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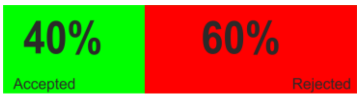

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ABOUT INNOVATIVE METHODOLOGY IN MOTHER TONGUE LESSONS

Abstract: *The article examines the use of modern technologies in the lessons of the native language and their effectiveness.*

Key words: *innovation, game task, creative game task, brainstorming, terms.*
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Introduction

According to its structure, mother tongue lessons should focus the student's attention on each phenomenon of the studied language, encourage him to be creative, create opportunities for self-expression.

It is no secret that innovative educational technologies, interactive lessons have entered pedagogy as a foreign experience and teaching methods of all disciplines. Lexically, the term "innovation" translates from English as "innovation" [1.154]. In essence, the concept of "innovation" on the basis of the concept represents the activity aimed at changing the internal structure of a particular system.

Manifestations of innovation: new ideas, clear goals aimed at changing the system or direction of activity, unconventional approaches; unconventional initiatives; are advanced work methods [2.56].

Educational innovations are forms, methods and technologies that can be used to solve a problem in the field of education or the learning process on the basis of a new approach and guarantee a more effective result than before. Educational innovation is also called “innovative education”.

In today's world of modern technology, educational games should provide students with ample opportunity to be creative, to understand the nature of the language phenomena being studied, to make independent judgments and conclusions, to express themselves to each student, to express themselves freely and to defend their point of view.

The use of educational games during mother tongue lessons should be somewhat consistent. Because it should serve to increase students' vocabulary, to form the skills of correct and appropriate use of words, to express ideas correctly and fluently orally and in writing, depending on the context of the speech. It is also advisable that the educational games used in the course be based on the same topic. It depends on the personal experience of the educator, and it is also important that he or she decides at what part of the lesson he or she will use these tools.

It is worthwhile to consider some research in this area. A.Bobomurodova's dissertation for the degree of Candidate of Pedagogical Sciences on "The use of games in the process of teaching the native language" also covers important issues. In his work, the scientist said that "... games in the native language can be divided into three types according to the level of complexity:

1) play-based tasks based on recollection;

2) games-assignments based in part on creative activity;

3) creative games [3.8] ".

The effectiveness of educational games is that they not only ensure that the lesson reaches the student quickly, but also serve to increase students 'interest in science.

The scope of innovative education in mother tongue classes in the primary grades also includes the use of various games. These games differ from each other in their content. In particular, "Who can find more words?" Aimed at developing elementary students 'speech. the game is one of the most effective tools in this regard. Students will be given a handout to complete the game. Letters are written on handouts. The class is divided into five groups. Students, as a group in their groups, receive a handout with one letter. Group students are given time. During this time, students have to invent and write words that start with the letter they have in their hands. The members of the group who come up with the most words and write them down will be the "winners" and will be rewarded. This game is of great importance for primary school students. Because at this age, memory, cognition and attention work well in students. This allows students to memorize many words and expand their imagination through these words. Most importantly, students 'written and oral speech is formed. Vocabulary richness increases in quantity and quality.

Another technology used in elementary school is the Word Find Game. Before the game, the teacher writes and distributes pieces of poetry on a blackboard or card. Some words on the card will be omitted. The teacher asks the students to find and write the place of the words. Conducting such games helps students to think logically and increase vocabulary richness. Example:

Bog' yashnaydi, Uy yashnaydi,
.... bilan. .... bilan.
Dala yashnar Tog' yashnaydi
.... bilan. .... bilan.

Students should find and write the correct answer that matches the words that remain open (bog'bon, dehqon, bola, lola).

According to the essence of interactive education, the organization of the conversation in the form of "student - information - communication technology" means the acquisition of knowledge, skills, abilities by students independently or under the guidance of a teacher using information technology [4.60].

These types of interactive learning are also very effective in teaching parts of speech. In particular, complementarity is distinguished by teaching such methods in assisting in the teaching of a subject and in checking the knowledge of the subject studied.

Filler - a part of the word, which is an object to the sign, which is connected to the word of the ruler by means of management, which means the object, the sign 5.95]. Hence, the filler is the part of speech that comes to the fore by means of coherent and auxiliary morphological forms that complement the object valence of the cut.

The complement is manifested on the basis of the following morphological forms:

1. Noun: a) noun + future tense: memorized the poem, wrote a letter; b) noun + vehicle case: it was from grapes, we read from a book; c) noun + prepositions: I heard about the book;

2. Pronoun: a) personal pronoun + dream conjunction: I saw you; b) personal pronoun + means of case: I gave it to him; c) personal pronoun + auxiliary: I heard about it; d) show pronoun + consonant: I called it, I saw it.

3. Number + case: added two to two.

4. In the name of action: Don't look at the stork's departure, look at its arrival (Proverb).

5. Fiery words: a) fiery quality: A good garden remains; b) In the form of a shot: A rabbit has not escaped for a long time (Proverb). c) With words of encouragement: That's when I heard the victory bell. d) Auxiliary, with metaphorical words: - Yes, yes, but it is necessary to see.

This piece is divided into two depending on the type of relationship between the action and the object: the instrumental filler and the non-instrumental filler. The instrumental complement is attached to its part of the ruler and acts as a weapon in the occurrence of the action expressed through this part. An indirect filler is a filler denoting an object that directly assumes the action expressed in the dominant part.

After this information, students 'knowledge can be tested based on the following interactive methods. "It's mine!" Divide into groups "Cut", "Owner", "Identifier", "Filler" and "Hol" based on the grammar game. Separate your own passage from the sentences used in the text. Or identify the complements in these statements from the works of O. Hoshimov. Try to explain why the filler is a word expander.

1. Muzaffar erda yotgan portfelini jaxt bilan yulqib oldi.

2. Oqshom chog'lari Toshkent ko'chalari chumoli iniga o'xshab ketadi.

3. Alimardon choyni olarkan, zimdan unga qarab qo'ydi.

4. …Ammo qaytish yo'lini topolmas, yana may bilan taskin berardi o'ziga.

Nowadays, when innovative technologies are widely used in every field, the use of various interactive methods in the lessons for schoolchildren helps to increase children's interest in the native language and to organize the teaching process more effectively. Technology can be used not only in the complementary subject, but in all subjects, which in turn depends on the skill of the educator.

In mother tongue education, it is not possible to build an entire learning process based on problem-based learning technology. The problem arises in a particular part of the lesson and is brought to the students' attention. Students will study the theoretical concepts of the topic in detail to solve the problem, and will carry out practical work to help solve the problem. Such practical work includes independent work such as comparing linguistic phenomena, grouping them, finding examples, and making judgments.

When a teacher works in groups to use this technology, the chances of achieving the goal are even greater. Teams try to solve the problem first and work more actively. In addition, in the process of working in groups, there will be an opportunity to compare several solutions to the problem. With the help of the teacher, students determine the best solution to the problem. The use of this technology in teaching 8th grade is one of the most effective tools. Students will first be introduced to the topic of Identifier.

Attributive is a secondary part of a thing that represents an object or something that belongs to someone. There are three types of attributive [5, 16]. An adjective is a noun that defines a noun and usually serves to distinguish, concretize, and narrow the meaning of the object represented by that noun. A descriptive determinant is a type of determinant that expresses the belonging, specificity of one object to another. An interpreter is a type of identifier that identifies an object by a different name.

In some cases, Tajik forms of descriptive compounds are also found. These are archaic forms that once entered the Uzbek language. These forms are in the definite order, not in the definite order, as in Uzbek. The use of Tajik forms of identifiers is common in the language of the past, but not in the modern language: *Shul erur aybim, Muqimiy, mardumi Fargonaman. Xullasi kalom: yaxshilardan yaxshilar...*. For an adjective compound can be given examples: *Dedi: Qaydin sen, ey majnuni gumrah?*.

In school textbooks, such determinants are also studied under the term negative adjectives. In order to emphasize the character, to give it some relative independence, the determiner is moved after the definition, and in pronunciation it is separated by a pause, a comma or a hyphen in the text. Such fillers are called negative adjectives. This is the norm for poetic speech; *Bulutchalar - oppoq va yengil, Pag'a-pag'a suzar osmonda (The clouds are white and light, floating in the sky.)*.

Students will first learn which word group the determiner can represent in the course of the exercises in the textbook. At the same time, the teacher poses the following question to the students: What is the difference between adjectives and adverbs? The class is divided into three groups and given the names "phonetics", "morphology" and "syntax". Each group begins to find a solution to the problem. The teacher provides students with examples that help solve the problem. As a result, each group finds a solution to the problem. Then the teacher analyzes everything and summarizes the ideas.

In addition, non-standard tests are one of the most effective tools used in modern education in recent years. In particular, the use of reproductive, productive tests, partial research tests, creative tests, etc., will further increase the interest of schoolchildren in the subject of mother tongue. These types of tests increase the effectiveness of education. Most importantly, educators need to focus on the topic they are studying and the issues that need to be addressed when choosing interactive methods. The use of interactive methods increases the effectiveness of the lesson, taking into account the number of grades, psychological characteristics, worldview, life experiences of students. This requires teachers to have professionalism, competence, knowledge, sensitivity and intuition [6]. After explaining the theoretical part of the topic, the assessment of students' knowledge through the following non-standard test will also help to strengthen the lesson..

Test your knowledge of the test on the following non-standard test questions. Respond to the scientific conclusions of the test on the basis of the answers "Yes" or "No" to the table.

1. The identifier represents an action sign.
2. The filler is formed in marked and unmarked forms.
3. How ?, how, how much, how much? will answer one of the questions.
4. The filler always represents the concept of an object.
5. The sharpened determinant is represented by the sharpening and head contractions.
6. The identifier always comes as a part of a segment.
7. A complement is a sentence expander.

Table 1

1	2	3	4	5	6	7

ANSWER:

1-no	2-yes	3-yes	4-no	5-yes	6-no	7-no

In conclusion, there are a number of innovative types of education for mother tongue lessons, all of which only serve to improve the quality of education of students. Such innovative forms of education serve to increase students 'interest in the lesson and increase their oral and written literacy.

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SOME STYLISTIC EVENTS EXPRESSED IN UZBEK ANECDOTES

Abstract*: In this article, opinions on the study of anecdotes, their importance and linguistic features are expressed. Also, some stylistic events, word games and methods and means of provoking laughter expressed in the Uzbek national anecdotes are investigated.*

Key words*: anecdote, pun, polindrom, ekpromt.*

Language*: English*

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Introduction

Anecdotes have been around for centuries as one of the most popular genres of Uzbek folklore. Accordingly, the study of the text of anecdotes, which are renewed and enriched as a result of socio-political changes, cultural and enlightenment views, will always remain relevant. President of the Republic of Uzbekistan Shavkat Mirziyoyev said: “I think it is important to study and promote Uzbek classical and modern literature at the international level, to analyze this multifaceted topic in connection with the most important processes taking place in the world literary space, to draw the necessary scientific and practical conclusions, to determine our future tasks”[1]. It can be admitted that his views also apply to anecdotes.

The main

Word games (games, puns) [2-6], anecdotes [7-10] that have not been sufficiently studied in European science, have not been studied in Uzbek linguistics, in particular, there are no works on the linguistic and stylistic aspects of anecdotes, the possibilities of anecdotes, methods and means of speech that it has not been verified requires serious research in this regard. It should be noted that in recent years there has been a study [11, 224] devoted to the study of the Uzbek national games on the example of the Askiya text.

Anecdotes, their distinctive features have been extensively studied scientifically and theoretically in the world, including Russian linguistics and literature. The scientific literature presents various aspects of the study of anecdotes: sociological (A. Dmitriev, A. Levinson), psycholinguistic (K. Sedov, I. Gorelov), linguistic (O. Perehodyuk, I. Yakovenko, V. Sannikov), pragmatically (O. Smolitskaya, V. Rudnev, I. Kaspe, N. Osukhova, S. Yurinova); the poetics of anecdotes is studied (O.Chirkova), the interrelation of anecdotes with other genres of folklore and written literature (V.Blajes, A.Matveev, E.Kurganov, V.Propp, L.Permyakov, V.Krivulin), the plot of anecdotes (L. Barsky, O. Pushkareva, A. Terts), the history and principles of the formation of some images in anecdotes (A. Belousov, V. Lure, A. Arkhipova, O. Chirkova, A. Levinson, V. Rudnev, E. Shmelevva A. Shmelev), genre features of the anecdote (E.Shmelev and A.Shmelev, V.Karasik, K.Sedov, E.Kurganov, P.Borodin) and others. On the basis of a number of scientific concepts and schools, it became possible to evaluate anecdotes in a systematic and various ways ”[12, 202]. The text of anecdotes is also partially mentioned in the scientific views on the word games in French "calamo burlare" - with the pen, that is, the term "pun" in the sense of writing jokes [13]. Uzbek literary scholars have addressed the issue of artistic and aesthetic features of anecdotes [14, 2016-226], but from a linguistic point of view, little attention has been paid to the study of the text of anecdotes. Research has shown that word games are mainly humorous and humorous. It is noted that puns are word games based on figurative figures formed on the basis of the melody and or similarity of forms of words of different meanings, and are mainly humorous, humorous, often used in the text of anecdotes [16]. Some scientific sources also refer to the genre of anecdotes in written literature [17, 18].

Formally, the first feature of anecdotes is the predominance of dialogic speech. Each anecdote is in the form of a dialogic speech, in which two interlocutors are mainly involved. In this respect, that form is often close to a dramatic work. Therefore, the structure of the text of anecdotes is typical of the text of dramatic works - the author's speech, excerpts from the text of dialogues. [18, 8-9]:

Bemor vrachga debdi:

– Doktor, aytishlaricha, chiroylilik ham bir kasallik emish.

– To‘g‘ri, lekin sira tashvishlanmang. siz soppa-sog'siz [20-21].

The patient told the doctor:

"Doctor, they say beauty is a disease."

True, but don't worry, you are healthy.

If we pay attention to the idea embedded in the text of the above anecdote, then when a patient who came to the doctor's office deliberately wants to emphasize that he is beautiful, the doctor ignores it and improvises with the words "beauty is a disease, but you are not beautiful." explains the presupposition. This results in a strong humorous ending and a humorous speech situation based on irony. If we separate the second sentence in the anecdote from the text and the speech situation in which it is spoken, a funny situation does not occur, the simple answer is information. Apparently, when responsiveness is based on intelligence and humor, it becomes a powerful laugh-provoking weapon. The famous Russian poet Vladimir Mayakovsky will visit the Polytechnic Institute. While giving a speech there:

"I feel Russian among Russians, and Georgian among Georgians," he said. At this time:

"What about idiots?" Someone shouted from the hall.

"I'll be the first among the idiots," replied the poet at once.

People of all ages love to listen to anecdotes for such features, read them and like to tell stories themselves.

A number of linguistic stylistic phenomena in Uzbek national anecdotes serve to create a comic and ironic situation. One of them is contamination, which increases the occasional product by adding or separating words:

Yigit bilan qiz rasman nikohdan o'tish uchun nikoh uyiga kelishdi.

Yigit: – Azizam, endi mening familiyamga o'tasizmi?

Qiz: – Yo‘q, o‘tmayman. O'zimning familiyam yaxshi.

Yigit: – Voy hozirdan gap qaytaryapsizmi?

Qiz: – Menga duq qilib gapirmang.

Shunda nikohni tasdiqlovchi xodim: – Kelinglar, yaxshisi bitta taklif bor. Ikkalangizning familiyangizdan faqat bir bo'g'in olib, yangi familiya qilsak. masalan, sizning familiyangiz nima, kuyov bola?

Yigit: – Ahmedov.

– Sizniki-chi, kelin bola?

Qiz: – Maqsudova.

Tabriklayman, sizlarni Ahmaqovlar oilasi deb e'lon qilaman!

The young man and the girl came to the marriage house to officially get married.

Young man: - My dear, will you go to my last name now?

Girl: No, I won't. My last name is good.

He said, "Wow, are you talking now?"

Girl: - Don't talk to me.

Then the marriage attendant said, "Let's have an offer." Let’s just take a link from your two last names and make a new last name. for example, what is your last name, groom?

Young man: - Ahmedov.

"What about you, bride?"

Girl: - Maqsudova.

Congratulations, I declare you a family of Ahmaqovs (idiots)!

One of the main reasons for the emergence of anecdotes is to make the listener or reader laugh through a text that has an unexpected semantic ending:

- Dada, dada,«Mujik» nima degani?

– «Mujik» degani – o'zi ishlab, pul topib, oilasini boqadigan inson!

– Unda katta bo‘lsam, men ham oyimga o‘xshab «mujik» bo‘laman [22].

- Father, father, what does 'Mujik' mean?"

- "Mujik" means a person who works, earns money and feeds his family!

"When I grow up, I'll be a mujik like my mother."

In the above anecdote, with the help of the popular "mujik" barbarism, a humorous laughter based on one of the negative events that is helping in today's social life is aroused. While the lexical units inherent in the verbal form of the vernacular have been developed, the fact that the word "mujik" has been understood since childhood has created a sense of humor, as well as social and educational support for the audience. In this case, the word "mujik" can not be replaced by the Uzbek equivalent of "male", because it does not create a ridiculous situation with the content of the atifa. The child's response to the notion that a "magician" is a person who works, earns money, and supports his family is based on a similar response. If the word "male" were exchanged, the show would have conflicting notions and misunderstandings. In this example and in the text of the following anecdote, we perform a number of technical tasks, depending on the content of the text, which is supported by all the appropriate words:

Bir biznesmen yigit mahallada yashaydigan bir oqsoqolni uyiga chaqiribdi. Oldinlari uyi to'la odam bo'lgan yigitga qarab, otaxon asta so'rabdi:

- Ha, bolam, tinchlikmi?

- Tinchlik, otaxon, tinchlik. Shu kichkinagina bankrotcha bo'lib qoldim. Shunga bir duo qilib yuboring, - debdi biznesmen.

- Omin, iloyo bundan keyin katta-katta bankrot bo'lib yurgin, - deb duo qilibdi otaxon!

Axir otaxon bankrotni qaydan ham bilsin!

A young businessman called an elder who lived in Billa to his house. Looking at the young man whose house had been full before, the old man asked slowly:

"Yes, boy, peace?"

"Peace, old man, peace." I became that little bankrupt. Send a prayer against it, 'said the businessman.

"Amen, go bankrupt from now on," said the old man.

After all, how can an old man know bankruptcy!

The ridiculous word in the text (bankruptcy) is an agonym, meaning an unknown, incomprehensible, unknown name.

Uzbek national anecdotes also use the art of poetry (palindrome), which is called the heart in classical oriental literature:

– *Afandi watching a Korean TV series with his wife:*

– *"Wife, I'll call you by my Korean name from today," he said. Then Efendi's wife said:*

– *"Wow, Dad, what Korean name did you give me?"*

– *Sir:*

– *"I named you Num-Yam," he said.*

– *Wife:*

– *"Father, you have chosen a beautiful name for me." What does it mean? "Read the other way around," he said.* (© https://latifa.uz/uz_latn/show/1000)

The palindrome assumes the same meaning output regardless of whether it is read right or left (in some sources, different meanings are also attributed to the polyndrome). In the text of the following anecdote, we see that a text word game is created by reading the sentences from top to bottom and from bottom to top, which is a unique Uzbek type of palindrome:

To'ydan avval:

Yigit: – Va nihoyat. Eh, qachondan beri kutyaman!

Qiz: – Ketishimni istaysizmi?

Yigit: – Yo‘q! Bu gapni qayerdan topding? Buni o'ylash ham vahimaga soladi meni!

Qiz: – Meni sevasizmi?

Yigit: – Albatta, har doim.

Qiz: – Boshqa qizlar bilan ham yurganmisiz?

Yigit: – Yo‘q, aslo! Nimaga so’rayapsan?

Qiz: – Meni kinoga olib borasizmi?

Yigit: – Ha. Qachon istasang, o'sha payt.

Qiz: – Meni urasizmi?

Yigit: – Xayoling joyidami?! Aslo!

Qiz: – Sizga ishonsam bo'ladimi?

Yigit: – Ha.

Qiz: – Sevgilim...

To'ydan o'n yil keyin: ushbu suhbatni quyidan yuqoriga qarab o'qing!

Before the wedding:

The young man: - And finally. Oh, how long have I been waiting!

Girl: - Do you want me to leave?

He said, "No!" Where did you find that sentence? It scares me to think that too!

Girl: - Do you love me?

Guy: - Of course, always.

Girl: - Have you been with other girls?

He said, "No, not at all!" What are you asking

Girl: - Will you take me to the movies?

Young man: - Yes. Whenever you want.

Girl: - Will you hit me?

The young man: - Are you out of your mind?! Never!

Girl: Can I trust you?

Young man: - Yes.

Girl: - Darling ...

Ten years after the wedding: read this interview from bottom to top!

Conclusion

So, as in any language, Uzbek anecdotes give the Uzbek language a national spirit and a unique national color. In this context, the study of anecdotal linguistics plays an important role in creating a scientific and theoretical basis for solving a number of complex and diverse problems of language, speech culture in general.

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ANALYSIS OF POETONYMS USED IN POETRY

Abstract: *This article analyzes some aspects of the use of poetonyms in poetry.*
Key words: *Poetonim, onomastics, poetics, onim, onomopoetics.*
Language: *English*
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Introduction

Today, famous names are studied by representatives of various disciplines: linguists, geographers, historians, ethnographers, psychologists, literary critics. The problem of studying proper nouns is one of the most pressing problems of modern linguistics, as names play an important role in human life as well as in the development of society. At present, new directions are emerging in the study of relevant proper nouns and their functional capabilities in various areas of human communication. In literary texts, the name of the protagonist, the literary character, the place, the work, and the names of a particular period are represented by proper nouns.

The main part

Literary onomastics studies the onyms of a literary text, that is, the sum of all the names in the text of a literary work by a single writer, or the particular feature of famous names based on material from the stylistic systems of different authors. The study of famous proper nouns in this direction became more active in the 30s of the last century, according to some researchers, in the second half of the twentieth century, and was formed as a scientific science. To date, onomastics has achieved significant results, and this is confirmed by many studies. VV Vinogradov, G.O. Vinokur, S.I. Zinin, Yu.A. Karpenko, T.N. Kondratov, V.A. Kukharenko, E.B. VN Mikhailov, VA Nikonov, AV Superanskaya, OI Fonyakova and others can be mentioned.

For a long time, poetic onomastics has been of interest to researchers as a practical science. The growing interest in the study of poetonyms in literary texts is explained by the expansion of their research in the field of general poetics, stylistics, the language of fiction, text linguistics. Poetonyms in poetry are one of the important elements of the semantic-stylistic system of the poetic text and are one of the most expressive, vivid and unique means of the style of the poetic work. First of all, poetonyms are closely studied by linguists because any name, whether it belongs to an animate or inanimate object of nature, is a word that belongs to the language system, is formed according to the laws of language, lives according to certain laws and is used in speech[1].

It is known that any name in a literary text is called "onym", and those that have a special poetic value are studied under the term "poetonym". The term poetonym was first coined in 1956 by V.M. Mikhailov's dissertation "Famous names of characters in Russian literature of the first half of the XVIII - XIX centuries, their functions and characteristics" was used, in essence, the term was used to describe any name used in a work of art [2,4]. S.I. Zinin later paid special attention to this term and conducted a number of studies. These studies are important in that they regulate the terminology of the field, understanding not only any onomastic unit under the term poetonym, but also names that have an artistic burden, poetic value [3]. The researcher called the names of people with a poetic burden a poetic anthroponym, the names of places with a poetic burden a poetic toponym, and the names of animals and birds with the same characteristics as a poetic zoonym [4].

Poetonyms in poems have a specific stylistic, nominative, allusive, artistic, stylistic, aesthetic, informative, standard, definition differentiation, emotional evaluation. Some types of proper names can be represented in specific functions. For example, nominative, expressive, stylistic for poetonyms in a literary text, and ideological, aesthetic, differentiating, etc. for toponyms of certain historical periods. Thus, poetonyms of a literary text are multifunctional units. In such cases, the author's specific motives are reflected in the use of their names. Both anthroponyms and toponyms serve as the most expressive element of the literary text in emphasizing the ideological purpose for poets. The informational function of names in poetry is mainly carried out depending on the plot content of the works. Poets refer to their original names when it comes to any event that has an important main meaning in its content. The consistency of poetic onomastics and its role are linked to the plot and system of images of the literary text. In poetry, all types of onomastic units are involved depending on the poet's use: For example, anthroponyms, toponyms, zoonyms, hydronyms, cosmonyms, mythonyms, ethnonyms, biblionyms, theonyms, and so on. All names form a system of onomastic space of the work of art, which is divided into several layers depending on the specific features of the denotative meaning of nouns, the interrelation of the language with the national name, methods of changing the form of the name.

The tasks of poetonymy include the study of the interrelationships of text and noun, the principles of work nomination and the factors influencing this process, which are reflected in poetonyms and their structure, semantics and stylistic features of nouns. The term onomopoetics is widely used in the literature of onomastics and affects the methodological function of nouns in fiction, the connection of noun poetics with the content of the work, the role of nouns.

Poetry is a product of creativity, which has a certain rhythmic order based on the requirements of poetic speech, expresses the attitude to life through emotions, has an aesthetic effect on the reader, has a certain rhythmic structure. In poetry, providing melody or kindness is the first condition. In it, the smallest unit of the language involved in the structure of words - both phonemes and rhymes - should serve as a melody. All this is achieved through language tools[5,5].

The term poetonym reflects the characteristics of specific literary text names that perform a poetic function, as the onomastics of each of them allows their author to fully perform ideological and artistic tasks. A poetic name is a specific noun used in the literary text of this or that author and performing a poetic function in it: anthroponym, toponym, zoonim, chrematonym, theonym and other names. The author of a literary text can use not only fiction but also nouns present in general linguistic onomastics to carry out ideological-artistic tasks. Moreover, such poetonyms are not randomly selected by the author.

According to S.I. Zinin, names in poetry are divided into the following categories:

1) historical characters, places, historical names of events in the literary text;

2) historical names of artistic images invented by the author;

3) general names of national onomastics for artistic images invented by the author;

4) poetonyms of artistic images created on the basis of national onomastics;

5) author's poetonyms, created for the purpose of strengthening the expression of the name, without taking into account the peculiarities of national onomastics in the description of the artistic image;

6) artistic poetonyms for supernatural artistic images that are not directly related to objective reality.

Poetonym is a special name used in works of art and performing a poetic function, it expresses certain artistic ideas about the object in the name of the author, his appearance, character, behavior. Poetonyms are deliberately selected by the author from the general language onomastics or created to express his ideological and artistic views. All this indicates that the poetonym has a special place among the names. Poetonyms in the literary text form an orderly system in the expression of the writer's ideological and artistic intentions. They also perform a specific set of functions.

The study of the origin of poetonyms and their application in poetic texts is one of the main aspects of our work. Speaking of the main difference between prose and poetic texts, V.N. Mikhailov points out that the meaning of the proper name in the text of the prose is indivisible and unchanging. In prose, words retain only the meanings necessary for a particular context, while the remaining meanings of the word are eliminated [7,54-56]. All poetonyms encountered in a poetic text can be conditionally divided into two major groups. First, poetonyms can nominate the heroes of a poetic work, presenting both celebrities and completely new characters created by the author of the work. Second, in a poetic text, poetonyms can play the role of semantic stages, leading to various associations with texts known to the reader. In poetry, poetonyms often refer to the direct protagonists of a poetic work. Such poetonyms can be divided into two groups: a) literary, biblical or historical character can become the central image of a poetic work. This character works in a new poetic play, retains its distinctive features, and is fully absorbed into new lines of text. b) the name of the protagonist of a poetic work may not be related to the literary-historical context. In most cases, such names are translated and the poetonyms are preserved, as well as without difficulty in switching to another language.

Poetonyms have some differences in their specificity and character in their use in prose and poetry. Poetonyms are used in the poetic text, mainly in the creation of the arts. The poetonyms used in the prose text are related to the main idea of the work of art and serve to emphasize this idea. For example, names such as Jaloliddin Manguberdi, Alpomish, Tahir, Zuhro serve to create various artistic forms in the poetic text.

The names used in the prose text, such as Majnun (U. Hamdam "Sabo and Samandar"), Munkar and Nakir (M. Muhammad Dost "Galatepaga qaytish"), Napoleon (U. Hamdam "Muvozanat"), are associated with the content and idea of the whole work, serves as a symbolic sign.

Below we have analyzed the poetonyms used in poetry using the most characteristic examples.

Ulug' otdoshlarim maqomi yuksak,
Men shogird erurman garchand alarga.
Har nechuk, bir gapni aytmog'im kerak:
*Oson bo'lmagan hech **Abdullalarga*** (A.Oripov. "Ism haqida")

The precedent name Abdullah used in the poetic text is of an allusive nature, by which the poet referred to such prominent figures of Uzbek literature as Abdullah Qodiri, Abdullah Avloni and Abdullah Qahhor. He also reminded them of the hardships of the activities of these individuals as fellow students. The intertextuality that emerged through the poetism of the Abdullahs served to increase the expressiveness of the literary text.

Baxodirlik ichra yor Sizga Humoy,
Siz ulug' zotlarining izin bosgan er.
Nazmiy sajdagohda Sizga, hoynahoy,
*Imomlikka o'tgan **Alisher*** (A.Oripov "Alisher")

Using the anthroponym Alisher, the poet tried to form an association with the name of the great thinker Alisher Navoi. There is a reference to the great services of Hazrat Navoi in the development of the Turkic language.

Osmonlarga uchgim kelur,
Shoh Mashrabni kuchgim kelur.
Go'ro'g'lining G'irotini
Menga bering, menga bering, (M.Yusuf "Menga bering")

Muhammad Yusuf's poem "Menga bering" creates an onomastic metaphor through the anthroponym Gorogly and the zoonym of Girat, which are precedent names. In particular, Gorogly appeared in folk epics as a national hero who fought for peace and prosperity. In this we can see the linguopoetic function of precedent names.

***Barchinoydek** kutganing qani?*
Zardobu qon yutganing qani,
Umr yo'lida to yumguncha ko'z,
Birga-birga ketganing qani? (Mirtemir "Surat")

The image of Barchin, the protagonist of the epic "Alpomish", a mature example of folklore, is a symbol of devotion in Uzbek linguistics. The use of Barchin's poetonym in the poetic text also indicated the infidelity of the protagonist of the epic "Surat" and served as an allusiveness.

*Buncha uzun oh tortdingiz, oh **Bobur,***
*Muttahamlar dunyosida shoh **Bobur.***
Andijonu Hindu – yetti iqlimda
*Topilmadi Sizga bir dodxoh, **Bobur*** (S.Sayyid "Shoh Bobur")

The image of Babur, who is recognized as a king and a poet, plays an important role in the literary text, mainly in illuminating the themes of separation and nostalgia. The anthroponym of Babur Mirza is used as an allusive name in this poetic passage, referring to vital facts about the life and work of the poet.

Menga qalam berding, munis she'riyat,
Hayotimni qildi to'uiq va rasoi.
Ko'zdan uyqu ketdi, tandin halovat,
*Lek **jomi Jam** bo'ldi ko'nglimda paydoi* (E.Vohidov "Iltijo")

The name of King Jamshid is known in Eastern mythology as onymous associated with the invention of wine. The addition of "Jomi Jam" in the sense of a vessel of wine was the basis for the creation of an onomastic metaphor, referring to the meaning of "infinite source". Here it can be seen that this anthroponym performs a linguopoetic function.

Asli bu ko'chadan karvonlar bari,
Samarqandga yetib, kezandi jahon,
Ammo yo'l olgandi kelajak sari
***"O'tgan kunlar"** deya bulgan karvon* (H.Akbar "Samarqand darvoza")

As the first example of the Uzbek novel, the work "O'tkan kunlar" is an important source that reflects the life of our people. The bibliography "O'tkan kunlar" gained allusions in the text and became the basis for the formation of an association with the spiritual world of the Uzbek people.

***Karbalo** yuz bordi – mandan chekindi,*
Avvalo jon berib, begona tutding.
Alam-o, g'am bosib bellarim sindi,
Sanam-o, san mani o'tparast etding! (I.Mirzo "Muqaddima")

The desert of Karbala is a city in the Euphrates River basin in Iraq, and in the poem, this toponym is used as a reference to the famous Azeri poet Fuzuli. The toponym of Karbala has a symbolic meaning of grief and sorrow, as Hussein Ibn Ali, the grandson of Muhammad (s.a.v), died in 680 in a steppe near the city of Karbala. As a sign of this meaning, the anguish of love is also expressed through the toponym Karbala.

Bizlarga suv kerak, katta suv kerak!
Haq esa so'raydi to'lovsiz xunni.
Ko'za sindirganning ra'yiga qarab,
*Oshkora xo'radik **Sayxun, Jayxunni*** (E.Shukur" Bizlarga suv kerak")

The hydronyms Sayhun and Jayhun used in the poetic passage are the archaic names of the Syrdarya and Amudarya, and served as a methodological task in this example. The poem has a social character, referring to the development of protected lands as a result of the policy of the former regime's cotton monopoly, the diversion of riverbeds into deserts.

