person and gave him aesthetic pleasure. Each letter is considered a miracle of art.

Most of the Eastern thinkers possessed not only one science or branch, but also several sciences and professions. Whether you take Abu Rayhan Beruni, Umar Khayyam, Abu Nasr al-Farabi, or Ibn Sina, several of the natural and social sciences have been great masters. Hence, it cannot be overlooked that the Arabic alphabet has great potential in its attempt to comprehend the world through logical observation, which encourages man to think. Because in this writing, in addition to the task of conveying meaning, the aspect of giving aesthetic pleasure to a person is also important.

Mufradot – work with unit letters;

Murakkabod – write letter by letter,

Qitoat – to write chorbayt, masnavi, rubai in large jali pen,

Munshaot – writing a letter in a secret pen, writing an essay

Kitobat – copying books in secret and genuine pens.

The letters are measured in dots. In the past, calligraphers had to occupy two different letters when copying a manuscript with calligraphy. One is a simple small secret letter and the other is a large secret letter [11].

The text of the calligraphy had to be copied in three types of letters, ie verses, hadiths "naskh", simple texts "nasta'liq", chapters and titles "suls". [13]

The first form of the 28-letter Arabic alphabet is the Nasxi Hijazi antiquity. The basis of all the created styles is represented by 7 types of letter types.

Muhaqqaq letter - most of this letter is written flat, the rest is written in a round shape. This letter is more like a hijazi and a kofi letter. That is why Ibn Muqla called this letter "muhaqqaq" and called it the first of the other letters.

Suls letter means one-third or one-third of something. The reason it is called a "Suls letter" is that it uses a third of the pen, or more than a third of the pen.

Rayhon's letter - derived from the suls letter, such a name is given because the spelling of this letter resembles basil leaves.

A common "gubor letter" in the scientific literature and manuscripts is the writing of the naskh letter in small pen. It is so named because it is written in a small form similar to numbers.

The Tavqi letter consists of a half-straight, half-round line. It has a resemblance to a customer letter. In the past, judges and governors signed documents with a letter of intent, and decrees, letters and manuscripts were signed in offices and courts in the form of a letter of commendation.

Riqo letter is one of the features in which most of the letters are written in combination. Riqo is a plural of the word 'ruqa', which means 'a piece of paper'.

The Talik letter is, in fact, a riqo. From his writing in various forms came the letter of ta'liq. The calligraphers Khoja Tajiddin Sulayman and Abul Oliy founded this letter.

In the language of calligraphers, it is called "Al-hutut as-saba", which means "seven letters". Skilled calligraphers should know all of these letters.

Nasta'liq consists of a combination of the terms "naskh" and "taliq". Mir Ali Hirawi and Mir Ali Tabrizi created the Nasta'liq letter on the basis of these two letters. It is also called the Persian letter. Many books in our country are written in this letter.

Conclusion: The art of calligraphy, as mentioned above, is not limited to books, our ancestors used calligraphy in all aspects of architecture and folk arts. The interior and exterior of the buildings are decorated with wisdom, holy words or verses from the Qur'an.

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TEACHING PRAGMATIC SKILLS AND ABILITIES THROUGH ACTIVITIES

Abstract: This article provides data about communicative language teaching and its role in contemporary teaching of pragmatics and negotiation in the classroom. It presents some activities based on interaction which can be implemented into different types of classrooms.

Key words: Fishbowl, Discussion panels, Negotiation, CLT, ESL, group writing, productive skills, creativity, student-centered, chain writing

Language: English

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Introduction

Everything, every matter has its roots, backgrounds or origins. The same feature embodies the language. Language is a key factor in expressing your thoughts; it is an irreplaceable means for interaction and communication.

Pragmatic ability is a pivotal key and it is defined as being beyond the literal meaning. According to Cohen (2014) pragmatic abilities are utilized so as to interpret and comprehend intended or hidden messages, targets and inclinations that may occur during the language performance or act.

Therefore, it is highly important for learners to be aware of functional language (using the utterances of apology, complaint, compliment, criticism, proposal, demand, request and others).

Materials and methods

A variety of methods are used to assess the pragmatic ability and skills of the learners in the ESL classroom. The most significant matter has been built on the communicative approach and decoded the interactive patterns.

The chosen material can be implemented to different level classes and it may be modified or

adjusted according to the topic or an instructor's preference.

The following activity is newly created and thoroughly synthesized according to pragmatics and pragmatic abilities.

Initially, it introduces the objectives of the activity, then presents the activity itself, later gives the description and analysis of the script, finally, decodes functional language utterances.

The last stage of the paper considers merits and demerits of this activity and provides a brief conclusion.

This activity can be used as supporting material and teachers are able to use it to overcome the barriers of the learners who have some problems with speaking skills.

Activity for B1 and B2 level learners

1. Objectives

1.1. Learners will be able to feel the use of the pragmatic language and behavior in a role play which can assist them to boost their imagination and critical thinking.

1.2. Learners will be able to appraise the constant degree of formality, directness, humor,

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proposal and rejection through the context of the complaint.

1.3. Learners will be able to use their guessing skills by anticipating the sequence of the case.

2. Suggested time: 80 minutes

Time allocation

2.1. Introduction of the new topic (20 minutes)

2.2. Presenting new language and transitions related to the topic (10 minutes)

2.3. Providing examples and activities, encouraging learners to work in groups and pairs (30 minutes)

2.4. Consolidation of the topic with recommendations and demonstrations (10 minutes)

2.5. Wrapping up and marking (10 minutes)

3. Procedure

3.1. The instructor explains the language and structure of complaining, represents some examples according to the register (formality, informality).

3.2. The instructor provides some phrases, transitions and sign posting vocabulary related to the topic of complaint.

3.3. The instructor explains how to act and perform the role play by distributing the script to the whole group.

3.4. The instructor summarizes the activities and provides positive feedback.

Directions (Based on a new activity)

4.1. The instructor chooses four voluntaries for role playing. After having selected he or she arranges the role of the participants, such as, a salesman, a customer, a manager and a secretary. Three more learners will be involved in the process, one of them will be responsible for observing both receptive and productive skills, another candidate will stand for social and cultural norms and the last observer will evaluate the how successful the functional language will be produced.

4.2. The instructor himself will take the possession of the monitor and thoroughly observes the unity, coherence and negotiation.

4.3. After having played the act, participants will be evaluated according to their parts.

4.4. In a subsequent stage another group of candidates will be invited.

The script of the play

AT THE DEPARTMENT STORE

Salesman: **Good morning!** (0) **How can I help you?** (1)

Customer: Good morning, I purchased this mobile phone two weeks ago. **But** the sound and graphics are **really irritating** (2). **It is always loading** (3) when I want to shoot the photo or I use the camera.

Salesman: Are you using outdoor memory card? Did you insert any?

- 1 – Suggestion/offer
- 2 – Criticism
- 3 – Complaint
- 4 – Exclamation

Customer: Yes, but it is in vain. You assured me that it would have a good capacity with sixteen gigabytes. But it is using only a half of that.

Salesman: Did you bring your guarantee pack with you?

Customer: Yes, here it is, so you can see a one-year warranty declaration, **but I used it only more than a couple of weeks!!!** (3)

Salesman: **Let me see, ok, mmm...** (4) Yeah, but, sir, it says that if the device is technically unable to perform operations ...

Customer: **What???** (5) **Don't you think that this issue is technical?** (6) **Isn't it directly connected with the function of the device???** (7)

Salesman: Unfortunately, no sir.

Customer: I do not accept the way how you are treating me. **At least you have to offer me refund!** (8)

Salesman: **I am sorry** (9), **but it is not our policy** (10) to give you refund, sir.

Customer: Do you think so? **I must see your manager immediately!** (11)

AT THE MANAGER'S OFFICE

Customer: **Good morning sir** (12), **I am really sick of your service, I have a complaint on** (13) ...

Manager: Sorry, **but I have just received an urgent call from Local Committee and I have to leave** (14).

Customer: But I want to complain about the ...

Manager: You may do it in a written form. Miss Diana, **will you offer a pen and paper, please** (15).

Customer: **What an irresponsible organization and what an imprudent manager!!!** (16)

Manager: What? What did you say? What a rude attitude towards me and my staff! I will immediately inform the police!

Customer: **Really? What about your urgent meeting???** (17)

Manager: It is not your business. They will wait.

Customer: I see. Miss Diana, you may give a pen and paper to your boss, not to me.

Results

Specific features of the dialogues

A simple statistical analysis of the activities has been revealed as results. In total, 17 sub categories of speech acts have been determined and classified according to their frequency in the dialogues.

There are some characteristics that must be outlined. Thus, utterances which are in bold are some fragments of socio-linguistic and cultural pragmatics. Some of them will be decoded according to their function in the following sentences.

0 – Greeting (appropriate both for informal and formal register)

5 – Surprise

6 – Surprise

7 – Anger

8 – Demand

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- 9 – Apology
- 10 – Denial
- 11 – Decision
- 12 – Formal greeting
- 13 – Complaint

Discussion

The current study has found that these types of activities may illustrate both advantages and disadvantages when they are implemented to the ESL classroom.

Advantages of this activity

- Presents a good range of interaction and negotiation,
- Provides an impressive and authentic learning atmosphere,
- Gives an opportunity of acting and behaving in social cases,
- Encourages using the language properly,
- Motivates to observe every scene and motive,
- Demonstrates a good range of vocabulary and phrases,
- Establishes a good rapport among learners,

- 14 – Ignoring (cultural aspect of the mentality)
- 15 – Proposal
- 16 – Anger and rude criticism
- 17 – Surprise and irony/humor

Rises respect towards all people equally without considering their level of status.

Disadvantages of this activity

- Not all of the learners may be involved in,
- Time may not be allocated enough,
- Evaluators may not be honest,
- Learners may feel inter reliability,
- Authenticity may lack in activities

Conclusion

Brown and Levinson (1987) point out that pragmatic norms and pragmatic language may be diverse and represent some challenges for L2 community.

Thus, it has to be stated that even though there are some weak points of this activity the outlined advantages will considerably outweigh them.

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GEOGRAPHICAL MODELS OF ENCLAVES / EXCLAVES IN THE TYPE OF “MATRYOSHKA”

Abstract: The article describes a complex of enclaves, which is one of the specific topological types of enclaves, and, in this regard, the theoretical aspects of enclaves of several orders - such as "matryoshka". Geographic models of this type of enclave are also described.

Key words: enclave, exclave, enclave complex, "geopolitical archipelago", "matryoshka", delimitation, demarcation.

Language: English

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Introduction

The current geopolitical situation is more important than ever with its subtlety. In particular, international relations, although based on open foreign economic relations, have a limited impact on economic laws, on the contrary, many important relations in the world economy are subject to political programs [12, - P. 3]. For example, most of the current and ongoing conflicts in the world, interstate conflicts, are associated with regional conflicts.

One of the factors that serves as a "hot spot" in the emergence of specific situations in the global geopolitical arena are enclave / exclave zones. They are directly or indirectly related to most of the existing conflicts occurring in the world [13, - P. 3]

THE MAIN PART.

It is known that as a result of incorrect delimitation and demarcation of borders at different times, the territory of one state remained a part of

another. For example, a territory belonging to a similar country, but located within the borders of another state, is called an enclave [23, - P. 84]. In this case, it is an enclave in relation to the surrounding state in terms of location, an exclave in relation to the state to which it belongs [11].

Enclaves / exclaves are classified as territorial units in terms of approach, topology and management, as well as in terms of population and size of the territory [4, - P. 8]. In this sense, enclaves / exclaves that cause territorial, geopolitical and geo-economic conflicts in many regions are "islands on land" that completely remain in the geography of another state. In particular, the types of enclaves in the form of archipelagos and "nesting dolls" are analyzed below.

Enclave complex. Although most of the existing complete enclaves are isolated, in some regions the enclaves are located close to each other in a small area, forming "geopolitical archipelagos."

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Depending on the state of political stability and mutual goodwill in interstate relations, a particular enclave / exclave can serve as a support for the harmonization of “warm” relations or exacerbation of “cold” relations. The presence of not one, but several enclaves requires increased attention to such territories several times over.

In particular, such enclaves are mainly the Ganges basin (Bangladesh ↔ India), the Fergana Valley (Uzbekistan ↔ Kyrgyzstan), the Caucasus (Armenia ↔ Azerbaijan), the Middle East (Cyprus ↔ Northern Cyprus), the Gibraltar basin (Spain, Morocco), the Rhine basin (Belgium and the Netherlands, Belgium ↔ Germany).

Since most of the enclaves that make up this “geopolitical archipelago” are much smaller in size, they are usually considered part of a larger administrative unit, both politically and administratively. If the area of the enclave in the complex is larger, it can be managed at the district or municipal level. However, there are also enclaves that

can exceed hundreds of states. The Alaska semi-enclave is a prime example of this. The US enclave covers an area of over 1,7 million km². However, such large territorial units are characteristic not for a complex of enclaves, but for enclaves with a single location¹. An example of a large enclave in the topology of the archipelago is the Uzbek enclave of Sokh in the Fergana Valley. More than 77,6 thousand people live in this enclave with an area of 221 km² [17].

Consequently, such territorial “dense” enclaves / exclaves can serve as “hot spots” surrounding neighboring states and interconnected by the main state, or a hotbed of destabilization of the geopolitical situation.

*Matryoshka enclaves*². A “geopolitical archipelago” or a complex of enclaves located close to each other in one area sometimes has such a location that they are not close to each other, but within each other. For example, such a location can be explained in the form of “matryoshka” [11, - P. 51].



Figure 1. “Matryoshka” - a complex of orderly forms with an internal location

In particular, the location of the exclave of a neighboring state within a larger enclave reflects their orderly location in the topology (Figure 1).

- *the first order* - the usual enclaves with a tripartite relationship (primary enclaves);
- *the second order* - enclaves within the enclave (secondary enclaves);
- *the third order* - a tertiary enclave located inside the secondary enclave, etc.

Territorial units of this type have the most complex structure in the geography of enclaves. This complexity is particularly evident in the tertiary-order enclave. In particular, from the third-order enclave in the center of the matryoshka to the mother state, the following territorial relations are observed in the enclave complex: tertiary enclave → surrounding secondary enclave → primary enclave belonging to the mother state → surrounding “continental” state → mother state. In the primary and secondary enclaves, the process is relatively simplified.

Hence, the problems of transport, land, water, energy and security in the enclaves that make up the enclave complex require their separate study. In the world, this type of enclave / exclave includes Bangladesh and India, Belgium and the Netherlands, the United Arab Emirates and Oman [11, - P. 52] as the “product” of the most imperfect demarcation between states has led to a sharpening of geopolitical relations.

Enclaves emerged as political entities over time, and their subsequent “dissolution” was reflected in the “waves” of enclave formation. In particular, in the second half of the decade of the XXI century, as a result of improvements in the delimitation and demarcation of the Ganges basin [20], this type of enclave / exclave was “digested” by the surrounding states.

The situation in enclaves of this type has regional characteristics (Table 1). That is, their formation is inextricably linked with the historical, cultural, socio-economic and geographical features of the region.

¹ Of the 240 countries in the world, only 29 have an area of more than 1 million km² [5, - P. 4].

² Matryoshka (r.Rus. “матрёшка”) is a type of puppet, a set of shrinking toy shapes placed inside

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Matryoshka-type enclaves require special study in terms of the relevance of the geopolitical and geoeconomic situation, and it is important to analyze

the models based on the factors that led to the formation of "matryoshka" in the last quarter of a century.

Table 1. Geographical models of "Matryoshka" type enclaves

European model	South Asian model	Middle East model
Integration factor	Ethnic and religious factors	Territorial and social factors
Baarle: Baarle-Hertog Baarle-Nassau	Kooch Behar: Cooch Behar of India Cooch Behar of Bangladesh	"Arabic turban"³: Madha Nakhwa

The table is formed by the author

Each of these models has its own characteristics, problems and solutions. In particular, the analytical data for each of them are given below, and the forms of manifestation are explained.

European model: The model of these enclaves is based on integration, the existence of which is associated with the geopolitical "warm" environment in the main and surrounding countries.

Baarle. There are 22 Belgian enclaves in the Netherlands, which in turn contain seven second-order Dutch enclaves. There is also another Dutch-owned first-order separate enclave in Belgium (Figure 2). The Baarle complex and its matryoshka-type enclaves can serve as a model not only for regular enclaves but also for all enclave / exclave areas in other regions in terms of their existing geopolitical atmosphere.

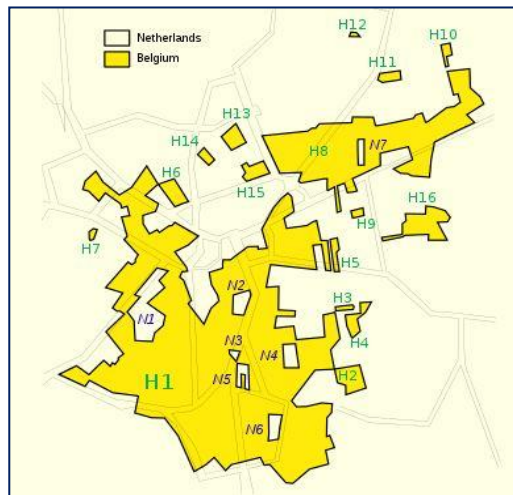


Figure 2. Baarle is a "matryoshka" [21]

For example, if enclaves / exclaves serve as a geopolitical "hot spot" or a means of pressure between countries that have entered into a vector relationship with them, they are a factor that further strengthens integration in the Baarle region. The complex border and the intertwining of the Belgian and Dutch territories in the complex do not adversely affect the political and economic life in the enclaves, as well as the attitude of the population (Figure 3). As a result of the accession of both countries to the European Union, and thus, the further strengthening of neighborly relations, the enclave / exclave problems have been resolved between the parties [11, - P. 136] The part of the enclaves in the Baarle complex belonging to the

Belgian government is called Baarle-Hertog, and the part belonging to the Netherlands is called Baarle-Nassau.

The South Asian model: This model originated on the border of two countries that are ethnically, religiously and culturally different from each other in general, and their long-term existence has caused many disagreements and problems.

Cooch Behar. The "geopolitical archipelago" between India and Bangladesh was called the Pasha (roja) enclaves in the second half of the twentieth century as one of the most confusing border issues in the world [19]. This year the Maharaja of Cooch Behar and a series of small wars will be put to an end

³ The turban (Persian, "knot") is the headdress of Muslim men [28]. Due to the appearance of the turban, the author introduced the term "Arabic turban" in relation to these first and second-order enclaves.

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by the emperor Babur. The armies will retain the fortified areas they have occupied, from that moment on, as topologically as they are. The existing population in them is still a feudal exclave to the country to which it belongs in terms of taxation and administration. According to geopolitician Ritz Jones, fifty years later, efforts by the British company East India to remove the non-conforming boundary in such

‘loophole’ areas failed because the population of the feudal enclaves was assimilated rather than assimilated by the surrounding state population, preferred [22]. For complex historical reasons, more than 200 enclaves in Cooch Behar along the India-Bangladesh border - small parts of sovereignty completely surrounded on all sides by another state - have been added to the map.



Figure 3. The “border” between the Belgian and Dutch enclaves / exclaves [25]

Between 1947 and 1949, as a result of Pakistan's and India's secession from Britain, ethnic and border issues in the border areas became increasingly political. After the partition of India, Rangpur joined East Pakistan (Bangladesh). The state of Kuch Bihar and its enclaves / exclaves had the potential to join India or East Pakistan. Cooch Behar Municipality was incorporated into India in 1949. The desire to "remove" most of the enclaves from the enclave was reflected in the 1958 Agreement between the Prime Minister of India Jawaharlal Nehru and the Prime

Minister of Pakistan Feroz Khan Nun on the "Exchange of Territories between the Two Countries." However, due to the fact that the land exchange is not fully in line with the country's constitution, it will be amended by Decision No. 3 to facilitate the implementation of the agreement by the Supreme Court of India. However, the amendment was not accepted due to opposition to the relocation of the South Berubari enclave [9]. Later, as India's relations with Pakistan deteriorated, the issue remained unresolved.

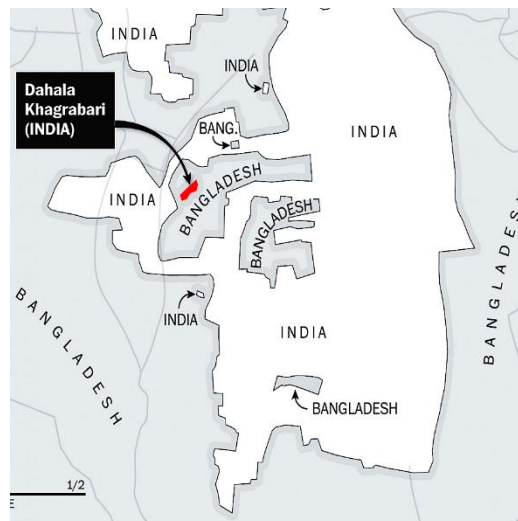


Figure 4. The first, second and third order enclaves in Cooch Behar

As a result of the liberation struggle in eastern Pakistan, Bangladesh (East Pakistan) seceded from Pakistan in 1971 [24]. The Cooch Behar enclave complex was formed in the north-western border zone

of the “newborn” state and in the north-eastern border zone of India (Figure 4). As a result, civic powers and opportunities in the resulting enclave / exclave population were questioned. Even they were not taken

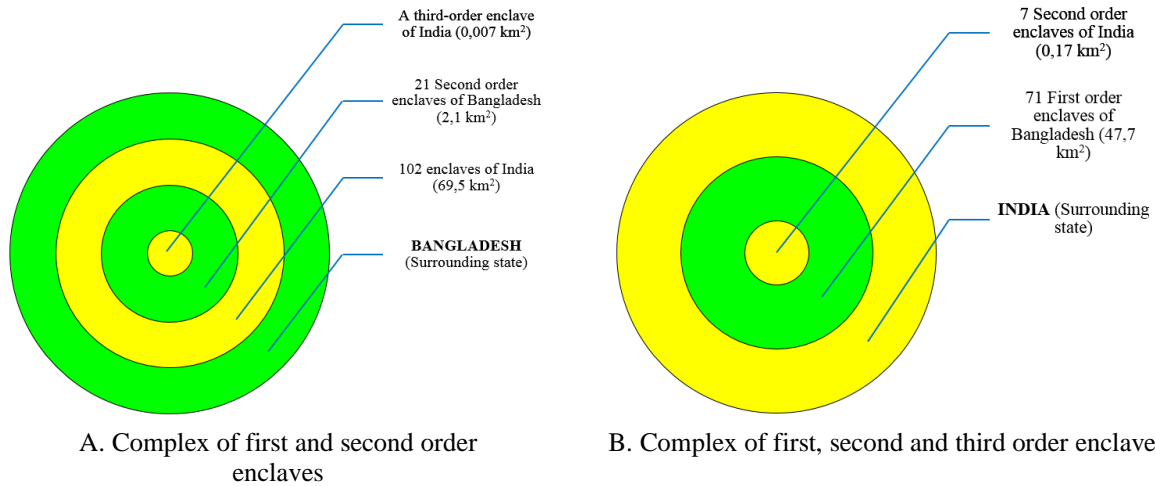
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into account in the electoral process in the motherland. In addition, they were cut off from public facilities such as water, energy and resource use. Theoretically, while enclave residents need a visa to cross the national borders of the state around them, the visa is

only issued to travel to major cities in the home state. However, the transition from orderly enclaves to the host state will have to go through several stages (Figure 5). Other needy migration of the population, as a result, has led to specific conflicts.

Figure 5. “Matryoshka” enclaves of Cooch Behar



In 1974, for the first time, India-Bangladesh held border talks to reduce such conflicts. On May 16, 1974, Indira Gandhi and Sheikh Mujibur Rahman signed the Agreement on the Boundaries of the Land, which provided for the exchange of enclaves, which caused conflicts [1]. Under the treaty, India retained the Berubari Union enclave №12, while Bangladesh retained the third-order Dahala Khagrabari exclave with India, providing a corridor (178 x 85 meters) with India called the Tin Bingha. Bangladesh quickly ratified the treaty in 1974, but India failed to do so. The delimitation and demarcation of the 6.1-kilometer border area in West Bengal, Tripura and Assam will not be fully implemented. The Tin Bingha corridor was leased to Bangladesh in 1992 under local opposition.

