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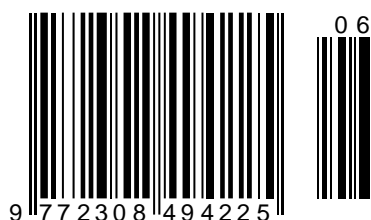
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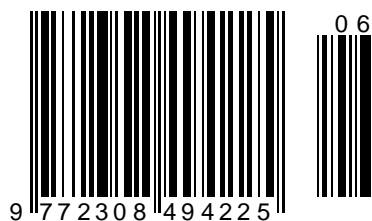
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Article



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## CRITICAL AGE HYPOTHESIS IN SLA PROCESS

**Abstract:** Learning a second language is a linear process. The theories in learning any language seem to be the same, still its implementations result in different prove. Second language acquisition process has its factors that affect on input. One of those factors to be dealt with is age. Critical Period Hypothesis is viewed as a neutral rule pertaining to language learning process. Second Language Acquisition process functions variously with different age learners. If some scholars prove that young age group learners are more able to acquire a foreign language at a professional level, the others believe that the learners at their old age are also able to acquire it well. The given article is aimed to prove the learners of a young age group are more prone to show high language proficiency level than adult learners, whereas adult learners who have reached puberty are less able to acquire foreign languages at a proficiency level. The focus group is chosen as for a young language learner candidate, the other is for an adult learner. The observation-based research took place in the language learning center where two learners of different ages were taught under the same conditions, and with the same teaching methods and techniques.

**Key words:** critical age, language acquisition, second language acquisition, critical period hypothesis.

**Language:** English

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### Introduction

Science entails diverse directions in its field ranging from natural to exact. Individuals' demand in one sub-field of science – learning languages waxes day by day. In the Republic of Uzbekistan a great emphasis is put on learning English as a second language since the first president of Uzbekistan I.A.Karimov (2012) signed a decree “On measures to further improve of foreign language learning”, whether being the youth or old, everybody is attending to self-development in second language acquisition.

The objective of the study is to identify at what age it is acceptable to start learning a second language. The feature to be proven is what age is an efficient age to major in acquiring a foreign language. The object of the case study is comparing learning processes of two different age group learners and the subject per se is proving which learner succeeds in acquiring a

second language. An overwhelming majority of researches have been done and proven by many linguists and scientists pertaining which age gives a great possibility to succeed in learning a second language. The given research is based on observing and teaching a 10-year old learner with 22-year old learner, relating to the concept “Critical Period Hypothesis” in general. The given small-scale research deals with possible constraints each age level faces in the second language acquisition process, the outcomes prompt what age is endorsed to learn a second language as well as suggesting some possible ways of overcoming language learning constraints each learner of different age groups confronts.

The actuality of the given topic lies in the fact that learning and acquiring a second language at a proficiency level is impetus for all. Albeit, the desire to learn is not sufficient, a number of restrains exist in

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comprehending a language, on a par with it, some effective factors occur in different stages of age level restricting ones to learn or acquire language as learners succeed in learning. There is a saying that learning has no limits, notwithstanding language acquiring process is limited from biological perspective. The given small-scale research is done in a number of lessons devoted to finding out the exact rationale and justification why learning after puberty comes onerous.

### Literature review

Critical Period Hypothesis has been a major concern for all, leading to deeming whether to believe there is a timetable for learning or everyone regardless one's age is able to learn a second language at ease that has been giving prompt to researchers to seek for science on the same topic longitudinally. Accordingly, EsimGürsoy (2011) highlighted that second language learning process ought to take place before puberty taking into account some features that support this view as weakening of brain plasticity and reorganizational capacities of it. As it is biologically evident, a human's neurological system in brain has its limits to acquire certain information, inasmuch as being the most sensible part of human body. As well as this, Snow and Hoefnagel-Höhle (1978) stated that "second language acquisition will be relatively fast, successful, and qualitatively similar to first language only if it occurs before the age of puberty" (p. 1114). Nowadays, parents are more concerned about their children's future and giving them to additional language courses. In turn, adults are also passionate about learning languages. Albeit the listed views are similar, Birdsong (1999) asserted that belief in upcoming failure of adult language learning might lead to misapprehension of the evidence that of the result of different learning experience. Succeeding in second language learning or not may be also contingent upon personality in some circumstances, though. Besides, Seright's research (1985) showed that adults' aptitude deteriorates as they become older. The reason is the deterioration of brain functioning to access certain number of information to be remembered. In turn, Singleton (2007) associated causes of failing in acquiring language with neurobiological issues. This is what happens with older people not only with the brain, but also with other organs functioning feebly. Admittedly, Moskovsky (2001) stated that "the Critical Period Hypothesis in essence contends that the ability to learn a language is limited to the years before puberty after which, most probably as a result of maturational processes in the brain, this ability disappears" (p.1). Many researchers' works on Critical Period Hypotheses define the probability of being able to learn English before puberty to be more feasible rather than commencing language learning after the puberty.

### Learners' profile

Learning process of a second language for different age groups differ much. For the case study to conduct, a 10-year old learner and 22-year old one were chosen. Both of them are eager to learn English for various purposes. A school boy (learner A), who is 10 years old, does well at school. A girl, learner B, who is 22 years old, studies at college. Both of them speak Russian that is a first language they have been taught at school. The boy mentioned he has a passion for English at school, because most lessons were based on games and activities in the form of competitive games, whereas the girl asserted she had not been taught properly at school neither she did not use to be fascinated in learning foreign languages nor anyone motivated her to learn languages, that led to losing interest in learning languages overall. Both of the learners are bilingual learners as they are both Uzbek and first language at their school has been Russian. The boy stated motivation for learning English like doing additional language courses beyond school hours was to have intriguing lessons as they did at school, as well as getting the most active pupil in his class, and as his peers, who are better than him at English, he desires to be at the same level as they did. Besides, his hobbies are playing football and reading books in Russian. These chosen learners have been taught by the author for fourteen days at language center named "Brainstone academy". The boy, learner A, stated he desired to learn English is due to his brother who prompted him to learn languages by speaking English at home. The girl, who mentioned the reason why she wanted to learn English is because of her career goals to enter high educational institution, that is considered as learning English for academic purposes. Apparently, she is passionate about English songs and English culture, the reason why English is essential part of her study is a desire to visit foreign countries and study there. Notwithstanding, she never thought about learning English at her early ages when she was studying at secondary school, but when it was time to major in one profession, she chose English language to master. In accordance with the queries on what their faint and potent sides in their personality and nature of learning were, learner A associated with his over interest in watching television programs, while learner B connected it with her lethargy.

### Research design

As an initial step for conducting the small-scale research, the questions were devised for interviewing the learners A and B so as to identify in depth how far they are passionate about learning English and to clarify what might seem negative as a hindrance in their learning process. The questions were not based on Yes and No questions, but mostly based on broad answers, which are divergent in meaning and structure, that is named as open-ended interview

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demanding no other right or wrong answers. The interview was conducted in L1 so that the learners lack background knowledge at all. Choosing interview as a method in research methodology is appropriately-chosen step “one” as it identifies all about learners’ general interest in language learning or in any field pertaining to one particular topic of questions. The questions of the interview were all partially personal questions connected to learning English language, after obtaining the answers from the respondent it would be evident whether they want to learn English or not.

The next step concerning the design is to conduct a written questionnaire (Learning style inventory) based on identifying what kind of learning style they have. The key reason why the given learning style “questionnaire” is chosen for the second step is that in accordance with identified learning style, a teacher chooses what kind of teaching methods to choose from. Otherwise, conducting lessons is useless unless there is awareness about using particular techniques from a teacher’s perspective. The questions are similar to one another differing only in meaning, in order to answer the learners tick where the space is shown with what they agree, if not, they do not tick. The last step is to take a test from the two learners on passed grammar topics: the questions will be on “to be”, “there is/are”, and how they managed to learn new English words off by heart. According to the results shown after conducting the research, whether learning a second language at early ages or old, it would be transparent which age level is appropriate for raising aptitude for learning languages. The skeleton of how research takes part is as follows:

1. Interview
2. Questionnaire
3. Experiment (pre-, while-, post- activities on grammar)

### Data collection and analysis

The outcome of the research design is reflected in the following steps of the analysis of the research. Turning to interview details, eight questions were given in a step-by-step order to find out the weak and strong sides of each learner and their general interests in English language. The second question was given for clarification of the length of language learning process according to their schedule in education that gave the acquit explanation of how long they had been learning English. Following so, when asked the learner A, the challenges in learning a second language for him were on making up sentences and question forms of sentences in written and oral form. From the gained answer, it is outlined, due to young age factors affecting on critical thinking ability, the learner A is not able to connect words which are the cause of not knowing sufficient number of English words and grammar for it, as he is young enough, he

was not able to answer as desired according to a concrete question. The learner B stated she learned English at school on a weekly basis set on governmental school curriculum, but she cannot remember any of the English at all then because of inattention to lessons and laziness to learn languages, she admitted to start learning English from the age of 22 then. The obstacles she faces in the learning process is to learn grammar rules off by heart, she mixes all grammar rules with any grammar rule that leads to misunderstanding of one particular theme effectively. The last fact already illuminates learning grammar rules do not assist her to understand the context without which teaching a second language considers to be inconsistent for adult learners. As was stated in the source “...there is a support for the argument that ‘earlier is better’”. This support, found in the critical period hypothesis literature is based on the claim that biological and maturational factors constrain language learning beyond a certain age.” (ReVel,2004). Inversely, the learner B was not concerned about grammar rules, but he did not associate the challenge of learning with any particular aspect inasmuch as his ability to accept information is effective. The question on in what ways it was facile to learn English, learner A posited he prefers pictures associated with any theme, whereas learner B opts to learn by watching English movies, being unaware of other aspects to consider other than watching films. In the teaching process every learner’s preference for a teacher’s attitude is dissimilar, if learner A – 10-year old boy prefers friendliness from a teacher’s perspective, the learner B-the adult learner prefers either friendliness and stringency as well.

Turning to the results of questionnaire, it was apparent both learners’ learning styles were visual, so the textbooks to choose from was “Round-up 1” by Pearson Longman. To be clear for both learners under the research the book “Round-up 1” was chosen. The explanation behind is that the book “Round-up” is mostly based on broader explanation of grammar topic with visual pictures that are of significant importance to consider. With regard to the experiment that lasted for five days, different consequential results of two learners are evident in a number of cases in the teaching and learning process. In teaching process one of the teaching methods chosen for appropriateness is a Grammar-translation method to facilitate learning process of learners that they demand explanation of L2 into L1.