Asqar tog' *edik-ku, nurayotirmiz.*
Ko'namiz, ne iloj, shunga ham shukur,
Harqalay ko'z tirik, ko'rayotirmiz,
Qariilik gashtini suryotirmiz (E.Vohidov "Qarilik gashtini")

The Askar mountain range is well known to the Uzbek people through the epic "Alpomish". In the epic, it is interpreted as a majestic mountain. The explanatory dictionary of Uzbek poetonyms states that Askar mountain means "mountain of fire". In the poem, this oronym is the basis of the onomastic metaphor, showing the sema "hero".

Sahna uzra porladi chiroq,
Notalardan qo'zg'aldi ***Motsart,***
Va aktyorning qo'lida titrok.
Qo'zin ochdi. Endi o'lmoq shart... (H.Davron "Sahna uzra porladi chiroq")

In this poetic passage, onomastic metonymy has been created using the anthroponym of the famous Australian composer Wolfgang Amadeus-Mozart. Here the name Mozart has been used to describe the meaning of the music associated with his work.

Conclusion

In conclusion, poetonyms are used in various lingvopoetic functions in poetic and prose works. Poetonyms play an important role in illuminating a literary text in expressing the author's artistic ideological intent. Poetonyms are also characterized by their originality in the use of prose.

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THE POPULATION OF THE WORLD IN THE FOCUS OF INTERNATIONAL AND NATIONAL FORUMS

Abstract: *The growing population of the Earth raises a number of worrying questions for the world community. Therefore, this issue is being discussed with great attention in various international and national fora. The article highlights some of the more important ones and the general conclusion that can be drawn is that it is necessary to balance three factors: control over population growth, the resources available to a region needed to provide for the population and the ecological situation in the region. Only if these three factors are balanced and the situation normalizes, only then will it be possible to rely on sustainable social and economic development of world society in the long run. New opportunities for modeling the existing socio-economic variables determining the future of demographic reproduction are emerging.*

Key words: *demography, population, scientific forums, natural resources, ecology, ecological disasters, reproduction, migration, refugees, fertility, socio-economic conditions, nature of work.*

Language: *English*

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Introduction

Never before in the entire history of mankind has the Earth been inhabited by such a large number of people who use such large amounts of natural resources, thus causing irreparable damage to our planet. The population is growing rapidly: it has doubled in the last 40 years, reaching 6 billion 100 million. But resource use is unevenly distributed: 86% fall on the rich 20% of the world's population in industrialized countries. And developing countries are often unable to feed their populations and are suffering more and more from environmental destruction every year. According to the UN, the number of refugees fleeing environmental disasters now stands at nearly 25 million. This prompts international and national forums to be held with concern to address the world's population. Basic documents for this article are provided by the Institute for Population and Human Studies - Bulgarian Academy of Sciences /BAS/. These documents show the integration around the idea of looking at the world's population.

International Conference "Migration and Displacement in Socialist Countries - Czechoslovakia [6, pp.117-118].

The conference took place from 5 to 8 November 1984 in the village of Nedvedice near Brno, Czechoslovakia, with representatives from the entire former socialist camp. There are four Bulgarian participants. A total of 40 reports were presented.

On topic 1 "General interconnection of migration processes: migration, resettlement and social development" participants in the conference connect the main aspects of migration with the specific socio-economic conditions in different countries. They see migration as a factor in the development of certain economic regions.

On topic 2 "Geographical aspects of migration in socialist countries" is devoted to the geographical structure of migration. Here, participants look at specific geographical issues specific to their countries.

On topic 3 "Demographic, social and other aspects of migration in socialist countries". Aspects such as: the impact of migration on changes in urban systems are considered; the peculiarities and problems of the sociological approach in the study of migratory behavior; the role of migration as a factor for changes in the living environment, etc.

On topic 4 "Migration Information System" a report was presented from a comparative study of migration in socialist countries - all the similarities and differences are highlighted.

Topic 5 "Theory, models and forecasting of migration" mostly deals with mathematical methods for forecasting changes in migration processes.

On topic 6 "Migration, migration policy and planned development of resettlement" the focus of the participants is the question of some guidelines for improving the efficiency of migration management.

The conference takes important decisions, including: to put the studies of migration processes in the socialist countries on a planned basis; to strengthen the work on the problems of migration management and migration policy, etc.

Scientific seminar "Population and Society" - Bulgaria [4, p.118-120].

The seminar was held in 1984 as a joint forum between BAS, Bulgarian Sociological Association - BAS and others. At the heart of the forum are urbanization, migration, education and the cultural and technical level of the population, and especially the changes that have taken place in the nature of today's work, changes in life and family environment. The economic independence of the woman, the increase of her social activity, her creative participation in the social production and management, which provokes the formation of new socio-psychological conditions, which also affect the family relations, are emphasized.

European Scientific Conference on Population - Finland [7, pp.127-136].

The conference was held on June 11-16, 1987 in Juvaskilla, Finland, attended by over 400 delegates from all European countries, the United States and Canada.

The first plenary session was devoted to "Demographic perspectives for Europe". The keynote speaker is Academician Milos Matsura - Yugoslavia. He analyzes the achieved fertility in Europe, and according to him the demographic transition in many European countries is over and they are at the level of simple or narrow reproduction. This allows two hypotheses to be made. The first - in 2000 the population of Europe could reach 512 million inhabitants, and according to the second - in the same period it will reach 524 million inhabitants.

The second plenary session raises the issue of "Fertility in Europe". Unemployment and social insecurity in some countries play an important role in the discussion. The role of the so-called individual factors that determine demographic behavior. Particular attention is paid to the child as a value.

The third plenary session addressed the issue of the future of the family. The connection between individualism and the need for democratization in the family has been clarified. Data are shown to increase the age for marriage, increase divorce, increase the number of unmarried people.

The greatest achievement of this forum is finding common ground between researchers from different countries on the problems of the world's population.

Meeting of Mr. Tatsuro Konugi - Deputy Executive Director of the UN Population Fund with representatives of the Bulgarian scientific community - Bulgaria [4, pp.126-127].

The meeting took place on March 18, 1989. At it, Mr. Konugi raised various issues related to the world's population. It examines the relationship between available resources and the environment, requiring global thinking on environmental issues in order to ensure the survival of the human race as a perspective for the 21st century. Concerns about the disparity between population and resources, the demographic boom and the reduction of living and labor resources are global problems and they require the unification of all forces for prudent implementation of demographic policy, economical use of natural resources and environmental protection.

During this meeting plenary sessions are held on topics: Fertility in Europe, The Future of the Family, Inequality in Deaths and others.

European Regional Conference on Population Problems - Sofia [9, pp.115-117].

It took place on 6-12 October 1983 in SOFIA, organized by the United Nations Economic Committee for Europe, in cooperation with the United Nations Population Fund. Representatives of almost all European countries are present, with a few exceptions. The tendencies and perspectives of the demographic development from the European region are considered. It is noted that the relative share of the region's population in the world population is declining. Countries in the region have low growth, which means that negative growth will occur at the end of the 20th century. A sharp decline in the working age population is expected in all countries of the region. Life expectancy has increased over the last 10 years. Urbanization processes are uneven in the four sub-regions of the European region - most intensively in southern European countries and Eastern European countries.

The proposals and recommendations of this forum relate to several areas of demographic policy: demographic growth, mortality, fertility, family development, external and internal migration and others.

European Seminar on Current Demographic Issues - The Netherlands [8, pp.108-112].

The seminar took place on 25-27 September 1986 in Amsterdam, the Netherlands and was organized by the Netherlands Interuniversity

Demographic Institute under the auspices of the European Population Research Association. The forum discusses the existing links between the concepts of "lifestyle", "lifestyle" and "quality of life". Also considered are: the theory of demographic transition, the rationalization of reproductive behavior, the relationship between regional differences and differences in dynamics, and others.

The issue of "wanted-unwanted" children was discussed at length during all meetings. Although abortion cannot be considered a desirable event, free access to it is an important factor in increasing the rationality of reproductive behavior.

Emphasis is also placed on the place of satisfaction with the formation of demographic behavior in general. The need to study the connections existing between the demographic realization and the attitude to the various forms of power, authority, authority in society is emphasized.

From different points of view, the answer to the question why more and more European women are left childless has been sought. It is stated that conscious childlessness is a socially deviant behavior and requires more in-depth research. It is concluded that conscious childlessness is typically more common in Western European countries than in socialist ones. The debate is also focused on modern contraceptives.

The discussions draw attention to two facts: 1. conscious childlessness must be clearly distinguished from the unconscious, ie. from infertility. The concept of "social sterility" was introduced; 2. Conscious childlessness is a complex decision-making process - most women set professional career goals.

Comparative data on the existing measures for the implementation of the demographic policy of the different European countries are presented.

All the conclusions of this scientific forum are reflected in the Final Report.

International Conference on the Future of the Population - Hungary [10, pp.112-113].

The conference took place on October 17-22, 1989 in Sopron, Hungary. It is entitled "Future changes in the age structure of the population" and is organized by the International Institute for Applied Systems Analysis. It is attended by representatives of many countries in Europe and the United States. The forum takes place in 7 sections.

Most of the reports have a methodological focus, analyzing the possible ways of forecasting the population mainly in the statistical-mathematical aspect. New possibilities for modeling the existing socio-economic variables determining the future of demographic reproduction are considered.

Forecasts for the future of the birth rate have been made, and for Bulgaria a coefficient of 1.60 is indicated - total coefficient.

Modern household is a form of organization of life of people and families, which is already difficult to fit into traditional notions of the family cycle. New approaches are needed in determining the types of family and types of household, which can only happen after in-depth research on modern types of family behavior. This is the main conclusion that emerges from all the reports presented at the forum.

International Conference on Population and Development - Egypt [11].

The Conference on Population and Development, organized by the United Nations in the Egyptian capital Cairo in 1994, marked the beginning of a new understanding of global problems on Earth. The main goal, then-UN Secretary-General Boutros-Ghali, said in his opening speech was to discuss the steps humanity needs to take to stem the world's population growth. According to UN forecasts from the early 90s of last century by 2050 the population of the Earth will double, ie. will be about 15 billion. This is a number that is not interesting with anything but the big question it raises - does the planet have the resources to feed so many human beings and will this process not pit the poorer and more populated countries against each other against more rich democracies, where the problem of population growth has another dimension? Pope John Paul II himself, in a special papal bull, opposed Boutros-Ghali and the United Nations, arguing that abortion should not be legalized and that birth planning was contrary to Christian dogma.

Despite the difficulties in organizing it, the International Conference on Population and Development was held in Cairo from 5 to 13 September 1994 under the auspices of the United Nations. It is the largest intergovernmental conference on population and development in history, ***with over 11,000 registered participants, including governments, specialized agencies and UN agencies***, intergovernmental organizations, NGOs and the media. More than 180 countries are participating in the negotiations for the preparation of the Program of Action for Population and Development over the next 20 years. The action program was adopted by acclamation and emphasizes the interrelationships between the population and development. Its goal is to be a key factor in improving the quality of life of all people on the planet.

The conference concludes with conclusions and the adoption of an Action Program for the next 20 years. It is generally agreed that swift efforts are needed to stabilize the world's population and achieve sustainable development. The program aims to outline a framework for improving the quality of life of present and future generations.

Scientific seminar "Population and Society" - Bulgaria [5, p.123-127].

The seminar was organized in 1996 by the Institute of Sociology - BAS. The main demographic processes and the influence that the health condition of the population, the attitude towards health, the activity of the medical services and the way of life have on them are considered. The main report also includes the main tasks of social policy in the field of optimizing demographic processes and the health status of the population. A model of the interrelations between the health condition, the main demographic processes and the socio-economic development of Bulgaria is proposed.

It is emphasized that the defining moment in the historical development of living beings is the reproduction of immediate life, which is twofold: the production of livelihoods and the production of their own kind, the continuation of the species. Self-reproduction requires the division of living beings into two sexes as a kind of specialization at the level of the population on the two main alternative aspects of the evolutionary process: first, preservation of the genetic information of the population (conservative, genetic aspect) provided by the female sex and second, its variability (operational, genetic aspect) provided by the male sex. The division of roles in the reproductive process turns out to be essential for the optimal ecological adaptation of the species.

The production of livelihoods, the emergence of employment, deepens sexual specialization in social life. The first division of labor is between the sexes: the woman is primarily engaged in the reproduction of the offspring, and the man - in labor. In patriarchal social relations, however, the balance between the two reproductive activities is rapidly disturbed. Because work determines the well-being of society and availability, it gains greater prestige and a higher place in their value system, and human reproduction is underestimated.

This imbalance becomes most acute in the modern age, especially where social equality between the sexes has been achieved. In the consciousness and value system of the young woman today, professional and social realization stand above her responsibility as a mother and creator of the future man. This leads not only to quantitative but to qualitative deterioration of human reproduction - the creation, upbringing and education of generations.

It is suggested that in the future the social significance of human reproduction will rise, and at the same time will improve the preparation of both sexes for family life and parenthood as an integral part of the overall educational process, the culture of multifaceted and harmonious the developed personality.

At this scientific forum, the problem of population migration is also addressed. The focus is on methodological issues of migration behavior of the so-called. micro-level study of migration. The impact of social policy in the field of migration and the various stages of migration decision-making is also affected. In order to be effective, social policy in the field of migration must be primarily scientific, ie. to rely on social laws, to reflect real sociological relationships.

Conference on the World Population - Great Britain [2].

For three days, 700 representatives from 109 countries and international organizations discussed in London in 2004 how to slow the rapid growth of the world's population. What is the balance ten years after the Cairo conference?

Every year 70,000 women die during childbirth. In Africa, the probability of a mother giving birth during childbirth is 700 times higher than in Germany, ie. every sixth birth there is a death of the mother. The numbers are appalling, not coincidentally, in 1994 the reduction in the death rate at birth was set as the goal of the Cairo World Population Conference. Ten years later, the current conference in London took stock of what had been achieved.

Some countries have made significant progress, such as Honduras. In 1997, the Honduran government decided to reduce the death rate at birth. Seven years later, the successes are obvious - as in Sri Lanka and Iran. Other countries, such as Africa, have not yet made progress and decisions remain on paper.

Experienced medical staff is also needed to reduce the birth rate, but only half of the world's mothers have been cared for by qualified medical staff. Almost every second pregnancy in the world has complications - both in Germany and in Burkina Faso. Good medical care in Germany is the reason why only one in 11,000 deaths occurs. The gap between developed countries such as Germany and the underdeveloped is terrible. Education and information are needed to close it.

One of the most impressive successes is that since the last conference ten years ago, many more girls have gone to school. The fact that girls receive education ultimately leads to a reduction in child mortality, a reduction in maternal mortality, an improvement in the family's nutrition and an increase in their income. Sending girls to study is the key to success. According to the participants, the conference in Cairo and the current one in London have achieved a lot, although they were not attended by government representatives.

The balance of the London Conference on issues such as the use of contraceptives, the spread of sexually transmitted diseases, medical care for pregnant women is relatively good. Of the 133 countries analyzed, 23 showed clear and 17 made little progress. Tunisia, Bangladesh, Nepal, Peru and the Philippines perform best. Improvements are small in South Africa, Namibia and Senegal.

European Conference on Population "Demographic Challenges in Aging Societies" - Great Britain [2, p.162, 163].

The conference took place on 21-24 June 2006 in Liverpool, UK. About 350 reports were presented and 180 poster presentations were presented in the poster session. The forum highlights the problem of the aging population in Eastern Europe as a process driven by the profound social, economic and cultural changes observed in the former socialist countries over the past few decades.

The causes and consequences of the declining fertility trends of the European contingent are discussed. A model is presented that reveals the artificially increasing effect that external migration has on the total fertility rate in Albania after the end of socialism.

Russian representatives at the conference present a model explaining the impact of economic uncertainty and changing career orientations on fertile trends in Eastern Europe.

Other topics that received central attention during the conference were those related mainly to the social and economic consequences of the aging population and the political and managerial measures that this problem requires. Ways to reform social welfare systems, restructure the labor market and pension systems, and develop effective policies to reduce the negative effects of low birth rates in Europe have been the subject of numerous reports and discussions during the three-day scientific forum.

The scope of research also includes such issues as the change in perceptions of gender, family, professional career and parenthood, whose impact on the demographic picture of different societies is indisputable. Different trends from different parts of the world are shown, for example: on marital characteristics in Iran; perceptions of old age among women in The Gambia; empirical study of the family in Nepal and others.

The conference also included meetings of some of the current working groups of the European Population Research Association, such as the Second Demographic Transition Study Group or the Anthropological Demography Study Group. The ways to optimize the work of the research networks are discussed, as well as the possibilities for organizing and financing meetings and events as part of the activities of the European Association for Population Research.

Scientific Conference "European Future of Bulgaria and Population Development" - Bulgaria [1, p.217-218].

This scientific forum organized by the Center for Population Research and others took place on May 26, 2005 in Sofia, Bulgaria. scientific units from the country. Both main accents of the multi-accent issues for the development of the population in Bulgaria in connection with its European integration are outlined - 1. demographic accents of Bulgaria's European integration in the economic and social field and 2. Bulgaria and the free movement of population in Europe.

In the first aspect, issues such as:

• Some problems of the labor force in Bulgaria in the first decade of the 21st century - in the context of the European employment strategy;

• The labor market in the border areas of the European Union for planning;

• Coordination of social security systems in the European Union;

• Trends in mortality in Bulgaria and the efficiency of health care in the period of transition to a market economy;

• Juvenile delinquency in Bulgaria - a problem on the way to its European integration;

• Aspects of the changing family model in Bulgaria;

and others.

The following issues were discussed in the **second aspect**:

• Bulgarian emigration and the years of transition and social consequences;

• Migration processes during the transition period;

• Gender changes of the new migration from Bulgaria;

• Migration and labor markets in Europe - policies and perspectives;

• Emigration attitudes of employees in Bulgaria;

• Depopulation in Northwestern Bulgaria;

• Depopulation - a major geographical problem of the demographic crisis in Bulgaria;

• Immigration prospects for Bulgaria in the context of the forthcoming EU membership;

and others.

The necessary conclusions from this conference are:

1. The demographic condition of Bulgaria contains both features inherent in most countries on the map of Europe, and unique, specific features of the Bulgarian society elements;

2. According to some of the scholars present, the emigration potential of Bulgaria has already been exhausted, and according to others it has not, so a new wave of emigrants can be expected after the country's accession to the EU;

3. The demographic crisis also includes opinions on the possibility of overcoming the demographic crisis by settling in Bulgaria our compatriots living outside its borders;

4. A single opinion is clear: the problems of population development in our country and the tasks of society to overcome the demographic crisis are an important aspect of our European future, and their understanding in theoretical and purely practical terms is a prerequisite for solving them.

NATO report: Population growth - a major issue of the 21st century [3].

Can engineering find a solution to rapid population growth, increased climate change and growing fears of food and water shortages?

In this century, the world will face the results of the biggest demographic explosion in human history. If action is not taken now, billions of people around the world will suffer from thirst, hunger, miserable living conditions and conflict.

Imagine the growth of two billion people on the planet over the next 40 years in need of food, water and shelter, and add climate change that makes it difficult to meet these basic human needs.

According to the report, if no action is taken now, billions of people around the world will suffer from thirst, hunger, miserable living conditions and conflicts caused by drought, food shortages, urban misery, migration and dwindling natural resources. to meet demand.

A huge increase in demand and a change in food preferences is expected, which means:

• doubling agricultural production in four decades;

• 30 percent increase in water consumption by 2030;

• an additional three billion residents seeking refuge in cities in the middle of the century.

The good news, according to the report, is that a recent report by the United Kingdom's Organization of Mechanical Engineers, entitled "Population - one planet, too many people?", Argues that these upcoming problems can be solved with some engineering technology and sustainable practice. Which means there is no need to delay global action in anticipation of a new technical discovery or an ingenious idea to control population growth.

The world's population is expected to grow to 9 billion over the next four decades (from today's 6.9) and reach its peak of 9.5 billion in 2075.

The report concludes that we are facing a unique opportunity with an abundance of clean technologies and know-how that can help developing countries skip the stage of high greenhouse gas emissions, ie the resource-consuming phase of early industrialization. This is particularly important because it is in these fast-growing economies that the greatest population growth is expected.

The world's population is expected to grow to 9 billion over the next four decades (from today's 6.9) and reach its peak of 9.5 billion in 2075. However, these overall figures do not reflect important regional demographic trends that over the coming decades form three categories with different characteristics that most countries will fit into.

1) Mature post-industrial economies will be characterized by a stable or declining population. For example, the European Union's population is expected to decline by 20% by 2100. Population aging will have widespread effects on social and health insurance and the workforce. Conflicts in the rest of the world, caused by population growth or climate change, will also affect these countries due to disruptions in the supply of agricultural products and other goods.

2) In advanced economies, which are currently characterized by a high degree of industrialization, population growth will slow with rising living standards. For example, in Asia, where today half of the world's population is located, an increase of only 25% with a peak in 2065, after which a decline will begin, similar to post-industrial economies. Although modest, this five-decade-long population growth in the region, combined with high growth in personal income and wealth, will create geopolitical tensions between countries over common natural resources - water and industrial raw materials.

3) The newly developing or underdeveloped countries, which are yet to be industrialized, form the third group. The main feature of these countries is the accelerated population growth, which will have a large share in total growth by 2075. The main region in this category is Africa, where the population of most countries is expected to double or triple by 2050. This will huge pressure on local food production, water supply and energy. Combined with social and political tensions caused by uncontrolled urbanization and a drastic increase in urban misery, internal or cross-border conflicts can arise, destabilizing international trade flows and migrating from conflict zones to stable regions such as Europe.

Geopolitical tensions can arise between these three groups of countries over fossil fuels (coal, oil and gas) or low-carbon energy sources. Access to cheap and abundant energy is key to industrialization, poverty eradication, economic growth and post-industrial society.

In conclusion the following can be pointed out:

1. Three factors need to be balanced: control of population growth, the resources available to a region needed to provide for the population and the environmental situation in the region. Only if these three factors are balanced and the situation normalizes, only then can we rely on sustainable social and economic development of world society in the long run.

2. Of particular importance is the relationship between available resources and the environment, requiring global thinking on environmental issues in order to ensure the survival of the human race as a perspective for the 21st century.

3. It is of the utmost importance to bring under control the urbanization, migration, education and the cultural and technical level of the population, and in particular the changes which have taken place in the nature of work.

4. Also of special importance for the world's population are several areas of demographic policy: demographic growth, mortality, birth rate, family development, external and internal migration and others.

5. New opportunities are emerging for the world community to model the existing socio-economic

variables that determine the future of demographic reproduction.

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RELIGION AND CIVIL SOCIETY IN MODERN UZBEKISTAN

***Abstract**: The article examines the issues of politicization and radicalization of religious consciousness in Uzbekistan in the first years of independence, the emergence of political Islam and the consequences of this fact for the development of civil society.*

***Key words**: political Islam, threat, pluralism, religious values, civil society, conscience, security, paramilitary, illegal, extremist, liberalization, democratization, Qur'an, Sunna, radical interpretations.*

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Introduction

It is well known that one of the most dramatic consequences of the collapse of the Soviet Union was the change of the place and role of religion in the spiritual, cultural and socio-political life of the new independent states. A lot of research has been devoted to the specifics of this process. Most of them emphasize that this happened as a result of the loss of spiritual and ideological guidelines and the formation of some kind of ideological vacuum, which was bound to be filled with new ideology, based on a massive social base and powerful integrative potential. In Uzbekistan, which is considered one of the influential centers of Islamic civilization and where Muslims make up almost 90 percent of the population, the Islamic religion claimed the role of such an ideology. Perhaps, this was one of the main threats to the formation of civil institutions based on the principles of democratic pluralism and free thinking [1-3].

Materials and methods

The dynamic revival of religious values also contributed to the enhancement of the role and significance of religion in public and political life. And this revival was due to a number of specific factors. The most important of them should be considered a fundamental change in the attitude of the state institution to religion. As a result of the constitutional recognition of the right of religion to participate in public life, not formally, as was the case in Soviet times, but the actual introduction of freedom of conscience into practice, the adoption of legislative acts designed to regulate religious life in accordance with the rules of law, a legal field was formed, in which religion began to function freely.

Of course, the formation of this field did not develop smoothly all time. Religious freedoms that appeared quite spontaneously were also used by destructive forces [4-8]. In the new situation, radical religious authorities, acting on behalf of the Islamic religion, have become more active. In their practice, the desire to expand the sphere of Islamic jurisdiction began to be clearly manifested, not limiting it only to the area of religious rituals and spiritual and moral education. The religious views of such figures organically fit into the general idea for foreign radical religious movements that have intensively penetrated into Uzbekistan that Islam is both a religion and a state.

One of the dangerous consequences for national security of such a mutually stimulating coincidence of interests was the emergence of political Islam in Uzbekistan and the emergence in the early 90-s of the XX century the first Islamist organizations in the Fergana Valley. The most famous of them were "Adolat" ("Justice"), "Odamiylik va insoniylik" ("Humanity") and "Islom lashkarlari" ("Warriors of Islam"). The ideological centers of these movements were the cities of Namangan, Andijan and Kokand, the population of which is more religious than other regions of Uzbekistan. The illegal paramilitary detachments created by them began to arbitrarily appropriate the functions of official law enforcement agencies to maintain public order and observance of morality.

It is known from recent history that, the socio-political crisis reached its apogee on December 8, 1991, when the Islamists, led by the notorious person Tahir Yuldashev, seized the building of the hakimiyat of the Namangan province and publicly demanded that Uzbekistan should be declared as an Islamic state. Then for the new Uzbekistan, which had just embarked on the path of independent development, a truly fateful moment came. And in that dangerous situation for the future of the country, the decisive role was played by the personal qualities of the first president of Uzbekistan Islam Karimov, who came to the raging Islamists and came into direct contact with them. Here his political wisdom, patriotism and human fearlessness were fully manifested. In fact, this was the first decisive blow dealt to the radical Islamist movements, which openly announced their intention to create the theocratic state in the Fergana Valley called "Kokand Khanate".

The result of this evolution of the religious situation was the clash of the traditional for the peoples of Uzbekistan understanding of Islam, characterized by deep tolerance and exaltation of enlightenment, with its extremist interpretations, actively promoted by radical local religious leaders and Islamist movements infiltrating from abroad. This clash has become, without any exaggeration, a deadly threat to the possibility of building a legal democratic state and a pluralistic civil society in Uzbekistan.

The evolution of the religious situation required urgent improvement of legislation designed to regulate the religious life of society and ensure its compliance with the highest national interests. Moreover, in the actions of Islamist groups, as well as religious and sectarian movements associated with other religions that penetrated the country, signs of violation of the provisions of the Constitution of the Republic of Uzbekistan on guarantees of freedom of conscience for all citizens, inadmissibility of the forced imposition of religious views (Art. 31), the prohibition of the creation of political parties on religious base, the inadmissibility of the creation of paramilitary, secret societies and associations (Article 57), the principle of separation of religious organizations and associations from the state (Article 61) and much more.

In such conditions, measures were taken to improve the legislative framework for the religious life, which played a positive role in changing the general situation in the country. However, religious and educational activities were of fundamental importance for the further evolution of the general situation. It put a reliable barrier on the path of further radicalization of the religious consciousness of the Muslim part of the population, which was dangerous for national security. In Uzbekistan, this alarming reality was timely realized. Accordingly, widespread religious and educational activities were launched throughout the country [7-10].

The spectrum of religious educational work and the components involved in it is very extensive and varied. It includes the popularization of the primary sources of Islam – the Koran and Sunna, the revival of the religious heritage of the Uzbek people, active work in translating important theological, legal and historical works on Islam into the Uzbek language, the development of a network of educational institutions designed to train religious personnel, etc. The purely religious wing, represented by the structures of the Muslim Board of Uzbekistan and enlightened religious figures, governmental, women's and other public organizations, research institutions, NGOs, etc.

Religious elements with radical and extremist views also sought to influence this process. The religious-political party "Hizb al-Tahrir" has shown particular activity in this. Leaflets and other printed materials actively disseminated by the party at the end of the 20th and first years of the 21st centuries were replete with open calls for extremism in public and political life and terrorist actions directed against the established law of public order, including armed struggle against the legitimate constitutional order. The negative consequences of such activities were not limited to Uzbekistan alone, but went beyond its borders, creating a real threat to the processes of liberalization and democratization of public and political life, the establishment of the principles of pluralism throughout the Central Asian region.

The first fundamental steps of a religious and educational nature were initiated by influential local theologians. They considered that it is necessary to start, figuratively speaking, with the "legalization" in Uzbekistan of the written primary sources of Islam – the Qur'an and Sunna. It is noteworthy that most of the Uzbek ulema' remained faithful to the traditions of a tolerant understanding of Islam in the spirit of the Hanafi school of fiqh, which prevailed from the early stages of the spread of Islam in Central Asia. During the years of independence, the most famous of these scholars-theologians carried out three translations of the meanings of the Qur'an into the Uzbek language. These translations were published in mass circulation.

This was a natural and logical step, for the more and more active Islamist movements, when arguing their ideas, appealed primarily to these sources, arbitrarily interpreting their positions to please their selfish aspirations. The Hizb al-Tahrir party distinguished itself with particular radicalism in this. It stuffed the consciousness of Muslims with a radical interpretation of the Qur'anic verses and hadiths, tried to incite them against representatives of non-Muslim confessions. The fact that some of the leaflets distributed by the party with similar content were in Russian and English clearly indicated that the target of Hizb al-Tahrir's activities was not only the local population, but also foreign citizens. This was another dangerous clash between radical and traditional Islam in modern Uzbekistan. The power of its influence on national security was like a time bomb.

Another fundamental project that played a special and, at the same time, controversial role in the popularization of the primary sources of Islam in Uzbekistan, was the translation into Uzbek of the hadith collections. The choice of specialists who carried out this difficult religious and educational project naturally fell, first of all, on those collections of hadiths that were compiled by outstanding muhaddiths who were born and raised in Mavarannahr – al-Imam al-Bukhari and al-Imam al-Termizi. The full versions of the collections "al-Jami’ al-Sahih" and "Sunan al-Termizi" were translated into the native language of their great compilers and published for the first time in the shortest time.

As life shows, along with the translated version of hadiths, the Muslim population of Uzbekistan received a large portion of religious ideas that did not correspond to their traditional understanding of Islam. This circumstance was also skillfully used by the supporters of radical and political Islam for their particular purposes.

The above-mentioned large-scale religious and educational projects, carried out in cooperation with religious, state and, in part, non-governmental organizations, have played a positive role in the evolution of the religious situation. Their main effect was to switch the attention of significant social strata from the religious-populist ideas of radical Islamist movements to a conscious and serious study of the primary sources of Islam. These projects, widely supported by the state and actively promoted by influential representatives of the local Muslim clergy, in addition to their religious and educational effect, put a reliable barrier on the path of further intensification of radical interpretations of the ideas of Islam.

An important segment of the religious and educational work carried out in modern Uzbekistan is the activity to revive the spiritual and religious heritage of local people. Over the years of independence, with the broad support of the state, jubilee celebrations of outstanding Islamic scholars who were born on the land of Uzbekistan have been held. A special resonance was caused by the anniversary celebrations of the prominent muhaddiths – al-Imam al-Bukhari and al-Imam at-Termizi, the Muslim theologian-founder of one of the two theological schools in Sunni Islam - Maturidiyya Abu Mansur al-Maturidi, an outstanding Muslim jurist, author of the famous work on Muslim law “al-Hidaya” Burhanuddin al-Marginani, Sufis Abdulkhalik Gijduvani, Bahauddin Naqshband, Najmuddin Kubro, Khoja Ahror Wali and others.

Such anniversaries, held with the active support of the state, have given a powerful impetus to religious and educational work, filling it with a philosophical and humanistic content and a spirit of deep tolerance. On the other hand, they have noticeably intensified a serious scientific study of the religious heritage of the Uzbek people. Carried out in the course of preparing and holding events dedicated to certain spiritual and religious personalities of the past, scientific research of Islamic studies and educational character serves to strengthen the scientific base of religious enlightenment of the population, and through this the propaganda of enlightened Islam. Large number of religious and sacred places were restored with the effective material and moral support of the state, including the mausoleums of al-Imam al-Bukhari - in the Samarkand region, Abu Mansur al-Maturidi and Shahi-Zinda - in Samarkand, Bahauddin Naqshband - in Bukhara, al-Imam at-Termezi - in Termiz, Najmuddin Kubro in Khorezm and dozens of other places throughout Uzbekistan, are becoming influential centers for educating the population in the spirit of enlightened Islam. This, as the experience of the past years shows, serves as an important means of educating the population, especially the youth, of reliable spiritual and ideological immunity against various radical interpretations of Islam.