In 1997, a list of enclaves / exclaves was compiled by the two countries to address border

discrepancies. Four years later, two joint border working groups will be formed to work out the details of the enclaves. A joint registration will take place in May 2007, and in September 2011 India will sign an additional protocol to the 1974 Land Border Agreement with Bangladesh [18].

Through this, in 2015 the governments of the two states intended to replace many enclaves, giving citizens the opportunity to choose their citizenship [16]. The exchange of enclaves is scheduled to take place in stages from July 31, 2015 to June 30, 2016. On July 31, 2015, many enclaves were exchanged, and on November 30 this year, the resettlement of the enclave population was completed [6]. After the implementation of this project, the enclave / exclave areas in the world were reduced by half and many problems in the Ganges basin were eliminated.



Figure 6. The only third-order enclave in the world is Dahala Khagrabari [10]

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This means that for a long time, the main part of the model in the Cooch Behar region, which was "divided" by ethnic and religious factors, "became history."

For a long time, this model took to its "liver" a rice field called Dahala Khagrabari (Indian enclave), the only third-order enclave in the world (Figure 6). The signing of an agreement between the two countries on the existing problems on the issue of enclaves allowed the population of the enclaves to choose citizenship. Through this, most of the religious-ethnic "islands" were eliminated.

Middle East model: The formation of the first and second-order enclaves in this model and the formation of the "matryoshka" are inextricably linked with the process of choosing a political space due to the social will of the population in the area.

"Arabic turban." Another of the several-order enclave-type "matryoshkas" are the Madha and Nahwa enclaves in the northeast of the Arabian Peninsula (Figure 7).

Madha is the first-order enclave of the Sultanate of Oman's Musandam Province⁴, with an area of 75 km² [26] and a population of almost 3 000 [7].

Nahwa is a second-order enclave belonging to the Emirate of Sharjah in the United Arab Emirates, located within the enclave of Madha. It covers an area of 5,26 km² [27] and has a population of over 1 000 [14].

Given that both enclaves / exclaves belong to the Arab states and are formal in nature, it would be appropriate to apply the term "Arabic turban" to them. They are also compared to "fried eggs" in some sources due to their location in a very hot area and their cartographic appearance [2].



Figure 6. "Arabic turban"

The emergence of the "Arabic turban" dates back to the second quarter of the twentieth century. For example, In the late 1930s or early 1940s the leaders of the four rival clans who ruled the Musandam Peninsula (Al-Qassimi of Ras Al-Khaimah, Al-Qassimi of [Sharjah](#), [Al-Sharqi](#) of [Fujairah](#), and the [Bu Said](#) of Oman) gathered a group of village elders of Madha and posed a question on to which sheikhdom the Madhanis want to pose allegiance to. It became clear that the villagers of what is now Nahwa had chosen Sharjah, and the villagers who surrounded it had chosen Musandam. After negotiations between the tribal chiefs and Julian Walker, the British representative to the Commonwealth, the boundaries were demarcated and later completed in 1969 [3]. In particular, the independence of Oman and the UAE in 1971 [15] turned Madha and Nahwa into international enclaves.

Currently, there are almost no conflicts between the two enclaves. So Increasing regional cooperation is an objective, sustainable and irreversible trend [29, -P. 517], and the population speaks Arabic in both parts of the Arabic turban. The currencies of the two countries are also used in the transaction, but Madha has a slight "fine" for using the emirate dirham instead of the Oman rial, which means that there is only a slight imbalance in prices. Visas are not required for entry and exit from enclaves [8]. In addition, they are connected to each other by a quality highway, which does not serve as a kind of "support" in geopolitical processes. In particular, based on the model to which they belong, the existence of these enclaves is not related to the delimitation-demarcation of any political forces, but to the choice of the existing rural population here half a century ago.

⁴ Musandam itself is a semi-enclave belonging to the Sultanate of Oman

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CONCLUSION.

In general, on the basis of regional models of enclaves of the "matryoshka" type of several orders, it is appropriate to cite the following:

1) geopolitical and geo-economic problems related to the characteristics of the enclave due to the integration factor in the European model are not considered;

2) conflicts and disagreements among the population have been repeated for many years due to religious and ethnic differences in the enclaves belonging to the South Asian model. The agreement between the two countries means that no matter how much the disputed territories are abolished and the enclave population is given the opportunity to choose citizenship, the enclaves can be regulated;

3) in the enclaves of the Middle East model, ethnic, religious and linguistic commonalities were observed, and only political will played a key role in the formation of the enclaves. At the same time, trade relations between the enclave + mother state + the surrounding state (enclave territory with such a function in the "matryoshka") and the fact that transport transit is controlled only by customs, but not used as a means of geopolitical pressure, indicates that the node is not, and so on.

Based on the above analysis, it can be said that:

- the transition from several orderly enclaves to the host state in areas where neighborly relations are not well established leads to complex, conflict situations. In this regard, vector relations⁵ should be organized in a positive way;

- conflicts may arise over time between enclaves formed in an ethnically and religiously diverse region and the surrounding state. With this in mind, it is necessary to create a humanitarian environment in the area where there is a complex of enclaves, to establish political institutions that analyze these types of social processes;

- in cases where enclave / exclave disputes have become a major factor in the deterioration of interstate relations, the enclave should be terminated through enclave exchanges, territorial exchanges or other means;

- solutions related to the "matryoshka" between countries with positive integration processes and active interaction should be used in drafting model agreements for other regions, etc.

This means that if cooperation between the main and surrounding states is established properly, the enclave / exclave areas will not be a "source of fire" on the borders, but will serve as a "ring" that will further strengthen and bind ties.

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⁵ Relations between the main state-enclave territory-mother state

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THE ISSUES OF DIGITALIZATION OF UZBEK LANGUAGE TEACHING IN THE CONTEXT OF INNOVATIVE EDUCATION

Abstract: The article is devoted to the current state of digitalization of Uzbek language teaching. The author cites the positive impact of research on the trends of digital education in language teaching in the world on the digitalization of Uzbek language teaching, analyses the works of Uzbek scholars in the field. The results of questionnaires and observations on the readiness of Uzbek language teachers for the new educational format – the process of digitalization of teaching, the new role of the teacher are discussed in the article.

Key words: Uzbek language, digitalization, digitalization of teaching, education, digital education, blended learning.

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Introduction

Since 2018 in Uzbekistan much attention has been paid to the issues of developing a national concept of digital economy and implementing the program "Digital Uzbekistan – 2030". Consequently, reforms on introducing digital technologies in all areas cannot bypass the field of education [17]. It is no coincidence that experts acknowledge that this process is "increasing the number of teaching methods, creating an open, transparent, convenient, popular, efficient, corruption-free and, most importantly, quality education system" [9]. The search for new approaches to the application of digital technologies in the process of teaching the Uzbek language, the introduction of new methods of using digital technologies is also relevant today. This will allow to get acquainted with the experience of the world and the CIS countries, to identify modern approaches.

The application of digital educational technologies in Russia has been studied by N.Sh.Kozlova [4], V.N.Minina [7], N.Y.Ignatova [3], and they show the transformation of higher education in the digital environment, the new trends in the field.

In particular, their works reflect the essence and characteristics of four important trends – directions, such as the formation of a blended learning model, the transition to online education, the creation of a virtual (digital) learning environment, changes in the management of educational institutions (V.M.Minina). There are a number of studies on the use of computers in the teaching of Russian and English, its advantages, as well as its disadvantages [6,10,11,13,16]. In the works of Uzbek scientists on the application of information technology in the teaching of the Uzbek language [1,15,19,20,21,22] in secondary schools, secondary special and higher education as a native language, as a state language the possibilities of author's programs, pedagogical software in developing students' oral and written speech are covered. A number of works have been studied the creation of electronic literature, tools and methods of teaching the Uzbek language in a blended learning environment. While, during the pandemic, 1.7 billion students were suspended from face-to-face classes and transferred to distance learning in the world, the Uzbekistan also conducted lessons with the help of the systems such as dist.edu.uz, moodle, srs,

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zoom, kundalik.com television and other social nets. Analysing this experience we see that it is necessary to expand the scope of research on the problems of digitalization of language teaching and the search for their solutions.

However, the digitization of pre-pandemic education has not been easy. In particular, most teachers of Uzbek language and literature envied the multimedia classrooms of their foreign language colleagues. However, when they had the opportunity to use computer technology in their demonstrative lessons, they were "terrified" and preoccupied with the new tool in the classroom and had various problems (not being able to open the computer, not using the installed software, not being able to connect to the video projector, etc.) and Uzbek teachers did not tire of saying that they had failed to achieve the objectives of the lesson. This was a situation that was often observed, especially in secondary schools, and it could continue to be so. However, the pandemic has forced people to "compromise" with concepts such as online learning, blended learning, digital learning, social media and educational applications (zoom platform, google meet, etc.). So, the era of blended learning has come. The situation made us study of teachers' activities deeply. In order to learn teachers' attitude to the digitalization of teaching we sent an electronic questionnaire to the teachers of Uzbek language and literature.

The survey included specific questions to find out the age of teachers and what kind of educational institution they work in, and it is not in vain. Although it is natural for teachers of different ages and in different educational institutions (from pre-school education to in-service training) to have different attitudes and use of digital technologies, it is necessary to clarify the situation. The survey involved mostly teachers between the ages of 22 and 60. 37% of them are middle-aged. It was found that 77.8% of the participants are school teachers, 18.5% are teachers of higher education, and 3.7% are teachers of Uzbek language and literature at teacher training institutions. Most teachers reported not being able to take advantage of distance learning opportunities, in particular working with online applications (moodle, zoom, google meet, etc.), and not being able to use an online whiteboard. Content teachers clearly stated the reasons for addressing to digital resources to improve their professional skills, acknowledging that they were had to do so, as their authorities required it (38.2 percent).

Prior to the pandemic, most content teachers were opposed to students using mobile devices, especially cell phones, in class, and did not allow them. While 23 per cent of teachers prepared video lessons, interactive dictations, electronic tests, presentations, 77 per cent of teachers' responses revealed that no kind of digital learning resources were prepared by teachers individually. Sixty-three

percent of respondents said they had a positive attitude towards online education. During the survey, teachers asked some important questions related to the use of online learning, like "What is your attitude to the integration of digital technology with course books?", "How do we develop students' written literacy in the digitization of Uzbek language teaching?", "How to improve the calligraphy? What to do if students' handwriting and calligraphy changed?" and others.

Indeed, the study and monitoring of the current situation has served to clarify many aspects of the application of digital educational technologies in the process of teaching the Uzbek language.

At a time when the digitalization of teaching is gaining the world, it is clear that we are not in a position to boast of the professional competence of teachers of Uzbek language and literature. Observations show that most teachers are not able to install zoom software on their computers, smartphones or laptops, they do not know how to adjust audio and video settings, are not able to understand the ID and code, to access to lessons according to the link and all of this affected the quality of lessons. Of course, students and teachers, colleagues supported each other, provided prompt assistance. After a few sessions, they gradually developed the skills to use the many features of the zoom platform (chat, presentations, etc.), online board, GoogleDisk and others.

Especially in our setting, master classes organized at the department gave good results. In particular, these master classes introduced the teachers of our department and the Uzbek language teachers of the Republic of Karakalpakstan with new world-tested tools for distance learning, for online learning. Instructions for using Google services: Google classroom, Google jamboard, Google docs, use of Google disk, preparation of texts, presentations, assignment of tasks, permission to perform tasks together with students through these Google services, as well as online lessons using Google MEET and ZOOM Guidelines have played an important role in the development of teachers' information competencies.

While most educators organize classes by showing students only ready made presentations through the ZOOM platform, it was a novelty for them to explore the possibilities of using Google services, especially Google as a whiteboard. The teachers who conducted the practical lessons noted that Google's possibilities as a board served to activate the students, making it a convenient tool for doing exercises together, correcting mistakes and shortcomings together, and editing. The teachers also acknowledged that the students were familiar with Google services and could easily perform tasks such as joining Google classes, opening independent Google classes, student membership, placing assignments in Google Classrooms, allowing students, reviewing their work,

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and leaving comments. In fact, students also gained the ability to conduct control tasks through Google forms and monitor the results of assessments through Google tables.

So, our colleagues have experienced a wider range of methods and techniques for compiling lectures for distance online learning, providing as much visualisation as possible, presenting the video lectures, individualizing practical assignments, implementing educational projects, providing educational resources. These cases indicate the formation of technological competence of teachers of Uzbek language at the initial stage of distance learning, which is rapidly entering the education system.

Although the previous version of the Law of the Republic of Uzbekistan "On Education" defined the forms of full-time, part-time and evening education, which are separate and inseparable from production, there was no form of distance learning in it. The new version of the law, approved on September 23, 2020, also provides for a form of distance learning. The legal framework for distance education is thus being strengthened. At the same time, economic and social issues remain unresolved.

Mainly,

1. It would be advisable to include in the employment contracts a condition for each teacher to improve their skills in digital technologies or to use a specific pedagogical software. The fact that in the analysis of the questionnaire, "getting used to doing it when asked by management" is also a proof of our opinion.

2. The lack of webinar and online conference rooms in most departments has a negative impact on the quality of online classes organized by teachers.

3. Most students use mobile phones rather than personal computers. There is a problem of lack of mobile applications for all types of education in the Uzbek language. Teachers need innovative centers to help them develop and implement educational content and mobile applications in Uzbek. This could solve the problem of lack of content in the National segment of the Internet.

4. It is required to study "Digitization of Uzbek language teaching" as a separate module in advanced training courses for teachers of native language and literature, Uzbek (state) language.

5. Confidence in the student, as in face-to-face exams, is one of the most important issues in the digitization of Uzbek language teaching. However, the world's leading universities have already tested in practice the lessons worth learning from distance examinations. In particular, the authors of "PROCTORIO" - Arizona programmers noted that they can independently detect students cheating during computer exams. In the neighboring republics, in particular in some universities of Kazakhstan, examinations were conducted through the international system "PROKTORIO" [8]. This means that educational institutions need to be provided with these programs.

The solution of these issues would serve to accelerate the digitization of Uzbek language teaching.

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TYOLOGY OF THE CONSTITUENTS OF THE SEMANTIC FIELD OF THE CONCEPT OF “EAR” IN ENGLISH AND UZBEK

Abstract: In linguistics, typology requires the identification of the types, kinds, varieties of the object of its analysis, their typification, and by typification, categorization. Therefore, for example, when we say «typology of simple sentences in Uzbek», we mean inventory and typification of existing sentence types in the language, i.e. their analysis into types, types, as well as to reveal their quantitative and qualitative nature, their cognitive, structural-semantic, to reveal their communicative-pragmatic aspects, including their psycholinguistic, sociolinguistic, lingvoculturological and lingvostylistic, etc. We try to identify the existing isomorphic and allomorphic aspects from the perspective. Such an analysis requires the disclosure of linguistic, extralinguistic factors that require exactly the same, dissimilar aspects of speech, and their scientific coverage on a systematic basis. However, it should be noted that the typology of this or that language unit, in this case the types of sentences or any language unit, can also be based on the materials of one or more languages.

Key words: typology, semantic field, lexical-semantic field, speech patterns, phrases, idioms, set expressions.

Language: English

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Introduction

In order to give an accurate and unified, i.e. unified definition and description of the constitutives of the semantic field of «ear», which is the object of typological comparison, it is first expedient to develop a number of typologically relevant aspects and criteria that can be recognized as sufficiently convincing scientific basis of these typological units.

The term typology comes from the Greek language, typos meaning “form, mark, pattern”, and logos meaning “word, study”. Typology is a comparative study of the functional and structural features of languages. Identifying similar and different structural-semantic states of languages explores how they are used within their social function. Thus, the term typology can be defined as follows: “Typology means the division of objects or

events into types, groups, on a scientific basis according to their general characteristics”¹.

When we say the type (kind) of something, for example, the type of an event in an objective being, we usually extract as much as possible all the general aspects from the existing private and concrete aspects that occur in it. In this case, we need to use these methods to identify the aspects that are common to all the constitutives of the semantic field of «ear» and at the same time to each of them. Such general aspects include all the following features and aspects that are specific to the constitutives of the semantic field «ear», which is a unit of special importance:

1. The type and nature of this or that «conceptual semantics» in which the semantic field of «ear» is expressed by the constitutives;

¹ Стариченок В.Д. Большой лингвистический словарь. – Ростов - на -Дону.: “Феникс”, 2008. – 436 с.

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2. Description and classification of the constitutives of the semantic field of «ear», including the constitutives of the semantics of the concept of «ear» representing this or that form;

3. Types of constitutives of the semantic field of «ear» associated with the hierarchical levels of languages (morpheme, lexeme, phrasema);

4. Character quality of morphological, lexical, phraseological and paremiological types of constitutives of the semantic field of «ear»:

- 1) Linguocognitive aspects;
- 2) Structural-semantic aspects;
- 3) Communicative-pragmatic,

lingvoculturological and lingvostylistic aspects, etc. ;

4) The relationship between the components of the constituents of the semantic field of the phraseological idioms of «ear»;

- 5) Paremiological units.

In the development of the typology of types of constants of the semantic field of «ear», the set of parameters (criteria) listed above as a whole system and in relation to each other constitutes a set of general typological relevant criteria specific to and consistent with each of the constants of the semantic field.

Given that as a lexical unit it has its own semantic capacity, just as any particular type expresses a specific general concept, we now believe that there is sufficient basis to form a linguocognitive definition of the constitutives of the semantic field of «ear».

Thus, the constitutives of the semantic field of the concept of «ear» is a conceptual language unit, which is expressed through morphemes, lexemes, phrases, and a special lexical-semantic means to express the semantics of the semantics of «ear» (lingvocognitive) as a lexical tool used as in order to realize the communicative-pragmatic purpose of the speaker.

It should be noted that the results of our comparative analysis show that the constitutives of the «ear» semantic field listed above, in addition to their universal features in each language, are known isomorphic (similar) and allomorphic (dissimilar) aspects of these invariant language units. is directly related to typological quantitative (amount) indicators. The analysis of such aspects shows the linguistic status of the listed lexical means, on the basis of which to reveal the factors of their more or less use in speech to ensure the completeness of communication in the language system, to determine their typological status and, based on it, the universal status of these lexical means.

Thus, we try to identify the existing types and types of the constituents of the semantic field of «ear» listed above in languages, and then try to compare them in terms of cognitive typology, to reveal their quantitative and qualitative typological nature.

To do this, we first tried to answer the natural questions of what typology is and what we mean by

typology. As we continue our thinking on this topic, we will address a number of linguistic factors in order to further reveal the essence of the term typology below.

Materials and methods

In linguistics, typology requires the identification of the types, kinds, varieties of the object of its analysis, their typification, and by typification, categorization. Therefore, for example, when we say «typology of simple sentences in Uzbek», we mean inventory and typification of existing sentence types in the language, i.e. their analysis into types, types, as well as to reveal their quantitative and qualitative nature, their cognitive, structural-semantic, to reveal their communicative-pragmatic aspects, including their psycholinguistic, sociolinguistic, lingvoculturological and lingvostylistic, etc. we try to identify the existing isomorphic and allomorphic aspects from the perspective. Such an analysis requires the disclosure of linguistic, extralinguistic factors that require exactly the same, dissimilar aspects of speech, and their scientific coverage on a systematic basis. However, it should be noted that the typology of this or that language unit, in this case the types of sentences or any language unit, can also be based on the materials of one or more languages. In this sense, the more languages involved in the study, the more accurate, valid, and convincing the results of the typological analysis will be.

In this regard, it should be borne in mind that regardless of whether the research is conducted in one language or more than one language material, the existing morphological (amorphous, analytic, agglutinative, inflectional) languages of the language (s) accepted and applied to it are studied in typological studies and incorporative) types or syntactic (such as SVO VSO VOS, SOV, OVS, and OSV) types should not be overlooked [compare: Shur 1976, 213-230; Shpittsbard 1976, 132-142; Yartseva 1976, 48-61; Galperin, 1976, 92-108; Yusupov 1980, 49; 2007, 77; Khoshimov 2001, 94; 2002, 32, etc.].

The typology of «ear» semantic field conventions in languages of different systems is based on an inventory of «ear» semantic field conventions mentioned in English and Uzbek (ie, registration of their types, types), identification and description of their quantitative and qualitative aspects. The semantic field of «ear» is an important and topical task, such as identifying and analyzing the techniques, means and methods of expression of the constitutives in different languages. At the same time, such typology, as noted above, requires the identification of existing isomorphic (general) and allomorphic (specific) aspects of the constitutives of the semantic field of «ear» from the cognitive, structural-semantic, communicative-pragmatic, lingvoculturological and lingvostylistic perspectives. Such a typological

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analysis reveals the general aspects and features of the constitutives of the semantic field of «ear» in languages, including modern English and Uzbek, related to the linguocognitive nature, ie their absolute universal, frequency, implicative, recessive and unique features, thus creating their linguocognitive typology, based on such a typology, also allows to create a typology of the constitutives of the semantic field of «ear».

Results and discussions

We look and analyze in English, the semantic field of «ear» is represented by a noun phrase based on the Oxford Advanced Learner's Dictionary of current English, published by A.S.Hornby [1980], and N. Webster's 1993 New Third International Dictionary of English:

1. Representation of noun by word group: In

English: *ear, earshot, ear splitting, ear bash, ear-duster, ear drops.* For example: 1. *I thus suggest using three levels of analysis, which I will be calling vocal distance, intended earshot, and microphone perspective.* [Lowering the Boom: Critical Studies in Film Sound., Jay Beck, Tony Grajeda·2008, p-41], 2. *About the only major group-not exposed to ear-damaging noise (and they'll never believe it) are America's housewives.* 3. *The youngsters make an awful racket, but not a truly ear-splitting one!* [Popular Science, Part 177, 1990., p-115]. 4. *"You mean," White said, hiding his wonderment and his smile, "that the Old Man will get you into his cabin sooner or later and have a good old earbash.* [The New Partridge Dictionary of Slang and Unconventional English., Tom Dalzell, Terry Victor · 2015, p-776] 5. *The ear-trumpet seems a sensible part of her, like the antennae of some insects. If you have any little remark to make, you drop-it in ; and she helps you to make remarks by this delicate little appeal of the trumpet, as she slightly directs.* [Harriet Martineau's Autobiography, Harriet Martineau, Maria Weston Chapman · 2010, p-275]. 6. *It helps to select proper antibiotic ear drops, sensitivity of ear discharge.* [Diseases of Ear, Nose and Throat-eBook, P. L. Dhingra, Shruti Dhingra · 2017, p-78].

In Uzbek: *қулоқ, қулоқчин, эшитиш воситаси, қулоқма – қулоқ, жон қулоғи билан ёки жон қулоғини тўтиб.* For example: 1. *Чигириқнинг қулоғи;* 2. *Бувниса хола эрининг қулоқ-миясини қоқиб, шу йил Содиқжон каникулга келганида, албатта уйлантириб қўяжagini айтди.* [P. Файзий, «Чўлга баҳор келди»] 3. *Мажлис аҳли унинг нутқини жон қулоғи билан тинглади.* [H. Сафаров, «Оловли излар»]

2. Through adjective phrase: In English: *earful, cauliflower ear, long eared.* For example: 1. *I got an earful, but I think that the earful that I got in that neighborhood is very different from the earful that I would get in ...* [United States.

[Congress. House. Committee on Science and Technology \(2007\). Subcommittee on Technology and Innovation](#), 2010, p-39]. 2. *This vascular disruption leads to compromised cartilage viability giving rise to a 'cauliflower' ear deformity; players can be surprisingly proud of these.* [Jean C. Echols, Ellen Blinderman, Jaine Kopp. Elephants and Their Young: Teacher's Guide, 2001, p-6].

In Uzbek: *қулоқли, узун қулоқ, чучвара қулоқли, қулоқланганлар.* For example: 1. *Шу вақтда кампир икки қулоқли ёғоч от ясади.* [Ўзбек тилининг изоҳли луғати., 6176]; 2. *Фермер хўжалигимизда узун қулоқ қуёнларни қўпайтиришни бошладик.* [Тасвир, №8, 3-б, 2009]. 3. *Бугун бизнинг синфимизга янги чучвара қулоқли бола келди.* [«Муштум»]; 4. *Кеча бўлиб ўтган йиғилишида йиллар давомида сабабсиз қулоқланганлар оқланиши эълон қилинди.* [Б.Раҳмонов, Хўжайин кўчди, - 636].