The first lesson was conducted on the topic “Plural and singular nouns”, the detailed explanation of the rules as putting “an” where there is vowel sound, and putting “a” before consonant sounds were shown and written on the blackboard. The 10-year old boy (learner A) participated being active while doing exercises orally, while the 22-year old girl (learner B) did not do as the learner B in the teaching process. When it was asked from the learners the other day as



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what article should be put before the word “umbrella” learner A answered correctly, whereas learner B was still confusing whether “u” is vowel or consonant sound. While explaining the cases were “an/a” or the ending “s” writing on the blackboard, the learner B gave the example for the plural form of the word “book” as “sbook” instead of giving the correct version as “books”. On the contrary, however, learner A responded correctly. Both learners were taught in Russian that is their L1. The explanation to the learner B why “sbook” was incorrect was associated with Russian grammar rules as “books” in Russian is translated as “knigi” but not “ikniga” putting the last letter at the beginning does not obey the rules at all. In accordance with it, learner A did not confuse and did not face any difficulties with the usage of plurality, but when it was the turn to write the plural form of irregular plural nouns, the young learner made mistakes, while the adult learner B made fewer mistakes, that can be the reason for having strategic competence in the learning process.

Apparently, in a step-by-step order of conducting lessons, the theme on “to be” was the following stage of the experiment. As was explained that the verb “to be” has different formation with each pronouns, after the explanation and while doing exercises, learner B made far more mistakes than the learner A, while learner A did all the tasks with few mistakes to be made. The mistakes of the learner B were not careless as mixing all the forms of “to be” with all the pronouns not caring about whether it was plural or singular. When given the question whether the sentence structure “she teacher” was right, the respond maintained to be “yes”. Even though the sentence structure of English language was the stable order of three parts of speech “Subject+Verb+Object”, she did not accept “am, is, are” as verbs yet, the learner A made sentences using “am, is, are” without any mistakes not confusing any of the pronouns with the correct usage of “to be” verb form. Regardless of the misunderstanding of the grammar theme “to be”, the adult learner – learner B did not manage to complete the task on “Demonstrative pronouns” even after several consolidations of the theme; the given context was “What are .....? – They are planes” learner B answered incorrectly as “what are they?” instead of “what are those?” (Longman, 2010, p.24). Given the question why not to use as it was given in the instruction what words to put, learner B said not to understand the difference between “they” and “these”/ “those”. In contrast, learner A did the task in a right way with the help of pictures shown and as he asserted to understand and comprehend learning materials with visuals. Each language learning process of two learners vary in various drillings based on several grammatical topics. On the one hand, when given the task to fulfill that was on correct writing of pronouns while dictating, the young learner made mistakes

where two vowel sounds written together as “you” and the sound of the letters “th” was confused with the letter “z” in “they” and demonstrative pronouns “this, that, those, these” with “z” every time. On the other hand, the adult learner-learner B managed to write making not as many mistakes as the learner A. The adult learner was not able to answer appropriately the questions on pronouns as: teacher asks “Lily is a beautiful girl. Lily – who is it, he or she or it”, the answer was ambiguous not knowing which was correct to choose from; whereas, the young learner manages to answer orally not even making one mistake to define who is he, who is she when given the question from the teacher’s side. In some research sources the rationale behind why children are best learners was explained in a number of cases, one them was observation that results in learning casual relationships and ability to interfere from the observation pertaining to fast memorizing of certain features explained in the learning process (Lucas et al., 2014).

According to the consecutive observation and experiment, learning process of the adult learner seems as she is acquiring English language features in the process, albeit she gets perplexed when it comes to the appropriate choice of the right option to circle or find the right answer. For instance, the topic on grammar was “Can”, the usage and its structure within the sentence were clarified from the teacher’s (author’s) side. The question was “can you swim?” to both learners in a written way, learner A’s answer was “yes, I can”, the adult learner-learner B was still mixing all the auxiliary verb forms in usage, obviously her answer uttered as “yes, I am”. Before conducting the lesson on “Can”, ambiguity lied in the fact that the auxiliary verb “are” of “to be” verb was used for all personal pronouns, yet it led to misunderstanding of certain language features in depth. One of the cases of what the reason for not revising homework, the adult learner associated with having no time to do the tasks, that is a sign of why her learning process does not yield positive results. Evidently, these types of features of learner B were obvious during the lessons in contrast with learner A, who was eager to learn and drill becoming engaged in any activities in learning process. After passing and explaining all the grammar rules the learners were given to read a song based on consolidating numbers, types of vegetables and the difference between singular and plural nouns to sing. First of all, they were asked to listen attentively, after that to sing the song alongside the recording played on in order to imitate native like pronunciation, which is given in the chosen book. Observing the learners, learner A illuminated a higher initiative rather than learner B to engage in the activity, whereas instead of singing the song, the adult learner did not initiate only keeping silence. According to Galmiche (2014), “elusive emotion of shame does not benefit learners to succeed in language learning causing long-term

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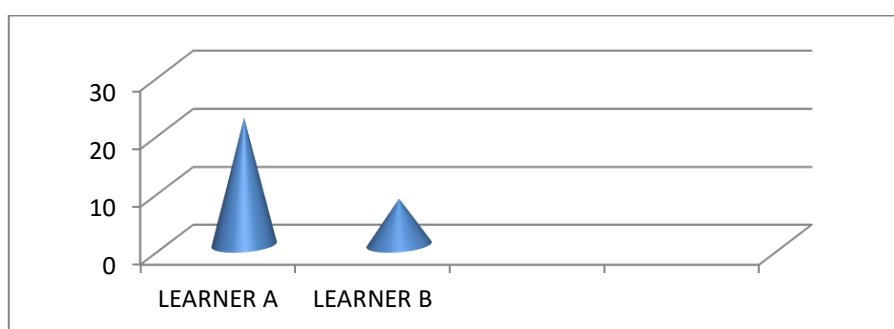
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disengagement, limitation of the potential language input.” Ergo, there is a time frame to acquire a second language and comprehend the language learning process per se. However, most children never feel any awkward circumstances unlike adults in the learning process.

The fourth day of the experiment lasted with the learners in the same classroom teaching together. After several lessons covered with them, they were given a small number of exercises from the chosen textbook “Round-up 1” on the topics they covered, the pages are 21 and 22. According to the results obtained, learner A indicated high score making slightly a few number of mistakes within the time set equally for each learner. For the first exercise which is on putting

“am, is, are”, learner A completed well with minor mistakes as he did not put the apostrophe (‘) with short forms of auxiliary verbs. In contrast, learner B did the exercise confusing all the auxiliary verbs with one another; instead of writing “is” before the word “English”, the preposition “in” was chosen that is not asked in the instruction which is one of external information of word combination heard or seen somewhere else as she answered. In the exercise seven, learner A wrote in a right way, whereas learner B gave quite short answers not following the grammatical rules fixed during the systematic lessons. The total number of right answers should be 25. The ratio of how the two learners of different ages comprehended a second language in their aptitude:



Pic.1.

### Conclusion

Regardless what age or in what phase of language acquiring ability a person is, individuals' demand for learning a second or any foreign languages is waxing as there is a great emphasis is paid to language acquirers in any field of science. There are three phases of time frame for learning a second language: before puberty, at puberty and after puberty, the case study dealt with the two learners of different age groups who were at their before and after puberty.

A number of researches have been done by scholars and linguists to come to conclusion of which age group learner is able to learn and who is not according to time when they started learning a second language; one alleged that it was better to learn at young ages, whereas the other asserted it is a reasonable age to learn a language at old ages. The scholars EsimGürsoy, Snow and Hoefnagel-Höhle, Birdsong, Singleton, Moskovsky and the others contributed much to proving what age is an acceptable age for language learning, the failure why adults fail to acquire and learn a second language was associated

with weakening of brain plasticity, neurological issues and maturational processes at the brain.

Having analyzed all the details of theoretical and practical significance of the praxis within the case study, it might be concluded that adults are not able to learn a second language at proficiency level unless they never experienced language barriers before puberty. The reason for that conclusion might be their weakened attention span, the lack of metacognitive strategy as giving analysis for one's own studying, planning of what should be done to learn quickly as it is proven in the given case study. Children, on the other side, are more likely to learn foreign languages easily in any circumstances and regardless of their fascination in the language per se, as they possess good language learning ability, good function of their brain and motivation to learn from outside if given. According to the small-scale research, it was apparent that learner A (a 10-year old boy) succeeded to learn and accept all the information as considered rather than learner B (a 22-year old girl). Considering all findings and analysis, an acceptable age for acquiring a second language is inevitably a young age before and while puberty over “after puberty”.

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## Appendix I

Questions	Learner A	Learner B
1.Hello. What is your name?	Isfandior	Sitora
2. Are you interested in English?	Yes, I am	Yes, I am
3.How long have you been learning English?	From First Year at school	I did not do English seriously
4.What do you find interesting in learning English?	Names of things	To talk to my friends in English
5.What is difficult for you in the learning process?	To give questions in English	To learn grammar rules off by heart
6.What helps you most in learning English? (songs, films, videos, narratives, texts)	Pictures	Watching films
7.What do you do not like from a teacher's perspective? (swearing, stringency, softness, friendliness)	Friendliness	Friendliness and stringency in balance
8.Are you able to do your homework in English without any assistance?	Yes, I am.	Yes, I am

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Issue

Article



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## SOME THEORETICAL ASPECTS AND STAGES OF DEVELOPMENT OF THE CONCEPTS “HISTORICAL CONSCIOUSNESS” AND “HISTORICAL MEMORY” IN PRIMARY SCHOOL STUDENTS

**Abstract:** This article describes the content, theoretical foundations and analysis of the concepts of “historical consciousness” and “historical memory”. The need for “historical consciousness” and “historical memory” in the formation of students' independent thinking in the educational process, the stages of their development in students and the importance of the integration of historical consciousness and national identity are presented.

**Key words:** “historical consciousness”, “historical memory”, independent thinking, values, creative thinking, the concept of “I”, historical ideas, stages of development, philosophy of history.