It should be admitted that the religious and educational work in the first years of independence was carried out rather chaotically. Often this important activity was carried out by people who did not have elementary knowledge in the field of religion in general, and Islam in particular. The continuation of such a situation was fraught with a great danger for the further evolution of the religious situation and threatened with a complete seizure of the initiative in religious and educational activities by radicals. As the experience of the years after gaining independence shows, political Islam, represented by such organizations as Hizb al-tahrir al-Islami, was able to partially take advantage of this circumstance.

All this has accelerated the process of formation and development of a network of specialized institutions that are engaged in the promotion of traditional Islamic religious values for the peoples of Uzbekistan. This network, which today has become a powerful tool for influencing the evolution of the religious situation in the country, includes a number of specific segments. They can be conditionally grouped according to the following principle:

- The most large-scale of them are ore than two thousand mosques functioning today throughout Uzbekistan. Most of them are run by imam-khatibs with special religious education. Effective measures are being taken to constantly improve their professional knowledge.

- An important segment of the continuously expanding network of religious and educational activities are specialized Islamic educational institutions under the direct jurisdiction of the Muslim Board of Uzbekistan. Today their number is approaching twenty. They fulfill the vital function of training the religious cadres who are constantly joining the ranks of modern Muslim educators.

- A special place in the network of religious and educational activities is occupied by the International Islamic Academy of Uzbekistan, founded on the initiative of the President of the Republic of Uzbekistan Sh. Mirziyoyev. As a secular educational institution, the Academy seeks to synthesize purely theological and scientifically based knowledge about religion in general, and Islam, in particular. It is a place for training religious scholars and improving their qualifications. The Academy is dynamically developing into an influential center for scientific research on Islam, as well as a center for the dissemination of scientifically based knowledge about religion in general.

- Another link of institutions that have been actively involved in religious and educational activities in recent years are non-governmental non-profit organizations whose interests lie in the field of spiritual and religious values. They seek to contribute to the religious enlightenment of the population of Uzbekistan.

Conclusion

The foregoing makes it possible to draw two fundamental conclusions: First, religious and educational activity to promote enlightened Islam has become a determining factor in the formation of a correct religious situation in modern Uzbekistan. It acts as the main mechanism for countering radical and extremist religious movements. Secondly, in the light of a fundamentally new attitude towards religion in the new Uzbekistan, the state provides all-round support for religious and educational activities and considers it a major factor in ensuring the religious security of society. The state seeks to provide all possible assistance in the implementation of the constructive potential of religion, which may be in demand for the formation and further development of civil society in modern Uzbekistan.

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SOCIAL ASPECTS OF THE POSTMODERN EDUCATIONAL INSTITUTION

Abstract*: The postmodern school differs from the traditional school, which existed until the middle of the twentieth century in the following characteristics: 1. Knowledge as a specific self-organization of life; 2. Typical characteristics of the pedagogical process; 3. Digitization of the educational process. The formation of the personality in postmodernism takes place under the sign of the consumption of information products, which is not corrected by the socially positive goals of the development of society. In postmodernism, the new "associated person" is open to change, movement, change, with a high degree of adaptability and flexibility in thinking and behaving. The change of his value system is fast, he has updated knowledge and ideas about the world, he is resourceful, enterprising, willing to take risks, short-term commitments and relationships, responsibility to perform tasks.*

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Introduction

In order to develop the content of this article, it is necessary to clarify the concepts of *modernism and postmodernism*.

Modernism and postmodernism are two types of movements, between which there are certain differences. They are two types of movements that are based on changes in the cultural and social behavior of the world. These movements arise as a result of people's thought patterns during different periods of human history. The different causes before them make them think differently. According to them, aspects of human life are beginning to change as the way of thinking begins to change.

Modernism is a philosophical movement that, together with cultural trends and changes, emerged as a result of large-scale transformations in Western society in the late nineteenth and early twentieth centuries. "Modern comes from the Latin word *modo*, which means right now [1, p. 6]." Among the factors shaping modernism are the development of modern industrial societies and the rapid growth of cities, followed by a reaction of horror to the First World War. Modernism also rejects the certainty of Enlightenment thinking, and many modernists reject religious faith. In a broad sense, modernism is understood as a complex movement in the culture of the twentieth century, "a set of art schools and trends of the early twentieth century, expressing a deviation from the cultural values of the XVIII-XIX centuries. and proclaims new approaches and values" [3, p. 115].

Postmodernism (literally - postmodernism) is a trend in art, architecture and criticism of the second half of the twentieth century, which is detached from modernism. Postmodernism is characterized by skeptical interpretations of culture, literature, literary criticism, art, philosophy, history, economics, architecture, philosophy, sociology. It is often associated with deconstruction and poststructuralism, as the term "postmodernism" gained prominence in the context of the poststructuralist turn of the twentieth century.

According to S. Jingel and D. Wich [10], the term "postmodernism" refers to a number of related theories of modern civilization, united by the theme of the decline of "modernism". Modernism consists of two elements: the functional separation of the various spheres of life and the dominance of secular universalism, also known as the Enlightenment Project. According to some researchers, *the postmodern era differs from the modern era in three respects: the rejection of the Enlightenment project, the growth of ethnic diversity, and technological progress*. Moreover, the modern era offers a reasonable basis for functional separation, namely the belief that science and economics must be freed from the interference of tradition and religion in the cause of progress. However, when the unconditional belief in the value of scientific progress and economic growth collapses, which is obviously happening now, then functional specialization becomes nothing more than a chaotic fragmentation of all human life. This meaningless fragmentation contributes to this process, increasing frustration with the idea of the common good.

D. Popkochev defines postmodernism quite concisely and precisely - "Postmodernity is a rejection of universal rules and universal norms." [6, p. 5]

In general, the XX century can be divided into two (unequal) parts - modernism and postmodernism:

Modernism: from the 1890s to about 1945.

Postmodernism: The end of World War II, mostly since 1968.

The postmodern school differs at least three points from the traditional school that existed until the middle of the twentieth century. They are:

1. Knowledge as a specific self-organization of life;
2. Typical characteristics of the pedagogical process;
3. Digitization of the educational process.

Knowledge as a specific self-organization of life

The tendencies of postmodernism are reflected in modern pedagogy in the aestheticization of thinking, which presupposes not the subject of education, not the authority of reason (approved by the Enlightenment), not the authority of science and the generally accepted "picture of the world", *but the aesthetic construction of reality, being is fiction.* In this way, postmodern pedagogy forms part of the aesthetic interpretation of the world. The reverse side of the coin (subjectivity, denial of universal values and relativism, which does not mean the advancement of any universally recognized values of education and upbringing. *Ultimately, the formation of personality in postmodernism is under the sign of consumption of information products* the positive goals of the development of society.

This has several consequences:

First, postmodernism leaves no room for the very basis of the educational process *in education - it is increasingly becoming a specific form of self-organization of life*, in which the subject of education does not need someone's help to build an ideological position that it is somehow compatible with the complex of acquired knowledge.

Secondly, *the inevitably complicating process of differentiation of sciences and the expanding flow of information do not allow the possibility of building an integrated concept of personality* that could be "created" using the old methods of social education used in outdated models of education proposed by different models of education. Moreover, the philosophical attitude of "holism", which is systematic in the theory of existence, at the heart of pedagogy, disintegrates into a stream of renewed knowledge that is not amenable to the faculties of human consciousness.

Third, the very task of upbringing becomes irrelevant. If in primary and secondary school education, understood as a kind of habituation to certain norms (skills and abilities) developed by society, in *the postmodern school the imposition of certain worldview systems is practically impossible, as the subject of education solves a single task - to successfully engage the process of self-realization in life and in the labor market*. In other words, the task of education is to form a successful person, not to form a universal personality with a predetermined worldview. This person's worldview can be anything, as long as it meets the outer framework of legality. In a sense, this is a kind of response to the pragmatic demand of postmodernism, operating with the dominant principle of utility, understood as a kind of consensus on the attitudes of the individual and society, in which one can achieve maximum success, provided it meets the needs of society.

But with all this, postmodern society is faced with the need to solve completely real problems, due to the need for meaningful control of traffic indefinitely, which is possible only if a *clear understanding of the common priorities of the future*. In this sense, the school, including higher education, cannot stay away from their definition and build concrete steps for their implementation.

Therefore, the task of secondary and higher education remains unchanged: not only to form a successful worker in the labor market, but also to educate a socially responsible person whose goals and objectives can be essentially integrated into the mechanism of functioning in postmodern society.

Typical characteristics of the educational and pedagogical process

There are different opinions on this topic. Below we offer two of them, which according to the author fully present the problem.

I. Ivanov believes that in postmodernity the new "associated man" (according to A. Toffler) is open to change, movement, change, has a high degree of adaptability and flexibility in thinking and behavior. The change of his value system is fast, he has updated knowledge and ideas about the world, he is resourceful, enterprising, willing to take risks, short-term commitments and relationships, responsibility to perform tasks. According to him, the most important task of postmodern education is to increase the speed and efficiency of man in the conditions of constant change. In postmodernism, the school rejects the factory organization that existed until that era. [5, p. 7]

The author further points out that postmodern pedagogy is a pedagogy of differences - it allows students to make different interactions with society. He writes that postmodern pedagogy is "... pedagogy of the different, of the specific. Teachers and students are agents of specific stories, cultures and social relationships. The school produces and legitimizes certain cultural resources. Therefore, the curriculum should be seen as a cultural scenario that structures certain life paths in which it involves students. He has to give different opportunities." [5, p. 9]

Regarding postmodern education, K. Sapundzhieva writes that"The idea of education is changing because from the position of postmodernism [7, p. 178]:

• There is no single theory of education, but as many theories as points of view coexist in the community. Every theory is important and significant once it constructs a true picture of local relationships and problems;

• There is no universal scheme of education, but a network of concepts, a labyrinth of roads and kaleidoscopically transforming contexts;

• There is not only one goal of education, but many goals that grow rhizomatically (as a rhizome) depending on the ideas of local sociality and the specific needs for pleasure, enjoyment and satisfaction of life;

• There is no specific system of methods of education, but there is interaction, games, narrative, linguistic and textual contexts, stories, communication;

• Education is essentially a social construct, constructivism (social or individual), which writes the personal biography and forms sociality, a sense of local problems, life skills and hedonistic culture;

• Education is focused on the social construction of the multiple self, on the kaleidoscopic formation of meanings, qualities, skills that are necessary for contextual socialization and are discursively acceptable;

• The educational process is plastic, fluid and rhizomatic, and its path through the labyrinths of life is provoked by the desire to prepare people for responsible choice and free will;

• Education is increasingly carried out through therapeutic and counseling practices;

• The educational reality exists in the world of difference and pluralism, it is a narrative, a text, a linguistic construction, which is realized through the language game;

• Education exists in decentralized situations, within which everything is allowed (anything goes) and in which there is no a priori meaning (it is sought, created / constructed / interpreted in the process of interaction and communication);

• Education forms (and gives meaning to) experience, life world and personal / existential context, but important for others, for the community (team), the group;

• Postmodern pedagogy is a critique and a new reading of traditional educational theory, through which previous accumulations are assembled / collaged, given a new, different meaning and life in the present, with an ironic wink at history and systematic knowledge.

Digitization of the educational process

At the postmodern stage of development of sciences, including man and society, production technologies, culture (intellectual, technological, social, spiritual, information) and education itself, it is necessary to move to a practice-oriented type of continuing education based on the fundamental content of science and the inexhaustible potential of man as a subject of general and professional development, *including through the use of the enormous potential of digital learning tools*.

We are all already living in the era of cyber-socialization of society. Cybersociality is understood by O. Voinova and V. Peshakov as "a set of qualities acquired by a person, which provide his ability to organize life in cyberspace in the context of performing various social functions as a subject of network communities and not as a sovereign person." In connection with this idea of the authors, the question arises whether the combination of qualities acquired by man in the process of digital learning ensures the effective and safe performance of various social and professional functions? Let us consider the answer to this question, given not a spontaneously emerging cyber-socialized society with all its characteristics, but digital learning, specially organized in the education system. [3, p.120]

First of all, we need to understand the concepts of ***digital learning and digital education***, which are carried out in the postmodern educational institution. The use of the term digital learning, as well as the related concept of digital didactics, ie. the theory of digital learning is beyond doubt. These are the laws, principles and mechanisms for the acquisition of subject knowledge, abilities, skills, competencies by students, including with the help of a computer.

The increasing use of information and communication technologies at all levels of the lifelong learning system, now called 'digital learning', is a reality in postmodernism. It seems that understanding the nature and characteristics of spontaneous cyber socialization of society and the individual in it must be radically different from understanding the nature and patterns of digitalization of education, just as the processes of learning differ from their practical application.

According to the author of the monograph, *the emergence of digital learning in postmodernism occurs under the influence of four objective factors* that almost coincide in time:

1. the successes of the cognitive sciences, which claim that the mechanisms of information processing by the human brain and the computer are identical ("computer metaphor");

2. inheriting the technological approach to the management of the learning process, developed (1960-1970) in the already forgotten programmed learning - the predecessor of digital;

3. the emergence of the personal computer industry, various digital devices and equipment necessary for their work;

4. Business pressure: all these products must be sold, and the education system is an inexhaustible market.

The use of a computer for the purposes of training is carried out in three forms: 1. machine as a simulator; 2. as a mentor, performing certain functions for the teacher and such that a machine can perform better than a human being; 3. as a device that simulates a certain environment and the actions of students in it. It is recommended to use simulators to consolidate and systematize already acquired skills and abilities. Learning systems are most useful when the tasks and conditions for using educational information are clearly defined and unlikely. Simulation modeling is most appropriate when the study material is not systematic and its boundaries are quite unclear.

Obviously, in the first two forms, the computer acts only as a means of quantitatively improving the functions of the teacher, increasing the speed of information exchange between teacher and student, the effectiveness of decision-making, etc. And it is precisely these opportunities that are being tried, above all, to be used all over the world in the process of computerization of education. However, they do not give a qualitative change in the situation in education and in principle cannot give, because the same results, sometimes even with less time, human and financial resources can be provided by traditional forms, methods and means of teaching.

Along with the huge and still insufficiently understood opportunities for digital learning, there are a number of problems and risks related to their overall implementation in the education system:

1. To begin with, in the postmodern world, there *is no pedagogical or psychological-pedagogical theory of digital learning* that teachers in schools, colleges and universities can rely on to design and use it. There is no convincing evidence of improving the quality of education through the use of digital learning. For this reason, there is a conscious or unconscious resistance to the digitalization of teaching by a significant part of the country's pedagogical corps, especially among teachers and teachers of the older generation.

2. In postmodernism, *information and knowledge are different concepts:* information is semiotic, sign system, bearer of meanings (linguistic signs, texts, sounds of speech, etc.), and knowledge is a substructure of personality, something subjective, with personal meanings which are often different for different people who perceive the same information. At the same time, it is claimed that there are more than 100 definitions of the term "information" in science.

3. *The process of teaching and education is realized through communication between teacher and students.* Communication consists of three components - communicative, interactive and perceptual, as well as two sides - verbal and non-verbal, which include "body language" (posture, body movements, eye expression, etc.) and extralinguistic, sound characteristics. of speech (intonation, pitch, tone, etc.).

The conclusion from all this is obvious: the computer is generally not able to convert information into knowledge. This means that *the computer metaphor is nothing more than a metaphor*; the processing of information by a computer is not a mechanism for generating knowledge from it by a person and it is necessary to look for psychological models and mechanisms for understanding this process.

On the occasion of the digitalization of the educational and pedagogical process A. Verbitsky writes [2]:

„1. There is a real risk of speech degradation, and with it the risk of thinking, as this happens in speech, which in digital learning comes down to typing the user's letters on a computer keyboard. According to researchers, in children of the digital generation, thoughts are fragmentary and judgments are superficial. And the literacy of the children of the digital generation is simply appalling. If a student does not have a developed practice of live communication, the formation and formulation of thoughts in speech, as shown by psychological research, thinking is not formed in him.

2. In digital education we are not talking about education at all, while together with education they must form two sides of the same "medal" - education. Education presupposes a social situation of development, communication and interpersonal interaction of the subjects of the educational process,

emotional and value attitude to situations of moral choice, living and experiencing these situations based on knowledge of moral norms accepted in society.“

According to the author, morality is a quality of personality, which in its formation implies an emotional and value attitude to the content of situations of dialogic communication and interaction of people involved in them, the experience of sensory (positive or negative) human experience of human relationships. arising in these situations. The source of such experiences and relationships, *the bearer of morality and ethics can only be a person - a parent, teacher, every representative of society, but not every powerful digital device*.

It can be argued that a person's work with a computer is done in an interactive mode. However, interaction with a machine is not a dialogue in its internal content. Dialogue is the development of a topic, position, point of view through the joint efforts of two or more people who are in interaction and communication for certain content, unknown in certain details.

T.V. Ark believes that [8] there can be no dialogue with a machine by definition. What is called interactive mode is just a variation in the sequence or amount of information that needs to be displayed. These procedures exhaust the possibilities of working with ready-made information stored in the machine's memory. And true dialogue is an objective dialectical contradiction of the subject of discussion, realized in communication, which even the most modern machine cannot master, does not understand the contradiction. The only advantage of the computer is the incredibly high speed of the electrical signal in the path indicated by the program. This means that the machine does not provide creative processes, even when performing an educational simulation, setting the mode of "intellectual game", although there is no doubt that in this feature the use of a computer is most promising. Helps the teacher to create a learning environment that does not ensure the formation of students' thinking, but contributes to it.

Many researchers point out that with the ever-increasing level of digitalization of society and the education system, one should not have the knowledge necessary for life and work, but gain access to a computer system where the necessary information is located. Another example: drivers who constantly use a navigator while driving on the streets of a big city lose their ability to navigate in space. All this leads to a deterioration of the function of human memory, perception, imagination and something else.

Such a powerful tool as a computer cannot simply be built into a traditional didactic system and hope to improve the quality of education. It is necessary to develop an adequate own psychological, pedagogical and pedagogical theory, organically including a computer as a learning tool with its really huge opportunities for receiving, storing, processing and transmitting information.

A complex multidimensional problem arises *for choosing a science-based strategy for digitalization of life*, production and education, which would allow to use all the huge advantages of the computer and avoid losses that would affect the quality of personality formation of a student. in terms of not only their professional and practical, but also their social competence civil position and moral character.

In the absence of such a strategy, mental phenomena occur, which can be observed in the representatives of the so-called "Z" generation or the digital generation. This is the generation of people born in the very late 90's - early 2000's; many of them are already university students. According to N. How and W. Straus, *the characteristics of this **digital generation are*** [9, p. 92]:

• children, almost from birth, communicate with the outside world mainly through mobile phone screens and computer displays;

• find it difficult to make friends in the real world; virtual communication prevails over personal; children get in touch quickly online, but true friendships are difficult for them;

• during virtual communication, the visual language replaces the usual text for the previous generation;

• Every day, children and adolescents have time to look at many screens, so their speed of perception of information increases, but they can hardly keep their attention on one subject;

• their way of thinking is fragmented and their judgments are superficial;

the authority of parents decreases in favor of the omniscient Internet, the psychological distance between the child and the adult increases and at the same time the process of transmitting experience from parents to children suffers. Lack of positive emotional contacts in the family and excess information lead to disorders in the development of the nervous system: children are easily agitated, impressionable, restless, less obedient;

• Many teenagers are often poorly oriented even in their own city, although they will quickly find the right place on their mobile phone;

• the number of overweight children of generation Z is increasing;

have blurred social and sexual orientation, problems of self-identification arise; the notions of marriage and family become unstable;

• lack of real life experience, children cannot solve even small problems, grow up sensitive and pessimistic, few will be able to achieve independence on their own;

• Z-generation is inherent in "wandering in fantasies", they hardly manage to separate the features of virtual characters from real ones; the main reason for detachment from reality is the intrusive mass culture;

• Generation Z children receive almost all the information from the network, which gives them confidence in their views, which are far from always correct;

• children of this generation are consumption-oriented and more individualistic than children of the previous generation; they are impatient and focus mainly on short-term goals, while being less ambitious.

With such a contingent of children and adolescents, especially in big cities, where the saturation of life, education and professional activity with digital devices is high, a school teacher and a teacher from a college, university and in our country must now work. We are talking about a fundamentally new situation in postmodern education, the need for theoretical, methodological and applied research in this field, the appropriate scientific and methodological support for the teacher and the improvement of his pedagogical qualifications.

Based on the presented material so far, a number of conclusions can be made:

1. It is necessary to conduct fundamental and applied research aimed at revealing psychological, pedagogical and other models of general and professional development of children, adolescents and students - representatives of the "digital generation";

2. The main direction of research should be not so much the models of information processing by man and the mechanisms of the brain in the prevailing socio-cultural conditions, which are and should be made by cognitive sciences, and the models of personal development in the system of continuing education , starting from the moment of his birth; the problems of upbringing must take an organic place in these studies;

3. the research aimed at identifying the mechanisms of influence of different types of context on the meaning of the information perceived by the pupil and the student is becoming more and more topical;

4. it is necessary to seriously improve the qualification of teachers, university professors, all educators, as well as parents, in the considered problem area, appropriate scientific and methodological support of the teacher's activities at all levels of the system of continuing education;

5. The importance of the idea of education not "for life" but "for life" is growing, which will ensure the continuous development of the personality and individuality of each person.

In conclusion, it can be emphasized that modern children cannot imagine a world without computers, tablets and the Internet, so the process of their learning must take place in their familiar digital environment. Innovative developments and the latest technologies today meet more than ever the basic principles of pedagogy: accessibility, visibility, participation, awareness and activity, the relationship between theory and practice.

In postmodernism, the so-called digital school. What is it as a model?

It must provide by digital means:

• the process of education;

• the process of education

• teaching activity;

• administrative and financial management;

• engineering and technical support based on intelligent technologies and anti-terrorist security.

New generation interactive classrooms with digital laboratories and electronic educational resources:

• Interactive panels with increased resolution and improved tools;

• Electronic diaries with the grades of pupils and students;

• Teacher's notebooks with pre-installed control and specialized software;

• Projectors and acoustic systems;

• Electronic textbooks with animated illustrations, development of audio and video materials;

• Large range of different visual aids: interactive biology posters; physics, mathematics and other subjects, 3D animated educational videos, etc .;

• Digital laboratory equipment by disciplines: chemistry, physics, biology, geography and other disciplines;

• Express testing systems and surveys with the possibility of using devices as voting devices; and others.

From this model it is evident that in Bulgaria there are already certain phenomena that bring the school closer to the so-called digital school, but in order for it to become completely so, our educational system still has a long way to go. Bulgarian students experienced a force majeure attempt for such digitalization with the passage of distance learning in connection with the Covid-19 pandemic in 2020.

In conclusion, the following can be summarized:

1. The postmodern era differs from the modern era in three respects: the rejection of the Enlightenment project, the growth of ethnic diversity, and technological progress. Postmodernism is a rejection of universal rules and universal norms.

2. The postmodern school differs from the traditional school, which existed until the middle of the twentieth century in the following characteristics: 1. Knowledge as a specific self-organization of life; 2. Typical characteristics of the pedagogical process; 3. Digitization of the educational process.

3. The formation of the personality in postmodernism takes place under the sign of the consumption of information products, which is not

corrected by the socially positive goals of the development of society.

4. The educational process in education - it is increasingly becoming a specific form of self-organization of life.

5. In the postmodern school, the imposition of certain worldview systems is practically impossible, as the subject of education solves a single task - to successfully engage the process of self-realization in life and in the labor market.

6. In postmodernism, the new "associated person" is open to change, movement, change, with a high degree of adaptability and flexibility in thinking and behaving. The change of his value system is fast, he has updated knowledge and ideas about the world, he is resourceful, enterprising, willing to take risks, short-term commitments and relationships, responsibility to perform tasks.

7. Digital education and digital education are actively implemented in the postmodern educational institution. The increasing use of information and communication technologies at all levels of the lifelong learning system, now called 'digital learning', is a reality in postmodernism.

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THE CURRENT USE OF LEADERSHIP STYLES

Abstract: *This article is about the leadership styles and how to apply in our life effectively, their definition in different situations. Besides, in this article outlined methods and the impact of styles in Uzbekistan’s business environment also history of great ancestor’s leadership styles in ancient times. In addition, article describes European psychologist’s leadership styles, particular in German. At the end, there are some difficulties to adapt Uzbekistan’s environment and given conclusion with summary in order to further development of the role leadership styles in our life.*

Key words: *leadership styles, management, leadership, Timur's Statutes.*
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Introduction

Managing employees is as important as managing other resources in any organization such as finance, equipment or other materials. Neglecting human aspect might lead to reduced productivity and wastage of resources. Excellent organizations are those that can bring collectively different kinds of people to achieve organizational goals and objectives. Leadership has been shown in a variety of contexts, including corporations, states, education, and sports. As a result, companies need leaders who can direct and lead workers to positive outcomes. Leaders play a key role in motivating, directing, and influencing people in the company. At the same time, leaders face difficulties in coping with workers from various experiences within their business. Without good leadership, the organization will fall apart, and organizational goals are unlikely to be met. As a result, successful leaders are critical in leading and supporting their followers to success. Culture influences a variety of factors, including how workers conduct their jobs, how they interact with one another in the workplace, and how they accept their leaders. As a result, a diverse workforce makes it difficult for leaders to effectively lead their followers. Leaders must understand the culture of their followers in order to be successful, and they must be able to fit into that culture. Obviously, different societies have different leadership preferences. As a result, the best way to lead one's followers must be carefully chosen by the leader. (Wafa, 2015)

Theoretical development

In principle, almost anybody can do nearly anything. If they have the motivation, aptitude, the proper tools, and practice, leaders may be flexible and adjust their approach to fit the demands of the circumstance. The truth is that each leadership style has its place in a leader's toolkit. The wise leader knows to flex from one style to another as the situation demands. A leader's approach to providing guidance, executing strategies, and inspiring individuals is referred to as their leadership style. The attitude of a leader has a significant impact on team success, either positively or negatively. There are a variety of models that describe leadership styles such as autocratic style, democratic style, Laissez-Faire style, authoritative style, pacesetting style, coaching style and the last affiliative style.

The first model places leadership on a scale of authority that ranges from authoritarian or **autocratic,** where management has complete control, to participative or democratic, where the leader and team share decision-making authority, and finally participative or free rein, where the leader is mostly absent and the team is capable of leading itself. "Do as I say" is the most illustrative expression in an autocratic leadership style. An autocratic leader usually assumes that he or she is the smartest person at the table and that he or she knows better than anyone does. Under authoritarian or autocratic rule, all decision-making power is concentrated in the hands of a single person or a small group of people. Leaders delegate tasks and define how they will be completed without consulting the rest of the team in this top-down approach. At any point, screaming, demeaning words, and intimidation are not appropriate leader actions and should not be wrongly correlated with this strategy. Regardless of the case, such behavior is coercive and unprofessional. That is not to suggest that the style is not suitable in some circumstances. For instance, you can use an autocratic leadership style when you need to make quick decisions and you have the most information about the situation, or when you're engaging with fresh and new team members and don't have time to let them get to know their roles. (Erin Carraher, 2017)

One of the most effective kinds of leadership is **democratic** leadership, which results in increased production, maintain optimal from group members, and improved team cohesion. The democratic leadership style is frequently used in circumstances where a leader only has a portion of the information needed to solve a problem and other team members' experience is needed to fill in the gaps. It benefits all parties by allowing team members to feel involved in decision-making and allowing those in leadership roles to make stronger, more educated decisions. "What do you think?" Democratic representatives are more likely to ask. They warn workers of something that has an effect on their job duties. They often consult with employees before making a final decision. This participative leadership style has many advantages. It can foster employee trust while also encouraging teamwork and cooperation. It promotes employee growth and development while allowing for innovation. A democratic leadership style motivates people to do what you want them to do, but in their own way.

In the delegative, free rein, or laissez-faire style, the leader distributed decision-making responsibility to team members. This is performed when a group of people can talk about an issue and figure out what needs to be done and what to do about accomplishing it. In this method, the leader's role is to define goals and assign responsibilities, but the team members responsible for the project's day-to-day activities make the choices. Delegating does not imply that a leader is abdicating duties in order to put blame on others if anything goes wrong. Rather, it indicates that a leader completely supports and believes in his or her group members' abilities and judgments. Leaders who use this approach are known for giving their employees a lot of autonomy. They provide support and resources to team members if required, but they do not micromanage workers on a regular basis. If you have a lot of confidence in your team and know that they do good work and handle their time well on their own, this can be a successful leadership style.

The next type of leadership **is Authoritative** Style, "Follow me," is the most common term used to describe this type of leadership. The authoritative leadership style is characterized by self-assured leaders who chart a course and set goals while encouraging and stimulating their followers. These leaders clear the air for citizens in an unpredictable climate. They assist them in observing where the business is going and what will happen when they arrive. Unlike autocratic leaders, authoritative leaders justify their reasoning rather than simply issuing orders. Most importantly, they give people a say on how they accomplish shared goals. (Erin Carraher, 2017)

Pacesetting is another leadership style in which a leader leads from the front, consistently sets high goals for their team, and expects them to achieve them with little supervision. It is when you, as a manager, set the tone for your team and expect them to perform at a high level. "Do as I do!" is the most common term used by leaders who use the pacesetting form. As in cycling, this style portrays a highly motivated leader who sets the pace. While the pacesetter leadership style is good at getting things done and achieving goals, it can be harmful to team members. For one thing, even the most motivated workers can become exhausted in the end if they operate under this type of leadership. Should you fully avoid the pacesetting style? Not so easy, my friend. This style can suit you well if you are an active businessperson working with a like-minded group on developing and launching a new product or service. However, this is not a style that can be maintained indefinitely. To stop team burnout, a pacesetting leader can let the air out of the tires occasionally.

Coaching leadership entails and encourages people's commitment, as well as eliciting, learning, and empathizing with their unique motives. In return, this approach offers a much more detailed and superior understanding of an organization's problems, as well as some suggestions on how to solve them. You prefer to take a "consider this" approach when you have a coaching leadership style. People are seen as a pool of talent that needs to be cultivated by a leader who coaches. A coach-style leader aims to help people reach their full potential. Coaching-style leaders open their hearts and doors to others. They believe that everybody has the ability to control their own destiny. A coaching leader provides people with some guidance in order to help them reach their full potential.

Another approach of leadership especially in business field is that **Affiliative Style.** This type of leader excels at forming cohesive, close-knit teams and businesses. Employees feel safer and more included in the workplace when there is solidarity, which reduces turnover and boosts efficiency and job satisfaction. "People come first," is a common term used to describe this kind of leadership. The affiliative leadership style is one in which the leader interacts with others on a personal level. This style of leadership pays attention to and respects team members' emotional needs. The leader aspires to establish a channel of communication between himself and the team. In the end, this approach is all about fostering unity and establishing reciprocal partnerships within groups. It is especially useful for resolving disputes among team members or reassuring people during stressful situations.

Findings

Knowing which of the leadership styles is best for you is essential to being a great leader. You will be more effective as a leader if you develop a distinctive style that allows you to switch to different styles as needed. Begin by being more aware of the prevalent leadership style. It is also a good idea to put your management style to the test. Learn about the many leadership styles that may be employed in various scenarios. What are the new skills you will need to learn? You should choose a legitimate solution. Moving from one dominating leadership style to another might be challenging at first. Before they become second nature, new behaviors should be exercised. (Bruna Martinuzzi, 2019)

Leadership styles did not just appear yesterday, they have been shaped and polished over the years and have survived to the present day. It is reasonable to assume that such advancements have yielded results and generated leadership representatives for us throughout time. Especially the history of our glorious Uzbekistan has brought up many leaders such as Amir Temur, Jaloliddin Manguberdi, Zahiriddin Muhammad Bobur and so on. Even if the rulers of such great individuals were previously unknown, we can now comprehend them and see how knowledgeable and brilliant they are. Indeed, the leadership styles that we are familiar with today are also founded and based on history. When comparing the styles to history, we can see that they have the same form, but the names are different. For instance, Amir Temur, who fits to the group of autocratic leaders, is marked by the rigor and accuracy of his authority. In the second half of the XIV century - the beginning of the XV century Amir Temur founded his great empire. The long-standing feudal disintegration in Movarounnahr was put to an end and a relatively decentralized strong state was established. At the head of this state, which was governed in the form of a single government, stood a monarch - a single ruler - amir. The power of the head of state, the Emir, is unlimited. He made laws, he repealed them. All positions in the state were established by the Emir. The Emir appointed and dismissed all officials. The Emir was the sole commander of the country's military. Amir Temur made extensive use of the experience of political governance in the past in building his state. The state was largely based on military-political regimes. Probably because the powerful ruler was devoted to the science of history, he had a broad idea of the various states in the ancient and medieval Eastern countries and their methods of political and administrative administration, systems of government. However, his system of government was based on a single centralized political order throughout the region, and his experience in this field was enriched by the experience of administrative methods widely used in medieval Central Asian states.