3. By numeral phrase: In English: *two ears.* For example: 1. *Fusion becomes more frequent when the signals at the two ears share low - frequency components.* [Acoustical Society of America, 2004, p-502];

In Uzbek: *икки қулоқ, тўрт қулоқ, икки қулоқли, бир қулоқдан кириб.* For example: *Тун ярмидан оғиб, атроф жимиши билан икки қулоғим деразада бўлади. Дераза тағизга нўхатдек нарса тушса сезаман.* [P. Файзий, «Чўлга баҳор келди»]

4. By pronoun phrase: In English: *All ears.* For example: *"Where Fire Freezes: All Eyes, Ears and Instruments ...* [Dangerous Earth, Ellen Prager · 2020, p-210];

In Uzbek: *барча қулоқлар.* For example: *Пугачев райони Преображенка қишлоғидан, собиқ қулоқ, ўтмишида барча қулоқлар қўзғолонларида фаол қатнашган, судланган, жазо муддатини ўтамай қочган.* [Рустамбек Шамсутдинов, Қатағон қурбонлар, 2007, 202]

4. Through verb phrases: In English: *to ear, ear leaved, (be) grin(ning) from ear to ear, ears are ringing, make a pig's ear of smth, fall/turn on deaf ears.* For example: 1. *I Can't Hear You, I'm Listening to Deftones.* 2. *The ear-leaved umbrella tree (M. Fraseri, and formerly M. auriculata) occurs in Virginia, Kentucky, and southward ...* [THE AMERICAN CYCLOPAEDIA, 2005, p-20]. 3. *Whether I was scolding him or busily engaged in teaching a lesson, it did not matter, because he would be watching me keenly and grinning from ear to ear.* 4. *Does that mean that I got a clip over my ear for nothing?'* Louise laughed out loud, and the laugh echoed between the high wall and the gables of the town. [Aubrey Flegg. Wings over Delft., 2012]. 5. *Then my ears began ringing, and these words came to me: «Hi, Poof. Tell Mum not to be afraid.* [Alice Saltzman. Stepping Out: A Story of Hope, Healing, and Spiritual Awakening, 2000, p-176]. 6. *And let him make a pig's ear of it.* [Simon Bent. Sugar Sugar.

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[1998, p-49](#). 7. *He was checking his emails most of the time. have nothing between the ears: to be unintelligent, stupid, or ignorant.* [Per-Olof Hasselgren. *Body Language from Head to Toe*, 2015, p-45]. 8. *In the current cultural climate, preaching will have to continue to change or risk becoming speech that falls on deaf ears ...* [Donna Giver-Johnston. *Writing for the Ear, Preaching from the Heart*, 2021, p-56];

In Uzbek: қулоқлашмоқ, қулогим битди. For example: Қорасочдан ҳирсли қулоқларини узмаган бек, бой билан қулоқлашди. [Ўзбек тилининг изоҳли луғати., 617 б]

Our research in English shows that the constitutives of the semantic field of “ear” in English are expressed by word groups of words, phrases, and phraseological combinations:

1. Noun by word group - 1. Simple noun - 1, 2. Combined noun - a) noun + noun - 21, b) noun + adjective - 16, c) noun + verb - 25; 3. Pair nouns - 10; Complex nouns -69.

2. Through adjective phrase - a) adjective - 11, b) adjective + noun - 24, c) adjective + adjective - 5, d) noun + adjective - 9;

3. By numeral – num+noun - 2;

4. With pronouns - 2

5. With a group of verbs 1) verb combinations - a) verb - 2, b) verb + noun + preposition - 10, c) verb + pronoun + noun - 2, g) verb + pronoun - 11; 2) verb phraseological compounds - a) verb + preposition + pronoun + noun - 12, b) verb + preposition + noun + noun - 7, c) verb + noun + predlog + adjective + noun - 3, g) verb + ot (pronoun) + noun + preposition + noun - 10, d) verb + adjective + noun - 6, e) verb + noun + preposition + adjective (pronoun) + ot (pronoun) - 2, j) verb + noun (pronoun) + noun + preposition + noun (pronoun) - 8.

Below we try to analyze the expression of the constituents of the semantic field of «ear» in the Uzbek language by word groups. Thus, in the Uzbek language, the constitutives of the semantic field of «ear» are expressed by the following phrases:

We will consider noun expressions of the semantic field of «ear» by a group of words based on the «Explanatory Dictionary of the Uzbek language» published under the editorship of Z.M. Marufov and A. Madvaliev.

Our research on Uzbek language materials has shown that we have obtained the following statistics when classifying words, phrases, including verb conjunctions and phraseological conjunctions related to the semantics of “ear” into different types within word groups.

So, 1. Through the noun phrase - 1. Simple nouns - 6, 2. Combined nouns: a) noun + noun - 2, b) noun + adjective - 0, c) noun + verb - 0; 3. Pair nouns - 2;

2. Through adjective phrase - a) adjective - 2, b) adjective + noun 12, c) adjective + adjective - 5, d) noun adjective - 3;

3. Numeral with of words - num + noun - 3;

4. With pronoun phrase - 2

5. With a group of verbs - a) verb - 1, b) verb compounds - 11, c) verb phraseological compounds - 35, d) participle - 1.

Conclusion

Our observations have shown that the English and Uzbek languages being compared are based on the almost close use of the constituents of the semantic field of “ear” through word groups. However, according to their application, it turned out that the statistical numbers differed from each other. That is, in English, the number of simple noun 1, and in Uzbek - 2. As for the combined nouns, we found it necessary to divide them into 3 subgroups in English and Uzbek.

Statistics on the use of common nouns in English totaled 62, and in Uzbek 2. As for the pair of nouns, the pair nouns are more widely used in English, i.e. 10 in English and 3 in Uzbek. But we witnessed that the complex nouns were only in English, they are 69. Statistics on the use of adjectives in English are 49, while in Uzbek, they are 22.

It should be noted that during our observations, we were able to identify a lexeme in the Uzbek language, which is expressed by adjective of the semantic field of «ear». This is a unique feature of the Uzbek language. While speaking of the phrase, we managed to find 2 versions of it in English and 3 in Uzbek. As for the pronoun phrase, semantics of «ear» of semantic field are the same in English and Uzbek, i.e. 2. We noticed a difference in the two languages being compared in terms of the verb phrase. We found that the use of verb conjunctions and verb phraseological combinations in the English language - 73, and in the Uzbek language - 37. In particular, in English and Uzbek, the types of expressions of the constituents of the semantic field of «ear» in linguistic units are 13 in Uzbek and 20 in English. Thus, it is clear from the above analysis that the use of the constitutives of the semantic field of «ear» in English is much wider.

In English and Uzbek, the total number of linguistic units that make up the semantic field of «ear» with word groups is 342. This statistical analysis can be seen in the following table:

In Uzbek - 74

In English - 268

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Table 1

№	Speech patterns	Number of “ear” lexemes	Indicator percent	№	Speech patterns	Number of “ear” lexemes	Indicator percent
1	Noun	11	15	1	Noun	142	60
2	Adjective	22	30	2	Adjective	49	18
3	Pronoun	2	3	3	Pronoun	2	1
4	Numeral	2	3	4	Numeral	2	1
5	Verb	37	49	5	Verb	73	20
Total		74	100 %	Total		268	100

The analysis of the examples showed that in the English and Uzbek languages being compared, the constitutives of the semantic field of “ear” are inextricably linked with word groups and express

both isomorphic and allomorphic features in both languages. Some words and phrases have also shown that they have their own unique feature in one of the two languages.

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RECEPTION BIOPHYSICS

Abstract: This paper presents theoretical ideas about receptors, their types, mechanism of excitation, and visual sensory studies on the biophysical and biochemical changes that take place in the cell during sensation.

Key words: Receptor, organism, nerve, eye, pigment, light, sensitivity, enzyme, rhodopsin, color.

Language: English

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Introduction

Information about receptors

One of the important features of a living organism is its regular contact with the external environment. This process is provided by the activity of analyzers or sensory systems in the body, which include receptors that are part of the nervous system and special cognitive structures. In analyzers, the effect received from the external environment through the receptor is transmitted to the central nervous system along the conductive nerve fiber and processed, and the body's response to the effect takes place.

Receptors receive mechanical, thermal, chemical, acoustic energy and convert it into nerve impulses during the reception process.

Receptors are studied in two major groups, such as external or extrareceptors and internal or interoreceptors. Extrareceptors include auditory, visual, olfactory, and sensory receptors. Interoreceptors include viceroreceptors, vestibular, locomotor system receptors, ie propioreceptors, which provide signals about the state of the internal organs. Receptors are divided into groups based on their interaction with the external environment, that is, those that act on the basis of distant sensations, such as sight, hearing, as well as touch, that is, direct stimuli.

Depending on the nature of the adequate receptors, the receptor is classified as follows

1. Mechanoreceptors are adapted to receive the mechanical energy of the stimulus. Examples of such

receptors are the receptors of the skin, the locomotor system, the auditory and balance systems, and the baroreceptors of the cardiovascular system.

2. Chemoreceptors have the property of exciting the effects of chemical factors, and such receptors are examples of parts of the sensory system that sense taste and smell. It has also been reported that chemoreceptors are found in different parts of the vascular system and in some types of organs.

3. Photoreceptors have the ability to convert light energy into nerve impulses. These receptors include color vision receptors, which differentiate the intensity of light located in the retina.

4. Most of the thermoreceptors are located in the skin, as well as in the internal organs, enter the receptors sensitive to the central temperature, which have the property of reacting very sensitive to temperature changes.

6. Pain receptors are non-receptive receptors that receive the effects of pain, and this sensation is formed as a result of a strong effect on all receptors.

Receptors are divided into primary sensitive and secondary sensitive groups according to their structural properties. For example, odor perception of primary sensory receptors is an example of sensory receptors, and the energy that affects these receptors is converted into a nerve signal in sensory neurons located in the receptor itself. Secondary sensory receptors include the visual, cognitive, and auditory receptors, where the energy of the effect is transmitted

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not directly to the neuron, but through a receptor cell with high sensitivity.

The mechanism of excitation of the receptor is as follows, that is, during the reaction, the configuration of the membrane structures of the receptor cell, consisting of protein-lipid molecules, changes. This leads to a change in the ion absorption property of the membrane, leading to the formation of ion currents and receptor potentials. In this process, mainly Na⁺ ions play an important role and a receptor potential is formed. The receptor potential generated in some areas of the primary sensory receptor cells is directly converted into a nerve impulse.

Secondary sensory receptors, on the other hand, induce the release of mediator-like mediators such as acetylcholine in the presynaptic membrane of the receptor cell. Under the influence of mediators, the sensitive neuron leads to depolarization of the postsynaptic membrane. That is, a postsynaptic potential is formed, and this leads to the formation of a nerve impulse in the primary sensory neuron, also called the formation potential. Receptors have evolved to show sensitivity to the effects of certain adequate stimuli throughout evolution.

Biophysical basis of vision.

A person receives most of the information he receives by seeing. Sight is a type of photoreception that is specific to both vertebrates and arthropods.

The mechanisms of photobiological processes underlie the visual activity of the eye, and the field of photobiology also studies the mechanisms of these processes.

The visual receptor of higher organisms is the self-regulating living system of the eye. The focus of the image on the retina is achieved by using the ciliary muscles, by changing the radius of curvature of the crystal. The amount of light falling on the retina is controlled by a change in the size of the pupil as a result of the activity of the arch curtain muscles.

It is known that the retina contains rods and cones, which play an important role in the perception of light, and in the activity of visual tissues in general. In this process, the rod-shaped cells are very sensitive to light, which means that they are also sensitive to weak light. The cone-shaped cells, on the other hand, are exposed to strong light, providing color-separating activity to the eye.

To understand the visual activity of the eye, an indicator of the sensitivity of the eye to light is included, which consists of the minimum light value that is capable of generating visual perception under certain conditions.

The sensitivity of the eye to light can vary over a certain range due to its ability to adapt to different light spectra, and the mechanism of this adaptation is as follows:

- by changing the diameter of the pupil and increasing the value of the luminous flux;
- by shielding the tube and rod cells with a dark

pigment;

c) by reducing the concentration of light-sensitive and non-degradable substances;

g) by changing the number of cells involved in the formation of visual perception depending on the level of illumination of the body.

In the range of illumination range from 10-7 kd / m² to 10⁵ kd / m², visual activity of the eye is normal. At low levels of illumination, for example in the dark, the retina of the eye is affected by an average of 100 photons per second, and an average of 10% is absorbed by rod and tube cells, and 90% of the photons return from the cornea.

The human eye apparatus senses the effects of electromagnetic waves in the wavelength range of an average of 40 nm to 760 nm. In this process, the spectral sensitivity of the eye is expressed by the following equation:

$$S = \Delta\Phi / \Delta\Phi_0$$

Where: $\Delta\Phi$ - light flux; $\Delta\Phi_0$ - is the radiant power that creates this stream of light.

Based on this equation, the values of $\Delta\Phi$ and $\Delta\Phi_0$ are appropriate for the range of wavelengths λ to $\lambda+d\lambda$. The human eye apparatus is very sensitive to monochromatic yellow, green light with a wavelength of 555 nm. In this case, an irradiance of 1 W produces a light sensitivity corresponding to a luminous flux of 683 lm. Based on the above equation, the radiation visibility for the wavelength $S = 555$ nm = 683 lm / W is obtained.

The concept of relative visibility is also introduced in the visual process, which is represented by the following equation:

$$S_\lambda = S_\lambda / S_{\lambda_{max}}$$

Where: $S_{\lambda_{max}}$ - the maximum visibility of a given radiation spectrum is an indicator of S_λ depending on the wavelength of the light.

For daytime visibility, the maximum wavelength corresponding to $S_{\lambda_{max}}$ is and in low light $\lambda=555$ nm, and in low light $\lambda=510$ nm. In low light conditions, the eye's ability to distinguish colors is reduced, and different colors are perceived as bluish-gray.

The rod cells located in the retina of the eye are composed of light-sensitive outer, i.e., the first and inner, i.e., the second segments, and the inner segment contains the nucleus and mitochondria that support the cell's functioning. Inside the outer segment are thin discs with a diameter of 6 μ m, and each of these discs consists of two layers of membranes, similar in shape to liposomes.

These visual discs contain the visual pigment, a complex protein molecule called rhodopsin, which has a molecular mass of 40,000 D. The rhodopsin molecule belongs to the group of chromoproteins and is composed of an opsin protein as well as a group of chromophores called retinal.

In general, rhodopsin is composed of vitamin A aldehyde, retinal, and protein opsin. When a quantum

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of light is absorbed, photophysical and photochemical changes take place in this compound. In this case, the retinal isomerizes, the side chain of the molecule is corrected, and the binding to the protein is lost. The enzymatic centers of the protein molecule are activated.

This initially produces intermediates such as metorodopsin, which are then separated from the retinal protein opsin. Under the action of the enzyme retinal reductase, vitamin A is finally formed. When the eye pigments pass into the dark phase of the retina, the visual acuity, rhodopsin, is restored. For this process, the retina must contain vitamin A tsis-isomers. If the body is deficient in vitamin A, the rhodopsin molecule regenerates and the pathological condition known as rickets occurs. In the retina, 0.006 rhodopsin expression occurs after 5 hours under the influence of 100 lk of light, and this process takes place in a strictly economical manner.

The retina has several spatial isomers, and only its II-tsis-retinal isomer binds to the opsin molecule. Under the influence of light, retinal rhodopsin is broken down and transformed into a stable trans-isomer. As a result of this process, changes occur in the membrane of the discs associated with the change of rhodopsin, i.e., rhodopsin moves from the interdiscal hydrophilic surface to the internal hydrophobic phase of the membranes.

At rest, the membranes of the discs do not transmit Na⁺, K⁺, Ca²⁺ and other ions, and under the influence of light, the permeability of the membrane to ions increases. The role of rhodopsin in this process is that its conformational change under the influence of light creates "pores" for some ions in the membrane and closes Na⁺ channels in the outer membrane. As a result, an uneven distribution of ions on the inside and outside of the membrane, i.e. a potential difference, is formed. The action potential in this view generates a nerve impulse during vision.

The outer segment of the rod cells is due to the uneven distribution of potential sodium ions formed as a result of weak light in the membrane. As a result of changes in the conformational structure of rhodopsin under the influence of light, the membrane permeability for the Na⁺ ion decreases sharply, but does not change for other ions. The peculiarity of the outer segments of the retina rods is that at rest the potential in their cytoplasmic membrane, nerve and many other cells differ from the membrane potential and are determined by Na⁺ ions. At rest, the permeability of the outer segment membrane to sodium ions differs sharply from that to other ions. Sodium ions move along their electrochemical gradients from the outside to the cytoplasm, then diffuse toward the inner segment through the leg connecting the outer segment to the inner segment, and are expelled through the inner segment membrane in the presence of Na, K-ATF-aza. In this case, the membrane permeability for K⁺ ions is at its highest

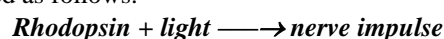
and the potential K⁺ nature formed. As a result, the cytoplasmic membrane potential in the outer segment of the rod cell has a negative sign outside the membrane and a positive sign inside the cell.

Color vision refers to the ability of the eye to perceive light differently with different wavelengths. The human eye can perceive light rays around 302-950 nm. Color vision is conditioned by the presence of three types of rhodopsins with rhodopsins, characterized by areas of absorption maxima of 445 nm, 535 nm, and 670 nm, according to the three-component theory. Absorption of light by rhodopsins causes potential formation in the tubules. Colors and the perception of the image through them are the activity of a whole vision analyzer, not just the cones in the retina.

The pigment of the bulb cells also contains II-tsis-retinal, like rhodopsin, and the protein part of this pigment has a different structure and is therefore called iodopsin. Human tubular cells are composed of iodopsins with maximum absorption wavelengths of 445, 535, and 570 nm, and this is based on a three-component color-sensing theory. Defects in the protein structure of iodopsin lead to the emergence of various pathologies in the activity of the visual apparatus in the body. For example, in color blindness, the synthesis of iodopsin proteins is disrupted and the eye loses its ability to distinguish between red and green.

Light light is characterized by spectral properties, and visual pigments, such as rhodopsin, are emitters of light energy. Their ability to switch to an electron-excited state in exchange for light absorption conditions the trigger property that initiates the chain of processes that enable the visual signal to emerge.

The general reaction of photoreception can be described as follows:



The absorption spectra of visual pigments correspond to the spectra of action of the visual receptor. Light-sensitive cells are characterized by an amplification factor of 10⁵-10⁶. The quantum of light, through rhodopsin, initiates a strong flow of ions across the membrane, which underlies the formation of the nerve impulse. From an energy point of view, photoreception is a highly endogenous process.

Retinal photoreceptors are composed of multilayered cells. The image formed in the pigmented epithelium acts as an input signal. The output signal is a neutral image encoded by pulses in the optic nerve. The photoreceptor cell is an elongated device consisting of a series of parallel discs containing rod and cone molecular photoreceptor structures. The thickness of the discs is about 12-15 nm and the distance between them is 14-16 nm. While the bulbs provide color vision, the bulbs are affected by poor lighting.

There are intercellular synaptic contacts in the retina. While horizontal cells bind adjacent receptors

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to each other and ensure the lateral transmission of information, bipolar cells ensure the transfer of information to the inner synaptic layer. Each ganglion cell receives information from a limited number of photoreceptor cells. Visual pigments are a complex of lipochromoproteins, i.e. proteins, lipids and chromophore retinal.

With the passage of rhodopsin metarhodopsin II, the permeability of the cytoplasmic membrane to sodium ions decreases sharply and the permeability to potassium ions increases, the membrane potential is

determined by potassium ions, and membrane polarity changes.

Information about light discoloration of rhodopsin in rod discs is transmitted through mediators to sodium channels in the cytoplasmic membrane. Light-activated rhodopsin activates the G-protein transducin. Transducin, in turn, activates phosphodiesterase and enhances the hydrolysis of ts-GMP. The sodium-calcium channels are closed, an electrical signal is generated, and a neurotransmitter is released from the synaptic ends.

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THE SIGNIFICANCE OF CREATIVE APPROACH IN DEVELOPING AND DESIGNING LEARNING MATERIALS APPLIED IN THE COMMUNICATIVE METHOD

Abstract: *The hereby article discusses the issues of using creative approach in the language classrooms to form learners' communicative-cognitive competence, developing their critical thinking and culture of their speech, as well as some other problems such as the application of creative approach to developing and designing learning materials, mechanisms developing learners' creativity, pedagogical creativity, teachers' knowledge and intellectual potential, their desires and needs, their strive for new things, their demanding nature and curiosity, professional position etc.*

Key words: *communicative-cognitive skills, development of critical thinking and speech, mechanisms of developing students' creativity, potential and active creativity, pedagogical creativity, intellectual potential, supernatural skills.*

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Introduction

It is no doubt that one of the today's urgent tasks in our education system is to apply a competent approach to language teaching and comparative process of communicative-cognitive basis of the state language, to form and develop learners' linguistic and communicative competencies. Due to the principal role of communicative-cognitive approach in language education, the integration of learning materials with interactive methods and techniques of teaching has become one of the important aspects of modern education context.

The language instructors' main role in this process is to pay great attention to the communicative model of instruction to help learners develop their communicative skills and creative activity closely connected with their independent thinking.

During the years of independence, the education system has focused on learners' ability to express their views and opinions freely on various texts. In this process, it is highly recommended for language teachers to use "scientific essays, scientific-artistic essays, creative essays, free-form essays on various

objects, people, landscapes etc., and descriptive essays" [1,6].

In essay writing process teachers have to deal with the problems of a clear and consistent presentation of the idea, expression of independent idea, communicative competence, relevance of the essay outlining the topic, correct usage of punctuation, neat and accurate handwriting and stylistic errors.

It is also noteworthy that the content of the questions stated in the modern national course books has significantly changed and directly aimed at developing learners' worldview and imagination.

The Uzbek course book for the 5th grade presents a wide range of interesting questions such as "Who do you want to be in the future?", "Is it necessary to know the state language for your chosen future profession?", "How did the writing appeared?", "Why do you think calligraphy (handwriting) should be beautiful and accurate?" which help learners develop their thinking and teach them to justify and defend their personal points of view.

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1. *What would you tell a friend you met on a long trip about Uzbekistan?*

2. *If a TV journalist stops you on the street and asks, 'What national sport do you know?' What would you answer?* [2,8]

By answering such questions, learners will develop their communicative-cognitive competences. Current course books focus on the following key factors represented in the standard curriculum aiming at "developing learners' thinking and speech":

- increase the vocabulary;
- use vocabulary in the process of creating a text;
- choose the expression of independent opinion in accordance with the purpose and conditions of speech;
- formation of clear scientific and figurative (symbolic) thinking skills"[1,65].

The state education standard and curriculum created in accordance with the new education system focus not only on providing students with grammatical knowledge as it was used to be done in the recent past, but also on developing the skills of expressing the same content (text) in different ways, thus developing students' speech and communicative skills.

Today's course books mainly focus on learners' ability to work independently and advance the idea of national liberation in their minds and hearts [3,123], develop their creativity, and most importantly, form the creative approach to their learning materials.

The questions and learning materials based on the communicative-cognitive principles and creativity should follow several requirements:

- narrate the text in own words;
- give a title to the text and express own opinions about the main idea of the text;
- find an object in the picture and make up a story about it;
- continue the narration in mind;
- expressive reading etc.

Also such assignments and project works as "classroom assignment/task", "*What I learned from daily life*", "*School friends*", and "*My dream*" etc. are frequently developed and designed by teachers to strengthen their learners' knowledge, develop their self-control/monitoring skills, improve their independent thinking and work on their own.

However, learners limit themselves by memorizing traditional grammatical rules and get through a lot of difficulties in applying the acquired knowledge in their every day speech. For that reason, instead of tasks (assignments) that do not allow learners to research, think, and try something new independently (e.g., tasks starting with the instructions *copy* or *underline*), teachers should vary the assigned tasks (e.g., prepare different tests according to learners' preferences and tasks starting with the instruction *Find necessary...* for identifying

the necessary information related to a particular theme, use *This is my opinion* project for eliciting learners' ideas and personal opinions on a topic etc.).

Independent work based on interactive teaching methods plays a significant role in the formation and development of learners' communicative and cognitive skills including the ability to express personal views and ideas, conscious and individual mastery of the theme, comparison with the learning materials given in the state language and practical application of theory.

The study of course book materials in conjunction with independent research should not be limited to the terms of the assignments given in the implementation of teacher and learner collaboration. The mechanisms of creativity consist of potential and active creativity. While potential creativity develops individual characteristics of the learner active creativity is considered the most important subjective factor of creativity [4,119].