**Language:** English

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### Introduction

The formation of independent thinking of students in the educational process has always been a topical issue. Ancient and medieval Eastern and European thinkers emphasized that the child should have an opinion in the process of education. Aristotle, Socrates, Musa al-Khwarizmi, Abu Nasr al-Farabi, Abu Ali ibn Sina, Abu Rayhan Beruni, Abdurahman Jami, Alisher Navoi, and many other scholars considered independent thinking to be a key feature of personal development. Based on the analysis of research on this issue, it should be noted that the formation of independent thinking is a multifaceted process, with different disciplines approaching from the perspective of their field of research and focusing on the solution of the problem.

### Literature analysis and methodology

V. Alimasov, a philosopher, said that the thirst for thinking is a source of independent thinking [2]; A. Erkaev Formation of freedom of thought [3]; G. Matthews focused on the philosophical interpretation of independent thinking by showing the role of philosophical teachings in child development [4].

Scientific researches of D. Abdullajonova, J. Tulenov, I. Jabborov, R. Abdullayev, scientists of the Republic, devoted to the problem of historical memory and historical consciousness were published. In these studies, historical consciousness has been studied in detail from a philosophical-cultural point of view. They are described as a form of social consciousness that is closely related to social reality, revealing the essence of historical consciousness. Especially noteworthy is the book by R. Rakhmonov and F. Fayziyev “Historical consciousness and historical memory in the formation of youth worldview” [5]. In addition to the philosophical analysis of the concepts of historical consciousness and historical memory, the book focuses on its origin and formation. In addition, a number of scholars have worked on scientific consciousness and other cultural and philosophical concepts related to it. In particular, the works of H. Samiboyev, Sh. Shirinbaev, T. Kh. Kurbanov, R. A. Kamenskaya, V. J. Kelle, Z. M. Orudjev, T. V. Kuznetsova. The work of the first President of the Republic of Uzbekistan “High spirituality is an invincible force” is an encyclopedia of our spirituality, in which history strengthens the faith of our people in harmony with the inalienable

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values and legends, and extends its spirituality for 20 years and was analyzed on the basis of scientific language that it is a tremendous force.

However, little attention is paid to the development of independent thinking skills in primary school students as an object of historical consciousness. However, in today's environment of globalization and information threats, it is important to guide students to independent and creative thinking by forming historical consciousness from an early age. After all, these historical lessons help the child to draw the right conclusions from the past, to move towards the future, to positively influence the formation of their "I" in society, and to the development of the "I concept".

### Results and discussion

In elementary school, the study of the world around us and education is aimed at achieving goals such as developing skills such as description, analysis, generalization, and justification. As a result of studying this subject, the student learns the history of the Motherland (photos of life, work, customs of people in different historical periods), the history of their country (people's labor, the peculiarities of the profession, important historical information) and get to know the historical evidence. During the study of these subjects, students will be able to describe the events studied separately from the history of the Motherland, and must be able to show the state borders, settlements, etc. on a map, globe.

The issue of the formation of historical consciousness in primary school students has long been a concern of teachers and methodologists. This was due to the peculiarities of the mastery of historical material and historical evidence by younger students. In this regard, in the works presented by methodologists in the pre-independence period, to identify ways to enrich students' historical imagination through the use of figurative teaching of history in primary school, the teacher's story, conversation, visual aids have been justified by the need.

Russian methodologists and practitioners have made a significant contribution to the theory and practice of the formation of historical consciousness and historical ideas in schoolchildren, historical consciousness and ideas have been identified as the first necessary stage in the formation of historical concepts, which in turn leads to the formation of students' historical worldview. The stylists proposed a number of effective classifications of historical images, and were able to develop methods for creating all types of historical images based on time, space, and evidence from the past.

In their work, modern stylists draw the attention of teachers to the need to form historical consciousness in primary school students as a prerequisite for the development of basic science and

independent thinking skills. However, the analysis of the scientific and educational literature shows that at this stage there is a need for in-depth research on this topic, as teachers are not offered methodological recommendations for the formation of historical consciousness and historical ideas in primary school students, including lesson plans. Thus, to date the development of age-related laws of primary school students, taking into account the inclusion of information based on historical materials in the content of educational subjects which allows young students to think independently and non-standardly, in society we can achieve an active civil position.

The development of historical consciousness consists of several stages. History, as one of the knowledge acquired by mankind, covers various aspects of social life. History is a general detail of human life. If we understand history in a broad sense, the scope of historical research is endless. But in history, an individual cannot have a visible and significant influence on a historical situation.

From a religious point of view, historical development depends on forces that lie outside history but have a decisive influence on it. But in many cases, as the originator of social change, sometimes the great person, sometimes the amorphous mass, in the form of the "Brown movement", has been evidence of human historical movement. History as a science is an integral part of the spiritual development of the individual and society as a whole.

History is not only a human activity and heritage, but also a set of human actions and events over a period of time. History, however, is the harmony of time, it exists only in time. The historical development reflected in the historical consciousness, the contradictions of which have always occupied the minds of mankind.

The concept of historical consciousness is the main theme of the philosophy of history. Mankind's historical consciousness has its own genesis that has come a long way. Historical consciousness did not appear suddenly, "as Aphrodite arose from the foam of the sea." Its formation went hand in hand with human-economic and political development. Social consciousness exists in the forms of political, ideological, legal consciousness, morality, religion, science, art and philosophy. But worldview. The stylists proposed a number of effective classifications of historical images, and were able to develop methods for creating all types of historical images based on time, space, and evidence from the past.

In their work, modern stylists draw the attention of teachers to the need to form historical consciousness in primary school students as a prerequisite for the development of basic science and independent thinking skills. However, the analysis of the scientific and educational the matter. The peculiarity of the philosophical worldview is that it

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informs people about the general laws of nature, society, and the development of human thought.

At the same time, the worldview is a person's understanding, comprehension, knowledge, evaluation and practical mastery of the world to a certain extent. It is also the way a person sees, perceives, imagines the world as a whole or in a variety of ways, and defines a person's place and role in the world. One element of this philosophical worldview is the philosophy of history, or historical consciousness, which embodies the past state of development of society.

In their work on the genesis of historical consciousness, many researchers have confined themselves to European traditions, even though the first buds of historical consciousness appeared in the East, the most ancient cradle of human civilization.

In the ancient, medieval stages of the development of historical consciousness, the elements of the scientific basis for its theoretical analysis emerged, during which the first steps were taken to free the analysis of historical consciousness from the influence of theological ideology.

The Christian theologian St. Augustine (4th century) contributed to the early development of the philosophy of history. His whole philosophical worldview is based on the principle that "without religious belief there is no knowledge, there is no truth." Augustine's contribution was that he created a Christian-theological concept of world history. He explained the history of the world as the result of God's destiny. According to him, the essence of every event in human history is the result of God's command. Augustine argued that historical events depended on divine destiny.

Our compatriot Al-Beruni was one of the scientists who contributed to the concept of historical development, and the scientist put forward the cyclical concept of human development. The encyclopedist scholar described historical development on the example of the history of different peoples. Al-Beruni's career as a historian has not been studied. In the works of historians of our worldview. The stylists proposed a number of effective classifications of historical images, and were able to develop methods for creating all types of historical images based on time, space, and evidence from the past.

In their work, modern stylists draw the attention of teachers to the need to form historical consciousness in primary school students as a prerequisite for the development of basic science and independent thinking skills. However, the analysis of the scientific and educational development of society independent of the will of God. He attributed the course of history to a change in ideas. Voltaire was critical of the works of ancient world historians and their historical consciousness. This period could not distinguish the very delicate mythology in historical sources.

From the 18th century onwards, historical development, historical consciousness became the main research topic for thinkers. In the Enlightenment period, the Enlightened people began to write real history, freeing historical consciousness from theological oppression. Modern philosophers have described human history as the sum of countless human tragedies. During this period, historical and philosophical observation developed extensively. In this process, the words of the first President are noteworthy: "The basis of the development of society, the only force that can save it from inevitable destruction is – enlightenment" [6].

In this century, the struggle of the Enlightenment against superstition has led to radical changes in development. Depression from economic ups and downs, radical changes in production, socio-political and religious movements, etc. have always encouraged a special high interest in history. At the same time, history is sometimes seen as the way to salvation, the key to solving the accumulated social, economic and political problems. Attempts have been made to comprehensively understand and analyze the historical development of mankind.

Stages of development of "historical consciousness" and "historical memory" in primary school students. So far, a number of studies have been conducted on the genesis of historical consciousness. The concept of historical memory of historical consciousness is described from a philosophical and cultural point of view. We will focus on the stages of their formation and development from a historical point of view, looking at them from a philosophical point of view.

Historical consciousness and historical memory as one of these forms of social consciousness is an element of the worldview of the individual, society, nation, people. Worldview is a holistic view of the universe. More precisely, the worldview is a system of generalizations of different content and level, formed on the basis of conclusions, knowledge, which arises as a result of the necessary understanding, knowledge and evaluation of man and the world. Worldview is a unique way of understanding oneself and the world as a whole. This means that the worldview is not a simple concept, but a spiritual factor that is the basis of human activity, his understanding of the phenomena of nature and society, and his attitude to them. Historical consciousness is also an element of the human worldview.

Historical consciousness and historical memory, which are forms of social consciousness, are complex and multifaceted phenomena. There are many definitions of historical consciousness, as well as the historical memory that is an integral part of it, and their relationship to each other and to other forms of social consciousness. In particular, R. Rakhmonov and F. Fayziyev explain the historical consciousness

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as follows: the evaluation is the same, taking into account the whole diversity. In our opinion, historical consciousness is a set of ideas about society, its social groups and individuals about their past and the past of all mankind. In the historical mind, the past, the present and the future are reflected in harmony” [7].

Of course, this concept is clear and broad in content, we will only pay more attention to these two words. Although historical consciousness and historical memory are one, but historical consciousness is primary. When the historical consciousness is formed and reaches its perfect level, the historical memory is highly visible in the person, the people, the nation. Historical consciousness is the realization that everything that happens in any knowledge, even a spiritual being.

Researcher D. Abdullajonova describes historical consciousness as follows: “Historical consciousness is a form of social consciousness, the society's understanding of its origin and place in time, past, present and future, social is an objective perception of reality” [8]. Hence, it can be said that historical consciousness belongs not only to a people or an individual, but also to a nation.