The special chapter of Timur's Statutes (Temur tuzuklari, 2016-2021), entitled "My Regulations for the Preservation of the Sultanate at My Own," contains the following instructions: others must not be partners or superior to the king in the affairs of the kingdom. Let the king judge for himself in all things, that no one may interfere with his judgment and change it. The king's judgment must be enforced, that is, it must be carried out no matter what the judgment is. Let no one hinder him. Let the king know that he is the only one in the affairs of the kingdom and in ruling, and let no one be his partner in the kingdom. Thus, the Emir independently resolved all issues of state life and had unlimited power. (Amir temurning davlat boshqaruvi mavzusini o`qitishda yangi pedagogik texnologiyalardan foydalanish reja, 2020). As we have seen, Amir Temur did not trust anybody, and such a powerful leadership that governed the kingdom based on its own capacity maintained its subordinates in power.

Many of the styles and methods of leadership listed above are general and can be applied to a specific situation, but if we want to connect with our dear Uzbekistan, there might be some differences and uncertainties, so let us analyze how these types of leadership work in Uzbekistan. Leadership is classified in a variety of ways. What standards are used to identify the different styles of leaders in a group? Depending on the priorities, the following description of leaders are identified in our field:

1. Leader of the organization. The most distinguishing feature is that it prioritizes and responds to neighborhood needs. This leader is optimistic about the future, believing that every

dilemma can be overcome and that he or she can persuade others.

2. Leader-creator. These leaders strive for innovation, solving dangerous and difficult problems. He does not give orders, but calls for discussion.

3. The leader is a wrestler. A strong-willed, self-confident person. He is the first to face dangers, uncertainties, and fights without getting married. He does not deviate from his point of view and does not take sides. However, these leaders do not plan ahead.

4. Diplomat-leader. These leaders are well versed in the circumstance, understand the nuances, and know how to sway whom they choose to influence.

5. The leader is sympathetic. People aspire to these leaders because they can support employees in difficult times. They respect the staff and support them spiritually.

The overall leadership of the group consists of the following components (leadership roles):

- Business-based leadership. It is exclusive to organized groups tasked with resolving production issues. He is extremely qualified, knowledgeable, and possesses unrivaled “team hands” when it comes to resolving operational issues.
- Emotion-based leadership. Leadership with an emotional component. Because of the leader's desire to participate as a partner in interpersonal relationships ("group heart"), human benevolence appears in informal social groups.
- In information-based leadership, the leader is confronted because he or she has a high degree of intelligence, which provides the information required. He knows everything, can articulate everything to you, and can assist you in finding the answers you need - he has "team mind."

A leader who possesses all three of the above characteristics may be the strongest, but universal leaders are uncommon.

Depending on the role he plays, L.I. Umansky identifies six types of leaders:

1. Organizer (group merger function);
2. Entrepreneur (promoting ideas and solving new problems);
3. Influencing the mood of the group (leads in the formation of the mood of the group);
4. Reference (sample, ideal, “star”);
5. Master (skilled in a particular type of activity);
6. Knowledgeable (distinguished by extensive knowledge).

In addition, leaders in personnel management are classified according to their acceptance in the group:

- "One of us" - does not stand out among the members of the group, is considered "the first among the peers";
- “The best of us” - stands out from the group members with many qualities (business, ethics, communication, etc.) and is a role model;
- A "good person" is valued as a person with the best moral qualities: polite, humane, willing to help, considerate.
- The “servant” is the one who tries to act in the role of representing the interests of his supporters, taking into account their opinions and acting on their behalf.

The above leadership acceptance patterns can be expressed differently by each member of the group. For example, an employee may perceive a leader as “one of us” and others as a “servant”.

Psychological analysts describe ten aspects of leadership:

1. "Fatherly caregiver" – he or she is respected.
2. "Leader" - imitated;
3. The "oppressor" is afraid of him and obeys him.
4. "Organizer" - unites people, respects them.
5. The "conciliator" likes him and often does not notice his shortcomings.
6. A "hero" is one who can follow people.
7. "Negative influencer" - motivates people to conflict and is a source of emotionally harmful influence on them;
8. "On display" - has a positive effect on the environment, loves it, and deifies it.
9. "Persecuted."
10. "The one who puts the blame on others."

The last two types of leaders are anti-leaders and are the object of negative action, resulting in increased negative emotions in the group (Palmer, 2002).

The question of whether leadership is natural or artificial, based on innate traits or nurtured, is debatable. This issue is considered as leadership management and includes five aspects:

1. Identifying leaders;
2. Their development;
3. Consideration of group interests;
4. Informal leadership;
5. Eliminate Destructive Leadership.

Summary and conclusion

Identifying people with innate or formed leadership qualities and attracting them to leadership positions stems from the idea that leaders are born and that leaders can be targeted. In the first case, it is about defining leadership qualities and using them for organizational purposes, and in the second case, it is about attracting ready-made leaders to the organization (Sullivan, & Glanz,2000).

Methods of identifying leadership skills include testing, studying biographies, analyzing work experience, selecting and training candidates for lower-level leadership from lower-level managers. These methods are widely used in Germany, the United States and France. Now it is used in Uzbekistan. Leadership is about top management, and as the first leader in an organization, the following questions arise: What should a modern leader know about leadership; what are the requirements for a leader today and what needs to be done to become a leader. Leadership research identifies leadership potential in foreign firms based on the following eight criteria, which are also adapted to our environment:

I. continuous self-improvement: read; ask questions, attend additional training courses;

II. focus on serving other people: always try to help others;

III. treat others well, avoid conflicts

IV. trust in others; as defend the other person, can see others positive side;

V. rational allocation of time and effort: I try to allocate my time optimally between work, family and society;

VI. inner confidence, hope for the future, a healthy view of events - an adventure in life;

VII. self-criticism, diversity of opinion, recognition of the services of others;

Focus on physical health, mental and spiritual development

(Sergiovanni, 2000).

To accomplish this, it is necessary to intentionally form and develop the necessary leadership qualities. In the organization, the manager is responsible for the following processes:

- develop personal motivation, that is, study the goal and the possibilities to achieve it;
- developing individual intellectual and moral leadership qualities;
- ensuring the social prestige and sincerity of the leader in dealing with group members;
- have the skills to quickly and assess the situation, to know and take into account the interests of team members;
- integration of formal and informal leadership in leadership;

eliminating destructive leadership. The most destructive leaders in the organization are the leaders of anti-news groups and organized crime groups. To overcome this, the "leader-follower" system will be abolished - the leader will be fired; the group is dispersed to other precincts; the leader is given additional tasks and communication time is shortened. These methods are administrative in nature and do not always work effectively in terms of law. Therefore, the second type of approach is to use personal interviews to change the leader's behavior, to bring the leader closer to the leadership, to pay special attention to him. (Patterson, 1993).

While the theoretical considerations discussed above highlight the importance of leadership qualities in leadership, not enough attention is paid to building leadership capacity in the practice of Uzbek enterprises. This condition is characterized by the following problems:

- ➢ Lack of qualified specialists in management in enterprises.
- ➢ Looking at the development of leadership qualities as a secondary issue.
- ➢ Lack of development of a perfect methodology that defines a leader's leadership ability and potential.
- ➢ Lack of focus on improving the leadership skills of managers at all levels of corporate governance.
- ➢ Lack of funding for management training in enterprises, in particular for leadership development.

In summary, leadership styles are influenced by one's personality, and distinct leadership styles will emerge as a result. I want to be clear that there is no one-size-fits-all leadership style that every leader should follow. Similarly, there is no one-size-fits-all leadership style that should be avoided. Different people in different settings must employ the most suitable leadership style in order to elicit the desired behaviors and consequences. Good leaders act to their strengths while also working hard to improve in areas where they are less natural. Continuing from the previous point, it is crucial to not only understand the various leadership styles, but also to recognize what you do well and where you need to improve. We may learn that such methods of controlling people's character and minds also express their inner world through leadership styles. In particular, the power leadership methods left to us by our great ancestors, such as Amir Temur, are still available today. Such a valuable inheritance passed down to us has not only been polished, but has also become an eternal and endless resource for us. We know that Uzbekistan is a developing country, so there are difficulties in improving leadership in the application of new methods, but they can be overcome through strong potential.

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LINGUISTIC FACTORS IN THE MEDIA

Abstract*: The media is deeply integrated into the life of modern society, media texts are not limited to topics and cover a wide range of issues in different spheres of life, which means that any individual media coverage inevitably intersects with other texts and social practices. The intensity of interaction with other texts is determined by the choice of the broadcasting channel: the Internet and television provide the greatest opportunities for intertext and interdisciplinary communication, and the time constraints of radio texts make it possible to use citation as the main type of textual communication. Cognitive units, universal for the nation, have always interested the media audience and, if used in proportion to the text, they have a formative influence on the spiritual world of both the author of the media text and its consumer.*

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Introduction

An important result of the study of the expressiveness, assessment and emotionality (sensitivity) of linguistic parts in the media is that these features are necessary elements of the semantic structure, the fact that the original nominative case is a fact. In other words, in the broadest sense, it is an acknowledgment that they are intended (informative) for information. Using these features, the language can perform one of its most important functions - pragmatic, that is, the function of speech impact.

As for the language of the media, we can say that research, understanding the world is not the main task of the media. But its place in society cannot be assessed as propaganda, as a source of knowledge. “The responsibility and skills of a journalist in processing information, interpreting and expressing it orally or in writing are an integral part of both national culture and human information culture” [1].

The famous psychologist A. Luria said: “The great achievement of a person with a developed language is that in his eyes it seems that the world has doubled. With a language that expresses objects, he can use objects that are not part of his personal experience and are not directly accepted. The person will have a two-way world”. This includes the world of objects that are directly reflected, as well as the world of images, objects, relationships, and characteristics that are defined and expressed in words. The word is a special form of reflection of reality. “A person can name, call, pronounce these images at will, regardless of whether they exist in practice or not, which means that he can control this second world” [2].

How the audience perceives information also depends on which media are used to convey it. Each media uses its own language and relevance of information to shape its nature, which, in turn, affects the perception of existence.

In the process of transmitting and receiving information, interpersonal communication, language communication occurs. Communication is primarily a communication phenomenon. This leads to a relationship between one or more people, which consists in mutual understanding and the transfer of information from one person to another or several people.

Mass media includes:

1) psychological characteristics of obtaining information;

2) informational features;

3) values based on the goals set in the process of mass communication activities;

4) theoretical concepts of language and text as a means of updating information [3].

Although there is a strong tendency among researchers to study the language of the media as a separate stylistic phenomenon, it was noted that the functional and stylistic aspects of this problem have not been sufficiently studied. In particular, the language of newspaper journalism is recognized as a complex phenomenon in all respects, as it reflects all styles of modern language in the context of newspaper speech.

In modern linguistics, special attention is paid to the study of the text as a unit of speech. In this regard, many scholars offer a separate interpretation of the concepts of style and discourse. For example, E. Beglova points to functionality and pragmatism as key factors in the study of mass communication texts [4].

V.I.Konkov rightly asserts that today stylistics should be studied as the stylistics of speech. “The teaching style is seen as a form of literary language, and not as the content of many style textbooks. The very description of the style also follows from this principle. The teaching methodology in journalism departments requires a slightly different approach. Because here it is very important not only to get acquainted with the structure of the language, but also to develop the most consumed, active and necessary speaking skills. This approach is based on the analysis of the characteristics of the subject of speech, that is, the behavior of the author of the text in terms of speech” [5].

The importance of the style structure of G.Y. Solganik writes: “The advantages of studying the literary language are that functional methods are associated with the study of the structure of speech. Functional style. The structure of speech has been studied mainly from a linguistic point of view. But the speech aspect also provides a good opportunity to characterize the style” [6].

The system of functional-stylistic styles analyzes the use of language functions in them, the study of texts within a certain style, communicative-stylistic discourse, clearly focused communication between the author and the recipient and texts in a communicative situation.

Therefore, from the point of view of functional stylistics, it is especially important to identify and describe general stylistic patterns in specific texts, methodological features of texts of different styles.

For example, if we consider the journalistic style in diachrony, we can distinguish the constant (variable) and variable features of this style. Constants are the means by which a journalistic style was inherent in any period and which forms a style that distinguishes it from other stylistic differences found in the expression of literary language. They consist in the expression and consistent application of the standard, social assessment, specificity of authorship, author's position, ideology and values.

In journalism, in addition to methodological constants, variable features are also distinguished. Variable traits are specific aspects of the journalistic style that led a certain period of public life. Examples of the changing characteristics of contemporary journalistic style are irony, intertextuality, eloquence, word games. Variational features are determined by extralinguistic factors. Each period reveals its new features.

It is known that language is a means of human communication, through which the culture of this society is in constant and continuous communication through knowledge of the world, and ultimately determines the level of development of society. An important factor in the development of human society is reflected in the interaction, communication, interdependence of language and culture.

In the process of communication, it is important not only that the speaker conveys certain information to the listener, but also how much this idea affects the listener. That is why a skilled orator or writer always pays close attention to the means of providing expressiveness, expressiveness, that is, expressiveness of speech.

It is in the media space that the culture of speech is formed, the text is born, and favorable conditions for linguocultural creativity arise.

The severity of the communicative goal in the text is determined by the influence of actualizing means. In particular, actualization tools such as word order, logical and expressive emotional accent play an important role in the manifestation of the pragmatic phase inherent in the speaker's communicative intention [7].

Communication through language requires knowledge of a certain language, based on certain models, and these can acquire a special meaning in the minds of the interlocutors.

To ensure the effectiveness of communication and the task of re-analyzing knowledge, they should play a heuristic (creative) role in the process of learning linguistic signs. That is, the form of knowledge as a form of meaning interacts with another significant object and, according to its laws, tends to surpass the previously existing signs in the process of development and progress.

Today the media are understood as disseminators of knowledge. Mass media refers not only to technical means or channels of information, but also to public organizations and people involved in the dissemination of information. It should be noted that the language itself does not serve to exchange information in the media. Information can also be obtained by non-verbal means, images.

The dissemination of information creates a landscape and an assessment of the surrounding world, exerting a certain influence on public consciousness and creating an overall picture of the Universe.

When performing this task, the following features of the media are important:

- targeted at a mass audience;
- designed for everyone;
- speed [8].

Of course, the literary language plays an important role in conveying the necessary information. If we look at a language system as an opportunity to conform to certain linguistic laws, that is exactly what the native speakers of that language use. M.V. Panov points out that in our time, the norm is not study, but the choice of linguistic means of expression [9]. One of the important features of the norm is that it is deliberately managed and honed [10]. The norm helps to choose the words that are most suitable for the context of the language.

The verbal activity of a linguistic personality (linguistic personality) serves to enrich and develop the social sphere, that is, the semantics of words in discourse. The choice of language tools in the media discourse is associated with an assessment, a system of values, in order to influence the addressee.

When communicating information through language, there is a belief that language is a great driving force for creativity [11].

The existence of a specific language of the media is one of the general laws of the era of public information. Using the linguistic, social and cultural-historical memory of specific languages, this language is used to create texts of mass communication that are of an interethnic nature.

Journalism serves the political and ideological sphere of society. Initially, the affective (arbitrary) character of language was recognized as the main function of this method. But today we are witnessing how important the role of information in public life is. In modern journalistic style, language serves two equal functions: to inform and to influence. Therefore, in the functional methodology, special attention is paid to the dichotomy of factors that make up the journalistic and informational style of journalistic style. The style itself, to be more precise, is studied as a means of mass communication.

The factors that make up this style are a developed genre system. Language functions are also formed on their basis. Information genres provide information, analytical genres analyze a subject or event, and journalism has an impact.

Language as a social personality is a memory of a person, formed from long-term symbols. During communication, it is necessary to memorize new knowledge and share the accumulated social skills with others.

From a pragmatic point of view, language is studied as a tool for the implementation of human activity. When there are certain means of conveying information, language affects communicators during communication. In this case, language is viewed in human activity as a system of certain means that, to one degree or another, regulate his behavior.

The pragmatism of information is determined by its value. The value of any information, that is, its pragmatic level, depends on how well the information can achieve its goal. Because communication is directly related to a clear communicative goal (intention). This requires a specific strategy when choosing language tools that meet these requirements [12].

The boundless power of language in mass communication and the fact that linguistic thinking serves as a necessary tool in generalization activities, which, in turn, shows its invaluable role in seeing, understanding and obtaining information as a result of information exchange [13]. One of the manifestations of new linguistic principles arising in the study of a language is its relevance with mass communication.

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EFFECT OF REFERENCE GROUPS AND RISK PERCEPTIONS ON TRUST AND ONLINE PURCHASE DECISIONS IN GENERATION X IN PEKANBARU

***Abstract**: Technological advances are currently very influential on every social activity so that people's lifestyles change, one of which is shopping online.Some people of course feel this change, one of which is Generation X. several things can influence consumers in deciding to shop online, namely reference groups, consumer perceived risks, and consumer confidence in online shopping patterns. The purpose of this study was to determine the effect of these factors on consumer confidence and online purchasing decisions in Generation X in Pekanbaru. Primary data collection is in the form of a questionnaire as a research instrument. A total of 100 people belonging to Generation X in Pekanbaru and had shopped online were used as respondents with the Non-Probability Sampling Technique. The method used is Explanatory Research with data analysis test, classical assumption test, hypothesis test, and path analysis as data testing flow. Data testing is assisted by the SPSS version 25 application. The results of this study indicate that the Reference Group has a positive and significant effect on Trust and Online Purchase Decisions. Trust and Online Purchase Decisions are negatively influenced by risk perception. Online purchase decisions are influenced by trust in a good and significant way. Through Generation Z Trust in Pekanbaru, there is a considerable relationship between the Reference Group and Risk Perception on Online Purchase Decisions.*

***Key words**: Reference Group, Risk Perception, Consumer Trust, Online Purchasing Decisions, Generation X.*
***Language**: English*
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Introduction
Background of the Study

Online shopping behavior continues to increase in Indonesia annually. Internet users in Indonesia were recorded as the netizens who bought the most goods online in December 2018 with a total of 86% of internet users in Indonesia who did online shopping activities. The economic value of the internet in Indonesia in 2018 is estimated at US$27 billion with an average annual compounded growth of 49% in consumer spending. Several factors are driving the growth of online shopping.First, people's purchasing power is increasing, especially in the middle class. A study noted that digital consumers in Indonesia grew from 64 million or around 34% of the total population in 2017 to 102 million or 53% of the total population in 2018.Second, the use of internet access has also continued to grow in recent years. Currently, internet user access is around 70% in Indonesia(Cindy Mutia Annur, 2020).

E-commerce is a medium for online shoppers to do online shopping activities. E-commerce or electronic commerce is the distribution, sale, purchase, marketing of goods and services that rely on electronic systems such as the internet, television, or other computer networks. E-commerce involves the transfer of funds and electronic data exchange, management systems, and automated data collection. A report released by We Are Social mentioned that 96% of internet users have searched for a product or service to buy online.The visits to online retail stores or related sites are made by 91% of the total internet users. Internet users also make payments for products or services online by 90%. Sequentially, they make online payments via mobile phones and laptops or computers by 79% and 29% (Yosepha Pusparisa, 2019).

Several studies have proven that reference groups also influence consumer purchasing decisions. Reference groups provide standards (norms or values) that can be a determining perspective on how someone thinks or behaves, and this group is useful as a person's reference in making decisions. Informational influence, normative influence, and value-expressive impact were identified as the three main types of reference group influence in a prior study(Yang et al., 2007). Consumers' decisions are sometimes impacted by their peer group (Bearden & Etzel, 1982; Hoonsopon, 2016).

Conducting online transactions through e-commerce raises the perception of risk because consumers do not see directly or do not meet directly with sellers and products to be purchased physically. Individual perception of something new is formed based on how the behavior and other factors that affect the individual. Consumers will assess the hazards associated with using internet services. Risk perception is one of the psychological elements that influence purchase decisions, according toPride andFerrelin Sangadji and Sopiah (2013). In terms of customer security and privacy, online transactions pose a greater risk than traditional purchases. Online transactions have a higher risk than offline related to consumer security and privacy. According toLui & Jamieson (2003), the level of risk in online shopping depends on consumer perceptions in estimating the level of risk that will be experienced when using the internet for shopping.

Riau Province is one of the potential provinces for the development of e-commerce, especially Pekanbaru. With a high population and per capita income, Pekanbaru is a potential market share for e-commerce. Based on data from Statistics Indonesia in 2019, the number of projected residents of Pekanbaruwas recorded as 1,149,359 people (Pekanbarukota.bps.go.id, 2019).

Based on the background that has been elaborated above, the researcher formulated the problem as follows: how the influence of Reference Groups, Risk Perceptions, and Purchase Decisions on Consumer Confidence in Generation X online purchases in Pekanbaru.

Review Of Literature Marketing

Definition of Marketing

Marketing includes the whole system related to business activities, which aims to plan, determine prices, as well as promote and distribute goods or services that will satisfy the needs of both actual and potentialbuyers (Sudarsono, 2020). According to Philip Kotler, the notion of marketing is a social activity and an arrangement carried out by individuals or groups of people intending to achieve their goals by making products and exchanging them for a certain nominal amount to other parties (Keller, 2012).

Consumer Behavior

Definition of Consumer Behavior

Consumer behavior is a process that is closely related to the existence of a buying process, at that time consumers search, research, and evaluate products and services.Consumer behavior is a process that is passed by a buyer in searching for, buying, using, and evaluating, and acting on the consumption of products and services, as well as ideas that are expected to meet one's needs (Schiffman Kanuk,2010). Meanwhile, according to Kotler and Armstrong (2016:178), "Customer buyer behavior refers to the buying behavior of final consumers individuals and households who buy goods and services for personal consumption.Consumer behavior is something that underlies consumers to make purchasing decisions (Firmansyah, 2019).

Definition of Reference Group

A reference group for a person can consist of one or more real people such as family, friends, sellers, and or symbolically such as executives, successful celebrities, political figures, actors, or sportsmen they see in the mass media (Rizal, 2012).

Risk Perception

Suresh A. M. and Shashikala (2011) in their study on the effect of perceived risk on online purchases on consumers in Indonesia concluded that consumers have a higher risk perception when making purchases online compared to when they make purchases offline. This risk perception then affects consumers in making online purchases. As a concept, risk has been studied extensively by many studies in the field of consumer behavior and is proposed as one of the most important concepts for understanding how consumers make choices.

Trust

Definition of Trust

According to Mayer et al. (1995) in Susanti and Cholichul (2013:3), trust is the willingness of one party to trust the other party will take certain actions that are important for those who believe in it. Trust is defined as a whole in the context of online shopping. Mayer et al. (1995) in Heijden et al.(2003:43) stated that consumers' willingness to be vulnerable to the actions of an online store is based on the expectation that the online store will perform certain actions important to consumers, regardless of the ability to monitor or control the online store.

Purchase Decision

Definition of Purchase Decision

According to Kotler and Armstrong (2011:181), consumer purchasing decisions are to buy the most preferred brand from various alternatives, but two factors can be between purchase intentions and purchase decisions.The first is the attitude of others and the second factor is the situational factor. The purchase decision-making process for everyone is the same, but the decision-making process will be influenced by personality traits, age, income, and lifestyle. Schiffman and Kanuk (2010) define purchase decisions as the selection of two or more choices. The act of choosing is further clarified by Dharmmesta and Handokodefining purchase decisions as decision-making actions that include decisions about the type and benefits of the product, decisions about product form, decisions about brands, decisions about the number of products, decisions about the seller, and decisions about when to buy and how to pay(Swastha & Handoko, 2012).

Research Hypotheses

Based on the research framework above, the hypotheses in this study are:

H1: Reference Group has a significant effect on Consumer Trust on Generation X Online Purchases in Pekanbaru.

H2: Risk Perception has a significant effect on Consumer Trust in Generation X Online Purchases in Pekanbaru.

H3: Reference Group has a significant effect on Online Purchase Decisions in Generation X in Pekanbaru

H4: Risk Perception has a significant effect on Online Purchase Decisions in Generation X in Pekanbaru.

H5: Consumer Trust has a significant effect on Online Purchase Decisions in Generation X in Pekanbaru.

H6: Reference Group has a significant effect on Online Purchase Decisions through Consumer Trust in Generation X in Pekanbaru.

H7: Risk Perception has a significant effect on Online Purchase Decisions through Consumer Trust in Generation X in Pekanbaru.

Research Method

Research Settings

This study was conducted in Pekanbaru, Riau Province. Researchers chose Pekanbaru since it has a population of Generation X aged 40-55 years totaling 210,974 people

Data Types and Sources

This study is Explanatory Research with a quantitative approach.

Primary Data

Primary data in this study were obtained directly from the respondents, measured using research instruments (questionnaires) to find out respondents' answers to questions regarding the influence of Reference Group, Risk Perception, and Consumer Trust as well as Online Purchase Decisions in Generation X in Pekanbaru.

Secondary Data

Secondary data included in this study were literature books, magazines, newspapers, journals, and articles related to consumer behavior theory, Reference Group, Risk Perception, Consumer Trust, Online Purchase Decision, Generation X, and information about online purchases.

Population and Sample

The population is a classification region made up of objects/subjects with specific quantities and attributes(Sugiyono, 2013). The participants in this study were Generation X in Pekanbaru who had utilized online shopping, the exact number of whom is unknown.

The sample is part of the number and characteristics possessed by the population and samples taken from the population must be true representatives(Sugiyono, 2013).This study employed the Non-Probability Sampling technique.In this study, the sample to be taken was the generation X community who make online purchases. The sampling technique was the accidental sampling technique, where the sampling technique was based on chance, anyone who met the researcher could be used as a sample, it was deemed that the person met the suitable as a data source(Sugiyono, 2013).

Variable Operational Definition

The operational definition of variables provides limits and explanations regarding the size of the variables used in the study. The research variable is the object of research, or what is the point of attention of a study(Arikunto, 2014). In this study, there were Endogenous Variables and Exogenous Variables.

Data Collection Method

The following were the data collection procedures employed in this study:

Questionnaire

In this study, the researcher distributed questionnaires to the community of Generation X who made online purchases. The researcher used a questionnaire as the data collection means to save time for the researcher and respondents, where respondents only needed to choose the answers that had been provided on the questionnaire sheet.

Data Analysis Method

Descriptive Percentage

Descriptive percentage analysis was used to describe the data in this study which consisted of Reference Group (X1), Risk Perception (X2), Consumer Trust (Y1), and Online Purchase Decision (Y2). According to Nugroho (2005), the steps taken in the use of percentage descriptive analysis techniques are:

1. Creating a distribution table for the answers to be questionnaire X1, X2, Y, and e.
2. Determining the score of respondents' answers with the provisions of a predetermined score.
3. Summing up the answer scores obtained from each respondent.

The data analysis method used was a Likert Scale to measure respondents' answers to the statements that have been provided. The respondents' answer score in this study consisted of five alternative answers containing other stratified variations (Sugiono, 2013).

Data Analysis Test

Validity

When questions on a questionnaire are able to expose anything that will be measured by the questionnaire, it is considered to be valid. The SPSS program was utilized in this investigation to assess its validity.

Reliability

Reliability is a tool used to measure the consistency of research constructs or variables. According to Ghozali (2013), a variable is said to be reliable if the respondents' answers to questions are consistent or stable from time to time.When a measuring instrument is used twice to measure the same symptoms and the measurement findings are relatively the same, the measuring instrument is said to be dependable. In other words, reliability refers to a measuring instrument's consistency in measuring the same symptoms across time.

Classic Assumption Test

Normality Test

To test whether the data are normally distributed, the Kolmogorov-Smirnov test was performed statistically.The residual is normally distributed if it has a significance value > 0.05 (Ghozali, 2013).

Multicollinearity Test

The multicollinearity test, according to Imam Ghozali(Ghozali, 2013), is used to see if the regression model revealed a link between the independent variables.

Heteroscedasticity Test

The heteroscedasticity test determines whether there is an inequality of variance between the residuals of another observation in the regression model.The plot graph test, park test, Glejser test, and white test are all examples of heteroscedasticity tests. The Glejser Test was employed in this study because it has a value used as a benchmark standard in determining the symptoms of heteroscedasticity.

Statistical Test

Partial Hypothesis Test (t-Test)

The partial significance test was done to find out how much influence the independent variable 1 had on the dependent variable with the assumption that the other variables are constant. The test was carried out in two directions, with a confidence level of 95% and a significant level test of the influence of the correlation between the independent variables individually and the dependent variable was carried out, where the significance level was determined at 5% and df = n-k.

The decision-making criteria used were as follows:

1. If Tcount>Ttableor T value < α, then:
   a. Hais accepted because there is a significant effect,
   b. H0is rejected because there is no significant effect.
2. If Tcount < Ttable or T value > α, then:
   a. Hais rejected because there is no significant effect,
   b. H0is accepted because there is a significant effect.

Simultaneous Hypothesis Testing (F Test)

The F test was used to determine whether the independent variables simultaneously had a significant effect on the dependent variable. The degree of confidence level used was 0.05. If the calculated F value is greater than the F value according to the table, then the alternative hypothesis is that all independent variables simultaneously had a significant effect on the dependent variable.

Path Analysis

According to Ghozali (2011), the path analysis method is used to analyze the pattern of relationships between variables. This model was used to determine the direct or indirect effect of a set of independent variables on the dependent variable. This method was used to examine the effect of the independent variable (Reference Group and Risk Perception) on the dependent variable (Consumer Trust and Purchase Decision).

The basic parameters in the Path Analysis are as follows:

Path Diagram

This step is related to the information of an initial structural equation model before estimation. The path diagram model must be formulated based on a strong theory or based on the results of a previous study.

Structural Equation

Before the researcher analyzed a study in path analysis, a path diagram used to present the problem in the form of an image was made in advance and the structural equation that states the relationship between the variables on the path diagram was determined as well.

Calculating the Correlation Matrix between Variables

This study employed Spearman Rank Correlation to calculate the correlation coefficient sought. This correlation coefficient technique can be used to test the correlation between research variables on non-parametric statistics (ordinal scale).

Determining the Coefficient of Each Path

After knowing the path equation above, the coefficient value of each path was determined.

The Coefficient of Significant Test of Pxy

After the coefficients that affect each of the Pxy paths were known, then the coefficient of influence was tested for significance.

Determining Residual Factor

Based on the coefficient of determination, the residual factor or error variance can be identified, namely the magnitude of the influence of other variables not examined on endogenous variables.

Overview Of The Research Object
Generation X

In recent years, the definition of generation has developed. One of which is the definition put forward by Kupperschmidt in Putra (2017)which defines a generation as a group of individuals who identify their group based on the similarity of the year of birth, age, location, and events in the life of a group of individuals which have a significant influence in their growth phase.

Several studies consistently found the comparison between generational differences, with samples from the 1950s to early 2000s, showing differences in the characteristics of 3 generation groups, namely baby boomers generation, generation X, and generation Y (Millennials).

Generation X In Pekanbaru

Based on Government Regulation No. 19 of 1987 dated September 7, 1987, Pekanbaru consists of 8 sub-districts from the previous 5-sub-districts, with an area of 446.5 Km2. After measurements and benchmarks were carried out by the Riau National Land Agency, the area of Pekanbaru was further verified to be 632.26 Km2. The data of Statistics Indonesia mentioned in 2019 showed the number of population projections for Pekanbaru was 1,149,359 people with the number of Generation X of 210,974 people.

Findings And Discussion
Description Of Research Findings Variables

Based on the questionnaires that had been distributed, the respondents' responses to the influence of reference group and risk perception on trust and online purchasing decision in Generation X in Pekanbaru to each variable were obtained as follows:

1. Reference Group

Based on the study, it can be seen that the responses of 100 respondents to the statements of the Reference Group variable had an average of 3.49. Therefore, it can be concluded that the respondents in this study agreed in considering the opinion of the reference group for online shopping.

2. Risk Perception

In this study, the respondents' responses to the Risk Perception variable had an average of 3.84. Thus, it can be concluded that the respondents in this study considered that shopping online poses risks that may occur.

3. Trust

In this study, respondents' responses to the statements of the Trust variable had an average of 3.9. Thus, it can be concluded that the respondents in this study had the trust to shop online.

4. Online Purchase Decision

In this study, the respondents' responses to the Online Purchase Decision variable got an average of

4.07. Thus, it can be concluded that the respondents in this study strongly agreed that shopping online is the right decision.

Instrument Analysis
Validity Test.