Pedagogical creativity is closely associated with the teacher's knowledge and intellectual potential, desires and aspirations, strive for innovations, demanding and inquisitive, professional position etc. It is an integral concept that requires hard work, non-traditional attitude, breadth of thinking and self-control [5,190].

To form learners' deep knowledge and intellectual potential that includes the pursuit of innovation, high demands and inquisitiveness, deep reasoning and self-control/monitoring has become one of the needs of the present education system. To organize lessons in different and non-traditional formats and use learners' class time efficiently, teachers can widely use a creative approach while assigning various tasks and assignments. For example, while teaching the Kazakh language it is effective to carry out various forms of practical exercises for in-depth study of the main content of each topic. Moreover, teachers are recommended to prepare different questions aimed at developing learners' communicative-cognitive qualities and identifying the specific features of both languages in comparison with the state language.

In the field of education, creativity is related to one's personal activity and based on cognition and knowledge. Pedagogical creativity is associated with the knowledge and intellectual potential, desires and aspirations, professional position of the teacher and is considered an integral notion that requires from the teacher deep reasoning and self-control or monitoring. Possession of such knowledge, personal qualities, virtue, abilities, and creativity leads every teacher to an acmeologic orientation [6, 3]. Acmeology is the science that determines the factors that help to achieve the highest peak of one's professional activity.

Learners will be able to do various activities that encourage them to think, research, and apply the theoretical knowledge they have gained in

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collaboration with their group. So in this process teachers should organize lessons in different non-traditional formats and use their learners' time effectively by applying intensively the elements of creative approach. In particular, they may design and develop various tasks and assignments that will help learners to write, speak, play various games, do tests and comparisons. In order to organize the teaching and learning process in a more colorful way and use learners' class time effectively, tasks and assignments created and designed by instructors should focus on the development of learners' creativity, independent work, the ability to compare the materials learned in the native language with the state language and inculcate the ideas of national independence in communicative and cognitive ways. Such tasks and assignments may include the following:

- Ask your parents the names of the places given in the text and find them on the map;
- Express your opinion in an oral or written ways in 5-6 sentences;
- Find out the meaning of unfamiliar words in the text from the dictionary;
- Look at the picture, compose a text and give a title to the text;
- Continue the idea and write an essay;
- Solve metagramsetc.

When tasks and assignments are done in a variety of ways, it not only saves time, but also makes it easier for teachers to monitor and evaluate their learners' works. Without any doubt such a creative approach will bring a number of benefits for both teachers and learners.

In the course book of the 8th grade, students were asked to make up several sentences with the help of the phrases such as "Zagira teacher", "Dear war veterans" and "Dear parents". Teachers by using a creative approach may diversify this traditional task by dividing these basic phrases into three small groups and assigning a special task for each group. For instance, the first group may use the phrase "Zagira teacher" as an interjection for writing a "Letter to the teacher", the second group may prepare an invitation using the phrase "To the veterans of the war", and the third group may write an announcement both in Uzbek and Kazakh languages using the phrase "Dear parents"[7,97]. Composing a text in the form of a letter and expressing own feelings encourages every learner to think more creatively and freely. Through a creative approach to learning materials and tasks, learners begin to form and develop their cognition, learn to search for necessary things independently and acquire knowledge. Cognitive processes create in learners a connection with the knowledge of reality (the world); in addition, learners will learn to perceive the reality, store it on their memories, interpret necessary information and process it independently. Learners search for the necessary knowledge not only through listening, but also through their immersion

into the study process. Every cognitive process ends with the acquisition of some knowledge. The essence of the communicative-cognitive methodology is to provide learners with oral communication. Today's educational demand is to create verbal communication and new knowledge, i.e. use a cognitive approach in teaching [8,16]. It is preferable to understand the cognitive approach as a process of cognition in speech activity [9,203]. Hence, it is effective to use these two approaches simultaneously in the process of teaching learners.

The great emphasis is placed on improving learners' speaking skills in the state language, full expression of their ideas both in writing and oral communication, and increasing their literacy in modern educational environment, especially, in the contexts of secondary schools where education process is organized in another language, the following tasks are prioritized: understanding the whole being through the expressive means of language and expressing one's feelings within the broad possibilities of the mother tongue in the learning environment built on the communicative model of education and within the framework of state educational standards of secondary school education.

The ethnic and cultural affinity and specificity of the Turkic peoples, including the Uzbeks and Kazakhs, find its direct reflection in their word expressions. For example, the following phrases are widely used in the languages of both cultures: "Ёниглик қозон ёниглигича қолсин" ("To keep something under your hat/under wraps"), "Кўрпангга қараб оёқ узат", "Ошиғи олчи туриб" ("To hit the jackpot"), "Бир ёқадан бош, бир енгдан қўл чиқариш" ("We are only as strong as we are united, as weak as we are divided"), "Қора қозон қайнаб турибди" ("Life goes on somehow"), "Отдан тушсаям эгардан тушмаган" ("Turn one's back on") etc.

According to the curriculum of the secondary schools for the 5th grade students, the theme about phrases which goes into the section of lexicology aims at identifying real and figurative meanings of the words by analyzing various text types and expanding learners' vocabulary. The same theme is taught for the 8th grade students to help them differentiate phrases which go into syntax and avoid confusion while analyzing them in different parts of speech.

Parts of speech can also be made up of various phrases, as in the examples shown above. A comparative analysis of the lexical-semantic similarities and differences between the two languages is one of the very effective ways to teach the phrases for learners. To do this teachers are highly recommended to use the creative method of "Everest" and not to limit themselves only with the ready tasks and assignments given in the course books.

As the school course books do not contain many tasks and exercises related to phrases we suggest you

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to use the following interesting and effective activities to develop learners' specific knowledge and skills on the theme and their communicative-cognitive

competencies taking into account their age (look at Tables 1 and 2):

Stage 1: Compile Uzbek-Kazakh Phrasal Dictionary

№	Uzbek	№	Kazakh
1.	Бармоғини тишлаш	1.	
2.	Кўзи тўрт бўлиш	2.	
3.	Тирноқ осидан кир кидириш	3.	
4.	Бешигимни тебратдингми?	4.	
	Ойни этак билан ёпиб бўлмайди		

Sage 2: Definitions of Uzbek-Kazakh phrases

№	Definition	Figurative meaning of the phrase in Uzbek	Kazakh phrase
1.	Катта ишга интилиш	Осилсанг баланд дорга осил	
2.	Жудаям ошириб юбориш	Папшадан фил ясама	
3.	Бу ерда бир гап бор	Бир балоси бўлмаса, шудгорда куйрук на килур	
4.	Аҳиллик, бирдамлик	Бир майизни қирқ бўлиб емоқ	
5.	Хурсанд бўлиш	Дўпписини осмонга отди	

In the Stage 3, the phrases are discussed ethnographically through the method of debate. For example,

Question: What is the meaning of the phrase “Узун арқон, кенг тусов”?

Answer: *Мол яйловда узун арқон ва кенг тусов билан боқилган (The cattle were grazed in the pasture with a long rope).* Therefore, the phrase is used in the sense of *бемалол (leisurely, freely).*

Question: What does the phrase “От усти қараб ўтиш” mean?

Answer: The phrase “От усти кўриш” denotes the meaning of doing something difficult being on a horse, or something done in a hurry, so it has the meaning *масъулиятсизлик (irresponsibility).*

Question: What is the meaning of the phrase “Ит ўлган ерда” in the sense of “узоқ” (far)?

Answer: There is a saying among our people, “Яхши ит ўлигини ҳам кўрсатмайди” (“A good dog does not show its death”). So the etymology of this phrase may relate to this concept.

The following conclusions can be drawn from the comparative teaching of phrases:

- Learners will be able to differentiate the real and figurative meanings of words by working on various texts full of phrases, also they will be able to interpret and do comparative analysis of phrases in both languages and develop their skills and

competences for using phrases as an expressive tool in their oral and written speech;

- Learners will increase their awareness of ethnography, national values etc. of the two nations by using the real and figurative meanings of phrases as the examples or variants of other languages.

Group discussions around the theme might be organized in the following two ways:

- The discussions organized on the basis of literary texts given in the exercises;

- The discussions organized on learning materials.

When the teachers conduct their lessons on the language theme, they can organize group discussions in the following ways:

1. What would you name the poem?
2. Why is language compared to spiritual wealth?

It is recommended that the teachers formulate questions for discussion on linguistic materials in advance ranging them from simple to complex.

According to the standard curriculum, the themes covered in the Kazakh language classes at the beginning of the academic year are usually taught later in the Uzbek language classes. In this case, on the one hand, learners will develop the skills of revising the covered theme and on the other hand, they will

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strengthen their abilities to learn the language by comparison.

In classes aimed at teaching a language, the main focus is given on the communicative model of education as it helps students shape their creative activities based on the independent thinking and develop their communicative skills.

Teachers can assist their learners to acquire necessary knowledge, skills and abilities independently on the basis of school course books and other resources and organize monitoring processes to check the validity and reliability of learners' knowledge and communicative competences with the help of "Raider" technology. Such pedagogical technologies help teachers to use creative approach towards their teaching. For example, 6th grade students can be divided into 3 small groups to study the theme "Spelling of Numerals". Each group is assigned the following tasks:

Group 1: Students should check the numerals written on the doors of the classrooms (5th grade students);

Group 2: Students should check the numerals written on the cover page of the notebooks;

Group 3: Students should learn the numerals in the various mass media materials located in the spirituality center, and compare the collected materials with those in the course books and state their own conclusions.

According to the orthographic rules of the Kazakh language, the names of centuries, years, months and dates are not used with punctuation, e.g., 2018 йил, 15 май (May 15, 2018). In the Uzbek language, if the ordinal numbers are represented by an Arabic numeral, they are used with a hyphen, and if they are represented by a Roman numeral, a hyphen is not used, e.g., 21-уй, V синаф (house 21, class V).

The study of course book materials in conjunction with independent research should not be limited to the terms of the assignments given in the implementation of teacher-student collaboration. The mechanisms of creativity consist of potential and active creativity. While potential creativity creates individual characteristics of an individual, active creativity is the most important subjective condition of creativity.

Pedagogical creativity is closely related to the teachers' knowledge and intellectual potential, desires and aspirations, longing for innovation, demanding and inquisitive, professional position and it is an integral concept that requires hard work, supernatural, broad thinking and self-control [4, p119].

For example, in Uzbek language classes, it is effective to let learners complete a variety of practical exercises and prepare for student thought-provoking questions to support them to master the main content of each theme:

1. What letters do you know that are specially taken in the Kazakh and Uzbek alphabets?

2. Which letters of the Cyrillic alphabet are there in Uzbek and Kazakh languages, which letters of the Uzbek alphabet are not in the Kazakh alphabet? Provide examples.

3. Lexically, in what sense is the word "program" used in the Uzbek and Kazakh languages?

4. What principle do you think we rely on the usage of the suffixes implemented in one variant in Uzbek and multiple variants in Kazakh language?

5. Which tense form of the verb in the Kazakh language corresponds to the past tense (narrative) in Uzbek expressed with the suffixes *-ар* and *-р*? Respond to this through text analysis.

6. What norm of literary language is violated by the use of the Uzbek phrase "яшаи тарзи" in the Kazakh language as "өмір сүру тәрізі"? How should it be expressed?

By working with questions of such content, learners will develop their abilities to compare the information on a communicative-cognitive basis.

In the Kazakh course book "Қазақ тілі" intended for the 9th grade the students will develop their writing skills on business papers, articles, stories, letters, diary, notes, thesis, reviews, lectures etc. on the basis of 3 themes ("Нутқривожлантириши – стилистиканинг бир тармоғи" (Developing communicative competence is the a branch of stylistics), "Нутқривожлантиришининг усуллари" (The methods of developing communicative competences),

"Нутқривожлантиришининг баъзи жиодий турлари" (Some creative types of developing communicative competences)) related to the field of stylistics. All these themes are aimed at a creative approach to the learning tasks given in the course book [10, p 190].

In the field of education, this concept demands hard work, research and creativity from teachers. Creativity is related to an individual's personal activity and based on cognition and knowledge. Pedagogical creativeness is valid for the knowledge and intellectual potential, desires and aspirations, professional position of the teachers. Also it is an integral concept that requires breadth of thinking and self-control of the individual. The acquisition of such knowledge, quality, merits, abilities, and the use of creativity for the benefit of goodness help teachers to take an acmeological direction [6, p 3]. Acmeology is the study that determines the factors serving for the achievement of the highest peak of professional activity.

The old course books mainly consisted of the following instructions: *қўчириб ёзинг (copy)*; *тағига чизинг (underline or highlight)*; *от ёки сифатни топинг (find the nouns or adjectives)*; *тиниши белгиси қўйилиши сабабини тушунтиринг (explain the reason for a particular punctuation)*; *сўзларни дефис билан қўчиринг (copy the words with a hyphen)*; *ған тузинг (make up sentences)*. Such

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instructions didn't let students develop their independent thinking skills.

It is beneficial for learners to do tasks and assignments that encourage them to think, research, and apply theoretical knowledge in practice together with their group mates. Teachers are highly recommended to organize their lessons in different formats, in order to use students' time with some benefit instructors are suggested to approach creatively to the tasks and their instructions.

Students' communicative skills can be implemented in the process of consolidating the knowledge that students have acquired over a specific period of time. For example, in Uzbek language classes it is effective to carry out various forms of practical exercises for in-depth study of the main content of each theme, prepare questions for comparing the state language and identifying their similarities and differences.

The content of the exercises and assignments on teaching lexicology given in the course books also help to inculcate the ideas of national independence in various interactive ways. For example:

- rituals related to the days of the week, superstitions – independent work, discussion;
- division of proverbs into categories - work in small groups;
- continuing the proverbs by working in small groups – “I lost, I found” game, work in small groups;
- studying the theme on the basis of handouts - suitable for independent work.

It is noteworthy that the tasks and exercises presented in the course books, used currently at schools, support school students to take a creative approach to their lessons and work independently.

Teachers must be creative in developing, designing and organizing the tasks and assignments. In particular, the tasks and exercises can be done in the written, oral, game, test (quiz), comparison and contrast forms. To organize the lessons in a colorful way and use students' time efficiently, the tasks and assignments should focus on creative approach, independent work, comparison of materials learned in the Uzbek language with the state language, inculcation of ideas of national independence by applying communicative and cognitive methods.

When tasks and assignments are completed in a variety of ways, it is not only time consuming, but also easier for teachers to monitor and evaluate students' work. In the course of the experiment, it was proved that language lessons can be varied not only in terms of the exercises or tasks given in the textbook, but also in terms that direct students to work independently and draw certain conclusions on the theme. For instance, in the course book “*Она тили*” there given

3 exercises to strengthen the theme “*Кишилик олмоши*”(personal pronouns). They suggest tasks with the same traditional instructions, such as “*кишилик олмошини топинг*” (find personal pronoun), “*тағизга чизинг*” (underline or highlight), “*топиб ёзинг*” (find and write), “*қандай келишикда туришини аниқланг*” (find out the case). In doing so, it is possible to explore the phenomenon of language being studied through conscious comprehension and practical exercises by changing the format of the tasks or assignments. For example:

I. Exercise 186: “*Literacy Bridge*”. Each student reads one sentence and writes the personal pronoun on the board. For each correct answer a student gets 5 points. For correct spelling students get 10 points (*у, сен, сени, мен*)(*he, you, I*).

II. Exercise 187: Find the personal pronoun and write it in the notebook. The more pronouns a student finds, the more points he/she gets (*сен, сени, сен, бизнинг, бизни, бизга, сенинг, биз*)(*you, our, us, you, we*).

III. Exercise 188: Determine the case of pronouns. It is convenient to complete a test (quiz). It is the demand of the present time to form deep knowledge and intellectual potential in students that combine the pursuit of innovation, demanding and inquisitive, the breadth of thinking and self-control of the individual. By organizing lessons in this varied ways, it is effective for teachers to use creative approaches towards the learning tasks and assignments to assist them to take as much benefit as possible.

Today's learning process requires the teachers to take a cognitive approach to learning, instructing learners on the material to be learned not only from their course books but also from additional educational sources by providing necessary guidance on how to gain a specific understanding using various questions. Carefully structured questions will be interesting to a group of learners as well as provide a conscious mastery of the topic. It is common knowledge in psychology that learners keep necessary information in their memory for a long time when they deal with that on an individual basis rather than memorizing it.

So teacher's pedagogical creativity plays an important role in the communicative-cognitive approach. With the help of various intellectual questions and assignments prepared by the teachers, the learners will have a chance to search for necessary knowledge independently, work with their course books efficiently, apply the acquired knowledge in their personal life and see the benefits of their hard work.

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STUDY OF VIRULENT CHARACTERISTICS OF (*Puccinia striiformis* f.sp. *tritica*) IN THE CONDITIONS OF JIZAK REGION

Abstract: The article describes the study of the virulence of a sample of wheat yellow rust (*Puccinia striiformis* f.sp. *tritica*) from Gallaorol district of Jizzakh region, which is one of the main problems in the grain industry. The disease sample was calculated by race formula 207E217 according to virulence properties. 207E217 race Yr1, Yr7, Yr6, Yr4, YrND, Yr8, YrSP, Yr2 +, Yr17, Yr9, Yr25, Yr27 genes and Yr3 + Yr 4, Yr9 + Yr2 +, Yr31 + APR gene combinations virulent and Yr6, Yr6, Yr32 is reported to be avirulent to Yr29 genes.

Key words: wheat, race, yellow rust, inoculation, gene, collection, spore, disease, virulent, avirulent.

Language: English

Citation: Mullaev, D. A., Azimov, I. T., Mamatkulov, D. A., Rakhmatov, U. E., & Zainiev, S. I. (2021). Study of virulent characteristics of (*Puccinia striiformis* f.sp. *tritica*) in the conditions of Jizak region. *ISJ Theoretical & Applied Science*, 11 (103), 1170-1173.

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Introduction

One of the most pressing problems in wheat cultivation is the spread of yellow rust diseases. The spread of this disease causes great economic damage to farms, as well as pollution of the natural environment when chemical control is carried out against them. In this regard, by studying the

development and spread of yellow rust, it is necessary to constantly study the racial composition of yellow rust, which is spreading in the grain fields of our republic.

The disease caused by yellow rust fungi is the most harmful disease found in cereal crops [1].

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Puccinia striiformis f.sp. *tritici* virulence (the ability of a pathogen to infect a plant) is the pathogen with the greatest variability [2].

New genes can occur due to accidental re-mutation, genetic variability that occurs continuously in an organism, and the restructuring of pathogenic genetic material. Such pathogenic individuals may have existed before, but they make up a very small portion of the total pathogen population, and a variety with a new resistance gene was on a much smaller scale before large-scale cultivation began. However, once these resistant plants are planted, the new resistance gene destroys or stops the movement of all other pathogenic individuals except for a very small number of pathogenic individuals that have a new virulence gene that can infect these varieties. The extinction or cessation of pathogens that do not have a new gene allows a very small number of pathogens with a new gene to multiply and replace the extinct population [3].

Today, the virulence content of rust disease is constantly monitored in many countries around the world. One of the main reasons for this is that if there is a change in the composition of the race, that is, a virulent race, the selection process requires the use of these genes and the use of other genes [4].

Determining the spread, development and composition of yellow rust disease and the widespread application of varieties resistant to these yellow rust races will contribute to the further development of grain farming.

Materials and methods.

Monitoring of wheat fields was carried out in Jizzakh region in late April and early May 2020, during the main season of yellow rust disease in wheat fields. In the field, samples of urediniospores of yellow rust disease were collected by placing the infected plant leaves in air-permeable paper bags. The diseased leaves were air-dried and stored at + 4- + 5 OC air temperature until inoculation.

Identification of virulence and disease races.

The breed of wheat yellow rust (*Puccinia striiformis* f.sp. *tritica*) is Johnson R., World in the style of others (9: Chinese 166, Lee, Heine's Kolben, Vilmorin 23,

Moro, Strubes Dickopf, Suwon92 x Omar, Clement and *Triticum spelta*) and Europe (8: Hybrid 46, Reichersberg 42, Heine's Peco, Nord Desprez, Compare, Carstens V, Spalding Prolific, and Heines VII) were identified using a set of differentiator varieties. Additional for further study of the virulence properties of the isolate (Yr8 Avocet NIL, Yr17 Avocet NIL, Lal Bahodur (Yr29), Pastor (Yr31 + APR), Yr7 Avocet NIL, Fed4 / Caucasus (Yr9), TPI 1295 (Yr25), Yr27 Avoc) varieties and Morocco was used as a resistant control variety. No gene resistant to yellow rust (*Puccinia striiformis* f.sp. *tritici*) has been identified in the genome of the Morocco variety. Seeds of this collection of wheat samples were sown in 7-8 cm pots in a mixture of soil, sand and humus (3: 3: 4 ratio) in 10 cm diameter pots [5].

Diseased leaves were collected to revitalize the urediniospores of yellow rust fungi and stored at + 4- + 5 OS air temperature, placed in Petri dishes filled with filter paper moistened with water and stored in a dark environment for 10-15 hours. The resuscitated urediniospores were inoculated by spraying on 10-day-old and first-leaf fully opened wheat grasses mixed with Soltrol 170 mineral oil. Inoculated specimens were left for 24 h in a dark environment at an air temperature of +9 OC and 100% humidity to carry out the incubation process. The samples were then grown in a greenhouse at + 16- + 18 OS for 12 hours a day, under 10,000 lux fluorescent lamps.

Assessment of yellow rust resistance in grasses after 14-17 days was assessed on the basis of 0-9 points, of which 0-6 points determine avirulence, and 7-9 points determine virulence.

The results obtained and their analysis.

In our experiment, a sample of yellow rust (*Puccinia striiformis* f.sp. *tritica*) from Gallaorol district of Jizzakh region (coordinate: 566 m, N 40.01708, E 067.60447) was studied. Isolate differentiator varieties were inoculated and analyzed.

The racial formula of the isolate was determined by adding the above set of 17 varieties and the value of the decimal levels corresponding to the diseased specimens of the additional varieties (Table 1).

Table 1. A set of differentiator varieties used in the detection of yellow rust disease races

International collection		Genes	Decimal levels	
1	Chinese 166	Yr1	2 ⁰	1
2	Lee	Yr7	2 ¹	2
3	Heine's Kolben	Yr6	2 ²	4
4	Vilmorin 23	Yr3+4+other	2 ³	8
5	Moro	Yr10	2 ⁴	16
6	Strubes Dickopf	Yr2+	2 ⁵	32
7	Suwon92 x Omar		2 ⁶	64
8	Clement	Yr9+Yr2+	2 ⁷	128
9	<i>Triticum spelta</i>	Yr5	2 ⁸	256

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European package				
10	Hybrid 46	Yr4	2 ⁰	1
11	Reichersberg 42	Yr7+	2 ¹	2
12	Heine's Peko	Yr6+	2 ²	4
13	Nord Desprez	YrND	2 ³	8
14	Compare	Yr8	2 ⁴	16
15	Carstens V	Yr32	2 ⁵	32
16	Spalding Prolific	YrSP	2 ⁶	64
17	Heines VII	Yr2+	2 ⁷	128

In our study, the isolate was evaluated fourteen days after inoculation as follows (Table 2):

Table 2. Results of assessment of yellow rust isolate from Gallaorol district of Jizzakh region

International collection		Genes	Morbidity rate (points)	
			1 return	2 return
1	Chinese 166	Yr1	8	7
2	Lee	Yr7	8	7
3	Heine's Kolben	Yr6	7	7
4	Vilmorin 23	Yr3+4+other	7	8
5	Moro	Yr10	0	0
6	Strubes Dickopf	Yr2+	5	6
7	Suwon92 x Omar		8	7
8	Clement	Yr9+Yr2+	7	7
9	Triticum spelta	Yr5	0	0
European package				
10	Hybrid 46	Yr4	7	8
11	Reichersberg 42	Yr7+	6	6
12	Heine's Peko	Yr6+	5	6
13	Nord Desprez	YrND	8	7
14	Compare	Yr8	8	7
15	Carstens V	Yr32	6	6
16	Spalding Prolific	YrSP	7	7
17	Heines VII	Yr2+	7	7
Additional varieties				
1	Yr8 Avocet NIL	Yr8	8	8
2	Yr17 Avocet NIL	Yr17	7	7
3	Lal Bahodur (Yr29)	Yr29	6	6
4	Pastor (Yr31+APR)	Yr31+APR	8	7
5	Yr7 Avocet NIL	Yr7	8	8
6	Fed4/Kavkaz (Yr9)	Yr9	9	8
7	TPI 1295 (Yr25)	Yr25	7	7
8	Yr27 Avocet NIL	Yr27	8	9
9	Morocco		9	9

According to the results of the assessment, the isolate infected Chinese 166, Lee, Heine's Kolben, Vilmorin 23, Suwon92 x Omar, Clement varieties from the international collection, and Hybrid 46, Nord Desprez, Compar, Spalding Prolific, Heines VII varieties from the European collection (Table 1). The Strubes Dickopf variety from the international collection scored 5-6 points, the Reichersberg 42 variety from the European collection scored 6-6 points, the Heine's Peko variety scored 5-6 points, and

the Carstens V variety scored 5-6 points. Immune status was observed in Moro and Triticum spelta varieties from the international collection.