Uzbek philosopher J. Tulenov explains the historical consciousness as follows” [9]. We will focus on just two words in the scientist's description above, social group and class. Can there be historical consciousness in a social group and class, and if so, how and in what way? In our opinion, these concepts exist in the worldview of society and the nation, the individual, and social groups and classes know and use the concepts of historical consciousness, historical memory in terms of their own interests.

If We pay attention to another description of J. Tulenov, I. Jabbarov they say: “In science, historical consciousness is usually defined in social groups, classes, peoples, nations, its origin, important events in its history and the greatness of the past. It is a collection of views, traditions, customs, habits, concepts about people, their relationship to the history of other human communities and human society in general” [10]. The definition is comprehensive and satisfying.

Many researchers believe that when analyzing the content of historical memory, information related to art, customs, and ceremonies is selectively collected and stored in historical memory. This concept refers to information about art and tradition, rituals, but we need to understand how influential they are in historical memory and how they are preserved. The concept of historical consciousness is the main theme of the philosophy of history. Therefore, we do not analyze it in this direction, but only briefly consider its stages of development from a historical point of view. As the first President of the Republic of Uzbekistan I.A. Karimov said: “After gaining independence, our people are becoming more and more interested in knowing the history of their

country, language, culture and values. This is natural. There is a human being who wants to know the identity of his ancestors, his lineage, the village, the city where he grew up, in short, the history of his homeland”[6].

Historical consciousness emerges in various forms of social consciousness as an element, a part of it, and the evolution and diversity of these is determined by the evolution and diversity of nature and society. One element of this philosophical worldview is the philosophy of history, or historical consciousness, which embodies the past state of development of society. In their work on the genesis of historical consciousness, many researchers have confined themselves to European traditions. Fans of Eurocentrism see the formation of historical consciousness in Greece and it is believed to have appeared in the famous work “History” of Herodotus in the 5<sup>th</sup> century. From an empirical point of view, Herodotus' work is considered to be the first true historical work. It is known that the first buds of historical consciousness appeared in the East, the most ancient cradle of human civilization, but why the apparent appearance of historical consciousness is associated with the history of Herodotus, and he is glorified as the father of history.

## CONCLUSION

The process of formation of historical consciousness is extremely complex and depends on many factors that affect each other. In particular, the specificity of the formation of historical consciousness in the child is determined by the multicultural composition of the nation, each society has its own values, traditions, religious rites and culture, formed on the basis of personal experience and study. The factors that determine historical consciousness are many and varied.

The historical consciousness of primary school students is formed under the influence of various factors. At the same time, its condition is primarily affected by the knowledge acquired in the process of teaching subjects and extracurricular activities, the objectivity and reliability of which depends on both the content of school textbooks and the position of teachers, because the school students use almost no historical materials in the learning process. For them, historical information should be reflected only in the context of history and social sciences. It is advisable to include in today's existing primary school textbooks the content aimed at the formation of the historical consciousness of the child. Mankind's historical consciousness has its own genesis that has come a long way. Its formation went hand in hand with human-economic and political development. Although historical consciousness and historical memory are one, but historical consciousness is primary. When the historical consciousness is formed and reaches its perfect level, the historical memory is

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highly visible in the person, the people, the nation. Historical consciousness is the realization that everything that happens in any knowledge, even a spiritual being. Effective use of historical materials, membership in them, the implementation of

interdisciplinary communication contribute to the process of understanding national identity in order to increase the effectiveness of teaching science in primary school.

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## WAYS TO IMPROVE THE EFFECTIVENESS OF EDUCATION IN AN INTEGRATED ENVIRONMENT

**Abstract:** The article presents a scientific analysis of the increasing role of integration in the education system in modern society and the ways of implementing the integration of education, science and production. It also provides didactic opportunities to improve the effectiveness of education in an integrated environment. It is scientifically proved that the integration of the types and content of education based on the cluster approach is a promising result.

**Key words:** integration, intellectual wealth; compositionality, communicativeness, competence, category, modernization, integrated education, globalization, motivations.

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### ПУТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОБРАЗОВАНИЯ В ИНТЕГРИРОВАННОЙ СРЕДЕ

**Аннотация:** В статье представлен научный анализ возрастающей роли интеграции в системе образования в современном обществе и пути реализации интеграции образования, науки и производства. Также предоставляет дидактические возможности для повышения эффективности образования в интегрированной среде. Научно обосновано, что интеграция видов и содержания образования на основе кластерного подхода является перспективным результатом.

**Ключевые слова:** интеграция, интеллектуальное богатство; композиционность, коммуникативность, компетентность, категория, модернизация, интегрированное образование, глобализация, мотивации.

#### Введение

Тот факт, что развитие общества происходит в общих чертах, наряду с положительными аспектами развития, но и его негативными последствиями, ставит перед человечеством новые задачи. Это напрямую связано с процессами глобализации и интеграции. Процесс глобализации зависит от экономического, политического, военного, духовного и религиозного потенциала государств. Процесс глобализации также ускорил процесс интеграции отраслей, и в то же время требует, чтобы отрасли функционировали гармонично. Спрос на

интеллектуальное богатство, высокие знания и потенциал в XXI веке предполагает воспитание молодежи, обладающей современными знаниями и навыками, способной взять на себя ответственность за будущее страны, как важнейший фактор на пути устойчивого развития. Развитие общества и подъем образа жизни людей невозможно представить без активной интеграции образования, науки и производства. Комментируя термин интеграция, можно сказать, что он происходит от латинского слова "integration", что означает восстановление определенных единиц. На практике этот термин обозначает процессы,

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связанные с объединением двух или более предметов вокруг единой цели [1].

### ОСНОВНАЯ ЧАСТЬ

Процесс интеграции включает композиционную и коммуникативную составляющие, которые влияют на разные уровни расширения. Композиционная часть связана с содержанием и структурой и требует определения неформальных и нормативных границ объединяющихся субъектов. Коммуникативная часть, с другой стороны, подразумевает изменение в форме взаимосвязи содержания и предметов, их принципов и механизмов в новых условиях. Роль интеграции в системе образования в современном обществе возрастает, а образовательная деятельность учреждений общего среднего образования отражается на их творческих и научных способностях как результат личностного развития студентов вузов. Следует отметить, что традиционная стратегия образования необходимых знаний и навыков, не отвечает в как культурного и компетентного человека приобретением мере развитию личности снижая потребность личности в принятии общечеловеческих и культурных ценностей. Одним из решений данной проблемы является проблема интеграции в образовательном процессе которая отражена во многих исследованиях и научных источниках. Внедрение интегрированных подходов в практические процессы системы образования позволяет узнать историческое развитие интеграции при проведении прикладных исследований, наблюдать, анализировать и выбирать наиболее актуальные подходы, имеющиеся в соответствии с национальной педагогикой. В связи с этим мы согласны с мнением исследователя А. Тойханова о том, что интеграция в образовании - это процесс реформирования общей структуры образования, помогающий учащимся осмыслить предоставляемую информацию, сформировать у них понимание и представления о взаимодействии всех процессов в окружающем мире [2]. Научный статус термин интеграция впервые получил в теории интегрального исчисления в XVII веке (Ш. Ньютон, Г. Лейбниц). Здесь интегрирование рассматривается, с одной стороны, как обратный процесс к дифференцированию, а с другой - как особый вид интегрирования [3]. В образовании идея интеграции была выдвинута Я.А. Каменским, а это многогранное понятие было объяснено Спенсером в XVIII веке.

Теоретические основы интеграции как важнейшего понятия в социальной педагогике были заложены Б.М. Кедровой, В.П. Кузыминой, Мы можем увидеть в научных исследованиях А. Лекторского, В.Н. Максимовой, А.П. Огурцовой, А.И.Ракитовой, В.С. Степиной, М.Г. Чепиковой,

Б.Ч.Юдиной И других исследователей [4]. Сегодня эта научная категория адаптирована к контексту педагогической науки. В исследованиях А.Я. Данилюка, Н.И. Кондакова, Ю.С.Тюнникова и других, интеграция описывается как “принцип, процесс и результат”, “объединение всех разрозненных частей “вместо” целостности, цельности, систематизации, обобщенности” [5]. Подчеркивая необходимость понимания интеграции наук как их взаимодействия, Б.М.Кедров считает, что существуют общие цели и задачи исследования в различных областях знаний, необходима единая система знаний для решения и реализации задач [6].

В контексте модернизации системы образования его интеграция является инновационной парадигмой, способной формировать творческую, конкурентоспособную личность в контексте неразрывного взаимодействия и сотрудничества между видами образования, как тенденция и как интегративный общий предмет в системе человеческих отношений и отношений с миром. Сегодня эта научная категория адаптирована к контексту педагогической науки. В исследованиях А.Я. Данилюка, Н.И.Кондакова, Ю.С. Юнникова и других, интеграция описывается как “принцип, процесс и результат”, “объединение всех разрозненных частей” вместо “целостности, цельности, систематизации, общности”[7-9]. В результате научного исследования мы выявили, что во многих исследованиях процессы интеграции описываются по-разному, проанализировали признаки, которые поддерживают и отличают друг друга.

В начале XXI века узбекская педагогика активно развивается. Учитывая современный этап модернизации образования, особое внимание уделяется разработке инновационных направлений развития, интеграции образовательных программ, внедрению интегрированных технологий. В результате создается система интегрированных образовательных учреждений, таких как дошкольные и общеобразовательные, школы и вузы, школы и лицеи. Все это, по мнению В.Н.Максимовой, позволяет рассматривать интеграцию как “принцип и фактор развития современных образовательных систем” [10]. В результате проведенного анализа мы полностью согласны со следующими изложенными ими научными основаниями, учитывая их значимость для нашей научной статьи. В исследовании Т.Ломакина рассматривались два аспекта интеграции в области педагогики: интеграция содержания образования и взаимодействие всех образовательных систем [11]. В подтверждение этого описания в нашей статье мы признаем, что интеграционные процессы в образовании - это,

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прежде всего, взаимодействие всех типов образовательных систем для достижения общей цели, а затем интеграция содержания целям. В исследованиях А.Игнатова, В. С.Ю.Полянкиной говорится о что для достижения общей которое служит конкретным Максимовой, Н.М.Белянковой и в педагогическом образовании интеграционные процессы – это, прежде всего, взаимодействие всех типов образовательных систем, а затем интеграция содержания образования, которое служит достижению конкретных целей. Полянкина утверждают, что педагогических образовательных В процессах эффективно установление междисциплинарных связей, например, междисциплинарных связей, через организацию интегрированных курсов, кафедр и модулей [12], и это также одно из наиболее правдоподобных описаний исследования в достижении цели нашего исследования.