Table 1. Validity Test Results

Variable	Statement	r Count	r Table	Description
Reference Group (X1)	X1.P1	0.530	0.197	Valid
	X1.P2	0.552	0.197	Valid
	X1.P3	0.679	0.197	Valid
	X1.P4	0.547	0.197	Valid
	X1.P5	0.316	0.197	Valid
	X1.P6	0.410	0.197	Valid
	X1.P7	0.519	0.197	Valid
	X1.P8	0.578	0.197	Valid
	X1.P9	0.586	0.197	Valid
	X1.P10	0.538	0.197	Valid
	X1.P11	0.359	0.197	Valid
Risk Perception (X2)	X2.P1	0.765	0.197	Valid
	X2.P2	0.617	0.197	Valid
	X2.P3	0.809	0.197	Valid
	X2.P4	0.702	0.197	Valid
	X2.P5	0.744	0.197	Valid
	X2.P6	0.214	0.197	Valid
Trust	Y1.P1	0.624	0.197	Valid
	Y1.P2	0.680	0.197	Valid
	Y1.P3	0.756	0.197	Valid
	Y1.P4	0.611	0.197	Valid
	Y1.P5	0.660	0.197	Valid
	Y1.P6	0.352	0.197	Valid
Purchase Decision	Y2.P1	0.826	0.197	Valid
	Y2.P2	0.842	0.197	Valid
	Y2.P3	0.661	0.197	Valid
	Y2.P4	0.688	0.197	Valid
	Y2.P5	0.571	0.197	Valid

Source: Research Findings, 2021

Reliability Test

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Critical Value	Description
Reference Group	0.701	0.6	Reliable
Risk Perception	0.706	0.6	Reliable
Trust	0.662	0.6	Reliable
Purchase Decision	0.769	0.6	Reliable

Source: Research Findings, 2021

Classic Assumption Test
Normality Test

Table 3. Kolmogorov SmirnovNormality Test Results

Phase 1

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	2,61265855
Most Extreme Differences	Absolute	,053
	Positive	,053
	Negative	-,047
Test Statistic		,053
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Phase 2

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	2,21713054
Most Extreme Differences	Absolute	,040
	Positive	,035
	Negative	-,040
Test Statistic		,040
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Research Findings, 2021

Multicollinearity Test

Table 4. Multicollinearity Test Results

Phase 1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8,162	2,543		3,210	,002		
	Kelompok Referensi	,190	,073	,820	4,594	,011	,713	1,402
	Persepsi Risiko	,159	,094	,092	-,204	,068	,713	1,402

a. Dependent Variable: Kepercayaan

Phase 2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-3,882	2,282		-1,702	,092		
	Kelompok Referensi	,793	,081	,416	9,154	,000	,667	1,499
	Persepsi Risiko	-,032	,065	,046	-,500	,618	,693	1,444
	Kepercayaan	,234	,087	,845	12,212	,008	,828	1,208

a. Dependent Variable: Keputusan Pembelian

Source: Research Findings, 2021

Heteroscedasticity Test

Heteroscedasticity test obtained the following results:

Table 5. Heteroscedasticity Test Results

Phase 1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,449	1,518		2,272	,025		
	Kelompok Referensi	-,036	,044	-,100	-,833	,407	,713	1,402
	Persepsi Risiko	,005	,056	,011	,090	,928	,713	1,402

a. Dependent Variable: Abs_RES

Phase 2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1,963	1,326		1,480	,142		
	Kelompok Referensi	,056	,038	,181	1,486	,141	,667	1,499
	Persepsi Risiko	-,034	,047	-,086	-,717	,475	,693	1,444
	Kepercayaan	-,091	,050	-,198	-1,809	,074	,828	1,208

a. Dependent Variable: Abs_RES

Source: Research Findings, 2021

Hypothesis Testing
Regression Test: Phase 1

Table 6. Simultaneous Test Results (F Test) Phase 1

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140,338	2	70,169	30,072	,000[b]
	Residual	675,772	97	6,967		
	Total	816,110	99			

a. Dependent Variable: Kepercayaan

b. Predictors: (Constant), Persepsi Risiko, Kelompok Referensi

Source: Research Findings, 2021

Table 7. Partial Test Results (t-Test) Phase 1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,162	2,543		3,210	,002
	Kelompok Referensi	,190	,073	,820	4,594	,011
	Persepsi Risiko	,159	,094	,092	-,204	,068

a. Dependent Variable: Kepercayaan

Source: Research Findings, 2021

Table 8. Coefficient of Determination Test (R^2) Phase 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,415[a]	,172	,155	2,63946

a. Predictors: (Constant), Persepsi Risiko, Kelompok Referensi

Source: Research Findings, 2021

Regression Test: Phase 2

The following are the results obtained from the test carried out:

Table 9. Simultaneous Test Results (F Test) Phase 2

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	822,739	3	274,246	54,100	,000[b]
	Residual	486,651	96	5,069		
	Total	1309,390	99			

a. Dependent Variable: Keputusan Pembelian

b. Predictors: (Constant), Kepercayaan, Persepsi Risiko, Kelompok Referensi

Source: Research Findings, 2021

The following are the results obtained from partial testing:

Table 10. Partial Test Results (t-Test) Phase 2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3,882	2,282		-1,702	,092
	Kelompok Referensi	,793	,081	,416	9,154	,000
	Persepsi Risiko	-,032	,065	,046	-,500	,618
	Kepercayaan	,234	,087	,845	12,212	,008

a. Dependent Variable: Keputusan Pembelian

Source: Research Findings, 2021

The phase 2 regression test above showed the value of the coefficient of determination phase 2 as follows:

Table 10. Coefficient of Determination Test (R^2)Phase 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,893[a]	,728	,697	2,25151

a. Predictors: (Constant), Kepercayaan, Persepsi Risiko, Kelompok Referensi

Source: Research Findings, 2021

Path Analysis

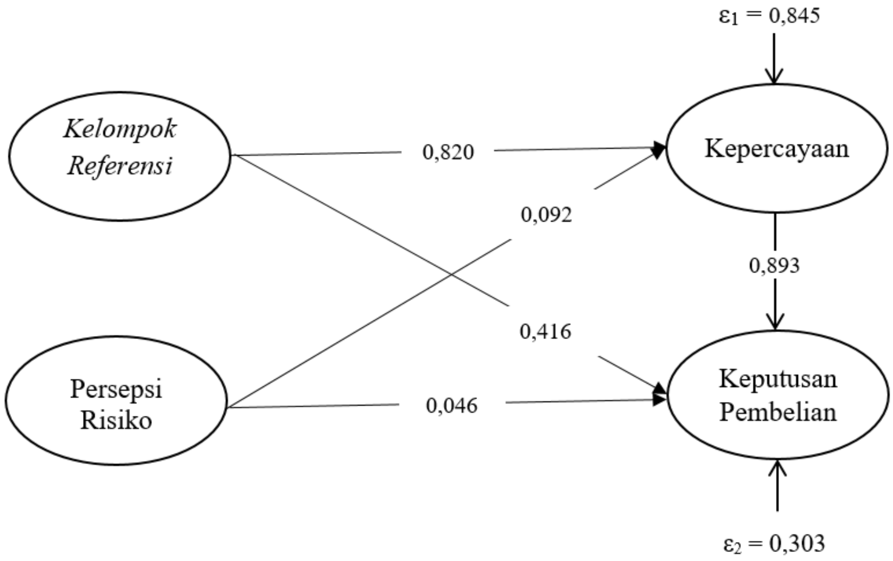
Table 11. Direct and Indirect Effect

Variable	Direct	Indirect	Total	Description
Reference Group → Trust	0.820	-	0.820	Strong
Risk Perception → Trust	0.092	-	0.092	Weak
Reference Group → Purchase Decision	0.416	0.820 x 0.893 = 0.732	1.148	Strong

Risk Perception → Purchase Decision	0.046	0.092 x 0.893 = 0.082	0.128	Weak
Trust → Purchase Decision	0.893	-	0.893	Strong

Source: Research Findings, 2021

From the results of data calculations that had been done previously, it can be converted into a Path Diagram image below.



Source: Research Findings, 2021

Figure 1 - Path Analysis

$\varepsilon_1 = \sqrt{1 - R^2} = \sqrt{1 - 0.155} = 0.845$

$\varepsilon_2 = \sqrt{1 - R^2} = \sqrt{1 - 0.697} = 0.303$

Discussion of Research Findings

The discussion of this study was carried out to prove or answer the hypothesis previously made by the researcher.

The Effect of Reference Group on Trust

The results of this study indicate that the Reference Group had a positive and significant effect on the Trust of Generation X in Pekanbaru.

The Effect of Risk Perception on Trust

From the study that had been done, Risk Perception had a negative and insignificant effect on Consumer Trust of Generation X in Pekanbaru. A previous study conducted by I. P. A. Putra et al. (2016)get similar results where Risk Perception has a negative and significant effect on Consumer Trust

The Effect of Reference Group on Online Purchase Decision

The results showed that the Reference Group had a positive and significant effect on the Online Purchase Decision of Generation X Pekanbaru

The Effect of Risk Perception on Online Purchase Decision

In the study that had been done, the results indicate that Risk Perception had a negative and insignificant effect on Online Purchase Decisions.

The Effect of Trust on Online Purchase Decision

Based on the findings of this study, the trust had a positive and significant impact on Generation X Online Purchase Decision in Pekanbaru.

The Effect of Reference Group on Online Purchase Decision Through Trust

The results showed that the Reference Group had a significant effect on Online Purchase Decision through Trust in Generation X in Pekanbaru.

The Effect of Risk Perception on Online Purchase Decision Through Trust

From the findings, it can be concluded that the effect that occurred between the Risk Perception variable on Online Purchase Decision in Generation X in Pekanbaru had a greater indirect effect.

Conclusion And Suggestions

Conclusion

Based on the findings of the study, data analysis, and discussions that had been carried out previously, it can be concluded as follows:

1. The Reference Group has a positive and significant impact on Generation X Trust in online shopping in Pekanbaru. This indicates that when the Generation X reference group increases, Generation X's trust to shop online will increase.
2. Risk perception has a negative and insignificant effect on the Trust of Generation X in shopping online in Pekanbaru. This indicates that the higher the perception of risk in transactions, the lower the trust of Generation X to shop online.
3. The Reference Group has a positive and significant effect on Online Purchase Decision in Generation X in Pekanbaru. This indicates that if the Generation X reference group increases, the purchase decision of Generation X to shop online will increase.
4. Risk perception has a negative and insignificant effect on Online Purchase Decision in Generation X in Pekanbaru. This indicates that if the perception of risk is high, the purchase decision of Generation X will decrease.
5. Trust has a positive and significant effect on Online Purchase Decision in Generation X in Pekanbaru. This indicates that the higher the consumer trust, the higher the online purchase decision.
6. The reference group has a significant effect on Online Purchase Decision through Trust in Generation X in Pekanbaru. This means that trust is able to be a mediating variable between the reference group variable on the online purchase decision of Generation X in Pekanbaru.
7. Risk Perception has a significant effect on Online Purchase Decision through Trust in Generation X in Pekanbaru. This indicates that the trust variable is able to be a mediating variable between the risk perception variable on the online purchase decision of Generation X in Pekanbaru.

Suggestion

Based on the study, discussion, and conclusions obtained, the following suggestions can be given:

1. For online business actors. In this study, risk perception is an important factor that affects trust. Thus, it is recommended for online businesses to continue to increase consumer confidence by providing certainty in purchasing products and minimizing existing risks.
2. It is highly recommended for online business actors to pay attention and control as well as seek better problem solving to minimize consumer worries in shopping online. Accordingly, the perception of risk decreases and convinces consumers that the decision to shop online is the right decision.
3. For future researchers, this study can be used as material for comparison and reference for research. The researcher also suggests developing further study using other analytical instruments aimed at obtaining more detailed results and adding functional risk indicators and physical risk indicators to measure risk perception variables.

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VICTORY MEDIA CHANGES IN VICTORY QUALITY

Abstract: *Convergence, media cross-ownership and multimedia newsrooms are becoming increasingly part of the vocabulary of contemporary journalism - in practice, education, as well as research. The literature exploring multimedia is expanding rapidly but it is clear that it means many different things to different people. Research into what multimedia in news work means for journalism and journalists is proliferating. In this paper the social and cultural context of multimedia in journalism, its meaning for contemporary newsrooms and media organizations, and its current (emerging) practices in Europe and the United States are analyzed.*

Key words: *media, journalism, newspapers, results, marketing, departments resulted, subscriptions.*
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Introduction

In the second half of the twentieth century, art developed rapidly in most parts of the world. In particular, the US-Japan winds have been high. The Ulli Lakes region of the United States is known as the land of the wind. There are steel-aluminum refineries, automobile oil refineries. These are the hallmarks of the industrial age. In these factories, workers strive to provide a better life for themselves in the industrial age. Professionals who have made a good living in the industry have a great reputation. Along with Usi, this era has seen a number of inconsistencies. Here are some suggestions on how to look or get an appointment for hair extensions. As our roads become more and more diverse, so does our judgment. Our homes have grown richer and richer, and our hands have shrunk. We spend a lot of money to buy a lot of things, but we use less of them. Our flats are getting bigger and bigger. The number of medicines has increased, but our health has not improved. The cure for depression has increased, but our joy has not diminished. We have learned a lot about nature, but we can't learn how to do it well.

Of course, these views are not entirely accurate. But there are many examples of this in prison. Because our age is full of contradictions. For example, our children know more about computers than their parents do. But if we want to reach the level of general knowledge, it needs to be deepened. The number of divorces in the world is growing. Inflation has hit most winds.

In politics, the parties are losing their loyal members. Hand technology, on the other hand, is becoming more politicized than ever before. In a number of countries, nationalism is on the rise. Along with Al Usin, globalization continues unabated.

In the face of such contradictions, it is difficult to see what is behind the current trends. It is unknown at this time what he will do after leaving the post. Regardless of the matrices used by all computer calculations, mathematical models, and futurists, it is difficult to determine what awaits us tomorrow. Finally, we should not be skeptical about identifying the only negative trends when making forecasts for the future. It's not enough to just look ahead. " In the case of most people, futurists look to the future as a continuation of the present. The only downside to these trends is that they don't last long. Trends can be reversed or resumed. There is no guarantee that what is happening today will continue on earth.

It will be useful for you to be aware of both types of two word expressions. At first glance, they may not seem to be related to each other. Forecasts should not be limited to enemies. Nothing in the world is the same. The future will not eat anything that is hard. It is like a stream of water. The Second Wave of Civilization has increased our ability to divide our training. Most people are more into analytics than synthesis. Finally, our vision of the future is a system of concepts.

Today we are on the threshold of the era of synthesis. The tendency in all spheres of knowledge is sociology, psychology, economics, and so on. The demand for a return to a unified state is strong. Because we know more and more about the little things as we go about our daily routine. And again, these would mean that we have to spend for these processes .

When we move from the second wave of information to the next wave, we change our psyche. There are so many types it's hard to say. Together, Wolardi forms the image of the world we create. These images do not appear by word of mouth. They are shaped by the information we receive from the world around us. Due to the richness of these changes, we have been able to inform the political institutions of our country. 'ni' was affected.

Before the beginning of the era of mass media bastan keshirgen. Wol's teacher, of course, knew the glory of life through images he received from members of the Shanarak. According to psychologist-futurologist Herbert Djuani, the number of people in the "winds" who did not have a television or radio at home was even higher. He did not have the opportunity to get to know me. Only a handful of people came to Shet Yel. There was nothing that you did to cause it. The worldview of the boy who grew up in the village is quite shaped. The boy often heard the words, "You can't do that," and it had a significant effect on his behavior.

In the second wave, the individual's voice increased the number of sources from which he received the information. Now the boy has a clear idea of what the world is like. Wol heard it from people, from newspapers and magazines, from radio and television. Some of the visual images are scattered among the masses, breaking the history of millions of people. Lenin's flag on the flagpole has become a symbol of this genocide for millions of people. Many movie and sports stars have become popular through the media. As a result of advertising, millions of people have become acquainted with certain types of tobacco products. Images that have been created in a way that has been created and that have been broken into the history of the people with the help of means of victory are necessary for the industrial system. helped to shape existing standards of conduct.

Such an argument in the process of molding images gives them a temporary character. Unless you have a specific destination, you're just moving the car and wasting gas. My name and my relationship are like a rocket, and it flies into our minds and disappears. Every day, scientific and psychological theories are gaining ground. Ideology is one of the strongest forces in the world. It is difficult to imagine how such a burqa can be created in such a life. This wave not only speeds up the flow of information.

In the aftermath of the second wave, victory media reached a wider audience. Significant changes are taking place at the moment. When this wave enters like a thunderbolt, the means of victory must share the influence of the broad 'jayi'wdi' worni on the 'wing of the wing'. 'r boladi' said heshkim unexpectedly ate. The so-called "de-massification of the media" has led to a series of upheavals on several fronts. For example, you can look at these newspapers. Newspapers, which are the new wave of victory news for the second wave, are on the rise. In 1973, the circulation of U.S. newspapers reached 63 million copies per day. Circulation has been stagnant since then. By 1978, that number had risen to 62 million, but even worse. Newspapers reported that Americans made up 69% of the daily population in 1972, compared to 62% in 1977. In New York, between the 1970s and 1976s, three daily newspapers lost 550,000 copies. The Los Angeles Times reported that by 1976, 80,000 people had died. The Philadelphia Shipwreck or the Big Newspaper's 'Waqiwis' The number of San Francisco or newspaper readers did not decrease to 90 thousand. Unexpectedly, small newspapers appeared at the same time as the wind.

America's "Cleveland News", "Hartford Times"¸ "Detroit Times" ¸ "Chicago Today"¸ Long Island Press 'p ketti. The same can be said of Ulli in Britain. Between 1965 and the 1970s, the circulation of the national daily newspapers decreased by 8%. This can be seen in the example of Karakalpakstan. In the 1970s and 1990s, a copy of the newspaper Yerkin Karakalpakstan (Soviet Karakalpakstan) 60-70 thousand copies of the newspaper "Karakalpakstan Jaslari" (30 thousand copies). It can be seen that the reduction in the number of copies of newspapers has been a triumph. Such losses cannot be explained by the large-scale and rapid development of television alone. A copy of each daily newspaper is a small weekly, as well as 2-3 times a week. The so-called "newspapers" are being advertised and controversial by the newspapers. The demands of the market have been fully met, and the major daily newspapers of the capitals are in crisis. Copies are being exchanged for smaller editions.

The second example is related to magazines. Since the 1950s, a major magazine has been published in the United States every year. "Life" Look "Look" Satur "Saturday Evening Post" It's been awhile. Between 1970 and 1977, the population of the United States grew to 14 million, and the circulation of 25 magazines fell by 4 million.

At the same time, thousands of small magazines have appeared in the United States. markets are dedicated to this. ' Both the U.S. and the aviation industry are currently struggling to cope with the growing demand for poetry. It is possible to choose the one that suits them best. Tinners, retirees, track and field athletes, fantasies, old cameras, collectors, tennis fans, skateboarders - these were all have their own 'pressasi. New York ¸ New West patch Pittsburgher regional magazines are on the rise. Some of Wolardi's markets are regional in nature, as well as in terms of interest. An example today is Western Farmer, a Kentucky Business Ledger patch.

The tide of protectionist sentiment was flowing into the region. Along with the technosphere, the infosphere is also emerging. will be '. These changes have completely changed our perception of the world and the possibilities of understanding it. Today, some psychiatrists are trying to help make our prison a better place. They provide practical assistance in solving common research problems. We need more counselors to help us.

It's time to dump her and move on. For example, we spend hours studying the structure of the amoeba. To study the structure of everyday life, that is, why time is spent and how money is spent. ha'm tb don't pay attention. The system of schools in the cities, and even on the scale of individual companies, would be acceptable for the consolidation of all kinds of civil service groups. These shots can be used to provide utilities on a contract basis. It would also be possible to set up squads to "protect the environment", "clean the castle", and "help the elderly". What is the meaning of the life of the members of the community, along with the provision of useful services and the maintenance of the structure of life? he would have forgiven. As this wave approaches, we will need to shape a more integrated world outlook. Of course, the world cannot be covered by the whole world. Only by using a large number of definitions can we create a molded picture of the world.

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THE CHRONOTOPE OF THE «JÁNNET BAǴÍ (GARDEN OF PARADISE)» IN THE NOVEL OF THE SAME NAME BY KARAKALPAK WRITER AMANGELDI KHALMURATOV

Abstract*: The article is devoted to one of the urgent problems of world literary studies, including Karakalpak literary studies. It explores the role of the chronotope of the "Garden of the paradise" in the novel of the same name by the talented Karakalpak writer Amangeldi Khalmuratov, which is a special artistic phenomenon in the literary process in the late 90s of the twentieth century. The author reveals the plot-compositional function and artistic and aesthetic significance of this chronotope as a way of expressing the poetic model of the author's world. The author of the article proves that in the novel the writer removes the special role of revealing the inner worlds of the characters through the mythologems of the garden.*

Key words*: chronotope, poetic model of the world, the mythologeme of the garden, Garden of paradise, the inner world of man, inner paradise.*

Language*: English*

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Introduction

"Artistic time and artistic space are the most important characteristics of the artistic image, which provide a holistic perception of the artistic activity and organize the composition of the work." [1, 488]. From this point of view, in the mystical-fantastic novel "Jánnet baǵı (Garden of Paradise)" by the talented Karakalpak writer Amangeldy Khalmuratov in the late 1990s, which is valued as a special artistic phenomenon in the literary process, the chronotope is a characteristic figurative model which reflects the author's artistic, aesthetic and philosophical views on the world and the environment.

The interaction of time and space was called by the Russian scientist M. Bakhtin with the term "chronotope" (literally translated "time space") [2, 234]. "In the 30s of the twentieth century, M. Bakhtin introduced the concept of chronotope to the study of literature, it takes into account the genre, composition, plot, structure of the literary text based on the literary work, its coverage of important parts of the poetics of images, the appropriate illumination of artistic space and time. This is because if a literary work, its each poetic part cannot be studied in the system of chronotope, it will be difficult to discuss a certain work as an independent artistic phenomenon "[3, 24]. Therefore, in this article, we want to study the novel "Jánnet baǵı (Garden of Paradise)" (1998) by the talented and skilled Karakalpak writer A. Khalmuratov on the basis of chronotope theory and focus on the evaluation of Karakalpak literature, including the national novel in the context of world literature.

In the novel "Jánnet baǵı (Garden of Paradise)" several types of chronotope are used (garden, Garden of Paradise, hotel, room 610, evening, morning, planet of Eternal Morning, threshold, window, etc.), All of these images are depicted in the plot of the work in connection with the author's idea in one center - "jánnet baǵı (garden of paradise)" in terms of composition. Therefore, the external title of the work is also called "Jánnet baǵı (Garden of Paradise)".

"... The garden represents a mythopoetic model of the world in artistic space... Both in reality and in artistic works gardens have a high sacred status, they symbolize paradise on earth". [4, Electronic resource]. In A. Khalmuratov's novel "Jánnet baǵı" the image of the garden is used in two senses: in the sense of a real garden and in the sense of the Garden of Paradise (sacred place). First of all, the image of the garden in the work, the protagonist, the artist Arthur, rests in the summer teahouse of the hotel "Úmit otları (Flames of Hope)" when he wants loneliness, while sitting in a separate place (indoor space) in the most beautiful of its kind, is given in connection with his thoughts (in the inner monologue) while looking at the beautiful place surrounded by green grass and green leaves of various trees through the window wall. For example: "Qalay da, ol japıraqlardıń qoyıw sayası astında sırlı mákan, sırlı dúnya ishinde mawjıraǵan bárshe gózzalıqlardan kózin almay zawıqlanar edi. "Misli jánnet baǵı eken" – degen qıyal jılt etip ótti. Ruwxımız tánnen azat bolǵannan soń barıp jetetuǵın jeti jánnettiń biri usı úsh ólshemli dúnyanıń (Artur "úsh ólshemli dúnya" dep ótken, házirgi hám keleshek ómirdi túsinedi –S.J.) ózinde de bolsa ne ájep? Aqırı, solay bolıwı da múmkin ǵoy… Ráhátinen mashaqatı basım mına dúnyanı qıyǵımız kelmewinde de bir mánis bar, aqırı! Ayaǵımız jetpegen, kózimiz kórmegen qansha jánnet baǵları Jer ústinde jarıq Álemdi bezep tur. Olar sonshama ápiwayı, sonshama tábiyiy hám sonshama gózzal qarap kóz toymaydı. Qol sozım jerge Jánnet baǵın ákelgen hám onı kórip ruwxımız zawıq alǵanday kewil kózlerin ashqan Allaǵa hamdusanalar bolsın! Qáne, endi házir usı jánnet baǵınıń ishine kirip barsań …" (Anyway, under the shade of leaves, he would enjoy the mysterious place, the mysterious world, and all the beauties. The thought, "It's like a garden of paradise," flashed through his mind. What is so remarkable about this three-dimensional world (Arthur understands the "three-dimensional world" as past, present and future life - S.J), one of the seven heavens that the soul will reach after liberation from the body? After all, it can happen ... there is a meaning in that we do not want to leave this world, which is so busy with problems, not pleasure, after all! There are so many gardens of paradise that we have not yet gone, that we have not seen which decorate the light world on the ground. They are so simple, so natural and so beautiful, insatiable to look at. Prays to Allah, Who has brought the Garden of Paradise to the earth and opened eyes of soul to be delighted to see it and enjoy our spirit! Well, now will I enter this garden of paradise ...) "[5, 57]. M.D. Veslopolova in the article on the peculiarities of the use of the chronotope of the Garden of Paradise in the lyrics of the famous Russian poet F.I. Tyutchev in 1850-1870, notes that the space of the Garden of Paradise in the poet poems has the following characteristics: "... shadow (of trees or the vaults of a room); coolness as the opposite of heat, heat, flame, which are associated with the passions of earthly life; water (fountain, river, in other poems a lake... separateness from ordinary life, a boundary (garden fence, windows, river). In this space the hero is in a special state of peace, harmony...". [6, 10]. In an excerpt from A. Khalmuratov's novel, the image of a garden, firstly, for the protagonist Arthur "a mysterious world, a mysterious place under the shade of leaves", secondly, a place of refuge from the scorching heat of summer, and most importantly, an artistic space that promotes to reveal the special spiritual state of the protagonist, his loneliness, the meaning of life, the disclosure of inner feelings "how to live?". However, the protagonist of the work is separated from the "paradise" on a short distance – through the window wall (window chronotope, wall chronotope in literature means the distance from the ancient times, boundary space), i.e. from the pleasures of life on earth, the pleasures of the body (delicious food, drinks –green tea, djin).

However, the characters depicted in the work have different ideas about the environment and life around them. For example, the protagonist of the work, the artist Arthur, whole life asks: "What is our place in the infinite world around us? Don't we waste most of our lives without setting goals in our lives? What is the purpose of the living? " [5, 53] and in order to find answers to these questions, triesé with all his heart and soul to find the "Garden of Paradise" which is considered to be the place where all human beings in this world are protected from the evils of the external world, from all kinds of evils and sins, and who are spiritually cleansed for human beings. This is because he thinks about the common human idea "I ... I ... anyway will find the Garden of Paradise, and I will not rest a bit until I achieve the unity of all on Earth." P. Nurzhanov, a scientist who studied Karakalpak novels of 1970-2000, wrote about the author's novelty in the novel: "raises humanitarian issues like the connection between man and the world around him, the meaning of human life, his aspirations, desires, etc... The topic raised by A. Khalmuratov in the novel is new. The world of images, their individual qualities, aspirations, desires do not fit into the spiritual world of the characters that already exist in our national romance. "[7, 52]. With such artistic peculiarities, the garden chronotope in A. Khalmuratov's novel "Garden of Paradise" is used in a symbolic sense (mythopoetic image - Garden of Paradise) and serves to reveal the author's philosophical, religious, artistic and aesthetic ideas about life and its meaning.

In the Russian literature Yu.M. Sokolova in revealing the peculiarities of the use of the chronotope of the Garden of Eden in John Milton's poem "Lost Paradise" in Western European literature proved it by quoting the following comments from the work of the famous scientist D.S. Likhachev "Poetry of Gardens" (M., 1998). "... The idea of closeness, "isolated from sin", formed the basis of the idea of the garden as an earthly paradise, which was embodied, in particular, in garden art. Up until the nineteenth century, the garden was understood as a likeness of the universe, as a "book by which one can "read" the universe. At the same time the garden is one of the topoi of the Bible, because the Universe itself is a kind of materialized Bible. The universe is a kind of text by which the divine will is read. But the garden is a special book: it reflects the world only in its good and ideal essence. Therefore the supreme meaning of the garden is paradise, Eden." [8, 17]. In Karakalpak prose, in the ideological-aesthetic and plot-compositional basis of A.Khalmuratov's novel "Garden of Paradise" lies the mythology of this Garden of Paradise.

In the work, the chronotope of the Garden of Paradise is considered to be the place of spiritual purification of the characters, in the novel, these intentions of the protagonists are conveyed through romantic descriptions of their occurrence in the Eternal Morning (where the time for prayer is never reached), as revealed by Pir (spiritual teacher, guide) in the teachings of Sufism (a major current in Islam).

The author also gives the protagonist Arthur's philosophical and religious views on the existence of a world adjacent to this world, and the fact that humanity will whenever pass into this world (place). This work, which was difficult for the simple reader to understand, was published in the 1998 issue [9] of the magazine "Amiwdarya" with a foreword by the editors. It states: “We would also like to point out that the events and opinions expressed in the novel about the neighboring world and the first steps of spiritual communication with these worlds are not invented by the author. In the Holy Qur'an, it is stated that God created eighteen thousand worlds. Whoever believes in the truth of this message will quickly understand the order of these worlds. But in what way can you imagine the order of these worlds? If whoever wants to understand the unity of all creation, the interconnectedness of all the worlds in it ... understands that the cruelty of one person to the desired nature, to everything that comes with him, hurts all the worlds. So who should start the upbringing? ... Every human being is a world, an undiscovered world, where to find the way to other neighboring worlds? Of course, everyone is on their own” [5, 54]. Yu.M. Sokolova explains the role of the chronotope in John Silton's poem "Lost Paradise" as follows: "The pure, protected world of Nature is comparable to the inner world of man. In the treatises Milton wrote that the development of the inner world is essential to the development of a personal religious sense. Consequently, in the treatises Milton speaks of the very inner paradise ('paradise within') which is embodied in the image of the Garden of Eden in the poem and whose attainment is proclaimed at the end of the work." [8, 9]. In Karakalpak prose like this, in A. Khalmuratov's creation, existential ideas about the person, his place in the world, the main content of living, subsistence, began their evolutionary path in the writer's fantastic stories of the 1970s and in his psychological, fantasy tales of the 1980s and 1990s, such as "Bir aqsham (One night)" and "Táǵdirlesler (Fate mates)" and took the most mature poetic form in the mystical-fantastic novel "Garden of Paradise", created in the last years of the author's life. From this point of view, the variable meaning of the chronotope of the Garden of Paradise, described in this novel by the Karakalpak writer A. Khalmuratov, can be understood as a mature inner world, a pure heart, which helps to understand the identity of man. Therefore, in this work, the author puts forward the idea of humanity that the ultimate goal of the survival of man in this life is achieved not by looking at the external (objective) world, but by looking for a way to one's inner (spiritual) world.

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ISLAMIC STUDIES INSTITUTIONS IN THE SULTANATE OF BRUNEI-DARUSSALAM

***Abstract**: This article describes general information on the comprehensive aspects the sultanate of Brunei-Darussalam such as history, economy, and socio-cultural life. However, most important emphasis is given towards shedding light on the Islamic Studies Institutions such as Sultan Omar Ali Saifuddin Centre for Islamic Studies (SOASCIS) at Universiti Brunei Darussalam and Universiti Islam Sultan Sharif Ali (UNISSA) of the Sultanate of Brunei-Darussalam.*

***Key words**: Brunei-Darussalam, Islamic Studies Institutions.*

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Introduction

Brunei is located on the island of Borneo, along its north coast, bordering the South China Sea and Malaysia. Brunei consists of two non-neighbouring parts divided into a part of the Malaysian state of Sarawak, one part of which consists of 3 provinces inhabited by the main part Muara, Tutong and Kuala Belait, and the other part is Temburong Province, forming a tropical forest with unique flora and fauna. Brunei is 370 km off the coast of the sea and is an economic zone up to the middle of the South China Sea. Brunei covers an area of 5,765 km^2, which is more than twice bigger than Luxembourg with an area of 2,586 km². "The population of the country is over 430,000 (in 2018) and 65% are Brunei-Melayu, 25% Brunei-Chinese and the remaining 10% are local small ethnic groups." The capital is Bandar Seri Begawan. The official language is Melayu (Malay), English, Chinese and the native language is Brunei-Melayu, and almost all of the population is fluent in English. In 2014, Brunei became the first country in East Asia to adopt the first Islamic Sharia law. The Sultanate of Brunei is an oil-rich kingdom ruled by the Sultan. "According to the state system, it is an absolute monarchy and the current Sultan of Brunei, Haji Hassanal Bolkiah Muizzaddin Waddaulah (Yang Di-Pertuan Negara), is the 29th ruler and is a dynasty of sultans who have ruled continuously for 600 years."[6, p.3] He ascended the throne in 1967 and has played an invaluable role in the development of the sultanate, ensuring the peace and prosperity of the country. On January 1, 1984, Brunei Darussalam gained full independence and the Sultan was appointed as Prime Minister of Chairman of the Council of Six Ministers, Minister of Finance and Minister of the Interior Affairs.