The 207E217 race formula was calculated by adding the decimal degree values in Table 1 of the varieties infected with this isolate.

In addition, additional varieties Yr8 Avocet NIL, Yr17 Avocet NIL, Pastor (Yr31 + APR), Yr7 Avocet NIL, Fed4 / Caucasus (Yr9), TPI 1295 (Yr25), Yr27 Avocet NIL, control Morocco varieties were infected.

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Lal Bahodur (Yr29) was infested with a 6-point scale. No immune status was observed in the additional varieties.

Conclusion

In summary, the 207E217 race formula was detected in a yellow rust disease sample of wheat imported from Gallaorol district of Jizzakh region.

Wheat rust (*Puccinia striiformis* f.sp. *tritica*) disease sample from Gallaorol district Yr1, Yr7, Yr6,

Yr4, YrND, Yr8, YrSP, Yr2 +, Yr17, Yr9, Yr25, Yr27 genes and Yr3 + Yr4 +, Yr3 + Yr4 + + APR gene combinations were found to be virulent for existing wheat plants, while Yr10, Yr5, Yr7 +, Yr6 +, Yr32, Yr29 genes were found to be virulent for existing wheat plants. This indicates the need to make extensive use of existing donors with genes Yr10, Yr5, Yr7 +, Yr6 +, Yr32, Yr29 in the future to create varieties of wheat resistant to yellow rust for Jizzakh region.

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SEGREGATION OF DEFINITIONS AND APPLICATIONS

Abstract: The article deals with the isolated members of the proposal, namely, the isolation of definitions and applications. The agreed definitions, expressed by participials and adjectives with dependent words, as well as inconsistent definitions, expressed by nouns in indirect cases, are separated. The application, as a kind of definition, is isolated if it refers to a noun or personal pronoun.

Key words: segregation of minor members, segregation of agreed and inconsistent definitions, isolation of applications, word order in isolation.

Language: English

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Introduction

"Separation is called the semantic and intonational highlighting of secondary members in order to give them some independence in the proposal. Separate members of the sentence contain an element of an additional message, due to which they are logically emphasized and acquire greater syntactic weight and stylistic expressiveness in the sentence" (p. 397-398). For example, compare the following sentences:

a) "... then the backwaters (Nagibin) overgrown with sedge and reeds began and b)

"A hundred shells unloaded from the steamer are stacked in rows near the cannons."

(A.N. Tolstoy). In the first sentence, the participle turnover overgrown with sedge and reeds acts as a common definition and serves to characterize the subject of the backwater. In the second sentence, the participial turnover of those unloaded from the steamer performs the same definitive function, but at the same time it has the tinge of an additional statement (compare: a hundred shells that are unloaded from the steamer are stacked in rows near the cannons). a separate member, when he is in the middle of a sentence, his voice rises, a pause is made, he has a separate phrasal stress characteristic of such syntagmas. For example, "The orderly, sitting on a

bench at the door, immediately got up" (Kozhukhova). Most often, agreed definitions and circumstances are isolated in postposition, that is, in a position after the word being defined or after the predicate, less often in preposition. For example, "The desert river was at first, then the distant banks overgrown with spruce appeared" (Kazakov); "Skrobov himself, a large, silent, rarely smiling man, ... really conducts his work with scientific precision" (Simonov); "A lamp with a twisted light hung in an iron ring under the ceiling, barely illuminating the room" (AN Tolstoy).

Only the secondary members of the proposal stand out, since the main members carry the main idea of the proposal.

Most often, definitions and applications are isolated from the number of secondary members of the sentence, as well as circumstances expressed by participial phrases, single participles, nouns in the role of circumstances, rarely - additions. Let us first consider the cases of separation of definitions - consistent and inconsistent.

1) Separate agreed definitions. Definitions, in accordance with the defined word in gender, number and case, are isolated in the following cases:

a) if common definitions, expressed by the participle and adjectives with dependent words and standing after the noun being defined (in the

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postposition). For example: “The cloud hanging over the high tops of the poplars was already pouring rain” (Cor.), The books on the upper shelf belong to my sister; “The sciences, alien to music, quickly bored me” (P.), Letters, unnecessary to anyone, were thrown out by the Pope.

Definitions are not isolated in such a case if the noun being defined in itself in a given sentence does not express the lexically necessary concept and needs a definition. For example: “I have not seen a person more exquisitely calm, self-confident and autocratic” (T.).

Also, post-positive common definitions are not isolated if they are meaningfully related not only to the subject, but also to the predicate. For example: “I was sitting immersed in deep thoughtfulness” (P.); “Taiga stood silent and full of mystery” (Cor.). In these examples, the verbs “sat”, “stood” perform the function of the significant link.

b) Two or more single post-positive definitions are separated, which explain the noun. For example: “A thousand-voiced dialect sounded in the hot and dusty air (P.). However, the separation of two uncommon definitions is necessary only when the noun being defined is preceded by another definition. For example: “The spring spirit, cheerful and dissolute, walked everywhere” (Bagr.).

c) A single post-positive definition is isolated if it has additional adverbial meaning. For example: “People, amazed, became like stones” (MG).

d) A definition is isolated if it is torn off from the noun being defined by other members of the sentence. “Here, alarmed by the whirlwind, a corncrake flew out of the grass” (Ch.); “Sun-drenched, Greek and wheat fields lay across the river” (Shol.).

e) The definition that stands immediately before the noun being defined is isolated if, in addition to the attributive, it also has adverbial meaning (causal, conditional, concessive). For example: “Growing up in poverty and hunger, Paul was hostile to the rich” (NO); “Cut off from the whole world, the Uralites withstood the Cossack siege with honor” (Furm.).

f) Definitions that refer to a personal pronoun are always isolated. Such definitions are attributive-predictive in nature and have additional adverbial meaning. For example: “Exhausted, dirty, wet, we have finally reached the shore” (T.); “How, poor, can I not grieve?” (Cr.).

2) Separate inconsistent definitions. Inconsistent definitions can be isolated in the following cases:

a) The inconsistent definitions expressed by indirect cases of nouns are isolated if it is necessary to emphasize the meaning expressed by them. For example: “Father, in a large coat and a pink check scarf, stood at the door.” Most often, inconsistent definitions are isolated with a proper name, which, being the bearer of an individual name, rather specifically designates a person or object, and an

indication of a feature is in the nature of an additional message clarifying the indication. For example: “Shabashkin, with a cap on his head, stood with his arms akimbo and proudly looked around him” (P.).

The same is observed with personal pronouns, which indicate an object or person already known from the context. For example: “He, with his intelligence and experience, could already have noticed the catch” (P.).

Usually, the isolation of an inconsistent definition serves as a means of deliberately separating it from one member of the sentence (usually a predicate), to which it could be related in meaning and syntactically. For example: “Women, with a long rake in their hands, wander into the field” (T.).

b) Most often, inconsistent post-positive definitions are isolated, expressed by the comparative degree of the adjective. In this case, the often defined noun is preceded by an agreed definition: “Another room, almost twice as large, was called a hall” (Ch.).

3) Standalone applications. An appendix is a noun definition that agrees with the case of the word being defined. By defining an item, the application gives it a different name. It can refer to any member of a sentence, which can be expressed by a noun, personal pronoun, substantive participles or adjectives, also substantive numerals. For example: Mikhail Ivanov, a locksmith, came before everyone else. It was she, the metropolitan beauty. We workers need to constantly learn. The Record TV worked well.

“Standalone applications can have purely attributive or ad hoc meanings. The conditions for separating applications can be the degree of prevalence of isolated constructions, its place in relation to the word being defined, the way of expressing the application”² (3.293). Consider the cases of application isolation:

a) A common application is distinguished, expressed by a common noun with dependent words, which also applies to a common noun. Such applications are usually post-positive, but can be pre-positive. For example: “On a large pile of rags there is always a hospital watchman, an old retired soldier” (Ch.); “Faithful sister in misfortune, hope in a dark dungeon will awaken joy and joy” (P.).

b) A single attachment relating to a common noun can be isolated if the noun being defined has explanatory words with it: “One girl, a Polish woman, looked after me” (MG).

c) An appendix is isolated that refers to a proper name if it comes after the noun being defined: “Lies under the mound a sailor Zheleznyak, a partisan” (Utk.); The prepositive application is isolated in the event that it has an additional circumstantial meaning .. For example: “A big fan of evening festivities, a bully and a naughty boy, my brother was successful among the youth of the town.”

d) The proper name of a person can act as a separate application if it serves to clarify or clarify a

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common noun (before such applications, you can put the words viz). For example: "The rest of the brothers, Martin and Prokhor, are similar to Alexei to the smallest detail" (Shol.).

e) The application is always isolated with a personal pronoun. For example: "Is it good for you, honored artists, to listen to such insults."

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THE PERFORMANCE OF CHEMICAL ADDITIVES AND THE EFFECT ON THE PROPERTIES OF CONCRETE

Abstract: In modern concrete technology, chemical additives are the same an indispensable component of the concrete mixture, as a binder, aggregates and water. As practice has shown, the use of additives allows you to obtain a tangible technical and economic effect and increase the durability of concrete structures and engineering structures erected both from precast and monolithic concrete.

Key words: Concrete, chemical additives, structure, superplasticizer, cement, reinforced concrete.

Language: English

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Introduction

The development of the construction industry in the last decade has been carried out under the sign of ever-increasing requirements for the rational and efficient use of raw materials and energy resources. This affects, in principle, the development of all branches of the building materials industry, and, first of all, the production of prefabricated and monolithic concrete and reinforced concrete structures. A practical solution to the problem of effective use of raw materials and energy resources in the production of dry and ready-made mortar and concrete mixtures, concrete and reinforced concrete, both prefabricated and monolithic, is fully possible only with a wide and comprehensive use of chemical additives.

Materials and methods

The problem of using additives for modifying concrete is multifaceted. In world practice, there is currently no unified classification of additives to cements and concretes. Different countries have

developed their own classification schemes. These schemes are based on the authors' desire to facilitate the correct choice of additives for concrete or mortars in accordance with their purpose.

Chemical additives, being one of the simplest and most accessible technological methods for improving concrete properties, can significantly reduce the level of costs per unit of production, improve the quality and efficiency of a large range of reinforced concrete structures, and increase the service life of both structures and buildings and structures in general. Therefore, the use of chemical additives in concrete technology in world practice is given great attention.

The effectiveness of the additives is determined by comparing the quality indicators of concrete mixtures, concretes of the control and basic compositions, with the exception of stabilizing, water-retaining additives and additives that increase the protective properties of concrete in relation to steel reinforcement. The effectiveness of these additives is

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determined only on concretes of the basic composition.

The optimal dosage of the additive is the minimum amount of the additive, when introduced into the concrete composition, the maximum effect of the action is achieved according to the efficiency criteria in accordance with GOST 24211.

Of the additives to concrete that have found the most widespread use in the production of concrete and reinforced concrete, plasticizing additives are in the first place. This is explained by the high efficiency of this type of additives, the absence of a negative effect on concrete and reinforcement, as well as availability and low cost. The greatest use of this type of additives falls on lignosulfonates - waste from the pulp and paper industry.

In the manufacture of reinforced concrete structures, they strive to obtain a workable mixture with minimal consumption of cement and water-cement ratio. This is due to the need to obtain economical concrete compositions of the required strength. The solution to this problem is fully possible only with the use of chemical additives that regulate the rheological properties of the concrete mixture.

The additives that regulate the rheological properties of concrete and mortar mixtures are mostly surfactants. A distinctive feature of surfactants is their high physicochemical activity at the interface in dispersed systems.

In accordance with the classification of additives in accordance with GOST 24211, superplasticizers belong to additives that regulate the properties of concrete mixtures, and in the group of plasticizing additives they occupy the first place. This is due to the

extremely high effect of liquefying the concrete mixture without reducing the strength of the concrete at all times of the test.

Superplasticizers appeared in the early 70s as a result of research by Japanese and German scientists. The main idea of creating such additives was to obtain concrete mixtures that could be placed in molds without using mechanical influences at all, or using them with a sharp decrease in the level of intensity of such influences.

Results

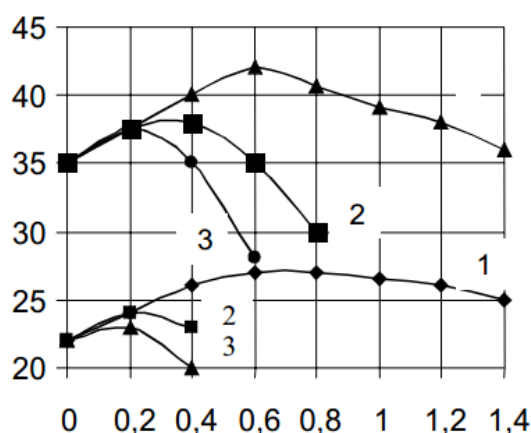
The mechanism of action of superplasticizers is still not completely clear today, but, nevertheless, the following facts can be considered established:

- superplasticizer molecules reduce the surface tension at the liquid-solid interface, while most surfactants reduce the surface tension at the gas-liquid interface. This circumstance is precisely due to the reduced air entrainment into the concrete mixture in the presence of superplasticizers;

- superplasticizer molecules have a dispersing effect on binder particles. As a result, the proportion of fine fractions in the presence of superplasticizers doubles, which increases the cementitious properties of the cement;

- the duration of the plasticizing action of superplasticizers is much shorter than that of conventional surfactants, which is associated with the structural features of the superplasticizers molecules and the value of their molecular weight;

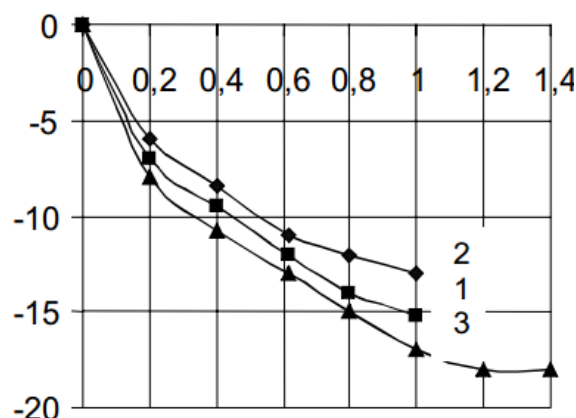
- The additives of many superplasticizers have less effect on the rate of cement hydration compared to conventional surfactants.



1-graph. Effect of dosage plasticizers for concrete strength

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2-graph. Influence of dosage of plasticizers on the water-reducing effect

Discussion

Influencing the processes of structure formation, especially at the initial (coagulation) stage, superplasticizers change the rheological properties of the cement system, help to reduce its water demand, which is further reflected in the parameters of the crystallization structure.

Thus, based on the available facts, it can be assumed that the mechanism of action of superplasticizers consists in the physical adsorption of macromolecules on the active centers of the binder, leading to a decrease in the internal friction of particles of the solid phase, as well as its dispersion. Subsequently, as a result of the appearance and

accumulation of calcium hydroxide in the system, a chemical interaction of the functional groups of superplasticizers with calcium hydroxide occurs, leading to the neutralization of molecules and their removal from the surface of cement particles.

Conclusion

Due to these features, superplasticizers of the type plasticizers are more effective, which is expressed in relatively low optimal dosages, low sensitivity to the type and composition of cement, in the long-term preservation of the initial consistency by concrete mixtures and in their increased cohesion of non-delamination.

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STUDY OF LOADING CAPACITY OF LIGHTWEIGHT AND ARBOLITE CONCRETE PANELS

Abstract: Structural wall panels usually have significant flexibility, which in residential buildings is in the range $\frac{l_0}{h} = 18 \div 22$, and in public and agricultural buildings it can be even higher. In this regard, the issues of stability of such structures, especially under a long-term load, are of great importance, since deformations significantly reduce their long-term strength.

Key words: hardwood concrete, deformation, deflection, long-term load.

Language: English

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Introduction

When drawing up structural design standards (KMK 2.03.01-96 and 2.03.03-96), values of coefficients φ_1 were established for the calculation of flexible structures, taking into account the influence of long-term load action [1,2]. The values of these coefficients were taken based on the results of a very limited number of tests conducted by the research work No. OT-Atex-2018-178 of OOO JV "Aysel Inshaat" and the Tashkent Institute of Architecture and Civil Engineering.

Flexible panels were studied mainly during bending. This type of work of panel walls is the main one in the conditions of their operation. Deflections of various sizes are created as a result of deviations in the centering of elements, due to uneven filling of mortar joints when supporting panels, their curvature

obtained during manufacture at the factory, uneven density of concrete in cross section, etc.

Few results of studies on the long-term strength of concrete and reinforced concrete have been published in the foreign press. Extensive studies of the long-term strength of short concrete prisms were carried out by the laboratory of the Munich Higher Technical School. Based on these tests, the laboratory concludes that the limit of the long-term strength of heavy concrete in prisms does not exceed 80% of the strength limit obtained during conventional short-term tests [3].

We have no information about tests under prolonged load of flexible weakly reinforced concrete elements, such as wall panels. The conditions of their operation under a long-term operating off-center load in the absence of reinforcement or insufficient

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reinforcement are very unfavorable. All this forced us to start in 2018 studies of the strength and deformations of panels under prolonged load.

The article presents the results of tests of panels and prisms made of expanded clay and dense arbolite concrete, conducted in 2018-2020.

Experimental samples and methods of their manufacture: Panels made of monolithic concrete were made in a laboratory landfill. The molded products are kept indoors for 6 hours and then steamed in an autoclave according to the mode: temperature and pressure rise for 3 hours, steaming at 8 atm for 6 hours and lowering the temperature for 3 hours.

Young Samarkand lime was used for the manufacture of panels. According to the content of $\text{CaO} + \text{MgO} = 81.6\%$, lime belongs to Grade II. Sand from the quarry of the Chinaz deposit was used as a filler

Concrete was compacted on a vibration platform that had 3000 vibrations per minute and an amplitude of 1 mm. The vibration lasted 1.5-2 minutes with a load of 0.07 kN/cm^2 .

Tensile strength arbolitos concrete when tested in cubes $15 \times 15 \times 15 \text{ cm}$ during periodic monitoring, which lasted for two years, ranged from 1.83-1.99 and the average was equal to 1.92 kN/cm^2 .

Volume weight crossbow concrete when tested at the age of four days after the Park was equal to 2080 kg/m^3 , and two years later dropped to 1980 kg/m^3 .

Panels made of expanded clay concrete were made in 2018 in Tashkent in the open landfill of OOO JV "Aysel Inshaat". The panels were molded on platforms with dividing partitions, vibrated without overload and then subjected to heat treatment.

As a binder, Portland cement of the 500 brand was used, a fine aggregate quartz sand of medium size. A large aggregate is expanded clay gravel with a size of 10-20 mm, volume weight from 380 to 480 kg/m^3 and with a compressive strength when tested in a cylinder of $14-19 \text{ kN/cm}^2$

The panels are reinforced with volumetric wire frames with a diameter of 4 mm for their safe lifting during installation (Fig. 1). Bending tests were carried out. The distance between the supports is 2400 mm.

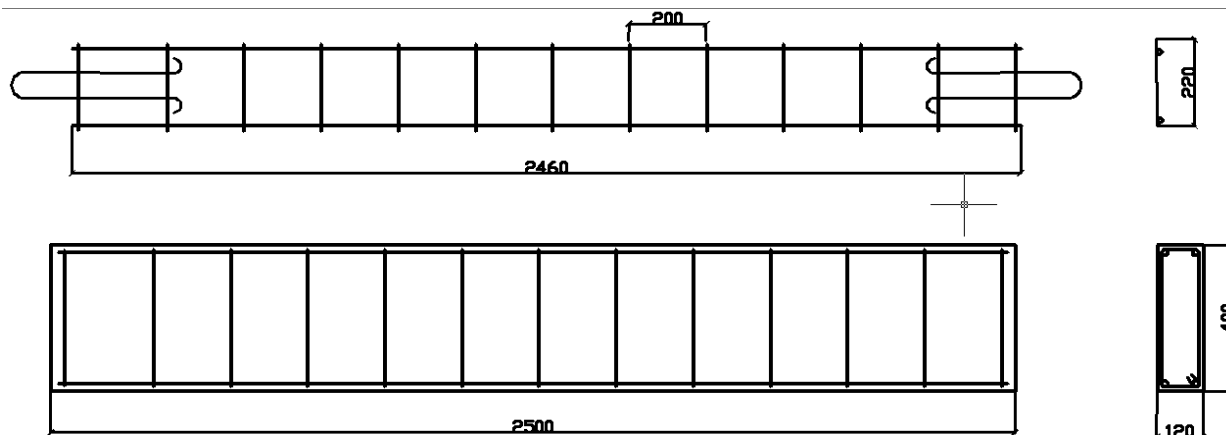


Fig. 1. Tested panels and their reinforcement

Results: Deformation and bearing capacity of panels

Before infecting the panels with a long-acting load, the reference panels were tested for off-center compression before destruction. During their testing, the values of the destructive load given in Table 1

were determined, as well as their deflections and vertical deformations of concrete on opposite sides.

When determining the flexibility of the panels, the distance between the hinges of the spring installations was taken as the calculated length l_0 .

Table 1. Test results of reference panels

Series	№ panels	Type of concrete	Age by immersion time n days	Flexibility $\frac{l_0}{h}$	Destructive load t	Deviations from the average value in %
AB	1	Arbolito concrete	42	21,6	27,6	+ 5
	2		42		24,7	— 5
	3		71		31,6	— 7
KB	4	ceramzito- concrete	72	25	24,5	— 28
	5		86		37	+ 8
	6		89		43,2	+27

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A significant variation was obtained in the values of destructive loads for expanded clay concrete, while no such variation was revealed in deformations and deflections (Fig. 2). Taking into account these results, the value of the long-acting load was assigned according to the average values of deformations and deflections of the reference panels of each series. This provided greater accuracy in determining the magnitude of the load.

To test panels made of monolithic concrete with a flexibility of $\frac{l_0}{h} = 21$, 10 panels were loaded with a load. The load value for individual panels ranged from 46 to 87%. Of these, eight panels collapsed within two years under a load of 56 to 87%.

From expanded clay concrete in the KB series in 2018, seven panels with flexibility $\frac{l_0}{h} = 25$ were loaded with a long-term load that ranged from 57 to 95% destructive; within 2 years, six panels collapsed under a load of 67% or more of destructive.

Expanded clay concrete panels with flexibility $\frac{l_0}{h} = 21$ were loaded with a long load in 2020. 12 panels were loaded with a load ranging from 38 to 89% destructive. Of these, nine panels collapsed within 8

months under a load of 68 to 89% and three more panels were preserved without destruction, the load of which was from 38 to 71% destructive.

Measurements of vertical deformations and deflections of panels were carried out by portable indicators with a division price of 0.01 mm (Table 2).

As a result of the increase in deflections of the panels, the actual eccentricity of the load increased in the middle section, which eventually led to destruction. The destruction began with the appearance of horizontal cracks in the stretched zone. As the deflections increased, new cracks appeared and those that appeared earlier expanded. When the critical deflection values were reached, the stretched reinforcement ruptured and the concrete of the compressed zone collapsed. The destruction occurred in the section with the lowest strength of concrete, and it did not always coincide with the highest value of the bending moment. Deviations from the curve in the direction of decreasing load-bearing capacity for expanded clay concrete panels are no more than 9%, while for arbolite concrete panels, most of the experimental points were located below the curve and deviations from it reached 30%.