В своем исследовании мы хотим создать теоретическую и практическую основу для повышения качества образования и обеспечения высокоэффективного обучающегося, определяющего качественный результат. Мы подчеркиваем, что эффективным способом достижения этой цели является проведение учебного процесса междисциплинарными, межпредметными, межведомственными интегрированными методами для формирования высокоэффективного студента, поддерживая приведенное выше описание интеграции. Присоединяясь к признанию европейских ученых процесса интеграции в образовании и ее эффективности как фактора, повышающего результативность, мы, совместно с нашими отечественными учеными Г.И.Мухамедовым, подчеркиваем практическую значимость интеграционных процессов образования, материально-финансовую, В технологическую, аргументируем необходимость мобилизации всех ресурсов в области информационных, методических и кадровых ресурсов [13]. В результате анализа исследований интеграции мы классифицируем интеграцию, соответствующую объекту нашего исследования, на несколько типов:

- интеграция содержания образования;
- интеграция научно-теоретических технологий в реализации новых инноваций в подходов, методов, практик и технологий в реализации новых инноваций в образовании;
- интеграция теоретической и практической деятельности;
- интеграция всех видов сфере образования в единую систему непрерывного образования (дошкольное образование, общее среднее образование, среднее специальное образование,

Высшее образование, и дополнительное образование и т.д.);

- интеграция всех участников, заинтересованных в образовательном процессе и результатах обучения в едином образовательном контексте (учителя, родители обучающихся, потребители социального заказа, исследователи, социальные, экономические и культурные группы, особые социокультурные группы (инвалиды, мигранты) и др.);

- интеграция национального образования в глобальным процессом.

После тщательного анализа приведенных классификаций интеграции мы пришли к выводу, что интеграция в образовании проявляется в основном как два понятия, а именно: интеграция системы образования и интеграция содержания образования. Подчеркивая неизбежность глубоких интеграционных процессов в современном образовании, И.Э.Кашекова сказала: “Современный мир строится на интегративной основе, что требует разносторонних знаний, компетентности, умения правильно отбирать и использовать потоки информации. Отсюда следует вывод, что образование должно строиться на интегративной основе, знакомить человека с миром и помогать ему овладеть им” [14].

Вопрос интеграции образования, науки и производства в Узбекистане - явление не новое. Хотя в системе образования для этого есть теоретическая база, практических результатов также достаточно. Прежде всего, подготовки кадров ставит задачи обеспечения эффективной интеграции образования, науки и производства, разработки государственных требований к количеству и качеству подготовленных кадров, а также формирования заказов негосударственных организаций, предприятий и организаций. Как и в любой сфере, “человеческий фактор”, то есть знания у учителя истории, играют решающую роль повышении эффективности преподавания истории, а также в становлении зрелого специалиста в своей области. Опыт показывает, что в своей работе учитель часто опирается на конкретные исторические факты, понятия “пространство”, “время”, исторические архивные документ краеведческие материалы, рисунки, схемы, статистические данные, при организации краеведения периода независимости. Отдаление от методики не только отрицательно сказывается на эффективности урока, но и грозит тем, что сидящий в классе ученик потеряет интерес к преподаваемому предмету на всю жизнь.

В национальной модели подготовки кадров говорится, что непрерывное образование является основой системы подготовки кадров, приоритетным направлением обеспечивающим социально-экономическое развитие Республики Узбекистан, удовлетворение экономических,

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социальных, научно технических и культурных потребностей личности, общества и государства. Это определение отражает интеграцию непрерывного образования с наукой и производством. Экономические потребности личности, общества и государства удовлетворяются производством, а научно-технические потребности - наукой. Но в то же время наличие следующих проблем в повышении эффективности образования и усилении его влияния на экономику страны свидетельствует о необходимости дальнейшего совершенствования системы интеграции в образовании, особенно в области педагогики:

- слабые связи между системой образования и рынком труда;
- недостаточная связь между “образование-наука-производство”;
- необходимость дальнейшего укрепления материально-технической базы учебных заведений;
- повышение качества преподавательского состава на основе совершенствования научно-педагогических основ обучения;
- повышение эффективности рынка образовательных услуг с необходимостью создания частных структур и т.д.

Интеграция науки является основой для изменения содержания образования, и в современной системе образования мы должны учитывать, что семья, школы, общества и государства связано с образованием.

Интеграция это сложный научно определяющий своевременное системы образования в этих целях. Из описаний следует, что понятия интеграции, преемственности и целостности образуют взаимозависимость и целостность. Обоснование естественной взаимозависимости этих понятий с научной точки зрения, несомненно, еще больше ускорит интеграционные процессы между ними, служащие эффективности всех трех. Это означает, что развитие любой отрасли или сектора экономики зависит, прежде всего, от трех факторов: взаимодействия, взаимообусловленности и интеграции процессов образования, науки и производства. Взаимная интеграция этой тройки приведет к тому, что не только отрасли, но и субъекты этой системы обратятся к инновационным процессам. Мы хотели бы объяснить растущую важность и необходимость интеграции образования, науки и производства следующими причинами:

- растущее влияние глобализации на образование науки и промышленность;
- резкое сокращение сроков научных разработок и внедрения результатов;
- рост конкуренции в области научных исследований;

- рост конкуренции в производственном секторе;
- растущая зависимость человеческих ресурсов от эффективности в науке и промышленности;
- мгновенная потеря актуальности научных разработок, результатов исследований;
- равная заинтересованность всех трех субъектов в интеграции.

Важность системы образования в интеграции образования, науки и промышленности зависит от знаний и навыков производственного персонала, а это говорит о том, что система образования также нуждается в постоянном изменении и совершенствовании. Конечный результат этих изменений будет отражен в навыках и знаниях персонала. Известно, что производства всегда нуждается в инновационном и научном подходе, что также относится к различным уровням производства, в правильности которого никто не сомневается. Ведь производство больше не ограничивается своей узкой сферой. Научные методы и высококвалифицированный персонал расширяют возможности производства. Наука сегодня не может существовать в отрыве от производства. Эпоха “чистых” научных экспериментов прошла, “для науки” это мертвая формула, и теперь на практике доказано, что высоких результатов можно добиться только через науку и производство. В основе интеграции лежит закон синергии (греч. “synergos” – “согласованный”, “взаимный партнер”).

Согласно закону синергии, ни один субъект не может объединить все аспекты, которые служат для обеспечения эффективности его деятельности. Любой субъект всегда испытывает потребность в сотрудничестве с другими субъектами. Сочетание этих аспектов у разных субъектов служит повышению эффективности.

Согласно классификациям, приведенным в литературе, мы видим, что виды интеграции классифицируются следующим образом:

1. С точки зрения развития: горизонтальная, вертикальная, диагональная интеграция.
2. В соответствии с уровнем интеграции: взаимное сотрудничество, сотрудничество и полная интеграция.
3. По сферам деятельности: производство, исследования, образование, маркетинг, инвестиции и инновационная интеграция.
4. По правовому основанию: долевая и совместная интеграция [15].

Исходя из приведенных классификаций, целесообразно определить интеграцию образования, науки и производства как вертикаль по направлению развития, взаимодействие по степени интеграции, производственную, научную и образовательную интеграцию по направлению

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деятельности. В целом, приведенная классификация относится к взаимной интеграции большего количества секторов экономики и хозяйствующих субъектов. Учитывая общие цели и законы интеграции, можно сказать, что она также относится к интеграции образования, науки и производства. В современной теории можно наблюдать различные подходы к интеграции наук и образования. В одном из таких подходов этот процесс рассматривается как внутренняя и межсетевая интеграция. Под внутрисетевой интеграцией понимается интеграция науки и образования в рамках одной области государственного управления. Значение межотраслевой интеграции гораздо шире, то есть она охватывает несколько областей государственного управления и трактуется как сближение образования, науки и промышленности [16]. Педагогический потенциал, инновационная среда, инновационное образование и школы-лаборатории важны для эффективной интеграции образования, науки и производства. Эти компоненты отражают роль научно-педагогического потенциала в подготовке кадров, принципы развития, современности, инноваций, моделирования, сочетания теории и практики, а также важные аспекты процесса интеграции. В процессе интеграции эти направления должны находиться в последовательности образования, науки и производства и рассматриваться как само собой разумеющееся. Выдвижение науки из образования, производства из науки или образования показывает, что между этими областями нет естественной взаимосвязи и процесса интеграции. Такой подход показывает, что наука основана на принципе “наука ради науки”, который отделен от развития и жизни, а в образовании нет гармонии теории и практики, а производство основано на жизненном опыте, а не на научных достижениях. В этих отношениях отраслей есть определенное развитие, но мы не можем назвать это современными, конкурентоспособными производственными отношениями. Для обеспечения интеграции, в соответствии с научной логикой, производство должно находиться в отношениях образования и науки, а образование, в свою очередь, в потребительском отношении к науке. Это определяет уровень составляющей научно-педагогического потенциала в интегрированном подходе - превосходство научного потенциала в сфере науки и образования над представителями производственной сферы. Мы утверждали, что прямая и целенаправленная интеграция образования с наукой, производством и экономикой контексте общества является фактором, повышающим эффективность образования и наиболее эффективным

сотрудничеством в между видами образования отражается в создании инновационных моделей направленных на повышение качества преподавания предметов путем прикрепления профессоров и преподавателей высших учебных заведений к средним школам, академическим лицам и колледжам. Применяя полученные теоретические знания в практических процессах, учащийся считает, что отношения человек-техника, человек общество, наука - природа это комплексный процесс, и формируются важные компетенции между его внутренним миром и обществом. Компетенции, приобретенные обучающимся в результате интеграции между видами образования, помогают быть готовым к различным областям профессиональной деятельности, преодолевая проблемы, с которыми он/она может столкнуться в своей деятельности после обучения. В последние годы одной из актуальных задач является внедрение инноваций в области образования и творческое применение апробированных методов и средств для обеспечения интеграции между видами образования во многих странах, их состава, принципов и механизмов. Для достижения этих целей в последние годы во многих странах мира внедрение кластерного подхода в образовании стало одним из важнейших условий повышения скорости и эффективности интеграции образования, науки и производства. При кластеризации образования важно учитывать, прежде всего, широкие связи между элементами, интегрированными в единое целое [17]. Развитие интегрированного образования связано с правильным, педагогическим обоснованием формы и содержания образования, что требует глубокого анализа образовательных, воспитательных, развивающих целей. Междисциплинарная интеграция может происходить в педагогическом сообществе, где существует здоровая атмосфера, взаимоуважение и творческое сотрудничество.