Analysis of the Socio-economic life of Brunei-Darussalam

The economy of Brunei Darussalam primarily relies on revenues from liquefied natural gas and oil, 70% of the country's income comes from these natural resources, and the sultanate uses these funds to finance development programs. The country is one of the world leaders in terms of GDP per capita (GDP PPP) and ranked fourth in 2017 with $ 79,000. Brunei's key economic indicators: "Gross Domestic Product (GDP) in 2017, according to the World Bank, amounted to 12 billion." and increased by 6.1% compared to the previous year and averaged $ 30,000 per capita. The deflation rate in the country has averaged around 0.4% over the last 3 years.

The country's trade balance showed a positive balance, and over the past 3 years, export-import has yielded the following results:

Table 1. Brunei Foreign Trade and Balance, 2015, 2016 and 2017.

	2015	2016	2017
Export	6.4	5.2	5.9
Import	3.2	2.7	3
Balance	3.2	2.5	2.9

** In Billon U.S. dollars.*

The military potential of the country. According to official data, in 2017, Brunei accounted for 2.87% of GDP, or 418 million to the military sphere. The U.S. dollar has allocated funds. “The eligibility for military service in the country starts at the age of 17 and the total number is 108,356 of which the total number of active military personnel is 10,000. Military Forces: Consists of the Royal Brunei Armed Forces, the Royal Brunei Navy and the Royal Brunei Air Force (Tentera Udara Diraja Brunei). Non-Malays for volunteer military service are not eligible to serve and undergo a total of 43 weeks of initial training from the Army, Navy, and Air Force.

The cultural sphere in Brunei. Located in Kota Batu, the old capital near Bandar Seri Begawan, the museum building features carvings based on traditional Malay patterns, similar to the design of the tomb of Sultan Bolkiah, ruler of the Sultanate of Brunei in the 15th century. The museum has an Islamic art gallery, a natural history gallery and galleries for temporary exhibitions. The historical gallery contains exhibits related to the history of Southeast Asia, which belonged to Brunei from the time of its conquest by the Spaniards and Portuguese in the 16th century. The exhibitions cover the traditional way of life of many people in the country and the natural history of flora and fauna. In the ninth and tenth centuries, there are Iranian and Central Asian porcelain, Egyptian and Levantine bottles, woven fabrics, gold ornaments, a set of rituals used in the country, and sultan’s weapons. The most ancient artefacts are the personal collections of the Sultan of Brunei, including silver and gold coins collected from a wide range of the Islamic world. Another important exhibition is a painting entitled “The Spirit of Buddha: A History of Japanese Martial Arts,” which includes weapons and costumes and costumes used in Japan in the eighth and fourteenth centuries. There is also a local Brunei Shell Petroleum oil and gas industry exhibition displaying oil exploration and discovery processes in Brunei. Large-scale exhibition Large-scale exhibitions are displayed in the rooms behind the museum building in the park area.

Brunei Darussalam Maritime Museum. Like the ship, the museum consists of three galleries. A third gallery for two permanent exhibitions and temporary exhibitions. The exhibition features more than 13,000 items made in China, Vietnam and Thailand, dug from a huge canal that sank off the coast of Borneo about 500 years ago.

The formation of the Islamic kingdom in Borneo dates back to the 14th century, and Avang Alak Betar converted to Islam in 1368 and proclaimed himself Sultan Muhammad Shah. This suggests that Islam has been in Brunei for almost 650 years, and that Brunei continued to increase its influence on the island of Borneo and the islands of present-day southern Philippines until the fourteenth and sixteenth centuries, and Brunei Darussalam was a powerful kingdom covering Sabah, Sarawak and the lower Philippines. Thus, the present Sultan is one of the oldest permanent ruling dynasties in the world. By the nineteenth century, the Brunei Darussalam Empire had been subjected to wars, piracy, and the colonial actions of European powers. In 1847, the sultan made a treaty with Great Britain, and in 1888, Brunei Darussalam officially became a British vassal. In 1906, the Residence System was established in Brunei Darussalam. A resident of England, he was appointed as a representative of the British government to advise the sultan on all matters except the traditions of the Malays and the religion of Islam. Because of an agreement signed with the United Kingdom in 1959, Brunei Darussalam created a constitution for self-government, in which Islam was recognized as the official religion in Brunei.

Among the religions [8, p.289] in Brunei, they follow the Shafi'i sect of Sunni Islam. "More than 75% of the population is Muslim, and other religions are important, such as 9% Buddhists and 8% Christians and 4% indigenous people."

State has organised many religious institutions, among them are the Zakat [3, p.4537] collection and distribution. Zakat [9, p.26] is one of the five pillars of Islam. [1, p.75; 2, p. 10; 5, P.441] The role of the zakat as a balancer in the society has been proved for many centuries since the spread of Islam. [2, P. 10; 4, p.314] The Islamic Religious Council of Brunei Darussalam (MUIB) under the Ministry of Religious Affairs (MORA) governs the management of zakat in Brunei Darussalam. [1, p.76]

Higher Education. The Sultanate has four Higher Education Institutions Brunei Darussalam University, Brunei University of Technology, Sultan Sharif Ali Islamic University and College of Teachers of Religious Education. For Brunei citizens in the country, higher education is absolutely free, with monthly stipends and free accommodation and 3 meals a day. Classes at universities are conducted in English, Arabic and Malay. Almost all foreign students study based on a Brunei state grant. Each University has religious disciplines taught by experienced professors.

Brunei Government Expenditure on Education Total percentage of GDP data was reported at 4.425 % in 2016. This records an increase from the previous number of 3.353 % for 2014. Brunei Government Expenditure on Education Total percentage of GDP data is updated yearly, averaging 3.706 % from Dec 1970 to 2016, with 27 observations. The data reached an all-time high of 8.793 % in 1973 and a record low of 1.191 % in 1980. Brunei BN: Government Expenditure on Education: Total: percentage of GDP data remains active status in CEIC and is reported by World Bank. The data is categorized under Global Database's Brunei – Table BN. World Bank. WDI: Education Statistics. General government expenditure on education (current, capital, and transfers) is expressed as a percentage of GDP. It includes expenditure funded by transfers from international sources to government. General government usually refers to local, regional and central governments.

Table 2. Stats on Education and literacy rate in Brunei-Darussalam

Duration of primary education	6 years
Duration of secondary education	7 years
Pupil-teacher ratio in primary education	10 students per teacher
Pupil-teacher ratio in secondary education	8.8 students per teacher
Youth literacy rate	99.6 %
Adult literacy rate	97.21 %

UNISSA- Universiti Islam Sultan Sharif Ali. The idea to open a second university in Brunei was first addressed by His Majesty Sultan Hassanal Bolkiah in his Titah "speech" delivered at University of Brunei Darussalam's 16th convocation in 2004 and again in 2005 at UBD's 17th convocation whereby His Majesty had stated that the second university shall be an Islamic university. The overall aim of the new university is to become a centre for the spread of Islam in the region.

The university took its name from the Sharifate of Mecca, Barkat Ali ibnu Sharif Ajlan ibnu Sharif Rumaithah, known as Sultan Sharif Ali, who was a descendant of Islamic prophet Muhammad and appointed as the third Sultan of Brunei after marrying the daughter of the previous sultan. He was the first sultan to build a mosque in Brunei; it was destroyed during Allied bombing in 1945/46.

On 11 Zulhijjah 1427AH (1 January 2007), Universiti Islam Sultan Sharif Ali was established. UNISSA received its first batch of students in August 2007. 125 undergraduates and 27 postgraduate students were admitted. On its launch, UNISSA absorbed academic and non-academic staff as well as its students from the Sultan Haji Omar Ali Saifuddien Institute of Islamic Studies (IPI SHOAS) which had hitherto been a part of UBD. At the time, UNISSA did not have their own premises and had to use IPI SHOAS as their base. In February 2009, the university moved to a new campus in Gadong at the former Pengiran Anak Puteri Rashidah College of Nursing to allow more room for expansion and facilities.

Sultan Omar Ali Saifuddin Center for Islamic Studies (SOASCIS) at the University of Brunei Darussalam. The Sultan Omar Ali Saifuddin Center for Islamic Studies (SOASCIS) was established on September 30 with the consent of Sultan Haji Hassanal Bolkiah Muizzaddin Waddaullah. One of its main goals is to train graduates and scholars who are equipped with the necessary knowledge and experience to lead Muslims facing the changes and challenges of today's world. This centre also prepares intellectuals who think on modern issues and have a strong intellectual capacity and a strong Islamic thinking.

The Centre is dedicated to the advanced study of Islam, in particular Islam's societal impact in terms of beliefs, practices, and organizational forms, by employing the tools and methods of Islamic sciences. In order to promote and improve our understanding of the Islamic world, in an increasingly inter-dependent world, this endeavor requires the continuous development of Islam-based tools of analysis to underpin the multi-disciplinary perspectives demanded by contemporary scholarship.

The Centre also organizes lectures, seminars, workshops and conferences, exhibitions and other academic events throughout the academic year. The SOASCIS welcomes scholars and students from all lifestyles and religious traditions to participate in Center's venture.

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THE KEEPING OF TURKISH MANUSCRIPTS OF MUKHTASARUL VIQAYA IN THE FUND OF THE ABU RAYHAN BERUNIY CENTER OF ORIENTAL MANUSCRIPTS UNDER THE TASHKENT STATE INSTITUTE OF ORIENTAL STUDIES

Abstract: *In recent years, the approach to jurisprudence has changed dramatically in our country. They were considered as a full-fledged scientific field, and a generalized scientific view in both secular and religious contexts began to take shape. In order to form these fields in a scientifically correct way, first, it is necessary to publish written texts, which are the original sources, in the modern Uzbek language, at a level that can be understood by the public. Due to this necessity, several scientific works on Hanafi jurisprudence and its history have been done. As proof of this, we have found it necessary to acknowledge some of them below.*

Key words: *Ubaydullah ibn Mas'ud Tajush sharia al-Bukhari, Bukhara, Mukhtasarul Viqoya.*
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Introduction

Ubaydullah ibn Mas'ud Tajush sharia al-Bukhari (d. 747/1346) belonged to the family of Turkestan scholars. His paternal grandfather was Tojush Sharia Umar; His maternal grandfather, Burhonush Sharia, is Mas'ud. Sadrush Shariat al-Awwal is a relative to Ahmad ibn Ubaydullah is both from a mother and a father side. He revealed the meaning of the book "Viqoya" written by his father and named it "Niqoya" [4. S. 191].

The author is one of the famous jurists from Bukhara [1. S.80]. According to Kafavi (d. 990/1582), this work was selected from the issues of Al-Hidaya, Al-Fatawa, and Al-Waqa'at. The author, Mahmud ibn Ahmad Mahbubi, wrote little by little for his grandson, Ubaydullah ibn Mas'ud Mahbubi, and his grandson memorized every piece written. By the end of the book, the future scientist was able to memorize the full text of the work. Ubaydullah ibn Mas'ud al-Mahbubi says in his Sharh al-Wiqaya: is a comment. My grandfather would write it as a lesson, and I would master it as a run in the memorization field. Even at the end of the book writing, my memorization coincided [3. P.50]

The text "Mukhtasarul Viqoya" is known as "Mukhtasarul Viqaya" because of its brevity and conciseness among the books of jurisprudential texts. The text of the work is often referred to as "An-Niqaya" ("An-Nuqaya", "Niqoyatur rivaya", "Niqoyatul Viqaya"). According to Abdulhay Laknavi, Ubaydullah ibn Mas'ud, as the author of Mukhtasar al-Viqaya, was an imam who accepted all aspects of science, a guardian of Shari'ah law, a master and forerunner of mental and intellectual problems, a scholar of mental and metaphorical sciences, a scholar of jurisprudence, and a logician. He was a muhaddith, a mufassir, a linguist, a mutakallim, a writer, a man of great rank and high status, full of knowledge and manners, and he inherited majdu azamad from his ancestors.

In the introduction to his summary, the author says, "Whoever loves to have the issues of Al-Hidaya present in him, he will have to memorize Al-Wiqaya [4. P.144]. "Whoever is in a hurry, focus the attention on memorizing this "Mukhtasar". In the Hanafi School, Al-Hidaya, Mukhtasarul Quduri, Viqayatur Rivaya, and on this basis, Mukhtasarul Viqaya, Kanzud Daqoiq, Al-Mukhtar, Majmaul Bahrain, and Multaqili Abhur are authoritative and reliable. Since the texts are counted, the comments written on these texts are also very numerous. Among these texts are unquestionable commentaries on the Mukhtasarul Viqaya. Mukhtasarul Viqoya has been taught as a textbook in madrassas for centuries. The attention of the jurists of the time to him was high. For this reason, Haji Khalifa, the author of Kashfuz Zunun, informs him that more than a dozen commentaries have been written. However, recent research confirms that the number of comments written on the work is somewhat higher. The author himself can be mentioned as the first commentator of the work*.

Ubaydullah ibn Mas'ud's Mukhtasarul Viqaya is widely used in many Muslim countries, as well as in Central Asia, and is taught as one of the main textbooks in madrasahs. Due to the strong need, the secretaries repeatedly copied the text of the work, and many rare manuscripts of it have survived to this day. Currently, the Institute of Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan named after Abu Rayhan Biruni alone has several hundred texts, commentaries, margins, translations of the work "Mukhtasarul Viqoya" in the manuscript fund. They are ancient and unique copies copied from the territory of the region and neighboring countries. 194 manuscripts and 137 lithographs of Mukhtasarul Viqoya were found in the “Main” Manuscripts and Lithographs Department of the Academy of Sciences of the Republic of Uzbekistan, as well as in the “Hamid Suleyman” Foundation, as well as in the “Double” and “Special” sections.

Today, 194 manuscripts of Mukhtasarul Viqoya are kept in the "Main" section of the fund. The main fund showed that there were 221 copies of Mukhtasarul Viqoya among the lithographs. Among the manuscripts of the Doublet Foundation are 137 copies of Mukhtasarul Viqoya copied at different times. 92 copies of the work are preserved among the "Doublet" lithographs. It was also revealed that the Hamid Suleiman Foundation has 105 manuscripts and 84 lithographs of Mukhtasarul Viqoya. The text of the Mukhtasarul Viqaya is the most common among the manuscripts and lithographs.

At present, the translation of the works of Hanafi scholars into Uzbek and the satisfaction of the need to create and publish scientific critical texts serve as ideological and enlightenment sources for the younger generation, who have a high interest in the original texts. Based on this, it can be said that the work on the Arabic translation of the Mukhtasarul Viqaya began long ago. Of course, the translations of this work were originally done in Persian. For example, such a Persian translation in lithography was published in 1901 by O.A. Portsev printing house in Tashkent, and it was translated by the teacher Shamsi Akhund ibn Niyaz Muhammad at the request of Eshan Tillohoja. Yusuf Davleoglu published such translations of “Mukhtasarul Viqoya” in verse during the reign of Aydinoglu of the Ottoman Turkish Empire. In Uzbekistan, the Uzbek translation of Mukhtasarul Viqoya was available to students in the early years of independence. Translators have relied on the Turkish translation of Shahobiddin ibn Abdulaziz, published in the late 19th century. In the translation of Mukhtasarul Viqoya, the translator covered the Book of Prayer only in sections. According to him, the Book of Prayer is covered in only 21 chapters. Due to the skill of Faqih ibn Mas'ud, the great work is briefly explained. The brevity of the book is also evident in the prayer chapter. Burhaniddin al-Marghinani's book on prayer, Hidoya, consisted of 24 chapters and 9 chapters. In Mukhtasarul Viqaya, based on this source, the order is slightly different. Another Turkish translation of Mukhtasarul Viqoya was translated by Maqsudhoja ibn Mansurhoja as Majmaul Maqsud and was published twice and in two volumes under the name of Majmaul Maqsud or Mukhtasarul Viqoyai Turki until the seventeenth century.

Adolat Publishing House first published the translation of this book in one volume in 1996. The author admits that he made the book at the request and request of his fans, translating the commentary into Turkish. In his commentary, Maqsudhoja used more than fifty jurisprudential sources to try to shed more light on important and necessary issues. This work is currently the most authoritative source of jurisprudence, translated into Uzbek. The late Sheikh Muhammad Sadiq Muhammad Yusuf also enriched the issues in Mukhtasarul Viqaya with other sources and tried to quote them using modern books. The title of the book is Kifaya (Commentary on Mukhtasarul Viqaya). Rahimkhoja ibn Alikhoja Eshan Shoshi wrote the next Turkish translation, Nazmi Mukhtasarul Viqoya. Born in Tashkent in 1251/1835, Rahimkhoja ibn Alikhodja Eshan Shoshi was interested in Arabic, Persian languages, literature and history from his youth and received his primary education in his hometown. Then he went to Bukhara and studied at one of the madrasahs there. Throughout his life, he studied tafseer, hadith, and knowledge of etiquette, jurisprudence, morphology, grammar, mathematics, and other sciences. Rahimkhoja wrote poems under the pseudonym "Khatmiy". He worked as a judge for some time in the Sebzor district of Tashkent. Given the paucity of works of artistic significance among religious [9, p.289] literature, it is extremely important to scientifically study Nazmi Mukhtasarul Viqaya and other works of this kind and present them in a way that the modern reader can understand. A well-known source scholar Mahmud Hasanov provided preliminary information about this work and its author.

Rahimkhoja Eshan first published Masud ibn Yusuf Samarkandi's Persian translation of Solatu Mas'udi in Uzbek in Tashkent in 1901 and in Samarkand in 1906. This translation was later published in hundreds of copies in Tashkent in 1910, 1911, 1917 after the death of the scientist. Rahimhoja Eshan managed to translate the work of Ubaydullah ibn Mas'ud "Mukhtasarul Viqaya" into Arabic, which was written in the direction of Arabic jurisprudence. The translation was completed in 1887 in three months. However, Rahimkhoja was not satisfied with this translation and realized that he needed to do more research on the text. When he finally reached the age of 54, he completed the translation of more than eight thousand bytes of poetic text. The first edition of this Turkish poem was made in 1888 in Tashkent. In addition, the publication of this work began in 1890, 1896 and lasted until 1904. Rahimhoja ibn Alihoja Eshan Shoshi died in 1908 at the age of 73. The translation of the work into the Cyrillic alphabet has already reached the readers.

The periodicity of research on Islamic jurisprudence and its history in Central Asia dates back to the IX-XIII centuries, more precisely to the Mongol conquest, and the development of jurisprudence in the later period, the Timurids (1370-1500) and the khanate period (early XVI-XX centuries). However, during this period, the faqihs of Central Asia wrote important jurisprudential sources within the framework of regional and Islamic jurisprudence, such as collections of fatwas, cities, and small pamphlets.

The strong presence of Hanafiyah in Movarounnahr has given the sect a strong root in the country for centuries and has provided the whole world with important sources written by famous Hanafi imams and fuqaha. Hanafiism in Movarounnahr spread to all parts of Khorasan (Afghanistan and northeastern Iran), East Turkestan (China, Mongolia), the Caucasus, and Kazan (Russia). After the Mongol invasion (first quarter of the 13th century), the fuqaha of this country dispersed, and more Ottomans (1281-1924) gathered in the subordinate cities of Rome: fiqh, which had been dying because of the invasion, revived in those cities. From the compilation of ninety-two fatwas in the territories of the Ottoman Empire, we can also see how advanced Hanafiyyah [5. S. 262]. The sheikhs of the Ottoman state were appointed only from the Hanafis. It is worth mentioning that Hanafiyyah spread to this empire through Movarounnahr. In Hanafi, Al-Mukhtar (Optional), Al-Viqaya (Preserver), Majmaul Bahrain (Joint of Two Seas), Kanzud Daqoiq (Treasure of Exact Sciences), Mukhtasarul Viqaya and some of his commentaries, Fiqh sources such as Jame'ul Fuslayn (Two Fusuls), Al-Sharifiyya, Al-Kafiya, Jawahir al-Fiqh, At-Talvih, Fatwa al-Bazzaziyya, Jame'ul Muzmarat.

After the Timurids, a Shiite state was established in Khorasan. In Movarounnahr, the Shaybani state (1500-1598) ruled. Several unique books of jurisprudence in Hanafi jurisprudence (for example, several commentaries on Mukhtasarul Viqaya), fatwas (for example, Fatavoy Shaybaniya, Fatavoy Aliyya, Fatavoy Samarkandiya, Fatawa Naqshbandi) during the Shaybanid period, a number of texts were collected and disseminated among the public.

By the middle of the fourteenth century, socio-economic life and science began to re-emerge in the cities of Movarounnahr. The resurgence of cultural and spiritual life increased the need for books and textbooks in madrassas and schools. Due to the positive attitude to Islam, which has defined the values, ideology and spiritual world of the people for centuries, many copies of literature, religious books and pamphlets related to it have been copied, translated and distributed among the people. Great work has begun to copy and preserve these rare books, created through the scientific thinking of man. Manuscripts copied by calligraphers were mostly made to order, and among them were rare and valuable ones. In addition, relatively simpler manuscripts have been prepared for reading in homes, mosques, madrassas, and khanaqahs for daily use.

Through the strong demand for books, we are convinced that the reading culture of our people is at a high level. Factors such as the love of reading and teaching books and their transmission to future generations of appreciation have led to the preservation of manuscripts in large numbers in our country. It is worth noting that many of these works are commentaries, frames, and commentaries on the works of medieval scholars. By the thirteenth and fourteenth centuries, it seems that the people of creation were more satisfied with their translations, commentaries, and margins than with the ancient royal works.

In the middle Ages, popular textbooks now replaced excellent scientific works on the science of jurisprudence. Especially during the reign of Shahrukh from the Timurids, scientific, enlightenment, madrasah and khanaqah activities flourished. During this period, the leading scholars of his time, such as Sa'diddin Mas'ud ibn 'Umar Taftazani, Ali ibn Muhammad Sayyid Sharif Jurjani (d. 1339/1413), Shamsiddin Muhammad Jazari (d. 1350/1430), Salahiddin Musa Qazizada Rumi (d. 1360/1430) operated. The education system of madrassas remained virtually unchanged until the 19th century. In particular, the education system in Samarkand and surrounding cities consists of three "adno" (low), "avsat" (medium), "excellent" (high) levels, and according to their classification, literature and curricula have grown systematically from the bottom up. The first part lasts 9-10 years and includes verses from the Qur'an, memorization of hadiths, teaching the basics of Sharia, Arabic and Persian languages, alphabetical calculations, pandnoma on morality, Muslim law [6, p.442; 7, p. 57; 8, p.202], grammar and the mysteries of science such as memorization were perfectly taught.

The educational process in madrassas has been carried out for centuries on the basis of the following program requirements:

1. The works of six great commentators recognized in the field of tafseer, including Tabari's Kitab jame 'al-bayan fi tafseer al-Qur'an, Zamakhshari's Kashshof an-haqaq at-tanzil, Razi's Miftah al-Ghayb - Tafseeri Kabir, Qazi Bayzawi's Anwar al-Tanzil and Asrar at-Tawil, Tafseeri Jalalayn, and Ibn Arabi's Futuhot al-Makkiya are well-programmed in this area.

2. In the field of jurisprudence: The works of Imams - Abu Hanifa, Shafi'i, Malik, Hanbal and Imam Abu Yusuf, Imam Muhammad, Marghinani and Abu Lays Samarkandi are included in the program.

3. In the hadith: The collections of Imam Bukhari, Imam Muslim, Abu Dawud, Imam Tirmidhi, Nasa'i, Ibn Majah and Darimi have been widely used.

4. In the Qur'an: The works of Moturidi, Ash'ari, Marwazi, Imam al-Ghazali, Abu Hafs al-Nasafi, Imam Razi, Azuddin al-Iiji, Jalaliddin al-Dawani and other scholars.

5. Morphology and grammar: The works of such scholars as Sibavayh, Zamakhshari, Ibn Hajib, Abdurahman Jami are among the main programs.

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ABOUT THE MORPHONOLOGICAL STRUCTURE OF DECREASING AND INCREASING NONS WITH BORROWED BASIS

Abstract: *The article deals with the issue of the morphonological structure of words with borrowed stems, the distribution of consonant root suffixes.*

Key words: *morphonology, morphonological variant, distribution of suffixes, key rule, stress indices. The article deals with the problem of the morphonological structure of borrowed words with subjective suffixes in Russian (derogatory and augmenting).*
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Introduction

In Grammar-80, an undifferentiated description of nouns with "subjective - evaluative meanings" is proposed. The semantics of affection and derogation are not taken as the basis of the classification. One can agree with this. However, suffixes are described individually. As a result, the morphonological structure of suffixes is not revealed. A piece-by-piece description saves the authors of Grammar-80 from using quantitative characteristics - diminutiveness and magnification - as the basis for classification (Grammar-80, I, p. 208-209). While agreeing with the authors of Grammar-80 that the meanings of petting and derogation are optional, we emphasize that, from our point of view, the emotional meaning of petting or pejorativeness can be expressed by the same suffix, cf. "She smiled and squinted at the fire, and rested her plump little hand on her mother's neck." Turg. Noblemen. socket, 36; here ALS qualifies the little hand as smart. caress. to hand; marks the suffix <he * k>. With the same suffix <he * k>, a piece of clothing is considered by ALS as derogatory to clothing. "Shabby clothes made us warm with movement." Arsen. According to Usur. taiga. Emotional meanings are actualized in the text by definitions that define derogation or endearment, cf. "shabby clothes" or the whole context: "chubby little hand" gets the meaning of affection in connection with the description of positive emotions: "she smiled and squinted from the fire ...". At the same time, a quantitative assessment of diminutiveness or magnification can be found as opposed meanings: any suffix of a subjective-evaluative meaning qualifies either only as diminutive or only as magnifying. There is never a syncretism of quantitative meanings. Therefore, we consider two structural suffix classes:

I) magnifying; 2) diminutives.

Diminutive nouns with borrowed stems.

Morphological variant NN

Distribution of suffixes relative to stress ø <ø> → I <he * k>; additional rules of stress: ø Ak → I Ac, cf. Quarters ~ quarters → small quarters ~ quarters ~ quarters, as well as a factory, a miner, a skewer, a greatcoat, a skirt; ø Ak // B → I Ac, cf. barge // barge ~ barge // barge → barge ~ barge;

ø <ø> → I <och * k>; additional stress rule: ø Ak → I Ak, cf. buhte ~ bukhtam → buhtochka ~ bukhtochka ~ bukhtochek, as well as a vase, a bucht, a dame, an enema, a bubble, a little bubble, a bell, a bulb, a small bottle, a small bottle, a small bottle, a small little chime, a little rim phrase, shahtochka, shirmochka, yacht; ø <ø> → I <ish * k>; additional rules: stress: ø Ak → I Ak, cf. Actor ~ actors → an actress ~ actors, as well as an aristocrat, banchishko, inteligentishka, kapotishko, naturishka, panciohnishko, pistoltishko, salonishko, talantishko, faktizshko, french; ø Ak → I Ak, cf. tailcoat ~ tailcoats → tailcoats ~ tailcoats, as well as coffee; ø B → I Ac, cf. cognac ~ cognac → cognac, as well as jacket, secretary, frock, tobacco; ø B → I Ak, cf. caps ~ caps ~ caps ~ caps, as well as a secretary; ø <ø> → I <* q> additional stress rule: ø Ak → I Ak, cf. buquetu ~ buquetam → buquetzu ~ buquettes ~ buquetez, as well as an albomec, anecdote, appetizer, baletez, bilette, sandwich-maker, boozer, halopec, cloakroom, dokometets, kabbutzadez, douetz projecter, port wine, romets, salopez, sugars, secretary, plotter, scandal, surprise, faktets, specimen, episode;

ø <ø> → I <chik>; additional stress rule: ø Ak → I Ak, cf. lampshade ~ lampshades → abazhurchikami ~ lamp-shades, as well as the little car, albomchik, Amurchik, angel, oranges, balcony barerchik, barelefchik, bar, bidonchik, glass of, bordyurchik, broth, bud, vodevilchik, Grafchik, magazine, kalamburchik, kalsonchiki, kapyushonchik, karabinchik , chestnut, liqueur, medallion, little motor, little trick, little organ, pavilion, gramophone, fireball, briefcase, protocol, revolver, reticule, signal, salo, trick, scandal; ø <ø> → I <ik>; additional rules of stress: ø Ak → I Ak, cf. abbot ~ abbatam ~ abbatik ~ abbatik, as well as apricosik, avansik, automatics, aggregate, adjutant, axelbantik, aktik, actor, analytic, ananasik, antikdotik, bottikantik, appeticantik, bioticantik, btikantic, diamond bracelet, boutique, sandwich, burnusik, boutique, busty, vistik, gnome, grotik, gurtik, documentary, zhanrik, gesture, veteran, engineer, instrumentalist, intellectual.

ø <ø> → I <* к>; additional rules for stress:

ø Ak → I Ak, cf. aquarel ~ aquarel ~ akvarek ~ aquarel ~ akvarelek, as well as alleyka, ampoule, first aid kit, Aryan, arochka, afihka, bandero, barberry, battery, bayadeck, gazette, gazette, bulldozer, gazette engraving, group, ikon, idea, icon, intrigue, history, stall, canary, caramel, caricature, caricature, pot, pot, potato, cassette, knuckle, quart, chicken

A review of stress generator circuits in relation to suffix generator circuits reveals that the use of suffixes is limited to the stress and gender of nouns at the input to the generator.

The suffix "he * k" is used only in derivatives of feminine nouns; in this case, the derivative retains the concordant class of the producer; only a shock generator is possible: ø Ak → I Ac. In the only example, barge ~ barge ~ barge ~ barges are allowed doublet stress of classes A and B in the producing (barge // barge ~ barge // barge). Obviously, the source of word production is barge ~ barges (Ak).

With the derivative suffix <och * k>, only feminine nouns are also possible at the input, but there is only one additional stress rule: ø Ak → 1Ak, cf. buhte ~ bukhtam → buhtoch ~ coves, etc.

With the suffix <ish * k> 'of a general gender, masculine to feminine nouns are allowed at the entrance, cf. pistol → pastoletishko, greatcoats ~ greatcoats → greatcoats ~ greatcoats; the derivative of the noun pluralia tantum is marked: shtibletam → shtibletishkam. When stressing class B at the entrance, only masculine nouns are allowed, cf. jacket ~ jacket → jacket ~ jacket, etc.

Derivatives with the suffix <* ts> at the input are allowed. only masculine nouns with an accent of the class Ak; additional stress rule: ø Ak I-Ak, cf. buquetu ~ buquetam ~ buquetsu → buquets. The same restrictions on gender and stress in the formation of nouns with the suffix "chik". : Lampshade ~ Lampshades → Lampshade ~ Lampshades.

Nouns formed with the suffix <ik> retain restrictions on the gender of the generators: only masculine nouns are possible at the input. However, the stress of producing words can belong to the classes A (abbath ~ abbatam), in (zeros ~ zeros), and C (bartu ~ bortam).

Nouns with the suffix <* к> retain the concordant class of the generating word (masculine or feminine), cf. a little bitch, but a weasel. Exception: epaulette ~ epaulettes → epaulette ~ epaulettes. With the additional stress rule ø Ak → I Ak, masculine and feminine nouns are possible, cf. Madeira, but a lachok. The additional stress rule ø Ak → I B (tailcoat ~ tailcoat → frock coat ~ tailcoat) and ø B → I B (jacket ~ ~ jackets → jacket ~ ~ jacket) allow only masculine nouns. Distribution of suffixes relative to the consonant outcome of the root.

Key rule: ø <ø> → I <he ~ k>; additional rules for the consonant outcome of the root: ø <I> → I <W>, cf. skirt ~ skirts → skirt ~ skirt, as well as factory, skewer; ø <W> → I <W>, cf. barge // barge ~ barge; ø <1U> - I <1U>, cf. mines ~ mines → mines ~ mines; ø <USH> → I <USH>, cf. apartment ~ apartments → small apartment ~ apartments, as well as a greatcoat.

Key rule: ø <ø> → I <och * k>; additional rules for the consonant outcome of the root: ø <P> → I <P>, cf. bombe ~ bombam → bombo ~ bombochkam, as well as a bubble, a bubble, a light bulb;

ø <IV> →, cf. bukhte ~ bukhtam → buhtochka ~ coves, as well as a vase, cockatiel, pauzochka, napkin, second, faldochka, flaytochka, yacht; ø <У I> I <У1>, cf. dame ~ dame → dame ~ dame, as well as an enema, a dumpling, a prick, a rhyme, a foil, a phrase, a shakhtochka, a shirmochka; ø <USH> → I <USH>, cf. Colonne ~ Colonne → Column, Column, and also a couple.