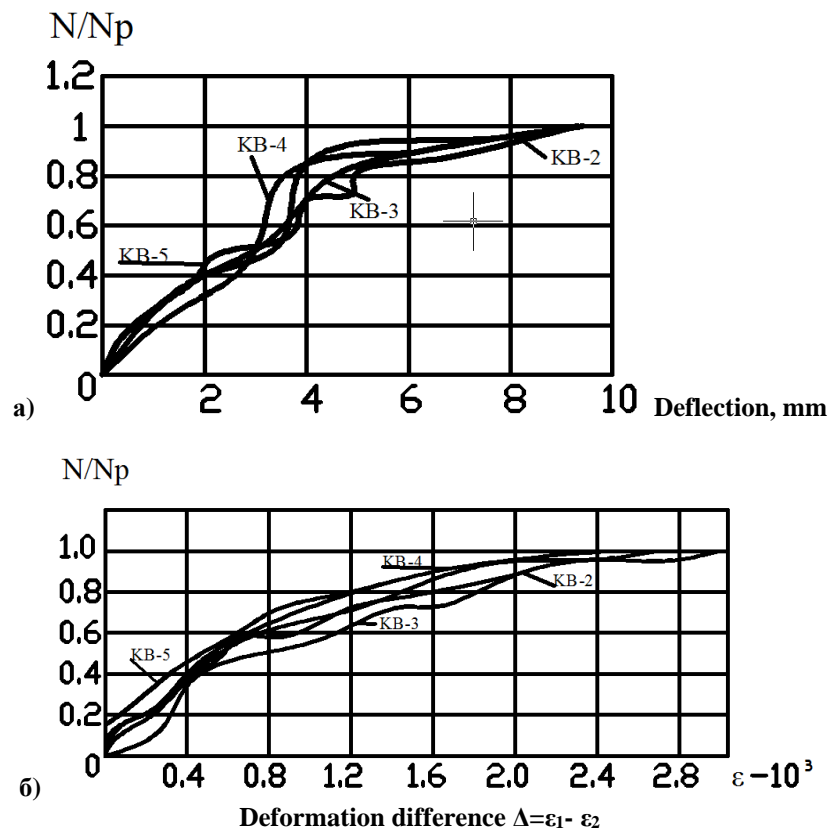


Fig. 2. Deflections and deformations of the reference panels made of expanded clay concrete of the KB series
a — deflections; b - the difference of deformations on the compressed and stretched faces

Despite the significant spread of experimental points around the normative curve, it can be concluded

that the deflections of the middle part of the panels under a long-term load have the same effect on their

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bearing capacity as the initial eccentricities of the loads in the support sections.

The bearing capacity of the panels depends on the duration of the load. The complexity of the problem lies in the fact that when designing panels, it is necessary to know the possible maximum bearing capacity of them during the operation of buildings.

The term of operation of capital buildings is usually estimated at 100 years, and in some cases even more. Due to the impossibility of testing panels under such a long load, it is necessary to judge the bearing capacity of the structure based on the results of their tests in a fairly short time, usually 1-2 years.

Table 2. Deformation and deflections of panels

№ panels	Strain load %	During loading			Under prolonged load			tests in days
		Deflection in mm	Deformations 10 ⁻³		Deflection in mm	Deformations 10 ⁻³		
			Compression ε ₁	Stretching ε ₂		Compression ε ₁	Stretching ε ₂	
Expanded clay concrete panels, KB series								
1	82	5.63	11.4	0.46	6.13	0.85	0.76	28
2	75	4.16	0.97	0.21	11.38	2.16	1.8	36
3	69	3.99	1.16	0.28	11.12	1.59	1.12	61
Arbolite concrete panels, SB series								
4	0.87	5.5	1.29	0.37	8.9	1.6	1.54	79
5	0.68	7.7	0.92	0.39	8.1	1.42	0.81	140
6	0.59	3.61	0.99	0.34	7.2	1.8	1.06	314

When evaluating the results obtained, it should be taken into account that the tests were carried out with the hinged support of the panels, while in the building, when the floors are supported on the walls, conditions are created equivalent to partial sealing of the upper and lower support sections of the panel. Partial sealing of the panels in the support sections increases the value of φ_l, compared with that obtained from the tests.

The tests were carried out on narrow sections of panels 40-50 cm wide, while the panels in the building are usually at least 2.5 m wide. Due to the small width of the tested segments, local weakening of the cross section could not but affect the bearing capacity. In panels of normal width, local attenuation is balanced by neighboring, stronger sections and there is no reduction in load-bearing capacity or it will be revealed to a lesser extent than in narrow segments. Consequently, with a larger width of panels in buildings, a higher value of the coefficient φ_l can be expected.

Conclusions: All this suggests that the resulting dependence cannot be expressed in one straight line. It will be curved; the curve can be replaced by a polyline consisting of a series of straight segments with a different slope to the abscissa axis.

Therefore, the shown dependence can be considered as setting the limit values below which the load-bearing capacity of the tested panels cannot fall. The actual load-bearing capacity of the panels will be slightly higher than the values expressed by a straight line.

When drawing up design standards for stone and reinforced stone structures (KMK 2.03.03-96), the effect of partial sealing of the support sections of panels was taken into account by increasing the experimental values of the coefficient φ_l for flexible elements by 10% [8]. If this correction is taken into account, the deviation of the experimental values from the calculated ones will be only 6-10%. Taking into account other factors influencing the results of testing the panels mentioned above, it can be concluded that the test results of panels made of expanded clay concrete are quite close to the calculated ones.

When testing the load-bearing capacity of panels made of arbolite concrete, the deviation of the coefficient from the calculated value was obtained equal to 33%, i.e. significantly greater than panels made of expanded clay concrete. For this type of panels, before obtaining the results of additional tests, it is advisable to calculate the values of the coefficient φ_l.

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LOCH (ELAEAGNUS L.) IS A REPRESENTATIVE OF THE XEROPHILIC FLORA OF ANCIENT MIDDLE-EARTH IN THE SOUTH OF THE ARAL SEA

Abstract: The research is devoted to the representative of the xerophilous flora of ancient middle earth in the south of the Aral Sea region - *Elaeagnus L.* It has been determined that 3 species have been introduced and grow in the Botanical Garden: narrow-leaved *Elaeagnus L.*, oriental *Elaeagnus L.*, umbelliferous *Elaeagnus L.* The article presents their morphological and biological characteristics. The methods of breeding of the *Elaeagnus L.* species have been studied. An excavation was carried out and the root system of the eastern *Elaeagnus L.* was studied. During the study, it was found that the aboveground system of the studied species has good growth force, has a well-developed crown. It was determined that the total length of horizontal and vertical roots was 147.22 meters. As a result of the study, it was established the timing of the beginning and end of the flowering of the *Elaeagnus L.* Fruiting for all species can fluctuate markedly, which is apparently due to external environmental factors. The period between flowering and fruit ripening lasts 153-155 days. Comparative data on the periods of *Elaeagnus L.* flowering at different points of growth are presented. Fruits and seeds of *Elaeagnus L.* are different in size and shape. They coloring from orange to reddish, juicy. The pulp is sweet, but dryish, the skin is easily removed from it. The productivity of individual plants has been determined. Experience has shown that productivity depends on the species and habit characteristics of plants. The *Elaeagnus L.* is very light-requiring plant. It tolerates some soil salinity. *Jiyda (Elaeagnus L.)* is a valuable raw material for technical processing. We recommend it to be widely used in gardens and parks, in field-protective plantings and in forest reclamation plantings.

Key words: Southern Aral Sea region, narrow-leaved *Elaeagnus L.*, oriental *Elaeagnus L.*, umbelliferous *Elaeagnus L.*, xerophilous, soil salinity, field-protective.

Language: Russian

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ЛОХ (ELAEAGNUS L.) – ПРЕДСТАВИТЕЛЬ КСЕРОФИЛЬНОЙ ФЛОРЫ ДРЕВНЕГО СРЕДИЗЕМЬЯ НА ЮГЕ ПРИАРАЛЬЯ

Аннотация: Исследования посвящены представителю ксерофильной флоры древнего Средиземья на юге Приаралья – *Elaeagnus L.* Определено, что, в Ботаническом саду интродуцировано и произрастает 3 вида: лох узколистный, лох восточный, лох зонтичный. В статье приводится их морфолого-биологическая характеристика. Изучены способы размножения видов лоха. Проведена раскопка и изучена корневая система лоха восточного. При изучении установлено, что надземная система изученного вида обладает хорошей силой роста, имеет хорошо развитую крону. Определено, что общая протяженность горизонтальных и вертикальных корней всех порядков составило 147,22 метра. В результате исследования установлено, сроки начала и конца цветения лоха. Плодоношение для всех видов может заметно колебаться, что, по-видимому связано с внешними факторами среды. Период между цветением и созреванием плодов продолжается 153-155 дней. Приводятся сравнительные данные о сроках цветения лоха в различных пунктах произрастания. Плоды и семена лоха различные по величине и форме. Окраска от оранжевой до красноватой, сочной. Мякоть сладкая, но суховатая, кожица с нее легко снимается. Определены урожайности отдельных растений. Опыт показал, что он зависит от видовых и габитуальных особенностей растений. Растение лоха очень светолюбивы. Переносит некоторое засоление почв. Джайда является ценным сырьем для технической переработки. Рекомендуем широко использовать в садах и парках, в ползащитных насаждениях, в лесомелиоративных посадках.

Ключевые слова: Приаралье, лох узколистный, лох восточный, лох зонтичный, ксерофиль, засоленные почвы, лесомелиоративные посадки.

Введение

УДК 631.525 (575.172)

Актуальность

Южное Аральское море (Республика Каракалпакстан) находится на стыке таких крупных пустынь, как плато Устюрт, северо-западный Кызылкум, с юго-запада к нему вплотную примыкают пустыня Заунгуз Каракум и новая пустыня Аралкум, образовавшаяся в результате антропогенного воздействия. опустынивание Аральского моря. Для него характерен резко континентальный климат и интенсивная инсоляция, повышенная сухость воздуха и небольшое количество осадков.

Известно, что изменение внешних условий вызывает морфофизиологические изменения организмов, направленные на приспособление к новым условиям [7].

Мы изучили представителя ксерофильной флоры древнего Средиземья на юге Приаралья – *Elaeagnus L.* Определено, что, в Ботаническом саду интродуцировано и произрастает 3 вида: лох узколистный, лох восточный, лох зонтичный.

Род Лоха (*Elaeagnus L.*), по узбекски жийда, по каракалпакски жийде, принадлежит к семейству лоховые (*Elaeagnaceae*) и представлен на земном шаре 40 видами, произрастающими в умеренных широтах (частично в тропиках) Азии и Средиземноморья и Северной Америки. По своему происхождению лох – представитель ксерофильной флоры древнего Средиземья, сохранившийся со времени Тетиса. В СНГ дико растут 2 вида, интродуцировано из других стран 5 видов [1, 2].

В Ботаническом саду КК НИИЕН Каракалпакского отделения АН РУз, произрастает 3 вида: лох узколистный – *E.angustifolia L.*, лох восточный – *E.orientalis*, лох зонтичный – *E.umbellata*. Последний вид завезен из Алмаатинского Ботанического сада Республики Казахстан в 1989-1990 годы, черенками и саженцами. Ниже приводится их морфолого-биологическая характеристика.

Лох узколистный или туркменский – *E.angustifolia* или *E.turcomanica* листопадный колючий кустарник, реже, деревце до 10 м высоты, со стволом до 30 см в диаметре. Молодые побеги покрыты серебристыми чешуйками. Листья линейнопланцетные или эллиптические, длиной 5-8 см, островершинные, к основанию суженные, сверху серовато-зеленые, снизу серебристо-белые от серебристых чешуек, покрывающих обе стороны листа. Цветки длиной до 1 см, пазушные, по 1-3, внутри желтые, снаружи серебристые, очень душистые. Цветет в мае, хороший медонос.

Плод – костянка длиной около 1 см с серебристо-белым сладковато-мучнистым съедобным околоплодником. Растет главным образом в тугайных лесах по берегам рек, в понижениях среди бугристых песков иногда выходит и на солончаки. В горы поднимается до 700 (1300) м. Предельный возраст 65-85 (100) лет. Цвести начинает с 4 и плодоносить с 5-6 лет, плодоносит обильно до старости. Очень светолюбив. Ксерофит, но на сухих местообитаниях растет медленно и образует много колючек. Успешнее растет на хорошо

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дренированных, богатых супесчаных почвах, переносит засоление.

Встречаются формы:

– *F.virescens* D.Sosn. – зеленоватая, деревцо с зелеными, почти голыми листьями средних размеров;

– *F.culta* D.Sosn.- культурная, дерево с крупными листьями, длиной до 10 см, сверху зелеными, с крупными плодами, длиной до 2 см;

– *F.spinosa* (L.) Ktze. – колочая, с колочими ветвями, широкими эллиптическими или эллиптически продолговатыми листьями длиной 3-7 см густо покрыты серебристыми чешуйками, плоды мелкие, шаровидные или эллиптические.

Формы узколистного лоха входят обычно в состав тугайных насаждений, где она растет в кустарниковом виде перемешанной с другими породами – турангой (*Populus pruinosa*, *P.ariana*, *P.diversifolia*) или составляет чистые насаждения.

Распространение лоха узколистного: дико произрастает в Южной Европе, на Кавказе, в Средней Азии, Малой Азии, Иране. В СНГ широко распространен в культуре в садах и парках, в полезащитных насаждениях, в лесомелиоративных посадках.

Лох восточный (крупноплодный) – *E.orientalis* L.

Отличается от предыдущего вида эллиптически, эллиптически-ланцетными, яйцевидно-продолговатыми или слегка ромбическими, более широкими листьями, 3-7 см длины и 1-2 см ширины, с длиной, превышающей ширину в 2-3 раза и в 3-4 раза длину черешков, несколько более крупным околоцветником 7,5-8 мм длины с более длинными лопастями, имеющими 1 жилку и более крупными плодами – 2-3 см длины.

Плоды культурной джиды – костянка с мучноватой мякотью, являющейся продуктом потребления. Область распространения лоха восточного: южная часть Средней Азии и Южное Закавказье, Северный Иран. Крупноплодная культурная, введенная населением повсеместно в состав приарычных насаждений, на приусадебных участках в Каракалпакстане.

Встречаются формы:

– *F.sphaerocarpa* Litw. – костянки почти шаровидные, 1 см длины и 0,8 см ширины, листья мелкие, 1,5-1,7 см длины.

– *F.spontanea* Litw. – костянки стоповидные, 1,5 см длины и 1 см ширины, околоцветник мелкий – 0,5 см длины.

– *F.culta* Litw. – костянки 2-3 см длины и 1,5-1,8 см ширины, околоцветник крупный – 0,8-1 см длины.

Лох зонтичный – *E.umbellata* Thunb.

Листопадное дерево до 4 м высоты, часто растущее кустовидно, с колочками. Ветки желтовато-коричневые, частично серебристые от чешуйчатых волосков. Листья эллиптические или продолговато-яйцевидные, 3-7 см длины, туповатые или коротко заостренные на верхушке, закругленные и ширококлиновидные в основании, кожистые, часто с волнистыми краями, серебристые в молодости с обеих сторон, затем только снизу, где к серебристым чешуйкам прилипают и коричневые. Цветки ароматные, желтовато-белые снаружи от серебристых чешуек, с околоцветником, трубка которого постепенно внизу, слегка сплюснута над завязью и много длиннее лопастей. Костянки сочные, почти шаровидные или яйцевидные, 6-8 мм длины, на ножке 8-12 мм длины, сперва с серебристыми и коричневыми чешуйками, зрелые – розово-красные. Область распространения – Китай, Япония.

Виды лоха хорошо размножаются семенами и черенками. При посеве семян осенью, весной всходы появляются с надземными узко обратнояйцевидными зелеными мясистыми семядолями, первые листья супротивные, небольшие. Всходы растут быстро – в первый год достигают в высоту 25-30, во второй 60-100 см. образует стержневой корень и хорошо развитую мочковатую корневую систему.

На юге Приаралья особенности корневой системы лоха в условиях хлоридно-сульфатного засоления и близкого залегания грунтовых вод исследовали Дудкин Г.И., Гроховатский И.А. [3].

Материалы и методы

Для изучения корневой системы лоха восточного было отобрано нами одно типичное дерево. Раскопку проводили с юго-восточной стороны междурядий 1/4 части корневой системы.

Обсуждение результатов

Исследование выполнялись в 2019-2020 годах. Данные приводятся в таблице 1.

Таблица 1. Биометрические особенности надземной и корневой системы восточного лоха

Показатели	Количество
Высота дерева, см	672
Высота штамба, см	60
Диаметр штамба, см	28,4
Диаметр кроны при экспозиции юг-север, см	637
Диаметр кроны при экспозиции восток-запад, см	700

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Средний диаметр кроны дерева, см	668,5
Проекция кроны дерева, м ²	35,0
Наибольший радиус, отхождения корней, см	572
Диаметр корневой системы, м	11,6
Общая длина горизонтальных и вертикальных корней, м	147,3
Всего вертикальных корней, шт	30
в том числе под кроной дерева, шт	9
Проекция корневой системы, м ²	105,6
Отношение проекции кроны к проекции корневой системы	1:3
Отношение залегания глубины корней к высоте дерева	1:3,57
Отношение длины вертикальных корней к длине горизонтальных	1:1,4

Из приведенных в таблице 1 показателей, видно, что надземная система восточного лоха обладает хорошей силой роста, имеет хорошо развитую крону с диаметром в 668,5 см, высотой дерева 672 см, крона имеет округло-широко-развесистую форму.

Из таблицы 1 видно, что общая протяженность горизонтальных и вертикальных корней всех порядков ветвления составила 147,33 метра. Всего вертикальных корней насчитывалось 30 шт. Они в своей массе (21 штук) размещались под кроной.

Площадь проекции корневой системы были больше надземной системы в три раза, высота дерева надземной системы была больше глубины корневой системы в 3,57 раза, горизонтальные корни преобладали над вертикальными по длине почти в 1,44 раза.

Исследования показали, что горизонтальные корни наибольшую глубину имели под деревом – 150 см, за кроной дерева в междурядьях – 240 см, что указывает на большую устойчивость

горизонтальных корней как к высокой плотности почвы, так и к ее большому переувлажнению грунтовыми водами.

В отличие от горизонтальных корней вертикальные в силу своих биологических особенностей в зависимости от расстояния от ствола размещались на значительной глубине в зоне кроны – от 28 до 270 см.

Среди интродуцированных видов древесно-кустарниковых растений в условиях ботанического сада КК НИИЕН ККО АН РУз особый интерес представляют представители рода лоха, которые хорошо растут, цветут и плодоносят.

Исследования проводились в 2019-2021 г.г. на вышеуказанных 3 видах лоха. Начало цветения определяется особенностями вида и метеорологическими условиями года. Сроки цветения лоха в условиях ботанического сада установлены в результате трехлетних наблюдений и приводится в таблице 2.

Таблица 2. Сроки цветения видов лоха в ботаническом саду

Виды	Цветение					
	2019 г.		2020 г.		2021 г.	
	начало	конец	начало	конец	начало	конец
<i>E.orientalis</i>	7.V	20.V	5.V	18.V	-	-
<i>E.angustifolia</i>	8.V	22.V	6.V	19.V	-	-
<i>E.umbellata</i>	6.V	19.V	7.V	20.V	-	-

Из приведенных данных видно, что в условиях ботанического сада цветение происходит, почти одновременно у всех видов лоха. Необходимо отметить, что 2021 году наблюдалось повреждение цветочных почек ранне-весенними заморозками, в связи с чем плодоношение отсутствовало.

Процесс цветения одной кисти длится 13-15 дней, в зависимости от количество бутонов и соцветий. Количество цветков в одной кисти у *E.orientalis* от 35-48 бутонов, *E.angustifolia* - 33-39,

E.umbellata - 36-40. Каждый цветок цветет в течение 4-6 суток.

Исследования показали, что более высоким процентом плодоношения в ботаническом саду отличается лох узколистный. Однако по годам оно почти для всех видов может заметно колебаться, что, по-видимому, связано с неблагоприятными метеорологическими условиями в пору цветения. Период между цветением и созреванием плодов продолжается 153-155 дней [5].

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Широкое распространение, раннее и обильное цветение видов лоха сделали его излюбленным растением для фенологических наблюдений, имеющие большое практическое значение для пловодоводов, озеленителей, пчеловодов, климатологов и других специалистов.

Используя имеющиеся данные о сроках цветения видов лоха, мы приводим средние показатели в некоторых пунктах СНГ с включением в него г. Нукуса (таблица 3).

Таблица 3. Средние сроки цветения лоха узколистного в различных пунктах произрастания

Место наблюдения	Средняя дата цветения	Число лет наблюдения	Самая ранняя дата цветения	Самая поздняя дата цветения
Новочеркасск	30.V	24	21.V	11.VI
Полтава	7.VI	6	19.V	19.VI
Степная опытная станция	20.VI	7	10.VI	27.VI
Нерехта	6.VI	-	28.V	25.VI
Нукус	7.V	8	4.V	20.V

Плоды костянка, различные по величине и форме: у лоха узколистного достигают 1 см длины, у восточного и зонтичного более крупные до 2,5-3,0 см. По форме варьирует от овальных до цилиндрических. Окраска от оранжевой до красноватой, сочной. Мякоть сладкая, но суховатая, кожица с нее легко снимается, а

мезокарп мацерирован и как бы рассыпается в порошок. Любители плодов лоха сравнивают их с финиками, хотя это весьма сильно сказано [4].

Нами проанализирована урожайность отдельных растений. Вес плодов, семян, выход семян из плодов в процентах, абсолютный вес семян и их размеры приведены в таблице 4.

Таблица 4. Данные о весе и величине плодов и семян видов лоха в условиях ботанического сада

Виды	Урожайность одного растения (в кг)	Части плодов и их соотношения в %						Величина плода		Величина семян		
		Вес 1000 шт. плодов (в гр.)	Мякоть (в гр.) 1000 шт.	%	Семена (в гр.) 1000 шт.	%	Кожура (в гр.) 1000 шт.	%	Длина (мм)	Ширина (мм)	Длина (мм)	Ширина (мм)
E.orientalis	16	1371	568	41,5	483	35,2	320	23,3	20,8	16,9	19,9	5,3
E.angustifolia	10	402	109	27,1	245	60,9	48	11,9	12,2	7,0	10,7	4,7
E.umbellata	14	1250	555	39,2	415	32	297	20	19	15,8	18,7	4,9

Определение урожая показывает, что он зависит от видовых и габитуальных особенностей растений. Изучение цветения и плодоношения видов лоха в условиях ботанического сада показывает связь этих процессов с климатическими условиями [5].

По данным П.С.Сеславина [6] из 100 кг лоха узколистного можно получить 12-13 л безводного спирта, то есть почти вдвое больше, чем из картофеля. Лох восточный, у которого процент

мясистиости значительно выше и который более сахарист, чем мелкоплодный, может дать до 30 л спирта из того же количества сырья.

Имея ввиду большое народнохозяйственное значение безводного спирта в ряде технических процессов, принимая во внимание легкость эксплуатации тугайных насаждений при условии проведения мелиоративных мероприятий, считаем было бы целесообразным организацию хозяйства, где джиды своими плодами будет

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являться ценным сырьем для технической переработки.

Виды лоха очень светолюбивы. Ксерофит, но на сухих местообитаниях растет медленно. Успешнее растет на хорошо дренированных, богатых супесчаных почвах, переносит засоление. Выдерживает морозы. Очень газоустойчив – сохраняется там, где другие деревья совершенно гибнут от задымления.

Древесина буро-желтая с желтым ядром, плотная и твердая, используется на различные

поделки. При подсочке дерева выделяют камедь, которая идет на приготовление красок. Кору и листья используют для дубления кож. Листья содержат витамин С. Из цветков добывают масло, используемое в парфюмерии. Хороший медонос. Плоды в своей кашеобразной мякоти содержат до 60% сахара и 10,56% белков, калийные и фосфорные соли и являются очень питательным продуктом, употребляются в пищу в сыром виде.

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TO HIGHER EDUCATION INSTITUTIONS OF THE REPUBLIC SYSTEMATIC DEVELOPMENT THROUGH FINANCIAL INDEPENDENCE

Abstract: The article analyzes the global trends in the educational and financial development of higher education, the implementation of work on the remuneration of professors, teachers and staff of higher education institutions. It is planned to train students in postgraduate activities, ie as trained specialists in various organizations.