Мы прогнозируем успех образовательного процесса комплексного подхода следующим образом на основе:

- в процессе обучения в рамках интегрированного подхода учащийся представляет себе природу как единое целое;

- возможности ученика расширяют и он познаёт природу в соответствии со своими способностями. Таким образом он логически мыслит и делает самостоятельные наблюдения за происходящими событиями причинами и их решениями, в результате сопоставления. мышления; обобщения и он познает природу в соответствии он логически мыслит и делает происходящими событиями, причинами и их решениями, в результате чего развиваются его навыки общения, сравнения, сопоставление

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обобщения и умозаключения, нестандартный уровень мышления; в таких образовательных процессах повышается уровень креативности, профессиональной компетентности преподавателя.

Таким образом, организация уроков в интегрированной форме гарантирует не только качество урока, но и всестороннее развитие мировоззрения учащихся. При проведении интегрированных учебных процессов целесообразно обеспечить учащегося междисциплинарными, меж-предметными связями, иначе в процессе интеграции учащийся может испытывать непонимание, абстрагироваться, давать неверные выводы в конце процесса. Исследование предсказало, что интеграция образовательного процесса на основе кластерного подхода при разработке и реализации требований к междисциплинарным компетенциям даст хорошие результаты, а практический опыт следующей главы доказал, что позволит улучшить знания учителей, выявить и развить способности учащихся. Сегодня, особенно в Ташкентской области, проводится ряд научных, методических, организационных и практических работ по кластерной реформе системы образования, ведутся научные исследования. В результате достигнут ряд положительных результатов в формировании гармонично развитого поколения в сфере образования и повышения качества образования, исходя из требований рыночной экономики. В частности, в нашем исследовании представлен комплекс экспериментов, интегрирующих “детский сад – школа – лаборатория – ВУЗ”. Инновационные экспериментальные площадки, в группах которых оказывается методическая и практическая помощь в выявлении и развитии детской одаренности. Процесс интеграции в системе образования который мы обеспечиваем, позволяет каждому предмету достичь следующих целей:

- еще больше укрепить свои позиции в разработке и внедрении новых инновационных подходов к образованию, используя возможность всех заинтересованных партнеров;
- уметь эффективно использовать имеющиеся у партнеров ресурсы для достижения их конкретных целей, исходя из общих целей.

Таким образом, каждый из субъектов объединяется вокруг отдельной и общей цели и заинтересован не только в повышении своей эффективности, но и в достижении высокой эффективности других субъектов. Одним словом, в условиях рыночной экономики экономическая и социальная значимость развития науки и образования, усиления эффективности образования, оказывающего на нее положительное влияние, выражается в следующем:

приобретение знаний человеком, участвующим в производственном процессе, формирование человеческого капитала, его развитие осуществляется образовательный комплексом;

уровень образования членов общества является определяющим важным фактором, определяющим социально-экономическое развитие государства и благосостояние населения;

развитие экономики общества происходит в результате сильного влияния человеческих знаний, которые стали ключевым фактором повышения эффективности производства;

преобразование информации в ведущее знание в различных системах образования и расширение его значимости;

растущее значение системы национального образования в разделении труда в стране и т.д.

Ниже приведены мероприятия по интеграции на разных уровнях и направлениях, которые являются приоритетным фактором эффективности образования:

- интеграция науки страны с мировой наукой;
- интеграция образования, науки и производства;

- интеграция на государственном, региональном и институциональном уровнях;

- интеграция учебных заведений различных областях;
- интеграция всех видов образование в сфере образования в единую систему непрерывного образования (дошкольное образование, общее среднее образование, высшее образование, специальное послевузовское образование, специальное и дополнительное образование и т.д.);

- членство на разных этапах образования (с точки зрения общего образования, начального образования, среднего образования, старшей школы);

- интеграция знаний в различных областях (наука, культура, искусство, экономика и т.д.);

- интеграция профессиональных знаний с научными исследованиями (теоретическое и практическое изучение профессиональных знаний на основе теории конкуренции):

- междисциплинарное интегрированное образование (интеграция дисциплин в общеобразовательные учебные программы):

- интеграция междисциплинарных внутри предметных знаний (преемственность и согласованность тем на основе конкретной дисциплины);

- интеграция методов обучения, технологий, форм организации;

- интеграция различных участников образовательного процесса в едином образовательном пространстве (учителя, родители учащихся, особые социокультурные группы

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(люди с ограниченными возможностями, мигранты) и т.д.);

- интеграция образования и культуры всех участников образования (руководитель, сотрудник, преподаватель, обучающийся, родитель, претендент на социальный заказ) и др. Процесс интеграции системы образования осуществлялся на кластерной основе. был проведен ряд научно-методических, организационных практических работ по ее реформированию [18].

### ЗАКЛЮЧЕНИЕ

В результате этих усилий были достигнуты положительные результаты в формировании гармонично развитого поколения и повышении качества образования в соответствии с требованиями рыночной экономики. Поэтому мы считаем, что повышение интеграции качества образования в процессе интеграции находит свое отражение:

1. Обеспечение целостности знаний, методов работы, навыков, умений качеств будущих специалистов, а также профессиональная ориентация, совместное приобретение студентами педагогических и технических знаний при подготовке к профессиональной деятельности

эффективно в обеспечении общества зрелым, конкурентоспособным специалистом.

2. Все компетенции учителя в управлении качеством образования в интегрированной среде, интеграции выбранных методов и инструментов для достижения желаемого результата в планировании, проектировании, технологии учебного процесса для улучшения и достижения высоких результатов.

3. Углубление и совершенствование знаний, навыков и умений студентов на основе междисциплинарного, межпредметного индивидуализированного и дифференцированного образования является гарантией его будущего успеха.

4. Форма и методы обучения, а также условия, эффективно организующие его, используемые методы и технологии помогают обеспечить качественное образование в интегрированной среде.

5. В процессе интеграции развивается талант студента и обеспечивается качественный выпускник за счет индивидуальной работы по развитию у студентов мышления, креативности, мотивации, ориентации на самостоятельное обучение, саморазвитие, контроль, взаимодействие компонентов личностно ориентированного образования, таких как оценка.

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## SPECIFIC FEATURES OF UNITS REPRESENTING COLOR IN ENGLISH AND UZBEK LANGUAGES

**Abstract:** In modern linguistics, the study of languages with different structures by comparison and by types has determined the relevance of this area. It is also important to note that present carried out researches are primarily aimed at scientific support to the problem of language learning and teaching. Therefore, studies conducted on linguistic, sociolinguistic, lingvocultural aspects play an important role in scientific and practical spheres.

**Key words:** linguistic units with color semantics, comparative analyses, psycholinguistics.

**Language:** English

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### Introduction

It is of particular interest that the study of language units that make up word combinations in terms of semantics in the composition of different languages in comparative-typological aspect makes it possible to determine the national peculiarities of languages.

The names of colors in the language form a complex system, which is expressed in each language in its own way. Comparing the reflection of colors in different structural languages, as well as, studying of typological aspects clarifies many problems in today's linguistics.

Many studies have been conducted on the expression of colors in the linguistic field such as E.Sepir, B.Wharf, B.Berlin, P.Kay, L.Meffy, V. R.Merrifield, B.Saunders, Van Brekel, Bernstein, Brown, Collier, Hickerson, Durbin, Saunders, N.B.Bakhilina, V.G.Kulpina and other scholars

studied units representing color names in cognitive, lingvoconceptual, sociocultural aspects.

The color designation is the reflection of the information about the color in the language. Accordingly, their study creates an idea of the characteristics of the organization of visual perception and color continuity in the human mind. In addition, the color is characteristic of a wide range of material and ideological signs and phenomena, rich in associative meanings.

It is worth noting that in order to determine the psychological significance of colors, various experiments were carried out, as a result of which a basic color system was created.

R.M.Frumkina and A.P.Vasilevich [4] carried out the research on the basis of psycholinguistics where they studied the semantics of color names by using the methods of B.Berlin and P.Kay [7; 2].

The antiquity of lexical units representing color, the presence in most language systems of an advanced

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system of color descriptions, the complexity of the semantic content inherent in them, confirms the importance of color in human perception.

The wide use of linguistic units expressing color in the creation of an artistic work increases its diversity and artistic potential. Also, enriches the imagination of the reader and helps to understand the contents of the work.

### Results and discussion

In all genres of literature, the use of color names is actively used as illustrative means of representing a bright, multi-task; however, from the point of view of semantic emotional saturation, poetry takes the main place.

Since ancient times, the history of the origin of the phenomenon of color has been studied; the laws of its wound are now in force. Mankind tried to know the physical and physiological characteristics of the nature of colors, to understand the impact on consciousness, as well as to study the aesthetics of colors.

In our speech, we will witness the migration of color meanings that have been widely used. The origin of the color expressive lexicon, the presence of a system of color signs in different structural languages, the complexity of the stylistic-semantic structure inherent in them, necessitates comparative study. The color representative is a lexical unit that expresses the emotional embodiment of colors, which is considered as a main thematic group studied in different languages.