The absence of a non-derivative word with the stem "r'um" cannot serve as an obstacle either. Generative grammar, to which we belong, deals with abstract primitives (Worth, 1973, p. 381), and ready-made words are surface structures. At the entrance to the generator, we do not have ready-made words or word forms, but a set of abstract morphemes and a set of rules that connect and modify. These morphemes are designed so that, after applying all the rules, detailed phonetic shapes of all existing word forms. Thus, the different results in the analysis of A.N. Tikhonov and in our description is explained by the fact that he works exclusively with surface structures and does not take into account, as we do, the structural rules for the transformation of morphemes when obtaining phonological sequences in the surface structures of derived words. Since we are dealing with fundamentally different inventory, our further disagreements with A.M. Tikhonov are not specifically mentioned.

Key rule: ø <ø> → I <ish * k>; additional rules for the consonant outcome of the root: ø <I> → I <E> cf. bank-bank, as well as cognac, frock, tobacco,; ø <P> → I <P>, cf. salópu ~ salópam → salópishku ~ salópishkam; ø <IУ> → I <IУ>, cf. aristocrat ~ aristocrats → aristocratic woman ~ aristocratic women, as well as intellectual, capotishko, cap, kayutishka, pistol, faktishko, French, shtibleti; ø <USH> → I <USH>, cf. to an actor ~ actors → an actress ~ to actresses, as well as a naturishka, a boarding school, a tire, a shpionshika, a secretary; ø <ø> → I <j> cf. coffee → coffee ~ coffee

Key rule: ø <ø> → I <* q>; additional rules for the consonant outcome of the root: ø <П́> → I <П>, cf. Galoptsu ~ Galoptsu → Galoptsu ~ Galoptsu, as well as a cloakroom, Salópets; ø <IУ> → I <IУ>, cf. buquetu ~ buquetam → buquetsu ~ buquets, as well as anecdote, appetite, baletez, bilette, sandwich, booth, documentary, duet, booth, capo, sympathy, surprise, projectile, portrectez; > → I <Y I>, cf. album ~ albom → album ~ albom, as well as raisin, romets; ø <USH> → I <USH>, cp. puns ~ puns ~ kolamburs ~ puns, as well as a capitalist, a liqueur, a Madeira, a port wine, a sugarcane, a scandal, a specimen.

Key rule: ø <ø> → I <.chik>: additional rules for the consonant outcome of the root: ø <ø> → I <P>, cf. bas-relief ~ bas-reliefs → bas-relief ~ bas-reliefs, as well as a graph, motivchik, saloopchik, typchik, shtofchik; ø <U I> → I <U I>, cf. album ~ album → album ~ album; ø <USH> → I <USH> cf. lampshade ~ lampshades → abazhurchikami ~ lamp-shades, as well as the little car, Amurchik, angel, oranges, balcony, barerchik, bar, bidonchik, glass of, bordyurchik, parkway, broth, bud, vodevilchik, magazine, kalamburchik, kalsonchiki, kapyushonchik, karabinchik, kashtanchik, liqueur, medallion, motor, organ, pavilion, gramophone, cartridge, briefcase, protocol, revolver, reticule, signal, scandal, tunnel, case, spinner.

Key rule: ø <ø> → I <ik>; additional rules for the consonant outcome of the root: ø <I> → I <W>, cf. banchu ~ bankam → banchik ~ banchikam; ø <P> → I <P>, cf. salópu ~ salópam → salópiku ~ salópikam, and also type; ø <W> → I <W>, cf. landscape ~ landscapes ~ landscapes ~ landscapes, as well as a page; ø <IУ> → I <IУ> cf. abbatu ~ abbatam → abbatik ~ abbatik, as well as apricot, avancik, aggregate, adjutant, axelbantik, aktic, analytic, ananasik, anecdote, apparatus, appettik, bekastic, beretik, bracelet Betterbrodik, burnusik, boutique, busty, grootik, gurtik, documentary, gesture, vest, instrument, intellectual, Key rule: ø <ø> → I <* к>; additional rule of the consonant outcome of the root: ø <I> → I <W>, cf. pharmacy ~ pharmacies → medicine cabinet → dispensaries, as well as the arches, the tank, Library, Bulldog, cravat, gorzhetochka, ermolochka, affair, kanareechka, potatoes, brandy, jacket, lachok, cigarette holder, wig, jacket, picnic, ruletochka, syurtuchok, snuff, tyuchok, factory, fialochka, filenochka, fishes, flag, frock, sharmanochka, spade, shlilechka, shtrishok, storey, skirt; ø <P> → I <P>, cf. group ~ group → group ~ group, and also, button; ø <W> → I <W>, cf. posters ~ posters → posters ~ posters; ø <IV> → 2 <IV>, cf. Basu ~ Basam → Basque ~ Basque, as well as barberry, vatka, newspaper.

Key rule: ø <ø> → I <yaw>; additional rule of the consonant outcome of the root: ø <I> → I <Ш>. Wed factory ~ factories → factory ~ factories.

In the considered additional rules for the consonant outcome of the root, the transplantation ø <I> → <W> is required, where at the I -th step the counterterm is necessary to the periphery of the alternation series

<I> step zero. Other alternation series retain the significance of the compactness and peripherality of the zero-step alternation series at the first step: ø <P> → I <P>, ø <W> → I <w>; ø <IU> → I <IU>; ø <U I > → I <У I>, ø <УШ> → I <УШ>. The alternating series <P>, <IU>, <YI> and <USH> classes before the suffixes <ish * k>, <ic> are necessarily represented by sharp alternants, cf. salopishko, salopik <p '>, aristocratic woman <t '>, engineer <p '>, etc.

Derivatives with increasing value Morphological variant NN

Only one key rule is presented: ø <ø> → I <search>, cf. figure ~ figures → figure ~ figures.

Two additional stress rules are noted: ø Ak → I Ak: idolu ~ idolam → idol ~ idols, as well as scandal, talantische, figurine.

ø C → I Ac: baś ~ basam → bass ~ bassi, as well as bortische.

With the additional rule ø Ak → IAK marked, intersections with additional rules of the consonant outcome of the root: ø <IV> → I <IV>: talantu ~ talents → talantischu ~ talantischam; ø <USH> → I <USH>, compare idolu ~ idols → idols ~ idols, as well as a scandal, a figurine.

With the additional rule ø C → I Ac, the intersection is noted only with the additional rule ø <IУ> → I <IУ>: basa ~ bassam → basischu ~ bassischam and also bortishche.

The formation of derivatives from masculine and feminine nouns is noted with an additional stress rule: ø Ak → I Ak, cf. idolische, but figurines. The derivative retains the concordant class of the producer, cf. idol, figure. With the additional rule ø C → I Ac, only derivatives of masculine nouns are marked: basishche = bass; the concordant producer class in the derivative is also preserved.

Conclusions

I. Key and additional rule of borrowed words with suffixes of subjective assessment form two semantically opposed structures. The basis of one of the structures is the value of diminutiveness (suffixes <* k>, <uk>, <ish * k>, <he * k>, <uh * k>, <och * k>, <chik>, <* c>), the counterterm is a structure with a general magnification value, represented in borrowed words by a single suffrix <isch>. The named structures represent derivatives of masculine, feminine nouns, so that derivatives with subjective evaluation suffixes either always denote only masculine gender (<ik>, <chik>, <* ts>), or only feminine (<he * k>, < och * k>, <ush * k>, or - masculine l feminine - <* k>. The suffix <ish * k> reveals differentiation by animation: in the singular forms, animate masculine nouns show declination to <a> in im. (aristocratic) and <U> in wine cases (aristocratic); in this case, the declension of singular forms is usually for nouns of feminine gender, compare wife to wife, but the coordination of words with the suffix <ish * k> is carried out only by masculine gender: miserable aristocrat; agreement on the feminine gender is impossible Inanimate masculine nouns have a singular ending in them. agreement on the masculine gender: old salopishko; double marked Ethnicity of declension forms of frachishko // frachishka when coordinated according to the masculine gender: an old frachishka and an old frachishko. In many numbers there is no inflection characteristic of the neuter genus. - wine case <a>. Wed motley hoods, pathetic aristocrats. Thus, the contrast of the singular and plural forms is revealed, so that the inflections of the declension of the singular number do not predict the inflections of the declension of the plural. numbers. The foregoing confirms the validity of the premise that there is a combination of accent curves units. and plural, and not a single scheme of the unit of stress (inflection of stems; singular and plural. The validity of the presentation of classes of accent curves singular and plural at each step of generating derivative words is also confirmed, because this is the only way to describe the determination of inflections of the bases of stress at each step of generating derivative words: within each step of generating a derivational nest, a combination of inflections of the bases of the singular and plural stress is calculated.

2. The category of the genus turns out to be a selection discriminator of variants of morphones that appear in one cell of the reduction table of the generator circuit. In the same cases, when morphonemes of suffixes of the same genus fall into the same cell, they turn out to be doublets, i.e. admit use on the same basis, cf. salopishko, salopik, salopchik, salopets.

3. The presence or absence of the contrast of the inflections of the bases at each step, as well as the presence of the contrast of the inflections of the bases within the unit. and many others. the number of one of the steps in generating a word-formative nest turns out to be a significant limiter on the variance of morphoneme suffixes of the subjective assessment of the masculine and feminine gender, or, at some intersections of additional rules of stress and the consonant outcome of the root, completely prohibits the formation of derivatives with the value of subjective assessment.

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QR – Issue QR – Article

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DEVICES FOR REGISTRATION OF IONIZING RADIATION

***Abstract**: Why do we need to measure the level of ionizing radiation*

Ionizing radiation, or radiation, has a negative effect on living organisms.

With direct exposure to IO, living cells are destroyed, the work of tissues / organs is disrupted, radiation burns develop, acute radiation syndrome. With prolonged exposure, the risk of developing cancer increases.

The measurement of the level of ionizing radiation (IO) is carried out to assess the safety of production lines, scientific research and dosimetric control of the population.

The degree of negative impact determines the type and level of radiation. This is an electromagnetic field (gamma particles) or a stream of elementary particles (neutrons, protons, beta, alpha particles).

***Key words**: The level of ionizing radiation, semiconductor detectors, gamma radiation, radiation spectrometers, dosimetry, radiometry.*

***Language**: English*

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Introduction

Classification of radiation detection devices. The level of ionizing radiation is measured using spectrometers, dosimeters, radiometers. The principle of operation of the measurer depends on the fixed parameters:

-Radiometric - measurement of the activity of radionuclides - sources of ionization.

-Dosimetric - measurement of absorbed energy.

-Spectrometric - measurement of particle energy.

Picture 1

Semiconductor detectors - Semiconductor ionizing radiation detectors are used for gamma and X-ray spectrometry, as well as as counters of the number of particles. Semiconductor nuclear radiation detectors work similarly to an ionization chamber, but ionization occurs in the crystal thickness, and not in a gaseous medium. This allows you to reduce the size of the devices while maintaining their efficiency. The first gamma-ray detectors based on semiconductor crystals appeared in the 1960s and were used to register heavy charged particles.

Where gamma radiation detection units are used-

- Nuclear energy.

-Space exploration.

-Biophysics, geophysics, nuclear physics.

-Medicine. Tomographs, mammographs, X-ray diagnostic systems.

-Flaw detection.

-Security systems at airports, train stations, crowded places.

-Experimental physics.

Ionizing radiation spectrometers - Radiation spectrometers are used in industrial enterprises of nuclear power, in mechanical engineering, mining, medicine, scientific laboratories, which are characterized by reliability and accuracy of measurements. Spectrometric analysis is based on the conversion of the energy of charged particles into electrical signals, the amplitude of which is commensurate with the energy lost by the particle in the detection unit.

Radiometric and dosimetric devices of ionizing radiation - Radiation and dosimetric monitoring devices allow measuring and evaluating the intensity of ionizing radiation. Dosimetric and radiometric devices are used to measure alpha, beta, gamma, X-ray, neutron radiation.

Dosimetry - Dosimeters measure the radiation dose. The main task of dosimetry is to assess the degree of danger of ionizing radiation in various radiation conditions.

Radiometry - Radiometric devices (alpha, beta, gamma radiation radiometers) register the intensity of radiation exposure - the activity of radionuclides in ionizing radiation sources (liquid, gas, aerosol, contaminated surface) at the current time.

Picture 2

Radiation Dosimetric control (RDC) is carried out in two directions:

- measurement of individual doses of external radiation and individual doses of internal radiation of personnel,

- measurement of MED, volumetric air activity, surface contamination levels in serviced, periodically serviced premises and at the NPP site.

The ionization of the medium increases with an increase in the dose rate of penetrating radiation and the duration of exposure. Exposure detection is possible with the help of ionizing substance detectors. Using equipment that measures the level of IO, we control the radiation dose.

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QR – Issue **QR – Article**

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TWO-PHASE WITH NON-STANDARD EFFECTS STABILITY EQUATIONS OF FLOWS

Abstract: *The article studies equation of stability of two-phase flows considered non stationer effects of inter relation of phases.*

Key words: *equation of stability, heterogenic environment, time of relaxation, super positions of perturbation.*

Language: *English*

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Introduction

The paper takes into account the unstable effects of the interaction forces of the phases in deriving the stability equations of two-phase currents. In a straight-line nonstationary motion of a disperse mixture, the forces acting on the particle can be given in the form of the sum of the adhesive friction force, the Archimedean force, the added mass force Basse forces. For a heterogeneous environment [1] the conservation equations proposed in the literature are as follows:

$$(1-\alpha)\rho_1\left(\frac{\partial\hat{v}}{\partial\hat{t}}+\hat{v}\hat{\nabla}\hat{v}\right)=-(1-\alpha)\hat{\nabla}\hat{p}+\alpha\frac{9}{2}\frac{\mu}{a^2}(\hat{u}-\hat{v})+$$
$$+\mu\hat{\nabla}\hat{\nabla}\hat{u}-\frac{4}{3}\pi a^3\rho_1\frac{\partial\hat{v}}{\partial\hat{t}}+\frac{2}{3}\pi a^3\rho_1\frac{\partial}{\partial\hat{t}}(\hat{u}-\hat{v})+$$
$$+6a^2\sqrt{\pi\rho_1\mu}\int_{-\infty}^{\hat{t}}\frac{\partial}{\partial\tau}(\hat{u}-\hat{v})\frac{\partial\tau}{\sqrt{\hat{t}-\tau}}\ , \qquad (1)$$
$$\frac{\partial(1-\alpha)}{\partial\hat{t}}+\hat{\nabla}(1-\alpha)\hat{v}=0, \qquad (2)$$
$$\alpha\rho_2\left(\frac{\partial\hat{u}}{\partial\hat{t}}+\hat{u}\cdot\hat{\nabla}\hat{u}\right)=-\alpha\hat{\nabla}\hat{p}+\alpha\frac{9}{2}\frac{\mu}{a^2}(\hat{v}-\hat{u})+\frac{4}{3}\pi a^3\rho_1\frac{\partial\hat{v}}{\partial\hat{t}}+\frac{2}{3}\pi a^3\rho_1\frac{\partial}{\partial\hat{t}}(\hat{v}-\hat{u})+$$
$$+6a^2\sqrt{\pi\rho_1\mu}\int_{-\infty}^{\hat{t}}\frac{\partial}{\partial\tau}(\hat{v}-\hat{u})\frac{d\tau}{\sqrt{\hat{t}-\tau}}\ , \qquad (3)$$
$$\frac{\partial\alpha}{\partial\hat{t}}+\hat{\nabla}\cdot\alpha\hat{u}=0\quad . \qquad (4)$$

To write these equations in dimensionless form, we introduce the following definitions:

$\hat{v}=Vv,\ \hat{u}=Uu,\ \hat{t}=\frac{t}{\omega},\ \hat{x}=Lx,\ \hat{y}=Ly.$

(1) –(4) – we accept these assumptions to solve the equations [1,2,3,4,5,6,7]:

1) particles are spherical and their motion obeys Stokes' law;

2) since the volumetric concentration of particles *a≪1* is considered small, the interaction between individual particles is not taken into account;

3) The einstein correction of the viscosity, which is proportional to the volumetric concentration of the particle, is ignored.

When such assumptions are taken into account, written in dimensionless form, equations (1) - (4) have the following form [1].

$$(1-\alpha)\left(\frac{\partial \mathrm{v}}{\partial t}+(\mathrm{v}\cdot\nabla)\mathrm{v}\right)=-(1-\alpha)\nabla p+\alpha\frac{S_1}{\tau}(\mathrm{u}-\mathrm{v})+\frac{1}{2}\alpha\frac{\partial}{\partial t}(\mathrm{u}-\mathrm{v})-\alpha\frac{\partial \mathrm{v}}{\partial t}+$$
$$+\sqrt{\frac{9}{2\pi}}\alpha\sqrt{\frac{S_1}{\tau}}\int_{-\infty}^{t}\frac{\partial}{\partial\tau}(\mathrm{u}-\mathrm{v})\frac{d\tau}{\sqrt{t-\tau}}+\frac{1}{Re}\nabla^2\mathrm{v}, \quad (5)$$
$$\frac{\partial(1-\alpha)}{\partial t}+\nabla\cdot(1-\alpha)\mathrm{v}=0, \quad (6)$$
$$\alpha\left(\frac{\partial \mathrm{u}}{\partial t}+(\mathrm{u}\cdot\nabla)\mathrm{u}\right)=-\frac{\alpha}{S_1}\nabla\rho+\frac{\alpha}{\tau}(\mathrm{v}-\mathrm{u})+\frac{1}{2}\frac{\alpha}{S_1}\frac{\partial}{\partial t}(\mathrm{v}-\mathrm{u})+\frac{\alpha}{S_1}\frac{\partial \mathrm{v}}{\partial t}+\sqrt{\frac{9}{2\pi}}\frac{\alpha}{\sqrt{\tau S_1}}\int_{-\infty}^{t}\frac{\partial}{\partial t}(\mathrm{v}-\mathrm{u})\frac{d\tau}{\sqrt{t-\tau}}, \quad (7)$$
$$\frac{\partial\alpha}{\partial t}+\nabla\cdot\alpha\mathrm{u}=0, \quad (8)$$

here $\mathrm{v}=(\mathrm{v}_1,\mathrm{v}_2), \mathrm{u}=(\mathrm{u}_1,\mathrm{u}_2)$ velocity vectors for pure gas and particles, respectively $p-$ pressure, $S_1=\frac{\rho_2}{\rho_1}$ density ratio, ρ_1- density of pure gas, ρ_2- particle material density, $\tau=SRe-$ dimensionless size - the relaxation time of the particles, $Re=\frac{\rho_1 U_0 L}{\mu}$ – Reynolds number, $S=\frac{2}{9}\left(\frac{a}{L}\right)^2\frac{\rho_2}{\rho_1}$ size here a- particle radius, L – half the width of the channel, U_0- characteristic velocity of flow, μ- viscosity coefficient, $\nabla=\frac{\partial}{\partial x}i+\frac{\partial}{\partial y}j$, $\nabla^2=\frac{\partial^2}{\partial x^2}+\frac{\partial^2}{\partial y^2}$ – Laplace operators.

To check for stagnation (5) – (8) system solutions are, usually, $U(y)$, $V(y)$ in the form of a superposition of the main laminar flow and small motions:

$$V=V(y)i+\mathrm{v}'(x,y,t),$$
$$U=V(y)i+\mathrm{u}'(x,y,t),$$

$$P=P_0(x,y)+p'(x,y,t),$$
$$\alpha(x,y,t)=\alpha_0+\alpha_0'(x,y,t),$$

here $i-x$ unit vector in the direction. Leaving only the first-order minor terms in the equations, we get:

$$(1-\alpha_0)\left(\frac{\partial V'}{\partial t}+V\frac{\partial V'}{\partial t}+V_2'\frac{\partial V}{\partial t}i\right)=-(1-\alpha_0)\nabla p'+\alpha_0{}'\nabla p_0++\alpha_0\frac{S_1}{\tau}(\mathrm{u}'-\mathrm{v}')+\frac{1}{2}\alpha_0\frac{\partial}{\partial t}(\mathrm{u}'-\mathrm{v}')-$$
$$-\alpha_0\frac{\partial V'}{\partial t}+\alpha_0\sqrt{\frac{g}{2\pi}}\sqrt{\frac{S_1}{\tau}}\int_{-\infty}^{t}\frac{\partial}{\partial t}(\mathrm{u}'-\mathrm{v}')\frac{d\tau}{\sqrt{t-\tau}}+\frac{1}{R_e}\nabla^2 V' \quad (9)$$
$$-\frac{\partial\alpha_0{}'}{\partial t}+(1-\alpha_0)\nabla\cdot V'+V\frac{\partial\alpha_0{}'}{\partial x}=0, \quad (10)$$

$$\frac{\partial \mathrm{u}'}{\partial t}+V\frac{\partial \mathrm{u}'}{\partial x}+\mathrm{u}_2'\frac{\partial V}{\partial y}i=\frac{1}{S_1}\nabla p'+\frac{1}{\tau}(V'-\mathrm{u}')+\frac{1}{2S_1}\frac{\partial}{\partial t}(V'-\mathrm{u}')+\frac{1}{S_1}\frac{\partial V'}{\partial t}+\sqrt{\frac{g}{2\pi\tau S_1}}\int_{-\infty}^{t}\frac{\partial}{\partial t}(V'-\mathrm{u}')\frac{d\tau}{\sqrt{t-\tau}}, \quad (11)$$
$$\frac{\partial\alpha_0{}'}{\partial t}+\alpha_0\nabla\cdot\mathrm{u}'+\nabla\frac{\partial\alpha_0{}'}{\partial x}=0. \quad (12)$$

(9)-(12) – we look for the solutions of the equations in the following form:

$$\begin{bmatrix}\mathrm{v}'\\ \mathrm{u}'\\ p'\\ \alpha'\end{bmatrix}=\begin{bmatrix}\mathrm{v}_0'(y)\\ \mathrm{u}_0'(y)\\ p_0'(y)\\ \alpha_0'(y)\end{bmatrix}e^{i(kx-\omega t)} \quad (13)$$

(13) – equation (9) - (12) after we lose the pressure, we get:

$$-i\omega\left(ikV_{20}'-\frac{\partial V_{10}{}'}{\partial y}\right)+ikV\left(ikV_{20}'-\frac{\partial V_{20}{}'}{\partial y}\right)-ikV_{10}'\frac{\partial V}{\partial y}-V_{20}'\frac{\partial^2 V}{\partial y^2}-\frac{\partial V_{20}'}{\partial y}\frac{\partial V}{\partial y}=$$
$$=\frac{\alpha_0}{1-\alpha_0}\frac{g_1}{\tau}\left[\left(ik\mathrm{u}_{20}'-\frac{\partial \mathrm{u}_{10}'}{\partial y}\right)-\left(ikV_{20}'-\frac{\partial V_{10}'}{\partial y}\right)\right]-\frac{1}{2}\frac{\alpha_0}{1-\alpha_0}i\omega\left[\left(ik\mathrm{u}_{20}'-\frac{\partial \mathrm{u}_{10}'}{\partial y}\right)-\left(ikV_{20}'-\frac{\partial V_{10}'}{\partial y}\right)\right]+$$
$$\frac{\alpha_0}{1-\alpha_0}i\omega\left(ikV_{20}'--\frac{\partial V_{10}'}{\partial y}\right)+\frac{3\alpha_0}{2(1-\alpha_0)}\sqrt{\frac{S_1}{\tau}}\sqrt{\omega}(1-i)\left[\left(ik\mathrm{u}_{20}'-\frac{\partial \mathrm{u}_{10}'}{\partial y}\right)-\left(ik\mathrm{v}_{20}'-\frac{\partial \mathrm{v}_{10}'}{\partial y}\right)\right]+$$
$$+\frac{1}{1-\alpha_0}\frac{1}{Re}\left[\left(\frac{\partial^2}{\partial y^2}-k^2\right)\left(ik\mathrm{v}_{20}'-\frac{\partial \mathrm{v}_{10}'}{\partial y}\right)\right], \quad (14)$$

$$i\omega\alpha_0'+(1-\alpha)\left(ik\mathrm{v}_{10}'+\frac{\partial \mathrm{v}_{20}}{\partial y}\right)+\mathrm{v}\cdot ik\alpha_0'=0, \quad (15)$$

$$u'_{20}\frac{\partial^2 V}{\partial y^2}-\frac{\partial u'_{20}}{\partial y}\frac{\partial V}{\partial y}=\frac{1}{\tau}\left[\left(ikv'_{20}-\frac{\partial v'_{10}}{\partial y}\right)-\left(iku'_{20}-\frac{\partial u'_{10}}{\partial y}\right]-\frac{1}{2S_1}i\omega\left[\left(ikv'_{20}--\frac{\partial v'_{10}}{\partial y}\right)-\left(iku'_{20}-\frac{\partial u'_{10}}{\partial y}\right)\right]-$$
$$-\frac{1}{S_1}i\omega\left(ikV'_{20}-\frac{\partial v'_{10}}{\partial y}\right)+\frac{3}{2}\frac{1}{\sqrt{\tau S_1}}\sqrt{\omega}\,(1--i)\left[\left(ikv'_{20}-\frac{\partial v_{10}}{\partial y}\right)-\left(iku'_{20}-\frac{\partial u'_{10}}{\partial y}\right)\right], \qquad (16)$$

$$-i\omega\alpha'_0+\alpha_0\left(iku'_{10}+\frac{\partial u'_{20}}{\partial y}\right)+v\cdot ik\alpha'_0=0. \qquad (17)$$

(17) - as can be seen from the equation, if the excitation u'_0 specific amplitude of velocity $\delta \ll 1$ If the size, then $\alpha'_0 \;\; 0(\alpha_0\delta)$ the order size will be here $\alpha_0 \ll 1$. Therefore, as in the [2,3,4,5,6,7] literature, we are at the first approach (14) - (17) in systems α'_0 participating participants $\alpha'_0 = 0$ assuming that we cannot ignore it. In this case, it is convenient to introduce two current functions to integrate the continuity equations (15) and (17).

$$-v'_{10}=\frac{\partial\psi}{\partial y}, \qquad v'_{20}=ik\psi,$$
$$-u'_{10}=\frac{\partial\varphi}{\partial y}, \qquad u'_{20}=ik\varphi.$$

In this case, equations (14) - (17) take the following form:

$$D^2\psi-ik\,Re\left(V-\lambda-\frac{if}{k\tau}\right)D\psi+ik\,Re\,\frac{d^2V}{dy^2}\psi+\frac{f}{S}D\varphi-i\lambda k\,\frac{f}{2S_1}\,(D\varphi-D\psi)+$$
$$+i\lambda k\frac{f}{S_1}D\psi-\frac{3}{2}\,Re\,f\sqrt{\frac{k}{S_1\tau}}\,(i--1)\sqrt{\lambda}\,(D\psi-D\varphi)=0\;, \qquad (18)$$

$$D\psi-ik\tau\left(U-\lambda-\frac{i}{k\tau}\right)D\varphi+ik\tau\frac{d^2U}{dy^2}\varphi-i\lambda\frac{k}{2S_1}(\partial\psi-\partial\varphi)-i\lambda\frac{k}{S_1}D\varphi-$$
$$-\frac{3}{2}\sqrt{\frac{k\tau}{S_1}}\,(i-1)\sqrt{\lambda}\,(D\varphi--D\psi)=0\;, \qquad (19)$$

here $D=\frac{\partial^2}{\partial y^2}-k^2$, $\lambda=\frac{\omega}{k}$, k –number of waves, $\lambda=\lambda_r+i\lambda_i$ - unknown constant to be determined, λ_r - phase speed, λ_i - growth rate, $f=\alpha_0 S_1$ - the mass-specific concentration of particles, if $\lambda_i>0$ the current will not be constant, otherwise $\lambda_i<0$ is stable when. $\lambda_i=0$ if so, the vibration will be neutral constant.

(18) and (19) in the equations $V(y)$ and $U(y)$ the stationary flow rates of pure gas and particles are determined accordingly.

The boundary conditions for the movements in the Poiseuille stream are as follows:

$$\psi(\pm1)=\frac{d\psi}{dy}(\pm1)=0, \qquad (20)$$
$$\varphi(\pm1)=0. \qquad (21)$$

For pure gas, equation (20) represents the normal condition of impermeability and viscosity, while for solid particles, equivalence condition (21) represents equality.

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APPLICATION OF THE SPECTRAL-GRID METHOD IN SOLVING THE STABILITY PROBLEM

***Abstract**: The article discusses the spectral-grid method for solving the stability equation for two-phase flows taking into account the non-stationary effects of the force interaction of the phases.*
***Key words**: gradient, polynomial, stability equations, wavenumber, growth rate.*
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Introduction

In the spectral grid method [1, 2, 3, 4, 5, 6] for a given number of elements N to achieve the required accuracy of calculations, it is necessary to correctly position the grid nodes and choose the number of polynomials p_j, the number of Chebyshev polynomials for approximating the solution by p_j *j*-th element. These questions are closely related, since by bringing the joining nodes closer together, one can reduce the number of polynomials on the elements and vice versa. In practice, it is apparently more convenient to choose a uniform mesh by setting different p_j on each element. Then the number of required polynomials depends on the relative magnitude of the gradients of the solution on a particular element. Solution gradients can often be estimated from asymptotic analysis.

In the problem of the stability of the boundary layer, it is well known [7] that near the wall - in the so-called critical layer - the behavior of the solution is determined by a rapid change in viscous solutions:

$$\psi \approx e^{-(k\,\mathrm{Re})^{\frac{1}{3}} y},\ k\,\mathrm{Re} >> 1.$$

Far from the wall, perturbations slowly decay according to the law:

$$\psi \approx e^{-ky},\ k >> 1.$$

It can be seen that the relative value of the gradients of the solution at the wall in $\sqrt[3]{\mathrm{Re}}$ times more than far from her. The refore, the number of nodes, and hence the number of polynomials, should be greater near the wall ~ in $\sqrt[3]{\mathrm{Re}}$ once. More accurate values p_j are selected in the process of calculations.

We now turn to the presentation of the algorithm of the spectral-grid method for the numerical solution of the equations of stability of two-phase flows

$$D^2\psi - ik\,Re\left(\mathrm{V} - \lambda - \frac{if}{k\tau}\right)D\psi + ik\,Re\,\frac{d^2\mathrm{V}}{dy^2}\psi + \frac{f}{S}D\varphi - i\lambda k\,\frac{f}{2S_1}\,(D\varphi - D\psi\,) + i\lambda k\frac{f}{S_1}D\psi -$$

$$-\tfrac{3}{2}\,Re\,f\sqrt{\frac{k}{S_1\tau}}\,(i - -1)\sqrt{\lambda}\,(D\psi - D\varphi\,) = 0, \qquad (1)$$

$$\text{-}D\psi - ik\tau\,\left(\mathrm{U} - \lambda - \tfrac{i}{k\tau}\right)D\varphi + ik\tau\,\tfrac{d^2\mathrm{U}}{dy^2}\,\varphi - i\lambda\tfrac{k}{2S_1}(\partial\psi - \partial\varphi\,) - i\lambda\tfrac{k}{S_1}D\varphi -$$

$$-\tfrac{3}{2}\sqrt{\frac{k\tau}{S_1}}\,(i-1)\,\sqrt{\lambda}\,(D\varphi - D\psi) = 0\,, \qquad (2)$$

where $\lambda = \frac{w}{k}$, $\lambda = \lambda_r + i\lambda_i$ – unknown constant to be determined, λ_r – phase velocity, λ_i – slew rate, $f = \alpha_0 S_1$ – mass concentration of particles. If $\lambda_i > 0$, then the flow is unstable if $\lambda_i < 0$ – stable. If $\lambda_i = 0$, then the oscillations are neutral stable, the curve in which $\lambda_i = 0$ called the curve of neutral stability. Here $D = \frac{\partial^2}{\partial y^2} - k^2$, k – wave number.

Consider equations (1), (2) under the following boundary conditions:

$$\psi(\eta) = 0,\ \frac{d\psi}{d\eta} = 0,\ \varphi(\eta) = 0 \ \text{at}\ \eta = \eta_0; \tag{3}$$

$$\psi(\eta) = 0,\ \frac{d\psi}{d\eta} = 0,\ \varphi(\eta) = 0 \ \text{at}\ \eta = \eta_i. \tag{4}$$

For a specific type of flow $U(\eta)$, boundary conditions (3), (4) have a definite physical meaning. Integration interval $[\eta_0, \eta_1]$ split into a grid. $\eta_0 < \eta_1 < \ldots < \eta_N = \eta_l$ and thus we get n various elements:

$$[\eta_0,\eta_1],\ [\eta_1,\eta_2],\ldots,[\eta_j,\eta_{j+1}],\ldots,[\eta_{N-1},\eta_N],$$
$$j = 0,1,2,\ldots,N-1.$$

Boundary conditions (3), (4) written in dots η_0, η_N, and the requirements for the continuity of the solution of the equations (1), (2) and their derivatives up to (M - 1) - th order are of the form:

$$\psi_j^{(t)}(\eta_j) = \psi_{j+1}^{(t)}(\eta_j),\ t = 0,1,2,3;\ j = 1,2,\ldots,N-1; \tag{5}$$

$$\psi_j^{(p)}(\eta_j) = \psi_{j+1}^{p(t)}(\eta_j),\ p = 0,1;\ j = 1,2,\ldots,N-1; \tag{6}$$

where t and p indicate the order of the derivative.