Key words: development concept, institutional change, academic management, outsourcing, global competition, strategic goals, economic efficiency, admission quotas, modernization.

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Introduction

President of the Republic of Uzbekistan Sh.M. In a video conference chaired by Mirziyoyev on June 16, 2021, the Minister of Higher and Secondary Special Education Tashkulov Abdukodir Hamidovich was given a number of tasks to provide organizational and managerial, academic and financial independence to higher education institutions and increase the role of their councils and financial independence. bejis eam.

Consistent implementation of the tasks set out in the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030, approved by the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 PF-5847, as well as expanding the independence of higher education institutions. He stressed the need to form public higher education institutions that train highly qualified personnel who can meet the requirements of the market [1].

In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 3, 2019 No 967 "On the gradual transfer of higher education institutions to the system of self-financing" and the role of state intervention is diminishing. Institutional changes in higher education are aimed at expanding the freedom of universities, as market mechanisms are often more effective than

administrative mechanisms in regulating the supply and demand for different forms of education offered to different groups of customers. "[2] The staff will need to hire qualified professionals, and at the same time require updating or revision of the management system. measures should be taken on the basis of legal normative documents.

Factors serving academic management related to the learning process.

- It is advisable to develop and approve curricula and study programs based on the internal capabilities and characteristics of the higher education institution, which are used during their activities, and not with the base higher education institution or the Ministry of Higher Education, and approved by the Academic Council of the higher education institution.

- Determining the total duration of training for areas and specialties. Higher education institutions now consist of four years, that is, eight semesters, of which six semesters are devoted to theoretical knowledge. to spend the remaining two semesters on internships in various organizations on the basis of their directions.

- Awarding academic titles and degrees in relevant specialties and recognition of academic titles and degrees awarded by other higher education institutions.

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- Commercialization of higher education institutions of the Republic by creating modern textbooks and other educational literature on the basis of its own signature for the higher education institution and educational institutions in its structure.

- The organization of new areas of education and specialties, taking into account the situation in the labor market and the requirements of personnel customers, and the reduction of areas that do not meet the requirements of the labor market.

Factors contributing to the development of higher education in financial independence.

- The main area of activity is the introduction of science and its results, development and commercialization of scientific developments.

- Higher education institutions should pay hourly wages and financial incentives to specialists and members of the Academic Council for the award of academic degrees, involved in the production of specialties at the expense of extra-budgetary funds.

- Professors are paid salaries not on the basis of a fixed rate, but on the basis of a certificate confirming the number of months of the year.

- Determination and implementation of fees and other payments provided for in the Resolution of the Cabinet of Ministers of January 31, 2020 No 59 "On measures to determine the amount of scholarships for students of higher education institutions and improve the procedure for awarding and paying scholarships" [3].

- Professional development, retraining of teachers, training in foreign countries, advanced training.

- There will be an opportunity to outsource some services.

- Directing the excess funds of higher education institutions to the Fund for the direct development of income from deposits with banks.

In the context of financial independence, it is expedient to organize the activities of the higher education institution on the basis of the above and other factors that contribute to development. Modern knowledge-based production and the development of society are developing a new, rapidly changing market for intellectual labor. Higher education institutions are constantly required to develop research in advanced areas of knowledge, change and improve curricula and technologies, modernize equipment, and improve the skills of teachers. In order for universities to meet the requirements of the external environment, they need to move to a new path of innovative development,

monitor the education market and, in some cases, shape it themselves.

Based on the supply and demand in the education market for financially independent universities and the scientific and pedagogical potential of the institution, its material and technical base, the opening of new bachelor's and master's specialties, the parameters of admission and fee-for-service the right to determine the value of training is ensured. In higher education institutions that will be transferred to the system of independent financing, training will continue on the basis of state grants and differentiated payment-contracts on the basis of orders established by enterprises. This will not only maintain admission quotas, but also increase them.

It was noted that the introduction of a system of financial independence will not reduce the state support for higher education and the allocation of budget funds, on the contrary, the government will remain an investor in training qualified specialists needed for sectors of the economy. Also, the introduction of innovative forms and methods of training in higher education and retraining and advanced training of staff, strengthening the material and technical base, purchase of software, modern information and communication tools, teaching and research laboratories and consumable laboratory materials, books, magazines, textbooks. the right to spend funds independently for making and publishing.

The Ministry of Higher and Secondary Special Education, in cooperation with relevant organizations, strictly monitors the educational process in the transition to the new system in order to avoid a sharp increase in tuition fees, over-admission, and, most importantly, to prevent corruption in the field. is obtained.

These opportunities will serve to increase the prestige of employees of the higher education system, attract young talented and promising professionals to universities through decent wages, create a healthy competitive environment in the industry.

In short, the transition to a system of financial independence and management of higher education institutions will create opportunities for the emergence of competitive institutions in the education system market and their subsequent rise to the level of foreign higher education institutions. Salaries paid to higher education professors, teachers and staff will increase in a manner commensurate with self-employment.

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EXPRESSION OF WORDS RELATED TO OFFICE WORK IN HISTORICAL WORKS

Abstract: The article aims at the thorough discussion of the evolving process of official business terms in the Uzbek language and the role of our national scientific heritage as the core or internal sources in the origin and development of terminology of the official business documentation. It also presents the essence of term formation process on the basis of historical sources and provides the valuable data and a number of samples about the formation of business related terms, their enrichment, application etc. as well as the role and importance of the ancient written sources in being extant of the specific words to the present time.

Key words: dictionary, internal source, common Turkic words, business, term, term word, hybrid term.

Language: English

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Introduction

It is common knowledge that from the 7th century, the Arabic tribes began to conquer Iran, Central Asia and neighboring countries, and in those territories, along with Islam, they started to introduce Arabic culture, language and writing. During that period, in Central Asia, Iran, Khorasan, and even India, the Persian language was advanced as the language of literature and creativity, while scientific works in many fields, such as philosophy, law, literature, linguistics and medicine were created mainly in Arabic. After the establishment of the Caliphate, the Academy of Baghdad had a significant impact on the development of science. As a result, education in Central Asian madrasahs was also conducted in the Arabic language. It was also widely used in administrative offices and even in personal correspondence. The Arabic alphabet was firmly established in the writing system of that time.

The Arabic language kept its dominance in literature and science in the entire territories occupied by the Arabs for almost two centuries [1, 11.]. Therewith, the indigenous people were strongly urged to recognize Islam and fully obey its duties. Shari'a, the religious law of Islam and the application of

Allah's commands led to the introduction of a number of new Arabic words into the vernacular of that nation such as *ажр* (retaliation), *арз* (complaint), *баён* (statement), *ваколат* (mandate), *вазир* (a high executive officer in Muslim religion), *васий* (trustee), *васиқа* (a negotiable certificate), *ворис* (inheritor), *давлат* (state), *зиддият* (contradiction), *идора* (office), *инобат* (account), *манзил* (address), *махмама* (cabinet), *махр* (an obligation in the form of money), *муниший* (a secretary), *мунишаот*, *олмавий* (global), *рухсат* (permission), *шоҳид* (eyewitness), *қози* (judge). As a result of the rise and development of the Arabic language, Arabic words still occupy a significant place among the terms in the official-administrative style.

In the IX century, the Arab Caliphate finished its supremacy and the Samanid state emerged and declared Persian or Dari local language as its state and literary language. During that period, the focus on the Persian language greatly increased. Along with scientific and literary works, it became a common tradition to write official documents in that language. The influence of the Persian language was so strong that even before the beginning of the twentieth century, many of the Uzbek poets wrote their poems

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and literary works in Persian as well as Uzbek. So this explains why some Persian words such as *бозор* (bazaar), *гаров* (bet), *гувоҳ* (eyewitness), *гуноҳкор* (sinner), *зиён* (harm), *даромад* (income), *девон* (administrative office), *нарх* (price), *нишон* (target), *нома* (letter), *ошкор* (visible) came into the wide usage in Turkic languages.

After the Kara-Khanid dynasty took over the Samanids state, a number of changes took place in the formation and administration of the state. Although they did not fully adopt the Samanid system of government, many of the positions and duties of the Samanid period and their names were preserved. This, in turn, had a certain effect on the lexicon of public administration.

Even before the Arab conquest, the peoples of Central Asia could achieve some visible progress in the spheres of business and documentation. For example, the Sogdian word *парвонак кирок* – *парвоначи* was in the active use until the XIX century, while the word *бозкиром* (taken from the word *баз*) – *бож* is still used in the present time [5, 61.]. Many Turkic words, such as *улус* (a tribe, clan), *отабек*, *юрт* (country), *қўруқ*, *жарчи* (announcer), *тунқатор* etc. were still in use until recent times.

In the following centuries, we can observe the growing influence of Arabic and Persian-Tajik languages on the life of the society, including the administrative work of the state. As an example, below we will provide a thorough analysis of the names of position titles existed in the state administration of the Shaibanids and Ashtarkhanid dynasties in the XVI-XVIII centuries.

The public administration consisted of the following titles and positions: *нақиб* (Arabic), *оталиқ* (Turkic), *шайхулислом* (Arabic), *қозикалон* (Arabic-Persian), *садр* (Arabic), *девонбеги* (Persian-Turkic), *парвоначи* (Persian-Turkic), *додхоҳ* (Persian), *қўкалдош* (Turkic), *ясовул* (Mongolian), *эшикогабоши* (Turkic), *шиговул* (old Uzbek), *мирзобоши* (Persian-Turkic), *хазиначи* (Persian-Turkic), *мехтар* (Persian), *қушбеги* (Turkic), *мударрис* (Arabic), *қўрчибоши* (Turkic), *чухраогаси* (Persian-Turkic), *жарчи* (Turkic), *баковулбоши* (Turkic), *дастурхончи* (Persian-Turkic), *қоровулбеги* (Turkic), *қутвол* (from Indian word *kut* (village) and Arabic *вали* (from the word *ruler*), *жибачи* (Persian-Turkic), *тузбеги* (Turkic), *тўпчибоши* (Turkic) [2, 148- 176.]. *Нақиб* was the highest title among them, and we decided to pay special attention to it due to the lack of scientific data. According to the historian B. Akhmedov, who bases his information on the evidences of Makhmud ibn Vali, the princes and heirs to the throne were also ranked below them. That title could only be inherited by the descendants of Sayyids. However, it was passed from generation to generation. *Нақиб* was a close person of the khan and the governor trusted him

not only the military leadership but also the foreign state policy [2, 148-149.].

Furthermore, words derived from the Arabic and Persian languages obeyed to the rules of the old Turkic language, that is, they got the derivative suffixes of the Turkic language, and formed new words: *ҳожиблиқ* (position of *ҳожиб*) *вазирлиқ* (the position of high executive officer), *маликлиқ* (the position of governor, ruler).

Additionally, in the Persian literature of the XV-XVI centuries we can witness lots of borrowings from the Turkic language and words made with Turkic words and suffixes. The terms formed with the suffix *-чи*: *дастурхончи* (a person responsible for feasts and daily meals of the palace), *нақбчи* (underground digger), *парвоначи* (khan's administrator), *хазиначи* (treasurer).

The words with the words *бек*, *ага*, *боши* in their roots: *деванбеги* (head of khanate administration), *мирзобоши* (chief of secretaries, general secretary), *чухраогаси* or *чухрабоши* (servants of palace, chief of slaves) and others [3, 15.].

The above-mentioned considerations show that even before the Arab conquest, Central Asia had a developed unique state system with its official procedures and documentation, style and lexis.

Until the 19th century, the influence of the Arabic and Persian-Tajik languages on all spheres of the Uzbek language was very strong. That phenomenon was observed specifically in the field of business and documentation. These words were in active use and are very relevant even at present time. At the same time, all those words obeyed the internal rules of Uzbek word formation and took active part in the formation of derivative words. For instance, In the Uzbek language new words were formed from Arabic and Persian-Tajik words based on the internal features of the language and this is especially evident in the names of the following documents used in the field of business e.g., *баённома* (protocol), *васиятнома* (testament), *гувоҳнома* (certificate), *далолатнома* (letter of warrant), *рухсатнома* (letter of permission), *табрикнома* (greeting or birthday card), *тавсиянома* (recommendation letter), *тавсифнома* (letter of description), *таклифнома* (invitation), *ташаккурнома* (letter of appreciation), *шартнома* (contract), *шаҳодатнома* (certificate of graduation), *қайднома* (notification), *билдиришнома* (notification), *йўриқнома* (instruction), *сўровнома* (survey, questionnaire) etc. Although these words' roots are based on words derived from other languages, they are formed with the help of the Uzbek language's word-formative features and this way of word formation belongs to the third type. In this case, the word *нома* which came from the Persian and Tajik languages indicates the name of a document, and serves to form new terms made up with the formula "Arabic word + нома", "Persian word + нома", "Uzbek word + нома".

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The structure of the Uzbek language terminology was formed on the basis of centuries-long historical development of the Uzbek people and has taken the present form. For that reason, the origination and time of the formation of the terms relate to different periods.

The antique written sources had a great importance in the creation, enrichment, application and to a certain extent approachability of the terms formed on the ground of the intrinsic possibilities of the Uzbek language. The following literary heritage is very valuable in learning the field related terms: Makhmud Kashgari's "Devonu lug'otit turk", Yusuf Khos Hajib's "Qutadg'u bilig", Babur's "Boburnama" (Memoirs of Babur), Ali-Shir Navai's "Muhakamat al-Lughatayn" (The Comparison of the Two Languages) "Munshaot" (A Collection of Letters), "Waqfiya", and several of Agahi's historical works. The rich scientific heritage of these scholars played an important role not only in the enrichment of the Uzbek language, but also in the formation of universal values that inspire humankind to spiritual perfection [6, 569.].

The great encyclopedic scholar Makhmud Kashgari's work "Devonu lug'otit turk", a pearl of the Turkic nations, contains a number of words and terms directly or indirectly related to business sphere of that period. Here are some of them:

alim – "олим, олинадиган қарз" (scientist, debt or loan) (17) [4; 7.], *alimchi* – "қарз берувчи" (lender) (17), *alimga* – "шоҳ мактубларини турк хати билан ёзувчи котиб" (secretary writing the royal letters in the Turkic language) (17), *arquchi* – "воситачи" (mediator, negotiator) (25), *barig* – "ваъда, аҳд" (promise) (59), *beg* – "бек" (an honoured rank) (62), *beklik* – "беклик" (63), *bergu* – "қарз" (debt or loan) (66), *berimchi* – "қарз олувчи" (borrower) (66), *bilig* – "илм, билим" (knowledge) (69), *bimig* – "сийҳдон" (ink-pot) (70), *bitik* – "ёзув" (script, writing) (70), *bitimguchi* – "битувчи" (creator) (70), *budun baishani* – "жамоа улуғи, раиси" (an honoured person of the society) (76), *jarish* – "тақсим" (distribution) (116), *jarlig* – "хоконнинг хати, фармони" (the letter or order of the khan) (116), *jumushchi* – "шоҳ, воситачи" (king, mediator) (141), *kenjay* – "кенгаш" (council) (154), *kenjaylik* – "маслаҳатлик, кенгашлик" (consulate, advisory board) (154), *kenjayisiz* – "маслаҳатсиз, кенгашсиз" (without advice) (154), *kunluk* – "кунбай" (daily

(174), *kusurga* – "ичига қоғозлар солинадиган папка" (folder for paper) (176), *manchu* – "иш ҳақи" (salary, wage) (178), *maraz* – "ёлланган ишчи" (hired worker) (179), *mujanchilik* – "воситачилик" (mediation) (180), *ordu bashi* – "шоҳлар хизматидаги киши" (a person in the service of the king) (186), *orunchaq* – "омонат" (deposit) (187), *oguz* – "II давлат, даргоҳ (state, place); IV бадал (reparation); эваз, бошма-бош" (ransom) (191), *otundi* – "ўтинди, арз қилди" (to complain) (201), *otunch* – "қарз (ўғуз)" (debt) (201), *saw* – "хабар" (information, news) (201), *samig* – "олди-сотди, савдо-сотик" (trade, commerce) (210), *samguch* – "сотувчи" (seller) (211), *sezish* – "тўлов" (payment) (216), *tawar* – "товар, мол, мато-товар" (goods) (240), *tajanzu* – "воситачи" (mediator) (242), *tamga* – "тамға, муҳр" (stamp) (246), *tamgalig* – "муҳрли" (with stamp) (246), *tanuq* – "гувоҳ" (eyewitness) (247), *tanuqluk* – "гувоҳлик" (testimony) (247), *tarxan* – "бек (исломдан илгари қўлланган)" (an honoured rank before Islam) (252), *tegshut* – "бадал, ўринма-ўрин" (reparation) (259), *tergi* – "иш ҳақи" (salary, wage) (264), *tiqraq* – "хабарчи, югурдак" (informer, messenger, servant) (267), *tipik* – "мажлис" (meeting) (271), *tipnak* – "одамларнинг йиғилиш жойи" (a place for people's meetings, gatherings) (271), *toru* – "I конун, қоида, адолат (rule, justice); II расм, одат" (custom) (279), *tutrug* – "васият" (testament) (286), *tutug* – "гаров" (287), *tuzraq* – "хоннинг муҳри (ўғуз)" (khan's stamp) (289), *uqa* – "кафиллик, кафолат" (guarantee) (309), *uluk* – "улуш, ҳисса" (share) (313), *haqan* – "хоқон" (emperor) (318), *humaru* – "I мерос (heritage); II эсдалик" (memory) (318), *qur* – "мартаба, даража – чин, ранг" (rank, position) (377) etc.

At the same time, one may see the words *iyazdi*, *bitidi*, *bilidi* / *bilirdi*, *kochurdi* in the dictionary which played a key role in the formation of modern document names such as *ezma*, *bildirishi*, *kuchirma*.

It is of interest that only one of the more than 90 words related to the field of business - *amir* (another variant is *hamir*) given in the dictionary were derived from the Arabic language, but the rest belonged to the Turkic family. One of the reasons for this can be explained by the fact that Makhmud Kashgari's purpose in compiling that dictionary was to present only the Turkic lexicon of his time.

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THE LANGUAGE OF “KUTADGU BILIG “ AS A SOURCE OF RESEARCH

Abstract: One of the oldest examples of Turkish fiction “Qutadg'u Bilig” provides scientific research and analysis that helps to form a definite idea of the lexicon of the language, to draw conclusions, to compare the lexicon of other lexical-semantic groups and sources.

Key words: lexeme, facsimile, translation, etymological dictionary, phonetic-graphic, morphological and lexical features.

Language: English

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Introduction

A comprehensive study of lexemes in the vocabulary "Kutadgu bilig" serves as a direction to form a certain idea about the lexicon of the language, to draw conclusions, to study the lexicon of other lexical-semantic groups and sources.

Kutadgu Bilig, one of the oldest examples of Turkish literature, was completed in 1068 by Yusuf, who came to Kashgar, the capital of the Karakhanid Empire, from Balasagun in 1068, and was presented to the ruler Tabgach Bugar Khan (1056-1103). It is well known to the scholars that the Vienna, Cairo and Namangan copies of this pandnoma of 6645 bytes in Turkish (Uyghur) and Arabic scripts have reached us.

The first study of the semantics of words such as root, council, moon, god, used in Yusuf's beautiful Turkish poem Qutadg'u bilig, which was awarded the title of the great hajib by the Karakhanid ruler at the age of 50, was published in 1820 by Julius Klaprot in his work finds expression. The scholar compared the word tenri in the pandnoma with the Chinese tian "blue" and tianli.

The first scientific edition of the work was published by A. As for Jobber, it is recognized in Turkology that he is not free from certain inaccuracies and shortcomings. A. Jobber edition G. Flyugel, I. Berezin, N. It attracts the attention of the Ilminsky. The first complete version of the Viennese copy of the work is by the famous Hungarian turkologist N. Made by Vamberi. Subsequent studies have shown that N. Vamberi showed that he could not explain the content of the poem enough, that he could not understand some of its places.

In the study of "Qutadg'u bilig" academician V.V. Radlov's scientific activity deserves special praise. The scholar, who made a facsimile edition of the Viennese copy of the epic in 1890, began translating the Cairo and Viennese copies as well as the German translation in 1900, and completed it in 1910.

When the first news of the existence of the Namangan copy of the work spread, some fragments of it were first written with the necessary commentaries, first by Fitrat (1928) and then by the

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famous orientalist S. E.. Published by Malov. S. E.. Malov provided a Russian translation of fragments of the Namangan copy, comparing them to the other two copies.

Turkish scholar Rashid Rahmati Arat has made a significant contribution to the study of Yusuf Khas Hajib's work. The facsimile and translation, all three copies published separately by the scholar in Istanbul, are recognized in Turkology for their perfection. It is on the basis of this critical text that "Qutadg'u bilig" S. N. Translated into Russian by Ivanov. The Arat edition was widely used in J. Clawson's etymological dictionary and "Ancient Turkic dictionary". Based on this critical text, the English translation of the work was made in 1983.

It is well known that there is no consensus in Turkology on the definition of the language "Kutadgu bilig". The views expressed on this issue are diverse, and A. N. We believe that there is no need to dwell on the issue, as Kononov provided detailed information in the article "Yusuf Khos Hajib's poem" Kutadgu bilig ". At the same time, it is necessary to cite the opinion of the scholar that it is expedient to call the language of Pandnoma as Haqqani, Karakhanid-Turkic according to the dynastic sign, Karakhanid-Uighur according to the dynastic sign, Qarluq according to the tribal sign, and Qarluq-Uighur according to the historical and cultural sign. The assessment of the famous Turkologist's work, which has a deep philosophical content and a volume of more than 13,000 lines, is based entirely on Arab and Persian poetic traditions, is characterized by extreme scientificity and objectivity.

Since the linguistic features of Yusuf Khas Hajib's poem are mentioned, it is natural that S. It is impossible not to take into account Mutallibov's worldview. The scholar's opinion on the origin of Qutadgu Bilig, the language of which tribe it belongs to, and the construction, function, and meaning of some affixed words are still relevant today. Kutadgu Bilig argues that it was written on the basis of the language of the Chigil tribes, who played a unifying role in the Karakhanid kingdom. The author pays special attention to the fact that he used to introduce and generalize the rules of the language, using various phonetic, spelling, morphological and grammatical features of the period language in new words. The words formed with the help of affixes -chi, -ğu express their views on the semantic aspects, the semantics of double words, the ability to use synonyms for stylistic purposes, based on material examples.

Karimov's contribution to the study of Yusuf Khos Hajib's work from the linguistic point of view is significant. In his research on the category of conjunctions, the scholar discusses in detail the occurrence of head, accusative, accusative, directional, place-time, exit, and motor verbs, their meanings, syntactic function, and the use of auxiliary constructions instead of conjunctions. Q. Karimov

published the text of the Namangan version of the work in the form of a scientific transcription and a description of the modern Uzbek language, published a number of scientific and popular articles on the language of Pandnoma.

It is known that in the second half of the last century, on the basis of many Turkic monuments of the VII-XIII centuries, the "Ancient Turkic Dictionary" of a fundamental nature was born. Of the more than twenty thousand lexical units included in the dictionary, a certain part of the words belongs to the vocabulary "Kutadgu bilig". S. Malov, A. Borovkov, E. Tenishev, A. Shcherbak, D. Nasilov, V. Commenting on the dictionary compiled by Nadelyaev, E. Fozilov noted that 2854 words and phrases used in the pandnoma were included in the dictionary. Radlov, S. Malov, R. While acknowledging that the changes, corrections, and additions made to Arat's research were made with great effort, he drew attention to some of the shortcomings in the way in which the lexicographers quoted the lexicon of "Kutadgu bilig." In particular, he noted,

1) 44 words in the text of the pandnoma; 2) 34 phrases are not included in the dictionary; 3) there is uncertainty in the interpretation of the meaning of 16 lexical units; 4) not all meanings of the word are given in dictionary articles; 5) there are inaccuracies in the translation of supporting examples; 6) Defects in citation and transcription are noted. Undoubtedly, the objections made by E. Fozilov about the transfer of the vocabulary "Qutadgu bilig" in the "Ancient Turkic Dictionary" will help to compile a dictionary of works.

In the monograph of Kyrgyz linguists U. Asanaliyev and K. Ashiraliyev devoted to the study of linguistic features of the pandnoma, the morphological features of the work were observed and they were compared with the materials of modern sister Turkic languages, Uzbek, Uyghur and Kyrgyz. In particular, it was observed that the original and relative adjectives of the category, which represent the character, almost retain their meaning in the Uzbek, Uyghur and Kyrgyz languages in "Kutadgu bilig". The work is not without its shortcomings as well as its achievements. For example, the lexemes of sadness are given instead of the sad form in the Uzbek language, and the lexemes of will are given instead of the free form of freedom in the Uzbek language. As an Uzbek equivalent of the word koni in the work, the words eska (old A.F.) and kona (old A.F.) are incorrectly given.