Currently, the English and Uzbek languages of the units representing color are widely used in the composition of stylistic devices. At the same time, it also represents valuable information about the national mentality of the nation. For instance, color *қизил* expresses various meanings in Turkic languages that are stated in the following sample:

“П. а) I. **ҚЫЗ** (тур.); киз (чаг.); [9]

II. **ҚЫЗ**- турк., аз.; **giz**- тур.диал.; қыз- тур., гаг., кар.к., карт.т.г. (**кыз**-), кум., каз., ккал., ног., уз.диал.; **кыз**-баш.;**кы:с**- як.; **кыс**- тув.; **кыз**- (чаг.); **хыз**- (крым.); **хёр**- чув.; [9]

III. **ҚЫЗЫ**- кир., уз.диал., уйг. диал., сал., алт., (тел., кар.т.); кизи- уз., уйг., (тар., вост.-тюрк.). [9]

А.М. Щербак восстанавливает в праформе долгий гласный: **кiс**- “накаляться, краснеть”. Долгота гласного подтверждается як.формой. [9]

◇ I 1. жара, огонь – во всех источниках; 2. усердие, возбуждение; [9]

II 1. накаляться, краснеть – турк., гаг., кум., ккал., ног., тат., баш., уз.диал.; накалять, жечь; гореть – кар.т.г. (+ “запылать”); загораться; разгораться – гаг., ккал.; нагреваться – турк., тур.диал. аз. (+ “согреваться”), каз., ног.; делаться/быть горячим – гаг.; делаться красным;

(по)краснеть – кар.т.г., тув., як.; пламенеть, багроветь – як.; [9]

2. разгораться, оживляться – турк., тур., кум., тат.; увлекаться – турк.; воспламеняться; стараться, стремиться – тув.; возбуждаться – тур., аз., гаг., тат.; быть в возбужденном состоянии – тат., чув.; входить в азарт – турк.; нервничать – уз.диал.; горячиться – турк., тур., гаг., аз., кум., каз., ккал., ног., тат., баш., чув.; [9]

3. сердиться – тур., аз., гаг., кар.к.; раздражаться – тур., гаг.; [9]

4. *спец. мед.* температурить – тур., гаг.; раззриться; [9]

5. быть под хмельком – ног.; пьянеть – тат., чув.; [9]

6. преть, гореть – тат. (*о сене, зерне*), чув.; [9]  
III 1.накаляться, раскаляться – кир., уз., уйг.диал. алт. (+ “зажигаться”), (тар., вост.-тюрк.); разгораться – уз. (перен.); гореть; быть горячим; [9]

2. воспламеняться – алт.; возбуждаться – кир., уз., уйг.диал.; делаться страстным – уйг.; становиться нетерпеливым – уйг.диал.; проявлять интерес – кир., алт.; усердствовать, прилежать; [9]

3. сердиться (вост.-тюрк.);

4. опьянеть – уз.диал.

5. преть, гореть – кир. (*о сене*) и ряд специальных и единичных значений. Значения форм второй рубрики и 5 третьей рубрики представлены и в производных формах: тур. **kızıls-** “перегреваться, преть”, аз. **кызыл-** “преть, становиться прелым”, саг. **кызык** “сгореть от сырости – *о сене*”, алт. **кызыктыр**” [9].

From the meanings given in the dictionary it becomes clear that when a person becomes angry, his physiological changes can be expressed with the help of *red color* [4]. It is worth noting that the Uzbek people were considered to be the people who were emotional, sensitive [4]. It is for this reason that the red color was used in order to indicate the speed of irritation. In the English translation dictionary, we can observe the following meanings of *red*: [4]

1) (*становиться красным*) *redden, turn red; (от волнения, возмущения) flush; turn red in the face; (от смущения и т.п.) blush* [4]

*краснеть от стыда – blush with shame* [4]  
*покраснеть до корней волос – blush to the roots of one's hair* [4]

2) (*за ; стыдиться*) *blush (for)* [4]

3) (*виднеться*) *show red* [4].

The English lexicon also has the same meanings as the Uzbek language, such as redness from shame or excitement. So, in English and Uzbek, red color, in addition to its denotative meaning, represents 1) disappointment; 2) to shame; 3) excited, also refers to the connotative meanings.

All color names may also not be equivalent with each other [6]. For example, in the English-Russian

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bilingual dictionary the following meanings of the lexeme *blue* are given: [6]

“1) голубой; лазурный; синий (любые оттенки синего от самых светлых до самых тёмных); [6]

2) посиневший (о коже после удара по ней; о коже на морозе) - *blue in the face*; [6]

3) испуганный; подавленный, унылый; грустный: [6]

Charley replied that neither had he any money at home. "*That's blue*," said the man.;

4) учёный (о женщине) [6].

In addition, lexeme *blue* expresses idiomatic meaning as well: [10]

“Roslyn was always *singing the blues* because she was unhappy with her job. (EVI)” In the given sentence the idiom *singing the blues* is translated as “*ҳаётидан нолимоқ*” which means in Uzbek the followings: [10]

1. *Осмон*; [10]

2. *Баҳордан дарак бериши мақсадида*; [10]

3. *Касалликнинг бирор бир белгиси – Боланинг нафаси сиқилганидан кўкариб қолди* [10, p.79].

### Conclusion

So, as long as the meaning of the lexeme *blue* in English and Uzbek cannot be an alternative. There is also a difference in the semantic structure of blue color equivalent in English: *зангор* in the Uzbek language and the *голубой* in the Russian language. According to the structure it refers to derivational group and express the meaning of blue color, but considered as the main color. In Russian and Uzbek, *мовий* and *кўк* are considered separately as the main colors, although in English blue maintains a combination of both colors [1, p.13; 5, p.243].

In conclusion, in the system of English and Uzbek languages, the lexical expression of color reflects one of the components of the word combination structure and is easy to understand from the general structure of the language, and with its special status forms a certain hierarchical system from each of its elements.

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Article



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## ADVERTISING MESSAGE AS AN OBJECT OF PRAGMALINGUISTIC RESEARCH IN LINGUISTICS (ON THE EXAMPLE OF ENGLISH, RUSSIAN AND UZBEK LANGUAGES)

**Abstract:** The article considers the paralinguistic means of an advertising slogan, forming a certain channel of advertising influence, combining visual and lexico-psychological techniques of manipulating the consciousness and actions of the person to whom the advertising slogan is directed. Advertising is mainly speech influence in a broad sense, understood as speech communication, taken in the aspect of its purposefulness, target conditioning; it is speech communication described from the standpoint of one of the communicants, when he considers himself as a subject of influence, believing his interlocutor to be an object. In current article, we have studied some language tools used in the texts of Russian, English and Uzbek advertising, in which the paralinguistic effect is most clearly represented.

**Key words:** paralinguistics, advertising message, text, slogan, recipient, communication, paraphemics.

**Language:** Russian

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**Scopus ASCC:** 1203.

### РЕКЛАМНОЕ СООБЩЕНИЕ КАК ОБЪЕКТ ПАРАЛИНГВИСТИЧЕСКОГО ИССЛЕДОВАНИЯ В ЛИНГВИСТИКЕ (НА ПРИМЕРЕ АНГЛИЙСКИХ, РУССКИХ И УЗБЕКСКИХ ЯЗЫКОВ)

**Аннотация:** В статье рассматриваются паралингвистические средства рекламного слогана, формируя определенный канал рекламного воздействия, совмещающий зрительные и лексико-психологические приемы манипулирования сознанием и действиями того, на кого направлен рекламный слоган. Реклама — это преимущественно речевое воздействие в широком смысле, понимаемое как речевое общение, взятое в аспекте его целенаправленности, целевой обусловленности; это речевое общение, описанное с позиций одного из коммуникантов, когда он рассматривает себя как субъект воздействия, полагая своего собеседника объектом. В данной работе мы исследовали некоторые языковые средства, используемые в текстах русскоязычной, англоязычной и узбекской рекламы, в которых паралингвистический эффект представлен наиболее ярко.

**Ключевые слова:** паралингвистика, рекламное сообщение, текст, слоган, реципиент, коммуникация, параграфемика.

#### Введение

Полноценная интеграция в мировое сообщество требует качественных знаний не только в определенной сфере науки или

экономики, но и в том числе в сферах владения иностранными языками, а также в области социокультурных явлений, к которым, в частности, можно причислить и рекламную сферу

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– неотъемлемого компонента современной жизни любой нации.

В связи с этим, можно отметить, что актуальность выбранной темы определяется, в первую очередь, тем фактом, что современная англоязычная реклама дает уникальные возможности для расширения социокультурных знаний. Без необходимого минимума знаний языка, истории англоязычных стран, литературы, реалий современной массовой культуры невозможно говорить о полноценном владении языком. Многие образцы рекламы могут служить средством изучения современного английского языка. Более того, актуальность исследования обусловлена возрастанием в жизни современного общества роли рекламы как одного из видов промоакции, расширением сфер функционирования и появлением новых видов рекламы. Актуальность выбранной темы также оправдана реалиями современного мира, учитывая тот факт, что реклама может быть не только мощным инструментом бизнеса, но и социальной прорагандой. В частности, в настоящее время, когда весь мир столкнулся с пандемией, вызванной вирусом COVID-19, именно социальная реклама выступает в качестве главного информанта, т.к. обладает необходимыми качествами: краткость, информативность, яркость и образность. В данном исследовании мы также обратим внимание на рекламные слоганы социальной рекламы.

Научный подход к изучению рекламы требует рассмотрения рекламы как одной из форм человеческих коммуникаций. Формирование взаимосвязи, попытка наладить каналы общения рекламодателя с его аудиторией являются её сущностью [7]. В противном случае реклама воспринимается с формальной стороны как нагромождение разнообразных и многочисленных рекламоносителей и каналов их передачи. При таком подходе реклама бессистемна и, как результат, неэффективно реализуется на практике [7].

Исходя из поставленной цели, для решения были выдвинуты следующие задачи:

- изучить паралингвистический подход к изучению речевого воздействия в средствах массовой коммуникации;
- проанализировать лингвистические средства и их роль в формировании прагматического воздействия в рекламном слогане;
- определить роль невербального подхода к изучению средств массовой коммуникации и моделирование речевого воздействия;

Объектом исследования выступают рекламные тексты (РТ), которые представляют собой специфичный вид креолизованных текстов, обладающими отличительными свойствами с

присущей высокой эффективностью в плане достижения целей речевого воздействия. Кроме того, им присуща большая ассоциативная сила, эстетическая ценность, смысловая многоплановость, что обуславливается как экстра- так и интралингвистическими средствами.

Труды зарубежных специалистов охватывают широкий спектр проблем рекламного творчества. Ученые анализируют отдельные языковые явления: описывают стиль рекламы (Бове К.Л., Кохтев Н. Н.), характеризуют модели построения РТ (Кафтанджиев Х., Лутц И., Пирогова Ю.К., Полетаева Т.В.), выявляют прагматические, психологические, коммуникативные и языковые особенности, присущие РТ (Dyer G., Ehmer H.K., Goddard A., Flader D., Leech G., Presbrey F., Schudson M., Williamson J., Plate H., Zander S., Siefer C., Медведева Е.В., Морозова И., Солошенко А.Д.). Авторы всех работ обращают внимание на специфичность и многоаспектность языка рекламы.