Solutions ψ_j, φ_j eqs. (1), (2) can be represented as a series in the Chebyshev polynomials of the first kind. To do this, each element $[\eta_j, \eta_{j+1}]$ map to interval [-1, +1] by using:

$$\eta = \frac{m_j}{2} + \frac{l_j}{2} y, \qquad m_j = \eta_j + \eta_{j+1}, \quad l_j = \eta_j + \eta_{j-1}. \tag{7}$$

across l_j indicated length j - th element.

Equations (1), (2) after applying transformation (7) take the form:

$$F_j \psi_j^i + M_j \varphi_j = 0; \tag{8}$$

$$S_j \psi_j + k_j \varphi_j = 0, \qquad j = 1,2,\ldots,N, \tag{9}$$

where

$$F_j = \frac{1}{ik_j \operatorname{Re}_j} D_j^2 - \left(U_j(y) - \lambda - \frac{if}{k\tau}\right) D_j +$$
$$+ \frac{d^2 U_j}{dy_j^2} + \frac{f}{S_1} \lambda D_j;$$

$$M_j = \frac{f}{ik\tau} D_j; \qquad S_j = \frac{f}{ik\tau} D_j - \frac{\lambda}{S_1} D_j;$$

$$k_j = -\left(U_j(y) - \lambda - \frac{i}{k\tau}\right) D_j + \frac{d^2 U_j}{dy_j^2};$$

$$D_j = \frac{d^2}{dy_j^2} - k^2; \quad k_j = \frac{l_j}{2} k; \quad \operatorname{Re}_j = \frac{l_j}{2} \operatorname{Re}.$$

In this case, the boundary conditions and continuity conditions for (8) are

$$\psi_1(-1) = 0,$$
$$\frac{d\psi_1}{dy}(-1) = 0,$$
$$l_j^{-t} \psi_j^{(t)}(+1) = l_{j+1}^{-t} \psi_{j+1}^{(t)}(-1),\ t = 0,1,2,3;\ \ j = 1,2,\ldots,N1,$$

where the conditions of continuity for pure gas (these conditions are set only at the inner nodes of the grid).

$$\psi_N(+1) = 0, \qquad \frac{d\psi_N}{dy}(+1) = 0, \tag{10}$$

similar conditions for (9) have the form

$$\varphi_1(-1) = 0, \qquad l_j^{-p} \psi_j^{(p)}(+1) = l_{j+1}^{-p} \psi_{j+1}^{(p)}(-1), \qquad p = 0,1;\ j = 1,2,\ldots,N-1, \tag{11}$$

where the continuity conditions for particles.

$$\psi_N(+1) = 0.$$

We seek an approximate solution to problem (8), (9) at each of the elements in the form of the following series:

$$\psi_j(y) = \sum_{n=0}^{p_j} a_n^{(j)} T_n(y),$$
$$\varphi_j(y) = \sum_{n=0}^{p_j} d_n^{(j)} T_n(y), \tag{12}$$
$$U_j(y_l^{(j)}) = \sum_{n=0}^{p_j} b_n^{(j)} T_n(y_l^{(j)}),$$

where $T_n(y)$ – Chebyshev polynomials of the first kind; $y_l^{(j)} = \cos\left(\frac{\pi l}{p_j}\right), (l = 0,1,2,\ldots,p_j;\ j = 1,2,\ldots,N)$ – Chebyshev polynomial nodes; p_j – number of polynomials per j- th element.

For Chebyshev polynomials of the first kind, the following recursive formula is valid

$$T_{k+1}(x) = 2xT_k(x) - T_{k-1}(x),$$
$$T_0(x) = 1, \qquad T_1(x) = x.$$

The derivatives of these polynomials are determined by the following recurrent formulas:

$$T'_{k+1}(x) = 2T_k(x) + 2xT'_k(x) - T'_{k-1}(x), \quad k \ge 1,$$

$$T'_0(x) = 0, \quad T'_1(x) = 1;$$

$$T''_{k+1}(x) = 4T'_k(x) + 2xT''_k(x) - T''_{k-1}(x), \quad k \ge 1,$$

$$T''_0(x) = 0, \quad T''_1(x) = 0;$$

$$T'''_{k+1}(x) = 6T''_k(x) + 2xT'''_k(x) - T'''_{k-1}(x), \quad k \ge 2,$$

$$T'''_0(x) = 0, \quad T'''_1(x) = 0, \quad T'''_2(x) = 0.$$

Substituting series (12) into (8), (9) according to the Galerkin method, we require that the left side of equation (8) on each of the elements be orthogonal to the first $(p_j - 4) -$ м and, similarly, the left-hand side of equation (9) to the first $(p_j - 2) -$ m to Chebyshev polynomials, i.e.

$$(F_j\psi_j + M_j\varphi_j, T_n) = 0, \quad n = 0,1,\ldots,p_j - 4, \tag{13}$$

$$(S_j\psi_j + k_j\varphi_j, T_n) = 0, n = 0,1,\ldots,p_j - 2; \quad j = 1,2,\ldots,N \tag{14}$$

where *(f, g)* - dot product on a segment [-1.+1], i.e.

$$(f, g) = \int_{-1}^{+1} f(y) g(y) (1 - x^2)^{-\frac{1}{2}} dy.$$

Conditions (10), (11) with the use of (12) are written in the form:

$$\sum_{n=0}^{p_1} (-1)^n a_n^{(1)} = 0, \quad \sum_{n=0}^{p_1} (-1)^{n-1} n^2 a_n^{(1)} = 0, \quad \sum_{n=0}^{p_j} a_n^j = \sum_{n=0}^{p_{j+1}} (-1)^n a_n^{(j+1)} = 0,$$

$$\frac{1}{l_j} \sum_{n=0}^{p_j} a_n^{(j)} n^2 = \frac{1}{l_{j+1}} \sum_{n=0}^{p_{j+1}} (-1)^{n-1} n^2 a_n^{(1)},$$

$$\frac{1}{l_j^2} \sum_{n=0}^{p_j} a_n^{(j)} T''_n(+1) = \frac{1}{l_{j+1}^2} \sum_{n=0}^{p_{j+1}} a_n^{(j+1)} T''_n(-1),$$

$$\frac{1}{l_j^3} \sum_{n=0}^{p_j} a_n^{(j)} T'''_n(+1) = \frac{1}{l_{j+1}^3} \sum_{n=0}^{p_{j+1}} a_n^{(j+1)} T'''_n(-1), \quad j = 1,2,\ldots,N-1,$$

$$\sum_{n=0}^{p_N} a_n^{(N)} = 0, \quad \sum_{n=0}^{p_N} n^2 a_n^{(N)} = 0, \tag{15}$$

$$\sum_{n=0}^{p_1} (-1)^n d_n^{(1)} = 0, \quad \sum_{n=0}^{p_j} d_n^j = \sum_{n=0}^{p_{j+1}} (-1)^n d_n^{(j+1)} = 0,$$

$$\frac{1}{l_j} \sum_{n=0}^{p_j} d_n^{(j)} n^2 = \frac{1}{l_{j+1}} \sum_{n=0}^{p_{j+1}} (-1)^{n-1} n^2 d_n^{(j+1)}, \qquad j = 1,2,\ldots,N-1,$$

$$\sum_{n=0}^{p_N} d_n^{(N)} = 0. \tag{16}$$

Thus, to determine $2\sum_{j=1}^{N}(p_j + 1)$ unknown $a_n^{(j)}, d_n^{(j)} (n = 0,1,\ldots,p_j, \ j = 1,2,\ldots,N)$ we have $2\sum_{j=1}^{N}(p_j + 1)$ equations.

These equations will be: $\sum_{j=1}^{N}(p_j - 3) + \sum_{j=1}^{N}(p_j - 1)$ orthogonality equations (13), (14), $4N$ - conditions (15) and $2N$ - conditions like (16).

A system of linear algebraic equations (13), (15), (14), (16) write in matrix form

$$(A - \lambda B)x = 0 \tag{17}$$

here *A* and *B* are complex matrices.

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JALALIDDIN RUMI'S SCIENTIFIC HERITAGE AND PHILOSOPHICAL TEACHINGS

***Abstract**: This article deals with the scientific heritage of Mawlana Jalaliddin Rumi, a great mystical scholar of the East, his place in the teachings of mysticism, and his philosophical ideas. The complex orifona terms and concepts in the teachings of Sufism, the metaphors and symbols associated with human nature, the topical issues of the unity and struggle of the contradictions in the universe are skillfully interpreted in Rumi's works in a popular and simple language.*

***Key words**: mysticism, symbolism, spiritual heritage, knowledge, love, doctrine, Sufi theory, justice.*
***Language**: English*
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Introduction

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As a great philosopher, Jalal ad-Din Rumi laid the foundation for his own philosophical system related to human philosophy [1:186]. Human is a focal point of all his works. Mawlana Rumi's rich scientific heritage and philosophical knowledge is important not only for those who study the theory of Sufism and philosophy, but also for all the learners who want to understand the essence of the being called "human".

The philosophical teachings and Sufistic views of Jalal ad-Din Rumi were first accepted as the representation of Sufistic teachings such as the poems of Ibn al-Fariz. The great Turkish scholar Abdul Hussein Zarrinkub writes as follows about this situation: "Ibn al-Fariz, Farid ad-Din Attar, Mawlawi (Jalal ad-Din Rumi), and Sheikh Shabistari turned poetry into a new field of philosophical teaching through their mystical knowledge. There was discovered a new field of peripatetic metaphysics in Sufism through the works and Sufistic ghazals of those scholars. Among them, the highest point in the teachings of Islam was the religious knowledge of Mawlawi (Jalal ad-Din Rumi)[2:187]".

It is noteworthy that by the end of the seventeenth century, European people fond of reading began to recognize Rumi's personality. Through the Europeans' travels to the East, especially to Turkey, they witnessed the rituals and As-Sama' gatherings of the "whirling dervishes" (members of Sufi tariqa) which arouse great interest among the Europeans. The first translations of Rumi's works into French were made by the French Ambassador in Istanbul, J.de Vallenburg. Joseph von Hammer Burgstal also tried to translate some verses from "Maṭnawīye Ma'nawī" into the French language. Edmund Helminsky took part in As-Sama' dances in Konya several times, and under the impression of those marvelous rituals he wrote his work "Living presence: The Sufi path to mindfulness and the essential self". Philip Key Dick was also extremely interested in Eastern culture and the scholastic teachings of Islam; as a result of that interest he translated some samples from Rumi's *rubais* (a quatrain in classical Persian poetry) and *qit'as* (sections). John Hick, an expert on the history of religions, wrote his book "Philosophy of

Religion” (1970) where he dedicated the first chapter of his work to Mawlana Rumi. Roy Caruul Deamot, the author of “The playing bird of the mystic world”, was also an expert on the history of religions. He acknowledged the mastery of the works of Jalal ad-Din Rumi and his skillful usage of the verses of the Qur’an and the hadiths in his books. Carl Gustav Jung also addressed Rumi’s works in many parts of his works and philosophical views. The philosopher Erich From studied the concepts of divine love and romance - the main ideas of Rumi’s works. In his works, he analyzed the concept of divine love which is the pearl of creation and used that concept many times in his works. R.Nicholson and A.Arberry were the first initiators who studied and applied Rumi’s works in the US. Thanks to their scientific and literary translations, the interest of Europeans in the Sufistic mystical knowledge began to grow. During their translations, much attention was paid not only to Rumi’s poetry but also his anthropological and epistemological views on life and human. They also focused on the meaning, not on the accuracy of the words in the translation. Therefore, they used a lot of metaphors in their translations. After that tendency, R.Blie and K.Barks started to deal with the translations of Rumi’s works, and they started a close collaboration with Persian orientalists to preserve the originality of the main sources. Thus, according to their “translation skills”, several copies of Sufistic works appeared worldwide. However, that tendency did not affect the prestige of Jalal ad-Din Rumi in America.

Rumi’s works were first translated into English by James Redhouse. Since then, several scholars have translated Jalal ad-Din Rumi’s works into English, but the most successful translations among them belonged to R.Nicholson and K.Barks. R.Nicholson could manage to translate “Maṭnawīye Ma'nawī” into English language and create its critical content. That translated version up to present moment has been recognized as the most significant and authentic of its original source. Jamol Kamol, People’s poet of Uzbekistan also translated the work “Maṭnawīye Ma'nawī” into Uzbek from the translated version of R.Nicholson. Coleman Barks was a leading translator of the scholar’s works who has made a significant contribution to the rise of the fame among Americans. C.Barks translated a number of works of the great scholar and being inspired by the works of Jalal ad-Din Rumi he published his own book, “Essential Rumi”. His book soon became popular among Americans thirsting for spirituality. The ideas based on Sufistic Islamic traditions have aroused strong interest among Americans. In one of his articles, C.Barks pointed out that the process of translating Rumi’s works appeared unexpectedly: “…after that I started more freely to use active English vocabulary and terminology while translating Jalal ad-Din Rumi’s works because it was a good tradition in our society. Also I found answers to my endless questions which I have been thinking for a long time such as “Where did I come from? Who am I?”[5]. He worked on the translations of Rumi’s works for seven years. “As I became more and more immersed in the translation process, I began to realize that there was a divine melody in those works. There was a magic tone! I couldn’t give it to anyone. I used to listen to the tunes, as if someone was singing inside. I didn't want to let it go and give it up [6]”. Coulman’s translations and his research on the works of Jalal ad-Din Rumi were widely praised among Americans. In this regard, Jann Kinney states the following, “Living with the talent of Coleman Barks, the beauty, essence, and content of the chosen collection that is popular in our time is an eternal spiritual gift to all of us”. According to John Cornfield, “Rumi is the greatest spiritual master in the world. The value of his works is reflected in the words used by C.Barks”. In many parts of F.H.Hegel’s famous four-volume book “Lectures on aesthetics” the author addressed to Rumi’s scholastic works. The philosophic ideas and views related to morality were actively used in that work. F.H.Hegel also analyzed Jalal ad-Din Rumi’s ontological views and supported the scholar’s idea of “the absolute soul which is the basis of whole existence”. Rumi’s creative work was not only highly artistic, but also had a great influence with its power of logic, the richness of philosophical ideas etc. According to the German philosopher Hegel Jalal ad-Din Rumi’s views on the constant growth and change of natural and social phenomena, the disappearance of the old things and the emergence of the new ones and the “war of contradictions in the unity of the world’s conflicts” helped him create his own dialectical method [4:390]”.

When we speak about the study of the works of Jalal ad-Din Rumi conducted in Germany, we can highly praise and value the works of German orientalist Annemarie Schimmel. She devoted her works “Mystical dimensions of Islam” and “My soul is a woman” mainly to the personality and works of Jalal ad-Din Rumi. The scholar had also compiled a bibliography of works on Rum’s life and heritage created around the world. Studying Rumi’s scholarly heritage, she stated the following words: “Jalal ad-Din Rumi wrote his works both in Persian and Arabic. Unlike other scholars of his time, Rumi made extensive use of figurative imagery in the expression of his philosophical views. Although Rumi’s works, written in Persian, were later translated into Arabic, and it was difficult for Arabs to understand the essence of his philosophical knowledge [3:301]”. Jalal ad-Din Rumi, as a great figure of the East, a Sufi poet and scholar, had a significant impact not only on the development of Eastern philosophy, but also on the development of Western philosophy through his philosophical observations, scholastic wisdom, and reflections on universal values. In short, most representatives of Western philosophy addressed to

Rumi in the creation of their philosophical systems, and those views have been reflected in their works.

The five main works of Jalal ad-Din Rumi survived to the present days, and serve as the main source in the study of his works and scientific heritage. These are:

1. Maṭnawīye Ma'nawī (Spiritual Couplets; مثنوی معنوی).
2. Dīwān-e Shams-e Tabrīzī (The Works of Shams of Tabriz; دیوان شمس تبریزی),
3. Fihi Ma Fihi (In It What's in It, Persian: فيه ما فيه)
4. Majāles-e Sab'a (Seven Sessions, Persian: مجالس سبعه)
5. Maktubat (The Letters,مکتوبات)

The complex didactic terms and concepts in the teachings of mysticism, the metaphors and symbols associated with human nature, the topical issues of the unity and struggle of the contradictions in the universe are skillfully interpreted in the works of Jalal ad-Din Rumi in most common and simple language. A person familiar with the great works of the scholar such as "Maṭnawīye Ma'nawī", "Fihe mā fihe" and "Majāles-e Sab'a" will make sure that Rumi's works created eight centuries ago are still actual and perfect enough to answer the questions about any topic of our time. The aspects described in Mawlana Rumi's works have been in the focus of attention not only of the East, but also of the peoples of the world since the VIII century. If we say with the words of the great mystic scientist N.Kamilov, Jalal ad-Din Rumi is a unique scholar who has influenced the times and epochs.

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IMPROVING THE INSTITUTIONS OF THE CONTINUING EDUCATION SYSTEM AND AN ECONOMICAL MATHEMATICAL MODEL OF OPTIMAL PLACEMENT

Abstract: *This paper makes analyses of the improving the institutions of the continuing education system and an economical mathematical model of optimal placement. On this case, research has been pinpointed on the state educational standards, professional educational institutions and general technique of licensing. Moreover, paper investigates some issues of the improvement model of regional vocational education . Therefore, example of the Jizzakh of the Republic of Uzbekistan and mathematical model of the regional system of vocational education have been learned as the whole.*

Key words: *improvemed model, pedagogical education, vocational education, mathematical modeling systems, regional educational system.*

Language: *English*

Citation: Ganiev, E., & Rahmatov, A. (2021). Improving the institutions of the continuing education system and an economical mathematical model of optimal placement. *ISJ Theoretical & Applied Science, 12 (104),* 587-589.

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Introduction

Information: For years of independence, the national education system and training become one of state policy pricing questions in republic.

At present, a set of optimal models is widely used in the development and optimal placement of the national economy. At the same time, due to the identification of optimal options using a set of optimal models used in solving network problems, problem solving is achieving high results. In turn, the optimal structure of enterprises, transport issues are important in the optimal options of transportation, reducing the cost of production, the regulation of capital costs.

One such issue is the improvement of institutions of this system of continuing education and their optimal placement in the regions in accordance with the specialties.

It is important to determine the solution using general economic mathematical models in the improvement of institutions of continuing education and their optimal placement.

In creating an economic mathematical model of the problem, attention is paid to the mathematical support in the exact calculation of problems, in which it is necessary to create a system of algorithms, determine the logical solution of the problem, formulate an information account, organize the computational process.

Thus, according to the methodological and mathematical support, it will be possible to develop a single model of improving the system of continuing education and the optimal placement of institutions.

The issue of improving the system of continuing education and the optimal placement of institutions is considered as a matter of dynamic production transport of the entire programming. Because the main condition of the issue is the cost of education, the economic development of the region, the optimal location of institutions, enterprises and their transportation costs. The most important situation in the context of the issue is the volume of construction, the cost of movement, the capacity of the institution, in which building materials, regional raw materials, labor resources are the main ones. These are basically of two types:

- global - complex as a whole,
- local - a separate district, territorial educational institution.

Thus, the optimal criterion of the objective function of the problem of improving the system of continuing education and the optimal placement of educational institutions is to ensure the minimum level of total costs. This means building modern educational institutions at the lowest cost and further improving the education system.

We now introduce the following definitions for a single model model of the problem of improving the system of continuing education.

s, s'-indicators of educational institutions;

r, r'- indicator of economic regions;

indicators of existing and existing educational institutions in l, l'-settlements;

t-planned t period

Index of sets of networks in the S-system

C̅ - index of a set of professional colleges;

R- indicator of S-type educational institutions to be built in the region;

Lsr-r is an indicator of S-type educational institutions built in the settlement l- located in the region;

Indication of improvement of S-type educational institutions built in Nsl-l settlement;

A set of indicators in the T-plan;

Asrlv (t) -r-matrix determining the location of the S-type educational institution in the v-variant specialty, built in the l-settlement located in the region;

Matsrlv- (t) -r-matrix determining the cost of viewing the S-type educational institution to be built in the settlement l-population located in the region in the v-variant of the specialty:

Y S (t) - a matrix that determines the cost of the state budget for construction;

Ḡ srlv (t) - a matrix that determines the cost of the state budget for the construction of educational institutions;

srlv (t) - a matrix that determines the cost of construction of educational institutions with the help of small and medium businesses, sponsors and foreign investment;

Fsrlv (t) -r-matrix defining the limits of funds allocated from the state budget for s-type educational institutions to be built in the region;

A matrix defining the limits of funds allocated from the local budget and sponsors for s-type educational institutions to be built in the l-settlement located in the Fsrlṽ-r-region;

lsrlv is a unit vector representing the value of each of the s, r, l, v-indicators.

Dsrl (t) is a vector representing additional efforts to improve the S-type educational institution to be built in the l-settlement located in the region;

g (t) - a vector representing the limit of the funds allocated by the state for the improvement of the education system;

$\bar{g}^{S}(t)$-S – vector representing the limit of funds allocated for the improvement of institutions of the type education system;

¯r (t) -r - a vector representing the limits of funds allocated for the improvement of educational institutions in the region;

f sr (t) is a vector representing the limits of funds allocated for s-type educational institutions under construction in the r-region;

f̅ sr (t) is a matrix defining the limits of funds allocated for the improvement of a s-type educational institution to be built in the settlement l located in the r-region;

The values sought in the problem are expressed as follows.

zsrls'r'l (t) - to be built in the l-settlement located in the r-region

s-educational institution, r'- vector representing the number of students who intend to attend the s'-educational institution to be built in the e-settlement located in the area;

ūsr (t) - r- vector representing the capacity of admission of students to the s-type educational institution under construction in the region;

X̿sr (t) is the vector representing the students studying in the s-type educational institution in the r-region;

Y̿ sr = {Y̅sr (t), X̅sr (t)}

xsrlv (t) -r- vector representing the equipment of the S-type educational institution built in the L-settlement located in the region on the basis of modern educational technologies in the v-specialty;

dsrlv-integer value, calculated that y can be 0 or 1.

$$\sum_{r=1}^{Rlsr}\sum_{l=1}^{srl} \mathbf{Z}^{s'r}(t) \geq \bar{Y}^{s'r}(t) \quad (t) \quad (s=1,\bar{S}) \; (t=1,\bar{T}) \; (r'=1,\bar{R}) \qquad (1)$$

$$\sum_{r=1}^{R}\sum_{l=1}^{lsr} \mathfrak{G}^{s(t)} Z_{s'r} \geq \bar{\bar{X}}_{sr'}(t) \quad (S=,\bar{S}) \; (t=1,\bar{T}) \; (r'=1,\bar{R}) \qquad (2)$$

$$\sum_{l=1}^{lsr}\sum_{s'=1}^{S}\sum_{r'=1}^{R} Z_{s'r'l}(t) \leq D^{srtsr}(t) \quad \begin{matrix}(Sl\bar{S})\\(S=1\bar{S})\\(Z=1,\bar{R}_s)\\(T=1,\bar{T})\end{matrix}$$

$$\sum_{S'=1}^{S}\sum_{r'=1}^{R}\sum_{s'r'l'}^{srt}(t) \leq \sum_{v=l}^{Nslsr} A^{srlv}(t)\xi^{srlv}(t) \; (4) \quad \begin{matrix}s=1,\bar{S}\\ r=1,R\\ l=1,ls2\end{matrix}$$

$$\sum_{s=1}^{S}\sum_{r=1}^{R}\sum_{l=1}^{slrslr} Z_{s'r'l'}(t) \leq \sum_{v=l}^{N's'l'sr} \bar{A}^{s'r'l'v}(t)\xi^{s'r'l'v}(t) \; (5) \quad \begin{matrix}s'=1,\bar{S}\\ r'=1,R\\ l=1,ls'r'\\ T=1,T\end{matrix}$$

$$\sum_{s=1}^{S}\sum_{r=1}^{R}\sum_{l=1}^{lsr}\sum_{v=l}^{Nsr} G^{srlv}(t) \leq q(t) \; (t=1,\bar{T}) \; (6)$$

$$\sum_{s=1}^{R}\sum_{l=1}^{lsr}\sum_{v=l}^{Nsr} \bar{G}^{srlv}(t) \leq \xi^{srlv}(t) \leq \bar{q}(t) \; t=1,T \quad (7) \quad s=1,\bar{S}$$

$$\sum_{s=1}^{S}\sum_{l=1}^{lsr}\sum_{v=l}^{Nsr} \bar{\bar{G}}^{srlv}(t)\,\xi^{srlv}(t) \leq \bar{\bar{q}}(t) \; t=1,T \quad (8) \quad R=1,\bar{R}$$

The vector-matrix economic-mathematical model of the problem of optimal placement of institutions in the areas of improvement of the system of continuing education is characterized as follows.

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THE EDUCATIONAL TECHNOLOGIES FOR INCREASING THE MOTIVATION OF CHILDREN FOR LEARNING MATH

Abstract*: This article discusses the concepts of motive and motivation, moreover it identifies and substantiates effective methods, technologies such as personality-oriented, level differentiation, problem learning, research methods in teaching, playing and group health-saving methods or elements of these methods for motivation of children, based on the textbook «Mathematics» for 3rd grade pupils.*

Key words*: motivation, problem, children, pupils, education, technologies.*

Language*: English*

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Introduction

Motivation for education among schoolchildren is relevant for teachers, since it is clear that for successful learning formed motives are needed that are based on personalities. At the present stage the main goal of the school is creating conditions for the development and self realization of each individual, the forming of a generation capable for learning throughout life. Therefore the primary school should prepare children for systematic and purposeful learning in older age periods, form a positive motivation for learning by moral and spiritual maturity of the individual.

The main part

A motive is an internal urge of a person to a particular type of activity associated with the satisfaction of a certain need. Thus, motivation is a system of motives that encourage the student to learn new things, delve into understanding things, analyze, comprehend certain facts, phenomena, ideas, look for the necessary information, apply it under certain conditions. Motivation and its formation and correction are at the heart of school success and problems. The formation of motivation is, first of all, the creation of conditions for the manifestation of internal motives for learning, their awareness by the students themselves and the subsequent self-development of the motivational sphere. Sukhomlinsky wrote: "Thin fontanelles, from which the river of the unity of education and upbringing is filled, is the child's desire to learn." How to open these fontanelles, how to prevent them from silting up? How to prevent an alarming phenomenon, which, unfortunately, often we have to deal with teachers. The child carried a light of thirst for knowledge to school, but it quickly extinguished, and instead a terrible, worst enemy of learning was born - indifference? [5] It seems that the teacher creates a lot for learning. And the cause of the problem is simple - the child does not understand why he needs it. There is no motivation. How, then, to increase students' motivation for learning activities? How to maintain children's interest in the material being studied and activate them throughout the lesson, so that the teacher's role is not only how to present the necessary information more clearly and colorfully than in a book, but to become an organizer of cognitive activity, where the main thing is acting the face of the student himself. In this case, the teacher only has to organize and manage educational activities. All this encourages the search for adequate pedagogical technologies and their use in their practice. The introduction of new pedagogical technologies makes radical changes in the education system: previously, only the teacher was its center, and now it is the student. This enables each student to learn at a pace that suits him and at a level that suits his abilities. In my practice, although it is small for me, (3 years) I use the following modern educational technologies or their elements:

Differentiation technique. This method contributes to a stronger and deeper assimilation of new knowledge, the development of individual abilities, the development of independent and creative thinking. Multilevel assignments facilitate the organization of classes in the classroom, create favorable conditions for the advancement of students in studies in accordance with their capabilities, working differentially with students, it is clear that their attention does not fall in the lesson, since everyone has a feasible task, "strong" students do not get bored, because they are always given a task to think about. The children are constantly busy with the work they can. As a teacher, I have the opportunity to help the weak, pay attention to the strong, the desire of strong students to advance faster and deeper in education is realized. Strong learners are affirmed in their abilities, the weak get the opportunity to experience academic success, the level of motivation increases. Also in this case, it is possible to use the "Dosed Aid" technique, this is such work with cards which is based on the level of the children's task, cards are distributed. For example, in a mathematics textbook for the third grade, the following problem is given: “Out of 240 watermelons collected from melons, 130 were collected from the first bed, and the rest from the second bed. How many more watermelons were harvested from the first bed than from the second? " [2] in this problem for a weak student, you can prepare a separate card with a short note and a solution to the problem, so that he can only solve. Furthermore for a student with an average level of knowledge, you can give a card with a short note, and he by himself made the decision and a strong student must completely decide for himself.

Problem learning. The use of methods based on the creation of problem situations and active cognitive activity of students allows them to focus children on finding and solving complex issues that require updating knowledge. A problematic situation in the lesson is created with the help of activating actions, for example, questions that emphasize the novelty, the importance of the object of knowledge. The creation of problem situations in educational activities and the organization of active independent activity of students by their resolution, as a result of which there is a creative mastery of knowledge, skills, and thinking abilities. Problem situations can be used at various stages of the lesson: while explaining a topic, consolidating new material, monitoring students' knowledge. Thus, problem-based learning allows to direct students to acquire knowledge, skills and abilities, to master the methods of independent activity, to develop cognitive and creative abilities. We can consider the visual application of problem learning in the third grade mathematics textbook "Expressions of the form 42: 3, 72: 4" [2] when explaining a new topic, we can use the examples of the previous topic and ask the children examples: 86: 2, 66: 6,63: 3 and 42: 3 the first three examples can be easily solved by children, but they will think about the last one and then they by themselves will come to a new topic.

Research method in teaching. They give students the opportunity to independently replenish their knowledge, delve deeply into the problem being studied and suggest ways to solve it, which is important in the formation of a worldview. This is important to determine the individual developmental trajectory of each student. The research method consists of the following steps:

- problematic issue;
- hypothesis;
- process of hypothesis testing (proof);
- conclusion;

We can use this method when introducing children to geometric shapes, take, for example, proving that opposite sides of a rectangle are equal (problematic question). Distribute rectangles of different colors and sizes to the children and ask if everyone has the same rectangles? (hypothesis) And based on the answers, invite the children to take their rectangle and add, then summarize (conclusion).

Game techniques. I believe that the use of gaming technology in the classroom ensures the achievement of the unity of the emotional and rational in teaching. So the involving of game moments in the lesson makes the learning process more interesting, creates a good mood among students, and makes it easier to overcome learning difficulties. I use them at various points in the tutorial. So at the beginning of the lesson I turn on the game moment "Guess the topic of the lesson", while consolidating the studied material - "Find the mistake", coded exercises. I have also developed quizzes, hours of entertaining mathematics. All this is aimed at expanding the horizons of students, the development of their cognitive activity, the formation of certain skills and abilities necessary in practical activities, the development of general educational skills. You can write examples or equations on the board and make a mistake, the game will be called "Catch a mistake" or "Trap".

Group technology. Group technology allows to organize active independent work in the lesson. This is the work of students in a static pair, a dynamic pair when repeating the studied material, allows the entire group to be interviewed in a short time, while the student can be in the role of a teacher and in the role of an responder, which itself creates a favorable environment in the lesson. I also use mutual check and self-check after doing independent work. At the same time, the student feels relaxed, responsibility develops, an adequate assessment of his capabilities is formed, everyone has the opportunity to check, evaluate, prompt, correct, which creates a comfortable environment. This method can be used in problem learning and invite children to rearrange the chairs and sit down for 4 people, it will turn out "Fours" team can work on researching a topic or finding a solution to a particular problem.

Health saving technologies. The use of these technologies makes it possible to evenly distribute various types of tasks during the lesson, alternate mental activity, determine the time for submitting complex educational material, allocate time for independent and control work, which gives positive results in learning. When preparing and conducting a lesson, it is necessary to take into account: the dosage of the teaching load; building a lesson taking into account the dynamism of students, their performance compliance with hygiene requirements (fresh air, good illumination, cleanliness); favorable emotional attitude; prevention of stress (work in pairs, groups, stimulating students); health-improving moments and change of types of activities in the lesson, helping to overcome fatigue, despondency, satisfactoriness; I observe the organization of educational work (preparation of the board, clear notes on the board). Basically, it is customary to use it during physical exercises or exercises for the eyes, but it is also possible to use it before the lesson as a form of greeting, this will give a positive attitude for the whole lesson and create a favorable environment.

Conclusions.

The use of the above educational technologies in mathematics lessons will allow children to learn with pleasure, motivate them to perform exercises without teacher pressure, moreover, in the course of solving examples, children acquire more knowledge and are more involved in learning activities. Recently I conducted a survey among my students about the effectiveness of a lesson with interesting lessons and a lesson without the use of any technology, and it was revealed that the fact that children most like to study in the classroom when there are entertaining games. If children love studying from elementary school, it will give them a lifelong enjoy by learning.

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