The existence of nine vowels in the work of Yusuf Khas Hajib, the strict observance of the law of synharmonism, the function of the Uyghur letters in the work are interpreted in the example of rich material materials. The peculiarities of the morphological structure of the language of the monument, the categories of word groups, the ways of

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their formation are described. Features of the lexicon of the work are analyzed semantically, compared with the role of modern Uzbek in vocabulary. The vocabulary of the work is divided into 21 thematic groups. Adjectives denoting a character: 1) words expressing a person's character; 2) words denoting the property of the object; 3) divided into words denoting color. The first group, in turn, is divided into words that express positive qualities (alp "hero", foal "fearless, brave") and negative qualities (thin "traitor", bitter "slanderer").

Turkish linguists are studying the lexical units of the verb category in the Qutadg'u bilig language not only in terms of grammar, but also in particular, that is, the participation of a particular verb in the construction of speech, the formation of a certain paradigm with other meanings. For example, in the text "Devon" and "Qutadg'u bilig" the article on the analysis of sentences without the verb ay = verb is one of them. The dynamics of the use of the region and its synonym de = mäk // temäk in the Old Turkic language, the lexeme of the region in the "Devon" in 36 places in the sentence, 14 of which are in the indirect sentence. In Qutadg'u Bilig, the frequency of use of this verb in indirect speech is found to be very high, and the ayn = "ask, speak, say" on the basis of which ayit = "ask, speak, say" is emphasized instead of the use of "say, say" in the pandnoma.

The lexicon of "Kutadgu bilig" is very diverse, it reflects the concepts of social, political, economic, scientific, cultural, everyday, religious way of life of the Karakhanids of the XI-XII centuries. The first chapter of the work contains a chapter "On the seven planets and twelve constellations", in which the creation of the universe, the names of the planets and constellations moving in the green sky are discussed.

The astroponyms that represent the names of the planets and constellations in the epic (referred to in later works as cosmonims) have attracted the attention of a number of researchers. In particular, the famous Turkologist J. Clawson and K. Karimov, H. Dadaboev, Q. The work of the Sadykovs is one of them¹.

The study of the linguistic aspects of Uzbek cosmonims also referred to the factual material in "Qutadg'u bilig", which contained some shortcomings

in the transcription of astroponyms (ulgu, könak, savit).².

"Kutadg'u bilig" is not only a didactic work, but also a charter, an encyclopedia, which contains the methods of governing a centralized state, policies, rules of law³. It contains a system of terms related to the above-mentioned aspects, which are reflected in the research of works XI-XIV aimed at studying the socio-political and socio-economic terminology used in the language of Turkic sources. Terms related to the work from the mentioned terminological system are analyzed in semantic-functional, historical-etymological and structural-grammatical aspects. The research showed that the terms in the language of the epic belong to the thematic groups of administrative-judicial, career-title, class-class, commercial-economic, diplomatic and customs. It is noted that the terms used in the text of the Pandnoma have common features with the lexical units in the "Devonu lug'otit turk" compiled by Mahmud Kashgari.⁴

There are a lot of terms in the epic that describe the concepts of military work and martial arts, and they are actively used in the chapter "Isfahans naku-teg kerekin ayur" (what the generals say should be) and in other chapters. Although the military terms used by Yusuf Khas Hajib have not been the subject of special research, they have been studied semantically, thematically and structurally within the military terminology of the old Turkic language of the XI-XIII centuries. It is recognized that the terms in the work represent the names of ranks, ranks, titles, units, soldiers, major combat operations, weapons, equipment, defense facilities. Pandnoma and "Devonu lug'otit turk" indicate the reasons for the decommissioning of certain military terms in later periods.⁵

The ambiguity of the adjectives in the language of the epic is Kazakh

G. Bayalieva's article covers it to some extent. V. Vinogradov, S. Axmanova, G. Paul, L. Shcherba, E. Galkina-Fedoruk, N. Amosova, K. After the descriptions and comments of linguists such as Akhanov on polysemy, the scholar notes that in the text "Kutadg'u bilig" the adjective ked is used in four senses, the adjective in three, the verb in two, the verb in two, and the broad in three. He observed that the adjective az, which is mentioned 31 times in the epic,

¹ Каранг: Clanson G. Early Turkish Astronomical Terms. Ural-Altaysche Jahrbücher/Volumen 36, Fasciculus C MEMZ XIII. 1964.S.350-368; Каримов К. О тюркских названиях знаков Зодиака// Вопросы узбекского языка и литературы. -Ташкент 1962. Дадабаев Х.А. Астрономические наименования в старотюркских письменных памятниках XI-XIV вв// Историко- лингвистический анализ лексики старописьменных памятников. -Ташкент: Фан, 1994.-С.32-43. Содиков К. Туркий матнавислик тарихидан// Қадимги ёзма ёдгорликлар. -Тошкент: Ёзувчи, 2000.

² Примов А. Ўзбек тили космонимларининг лисоний хусусиятлари. Филол. фан. номзоди дисс. автореф.- Тошкент. 2009. -Б. 27.

³ Каримов Қ. "Қутадғу биліг"асари хақида. Юсуф Хос Ҳожиб "Қутадғу биліг". Транскрипция ва ҳозирги ўзбек тилига тавсиф. -Б.7.

⁴ Дадабаев Х. Общественно- политическая и социально-экономическая терминология в тюркоязычных письменных памятниках XI-XIV вв. - Ташкент: Ёзувчи,1991. -С.186; Он же: Старотюркская дипломатическая терминология в XI-XIV вв// Историко- лингвистический анализ лексики старописьменных памятников -Ташкент: Фан, 1994. -С.4-13.

⁵ Дадабаев Х., Насыров И., Хусанов Н. Проблемы лексики староузбекского языка.- Ташкент: Фан, 1990. -С. 16-26

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has three meanings, and al, which is used 163 times, has two meanings. It was found that the "smart" quality of the bird was used 148 times in the monument. It also draws attention to the phenomenon of metaphorical and metonymic migrations that occur in adjective language using material examples. It is also acknowledged that the adjectives are specific to the language of 11th century Turkic sources⁶.

It should be noted that in the text of "Qutadg'u bilig" phraseological units and phrases are often used. In particular, elig (elgi) is broadly "generous, generous"; elig tut = "to show", elig ur = "to extend a hand, to draw attention", and b. among them. 285 phrases used in the play by Turkish scholar Zafar Onler were studied separately, phrasal bytes were translated into Turkish⁷.

When talking about the work "Qutadg'u bilig", it should be noted that all the lexical units used in it are listed in alphabetical order in the Index compiled by R. Arat.⁸

Admittedly, the vocabulary of "Qutadg'u bilig", written in the literary language, historically and etymologically consists mainly of the original Turkic and Arabic-Persian layers. A special article on the Arabic-Persian dialects in the work was published, which was studied in three groups. The first group includes Arabic-Persian words such as adad (2594) - san "number, quantity", kitab (1550) - bitig "book, essay", dushman- yagy "enemy, enemy" which is an alternative (equivalent) in the Old Turkic language. Such words make up 40% of the total assimilation in the work. It was noted that the presence of these assimilations in the literary language depends on the enrichment of synonymous series and the requirements of the dream traditions.

The second group consists of Arabic-Persian dialects, the meaning of which is understood in the Old Turkic language with the help of phrases, phraseology and double words. M., doomsday (47) - great day, rozi (1094) - food "food, food", east - east "east" and so on.

The third group includes words that make up a significant part of the Arabic-Persian dialects and represent concepts in the Old Turkic language. It is taken into account that Turkish and assimilation words differ in terms of their specific meaning ottenka and portable meaning. It is emphasized that such assimilations expand the vocabulary of the assimilating language and its expressive possibilities. In the example of "Qutadg'u bilig" it is noted that the tradition of using Arabic-Persian dialects was founded in the X-XI centuries, and this aspect was further developed in later periods.

According to the article, the total number of Arabic-Persian borrowings in Qutadg'u Bilig is more than 400, which serve to express the meanings and concepts of religious, scientific, geographical, ethnographic, medical, domestic, cultural life, most of which have different abstract meanings. is distinguished by

It is stated that the acquired auxiliary words, like Arabic-Persian sentence constructions, are rarely used in the epic language, and the number of active Arabic assimilations is much higher than the number of Persian words⁹.

One of the latest works on the characteristics of the Pandnoma language is "Kutadg'u bilig" stylistics published by a group of Uyghur scholars in Urumqi. The three hundred and fifty-five-page monograph consists of an introduction, introduction and four chapters. , folklore, law, martial arts, etiquette, language, literature, sociology have been studied to a certain extent, but not methodologically.

In the introduction, the epic is the greatest work of art of the Karakhanid period, Yusuf Khas Hajib was born in 1019 in Bolosog, Mahmud Kashgari is a contemporary, the talented poet, philosopher and statesman wrote "Kutadg'u bilig" in 1069-1070. , Died in Kashgar in 1085. Commenting on the research on the work, N. Vamberi, V. Radlov, A. Valitova, S. Malov, N. Samoylovich, Bombachi, R. Arat, A. Dilachar, N. Osim, F. Kuprulu, V. The focus is on research conducted by scientists such as Thomsen, K. Brockelman, Hartmann. Research on friendship in China began in the 1950s and 1960s, A.D. Muhammadimin, A. O'tkir, M. Yusup, A. Turdi, Q. Guanchung, L. Ying, E.Ziyaiü, A. It is emphasized that there is research by Rahman et al. The poetics of the work in the chapters (harmony, weight, position, etc.), the author's wording skills (synonyms, antonyms, homonyms, polysemantic words, color words, phrases and phrases), the grammatical style of the epic (types of sentences, stylistic features of sentences) , the diversity of styles in the pandnoma (simulation, repetition, alliteration, parallelism, animation, simile, comparison, etc.) is revealed using factual examples.

For example,

Кимиң йашы түкәтсә сақыш

Татығ барды алдын йайы болды қыш

In the second verse of the verse, it is acknowledged that summer is likened to "summer"

⁶ Баялиева Г. "Қутадғу билик" дастаны тіліндегі көпмағыналы сын сіндер // Тілтаным. Языкознание. Алматы. 2003. №1 –С.93-96

⁷ Қаранг: Zafer Önler "Kutadgu bilig"de Yer Alan Deyimler // Türk Dilleri Arastirmalari. Cilt 9. 1999. S.119-186.

⁸ Arat R.R Kutadgu Bilig. III. Endeks. Neşre hazirlayan Kemal Erarslan, Osman F. Sertkaya, Nuri Yüce, Istanbul. 1979.

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youth, winter "winter" to old age, and sweet "sweet" life.¹⁰

In short, the issue of separate study and analysis of the language of sources created in the field of Turkology has not lost its relevance.

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¹⁰ Қаранг: "Kutadgu bilig" Istitistikasi. A. Abdullah. Y. Raşidin. P. Hamut. A. Rahman. G. Abduqul. Ūrümçi. 2001. S-355

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THE FIGHT AGAINST POVERTY AS A PRIORITY OF STATE PUBLIC POLICY

Abstract: The article examines poverty reduction as a state priority in terms of social policy. Simultaneously, poverty rates over the world are quantitatively examined. The use of digital technology in the overhaul of the pandemic poverty alleviation system in Uzbekistan has been highlighted.

Key words: social policy, poverty, national programs, social justice, sustainable development, human dignity, socio-economic growth, Iron Book, Women's Book, Youth Book, pandemic, single register of social protection, information systems, digital technologies.

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Introduction

Poverty is a diverse, complex problem in modern civilizations, with causes and repercussions that are not limited to a single country state. Efforts to raise living standards and offer sustainable livelihoods for individuals affected by poverty and its social implications have become a major concern in the international community. Unfortunately, there are no universal poverty remedies that can be adopted on a global scale. The development of a national program based on a state's own capabilities to combat poverty is one of the finest answers to this global challenge.

The Millennium Declaration, adopted by the United Nations General Assembly on September 8, 2000 in New York, is dedicated to global development and poverty elimination, with the objective of further reinforcing the ideals of peace, prosperity, and justice in a world on the cusp of a new millennium. Nearly one billion people live in poverty, which diminishes human dignity, according to the paragraph.

Based on this situation, it is planned to halve the number of people living in poverty by 2015 in order to improve the living standards of people living on less than \$ 1 a day. By 2020, measures have been launched to significantly improve the lives of over 100 million people living in disadvantaged settlements (Trusoba)¹. On this basis, developed countries allocate \$15 billion a year to relatively poor countries, thereby ensuring the provision of basic social services while spending money to maintain prices on commodity markets.

In 2015, the Millennium Development Goals were replaced by the Sustainable Development Goals. The declaration was adopted by all UN member states, and its 17 goals were to "gradually eradicate all forms of poverty" by 2030². Along with the pace of global economic growth, the need to eradicate poverty and, in this regard, to step up efforts in education, health, social protection and employment was emphasised. Today, these goals are funded by the World Bank.

¹United Nations Millennium Declaration. Adopted by General Assembly [resolution 55/2](https://www.un.org/ru/documents/decl_conv/declarations/summitdecl.shtml) of 8 September 2000. https://www.un.org/ru/documents/decl_conv/declarations/summitdecl.shtml

²The global fight against poverty: experiences from around the world // <https://review.uz/post/globalnaya-borba-s-bednostyu>.

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Most of the world's 700 million or 10% of the world's population is on the brink of Africa and Asia, of which 17.2% are rural. The employment of the working population has also been proven to be incapable of eradicating poverty altogether, with 8% of the working population living in poverty³. One in five children in the world comes from a similar family, and their bright future is still inextricably linked to the likelihood of escaping poverty.

Today, with the absolute poverty rate falling from 35% in the 1990s to 8.4%, by early 2020, 689 million, or 9.2% of the world's population, will be poor as a result of a global pandemic⁴. Due to quarantine restrictions, the loss of more than 305 million jobs as a result of the sharp slowdown in the global economy has actually increased poverty among the middle class.

This means that in modern conditions, a large part of the world's population lives in poverty, which is considered to be the extreme level of poverty, even in the conditions of acute shortage of food resources and sources of income necessary to ensure the sustainable functioning of the human body. Poverty levels are creating a severe shortage of vital resources in terms of food and drinking water security. These problems, in turn, expand the scope of social problems such as inability to access services such as education, health care, socially abusive attitudes and disconnection from public life.

In this regard, it is expedient for the Cabinet of Ministers of the Republic of Uzbekistan to adopt a comprehensive program for the development of labor-intensive industries with high added value. Uzbekistan's long-term strategic goal is to ensure sustained and inclusive economic growth, increase per capita income and sharply reduce poverty. In order to achieve these goals, Uzbekistan is focusing on structural reforms aimed at strengthening and liberalising the market economy.

In the difficult situation of the peak of the coronavirus pandemic, further acceleration of poverty reduction measures in Uzbekistan has become a pressing issue. At the same time, the need for comprehensive, targeted support for vulnerable families is growing. Due to this need, at the initiative of the President, the introduction of "iron books" has

created a basis for directing state aid and maintaining social stability. "Iron books" will be useful in systematically organising work to lift families out of poverty, to coordinate further work on the list. The youth and women's notebooks also serve to strengthen the targeted approach to vocational training and employment. It is noteworthy that the "youth book" includes boys and girls aged 18-30, while the "women's book" covers women over 30 years. Particular attention is paid to those who need and are interested in social, legal, psychological support, knowledge and vocational training.

Uzbekistan is currently reforming its social protection system on the basis of digital technologies and has launched the information system "Single Register of Social Protection" in the form of an electronic platform. The unified register is an automated information system that determines the needs of a family (citizen) without regard to the human factor for the assignment of social benefits at the initial stage, assigns benefits, makes payments and monitors and tracks expenditure. The advantage of a single register is that, firstly, the application process for families in need of social benefits is greatly simplified due to the lack of need for the information provided, and problems such as collecting data for these families are also eliminated.

Secondly, the process of recognising low-income individuals and assigning or denying social benefits is as transparent as possible. The decision to grant or deny a pension is made only by the Unified Registry Information System (based on the criteria included in it), and in this case there is no human factor.

Thirdly, the state currently provides various types of assistance to low-income families (free kindergarten attendance, free school books and winter clothes, free medical treatment at medical institutions, etc.). However, the procedure for identifying families in need of such assistance is not defined in any legislation, and there is no database on how and to what extent paid assistance is provided to which families by the state. This means that the Single Register will be a database that automatically identifies all families in need of social assistance and provides them with targeted assistance.

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⁴ <https://review.uz/post/globalnaya-borba-s-bednostyiu>

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POLITICAL PARTIES AS THE DRIVING FORCE OF CIVIL SOCIETY

Abstract: The author cited the definitions and views of a number of mature scholars on civil society and political parties, also analyzed the factors that determine the effectiveness of the activities of political parties. A number of proposals were also made by the author on the development of civil society and the role of political parties is also described.

Key words: political party, group of interests, civil society, political groups, multiparty.

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Introduction

Civil society is a society consisting of real citizens, that is, people with a legal and political culture who are in an inseparable link and rely on a moral culture. Civil society is a necessary rational way of social life, based on law and democracy; a social system in which a person is guaranteed a free choice of forms of his economic, political and cultural life, the rule of law and human rights and freedoms are decided, multi-party, political institutions, ideology and diversity of views are ensured, and the status of self-governing of every citizen of the country is actively involved in the work of public associations and funds, self-government bodies, political parties and non-profit organizations, through which they meet their needs in political, social, economic, spiritual and legal aspects.

Civil society has been expressed in the form (model) of the ideal model of the social and political system based on contemplation, justice, land-kinetics and prosperity in the imagination of advanced-thinking scientists since ancient times. In particular, Aristotle described the state in the style of the general community of citizens, while Cicero tried to prove the legal equality of people. At this stage of development, civil society is recognized as exactly the same as the state.

The essence and boundaries of civil society were mentioned in the works of G. Grosiy, T. Hobbs, John

Locke, Jan Jacques Russo, V. Gumboltd. In the works of Marx and other scientists, theories on the emergence and interaction of the state with society was created.

G. Hegel understood the set of separate individs, classes, groups and institutions, whose relations are regulated by civil law, are relatively independent from the state, according to civil society. He showed that civil society was formed as a result of the historical transformation (change in shape) of the whole social life, a long dialectical movement from family to state. The sosium formed as a result of this genesis covers institutions that ensure the realization of private ownership relations, market economies, social groups and civil rights of the ability of the society to live. G. Hegel recognized from the civil society of the state, as associations, corporations, representatives of communities, a certain superiority over the family and its leadership over them. In his opinion, the state serves as a real guarantor of the land of the landowner civil society as a highly organized harmonious unit (organic integrity) and is a representative of the whole society [1, 262-263].

A. Gramsci giving definition on civil society, he said, the "private" organizations of social classes and strata that do not directly belong to the apparatus of state power – professional, cultural, educational, religious, charitable, as well as a network of socio-political groups and associations [2, 43].

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In any complex structured society, of course, there will be a certain dimension that directly expresses the relations of citizens with the state. An important place among them is the interest of groups and political parties.

One of the important conditions for the development of any society that claims democracy is the existence and functioning of multi-party institutions and political parties that serve as intermediaries between the people and the state. The political party expresses the interests of some groups and strata of society, unites the most active representatives and leads them in achieving their political goals. Among the political objectives of the groups the following are important:

- creating a political program;
- gaining political power through democratic means;
- it is a free struggle for the votes of voters to implement their programming rules.

The problem of political parties in the history of mankind – no matter how simple it may seem – is much more complicated and even contradictory. The concept of “party” has taken an important place in the life of people since very ancient times as a certain part of a larger community, a group of “our own”, mutually close and distinguishing from others. Of course, the criteria for the separation of such groups were different, including the fact that in the initial period there was absolutely no connection with politics.

In the relations of the state with the people, the intermediary unions represent the social, national, regional interests of the units of people and they are the form of collective activity of their members. With participation in the activities of interest groups, citizens take a step towards transition from social activity to political activity. Different interest of groups have a wide range of opportunities to influence power, to convey the needs and demands of the population to political decision-makers and bodies [3, 278].

Consequently, interest of groups are defined as voluntary associations formed by people to express and satisfy their interests in various political institutions, primarily in relations with the state.

The term interest of group (interest group) is primarily used in political science. The interest group is an association of people who seek to express and protect their interests, which have a significant role in power, in relations with state bodies and other political institutions [4, 105].

Interest of group itself does not try to come to power is difference from a political party that seeks to come to power in this or that way (in any case) in the state. The interest group differs from a wide range of social movements by its compactness, the development of individual relations, the high level of management. At the same time, the interests of the

group can also arise in the atmosphere of social action, as well as become political parties when there are certain conditions.

The main difference between interest groups and political parties is their attitude to state power. Interest groups achieve their goals by influencing more public authorities than by nominating them in elections and taking responsibility for the activities of the government [5, 82-83].

The concept of “civil society” reflects a complex sphere of social existence. The emergence of parties is associated with the development of society. Today, the world experience shows that no matter how many shortcomings political parties have, it is an important link in the structure of civil society. Parties ensure the integrity and stability of the political system [6, 234].

Political parties occupy one of the important places in the life of society. Without them, state power can not be realized in a democratic system. Political parties of different orientations either act as ruling parties, depending on the situation, or play the role of a loyalist opposition, which at any time can form the government itself.

Parties are an important element of the political system of society. They are owners of political courses that compete among themselves and serve as a connecting link between civil society and the state, reflecting the interests, needs and goals of certain social groups. The task of the parties is to transform the numerous private interests of individual citizens, social strata, interested groups into their common political interest. Through the system of parties and elections, the participation of citizens in political life takes an official form. They are actively involved in the work of political power or indirectly influence it. Another important aspect of the activities of the parties is their ideological influence on the population. Their role in the formation of political consciousness and culture is also great.

Political parties have two different nature: they are simultaneously an element of civil society and a part of the state system. The roots of the party penetrate into the depths of civil society, where group interests arise and formalize, at the same time, they penetrate the mechanism of state power through their managerial instances, giving it a unique quality as civil society and the bilateral communication agent of the state [7, 53].

Today, before the parties, there are big tasks directly related to the need to establish legislative power and carry out deeper democratic reforms in society as a whole.

It means that the party is a voluntary union of people united by ideological interest, striving to have political power or to participate in the implementation of state power. The party is a stable public organization that seeks to use state power to solve problems in accordance with its ideas and conceptions. It seeks to possess such power, even if it

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is partial or temporary. A parties is a constituent element of the political system, an important institution of civil society, fostering political life, establishing relations between different degrees and branches of state power.

Democratic and legal institutions of civil society create favorable conditions for political parties to combine their prime duty, which are the private interests of citizens, individual social groups and strata, to develop political decisions based on compromise, to act as an intermediary between different social groups that form the electoral base. Political parties are the base structures (devices) of the political system, forming the general political interest to a greater extent.

Thus, both interest groups and political parties play an intermediary role in the relations of the population with the state. In general, in political science today, there are formed representations about the specific “division of labor” between the interest group and the political parties, that is, the interest group represents individual interests and supplies them to political parties; and political parties put these interests into one system and enter them into their own party programs, which is an alternative to public policy.

It is desirable to make a number of proposals on the development of civil society and the role played by political parties:

– mass discussion of the decisions made in the public authorities;

– organization and activity of social (public) councils with the participation of representatives of civil society in the presence of executive authorities;

– to direct civil servants to cooperate with citizens and their associations; to teach them the relevant technologies to launch the service “public relations”

– political parties have to advance leaders who can manage the state at any level between themselves, the party should prepare a professional elite who is ready to take over the executive power when it receives the appropriate mandate of trust from voters and parliament;

– political parties should be able to demonstrate in their programs the alternative ways of solving problems in society, socio-economic reforms and constantly improve their programs and action plans;

– the parties should adopt the advanced technologies of working with the public and go as far as possible to the circle of progressive-minded, initiative, self-sacrificing people in their ranks;

– political parties should reach a level where they can not only compete among themselves, but also critically assess the policies of the current government, promote alternative programs and ideas.

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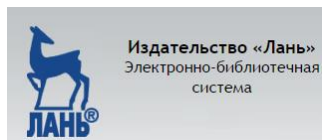
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