### Методы исследования

Для решения поставленных задач использовались следующие научные методы: описательный метод (примененный при характеристике лингвистических и паралингвистических единиц, формирующих рекламный слоган), комплексная методика лингвистического анализа: словообразовательный, лексический и синтаксический анализ текстов (при описании словообразовательных и стилистических возможностей языка при построении рекламного слогана); метод сплошной выборки (при отборе и распределении практического материала для анализа).

### Результаты и обсуждения

Рекламная коммуникация, по мнению одних ученых, создает ряд псевдопотребностей для удовлетворения, которых предлагаются не товары или услуги, а "имиджи" – образы, наделенные дополнительными психологическими ценностями. Другие исследователи считают, что реклама, манипулируя подсознанием, не создает новые потребности, а лишь опредмечивает их. Противоречивость и многогранность рекламной ситуации общения проявляется в разнообразии формул рекламного воздействия, на основе которых строится "программа" взаимоотношения между отправителем рекламного сообщения (РС) и получателем, что отражается в результативной формулировке РС, ведущей к "акту" приобретения рекламного продукта.

Подобным образом, комбинация разных знаков в РС способствуют формированию как явного, так и скрытого смысла высказывания.

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Например, РС золотых ювелирных украшений гласит: «A diamond is forever» (De Beers Group). На "явном" уровне это может означать, что, бриллианты долговечны и прочны: одним из означающих является сама драгоценность, означающая — прочность изделия. Как видим, "Скрытое" сообщение выявляется при

рассмотрении вербального и визуального рекламного сообщения. [см.рис.1,2,3]. Ряд визуальных РС демонстрирует об эксплицитной паралингвистической интенции — долговечные крепкие и близкие отношения с драгоценностью данного товара [1].



Рис.1.



Рис.2

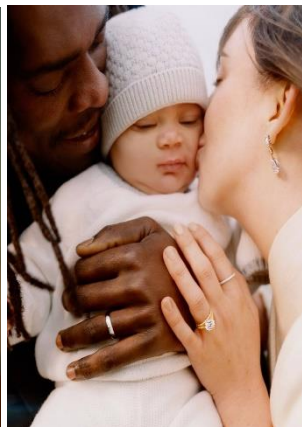


Рис.3

Если рассмотреть русскоязычный вариант РС, то звучит следующее: «Совершенство в простоте!» (Якутские бриллианты). На данном примере можно пронаблюдать как на явном уровне даётся паралингвистическая характеристика товара, через РТ — «совершенство» реципиент получает сигнал о безупречности, идеальности, законченности, непогрешимости и перфекции товара.

[см.рис.4,5,6]. Если обратить внимание на ниже представленные РС, то можно выявить, что серия визуальных сообщений иллюстрирует «простоту» через монохромные оттенки серого и черного. Рекламодатель экспонирует адресанту элегантность, утонченность, изящество, стильность, подтянутость, роскошность, тем самым выявляя особенность украшения.



Рис.4



Рис.5



Рис.6

Касательно узбекской вариации РС ювелирных изделий мы проанализировали следующий пример: «От предков к потомкам! (Ajdodlardan avlodlarga!) (FONON) [Рис.7]. Данный случай показывает отношение к ювелирному изделию, раскрывая тематический замысел адресанта. «В эпоху стремительно

меняющихся реалий золото оказалось самым безопасным вложением средств!» [2]. Именно на этом месте мы наблюдаем, еще один аспект — лингвокультурологическую область, где отражается своеобразие национально-специфической картины мира.

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Рис.7

Многие ученые рекламу рассматривают только как способ манипулирования сознанием и подсознанием людей для обеспечения сбыта продукции, не создает новые потребности, а лишь опредмечивает их. Таким образом, мотивы индивидов служат в качестве внешних материальных объектов и могут выступать как предмет социальной потребности.

Противоречивость и многогранность рекламной ситуации общения проявляется в разнообразии формул рекламного воздействия, на основе которых строится "программа" взаимоотношения между отправителем РС и получателем, что отражается в результативной формулировке РС, ведущей к "акту" приобретения рекламного продукта. Наиболее распространенными являются формулы

**AIDA:** Attention — Interest — Desire — Action (привлечение внимания — интерес — желание обладать — действие);

**PPPP:** Picture — Promise — Prove — Push (картинка — обещание — доказательство — побуждение);

**PAPA:** Promise — Advantage — Prove — Action (обещание пользы — достоинства — доказательство — действие);

**USP:** Unique Selling Proposal (уникальное торговое предложение, без избытка распространенных аргументов);

**MR:** Motivation Research (исследование мотивов).

Из этого следует, что данные формулы служат действенным и оригинальным способом при создании рекламных слоганов.

В настоящее время многочисленные стратегии воздействия в рекламной практике составления РС заменяются формулами, основанными на "Motivation Research" и тяготеющими к "Unique Selling Production", например:

«*The Happiest Place on Earth*» - реклама Disneyland

«*Никогда не подведём!*» - реклама Rexona

«*Xalq tanlovi!*» - реклама Artel.

Четырехсоставную модель рекламной коммуникации представляет Н.В. Месхишвили:

- рекламодатель,
- рекламист,
- канал информации,
- аудитория.

При этом в зависимости от социальной, возрастной и тендерной направленности, у рекламного сообщения существует "своя" аудитория. Необходимо отметить, что большое значения для эффективности воздействия рекламы имеет контекст, который в физическом (пространственном), временном, социальном и психологическом аспектах влияет и на процесс рекламной коммуникации. Процесс восприятия РТ может стать более трудным из-за коммуникативных и информационных помех шумов (например, смазанный шрифт, нагромождение информации и др.) [3]. Ряд помех исходит от адресата и связан с ознакомлением с рекламой в неблагоприятной обстановке, недоверием к ней, наличием конкурирующей информации.

Коммуникативные отношения между основными участниками рекламного общения – рекламодателем и потребителем – могут быть рассмотрены с трех точек зрения. Первая – *объектная*: рекламодатель – субъект коммуникации, потребитель – объект (пассивен по отношению к рекламодателю). На основе этого подхода была разработана теория потребителей З.Фрейда и А.Маслоу. Вторая – *субъективная или персоналистическая* точка зрения – это непосредственное обращение от рекламодателя к потребителю. В соответствии с третьей точкой зрения, рекламодатель и потребитель вступают в определенные взаимоотношения, близкие к процессу общения, *исключая манипуляцию* человека человеком посредством рекламы. С данным положением согласны далеко не все. Многие ведущие исследователи в области рекламы утверждают, что реклама, информируя о товаре или услуге, манипулирует сознанием или подсознанием потребителя, убеждая и склоняя его в выгодную для себя сторону.

Рекламный слоган семиотически смешан и имеет поликодовый характер взаимодействия невербального и вербального компонентов.

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Невербальные компоненты формируют паралингвистический уровень РС. В печатной рекламе, рассматриваемой в данном исследовании, употребляется большей частью графический вид паралингвистических средств (тип выполнения букв и пунктуационных знаков, разные почерки, способы графических дополнений к буквам и их заменители), иногда кинетический компонент рекламного изображения – поза человека или животного на иллюстрации привносит дополнительное значение вербальному сообщению.

Составляя РС в соответствии с рекламными задачами и информацией о потенциальном потребителе, рекламодатель учитывает, что сообщение может быть прочитано непроизвольно (специально рекламу мало кто читает), а также наличие конкурентной рекламы. В связи с этим первостепенное значение приобретает вопрос о создании надежного канала для передачи сообщения, который бы облегчал восприятие, привлекал внимание, нес дополнительную прагматическую нагрузку. Этим каналом коммуникации является графическое исполнение РС. Графическое исполнение РС принадлежит к экстралингвистическим параметрам характеристики рекламного сообщения, куда относятся шрифт, символы, каллиграфия, иллюстрация, картинка с текстом или без текста. Данную задачу в лингвистике решает раздел - параграфемика.

Часто печатные РТ строятся с учетом широкого спектра выразительных возможностей параграфемных элементов. К параграфемным элементам в печатном тексте относятся особенности шрифтового выделения и варьирования, надстрочные и подстрочные значки, различные "звездочки", отточия и другие способы графической рубрикации текста, - математические значки, буквы других алфавитов, знаки препинания. Параграфемика детально исследовалась Е. В. Дзякович. В работе «Особенности использования средств параграфемики в современной печатной рекламе» автор выделяет три группы параграфемных элементов: синграфемика, супраграфемика и топографемика, с помощью которых создается воздействующий потенциал любого печатного текста. 1) *синграфемика* - механизм пунктуационного варьирования. При синграфемике имеет место постановка знаков препинания в позиции как конца, так и середины предложения. Семантизированные знаки препинания могут сами служить составляющими элементами текста. Такие знаки подчеркивают содержащиеся в рекламе данные. Семантизированный восклицательный знак употребляется и в сочетании с иноязычными словами, которые сами по себе можно отнести к

средствам параграфемики. Например: Yes! New! - в рекламе нового автосалона. В некоторых случаях восклицательный знак ставится после каждого слова: Быстро! Качественно! Наделено! Иногда такое расчленение наблюдается в рамках одного слова: ТРЕ! БУ! ЕТ! СЯ!

В подобного рода случаях восклицательный знак выступает в качестве основного или даже единственного средства создания экспрессивного эффекта [4].

Еще один способ привлечения внимания к рекламе с помощью средств 2) супраграфемики - смена шрифта (изменение размера, цвета, очертания букв). Примером служит реклама салонов сотовой связи "БИлайн" - акция "Любимый номер". В тексте рекламы употребляется слово "ЛЮБИ", написанное заглавными буквами, причем буквы "Л" и "Ю" написаны одним шрифтом, а "Б" и "И" представлены как фирменный символ компании. Аналогичным примером является рекламная акция газированного напитка «Пепси», объявление которой состоит из одного слова "АватариЗАция", призывающего к участию в конкурсе интернет-портретов (аватаров). В другом случае копирайтеры изымают часть корня, заменяя ее названием бренда: расПУМдажа! и оПУМеть можно! (сеть магазинов спортивной одежды марки "Puma") [5]. В таком случае языковая игра, как правило, поддерживается графически: сочетание букв - наименование бренда - выделяется шрифтом, цветом, размером. Другой пример подобной переделки корня: ИКСпериМЕНТОС. Очевидно, что части слова ЭКСпериМЕПТ были заменены рекламодателем на наименование рекламной акции «икс», сходное по фонетике, и название бренда («Ментос»).

3) *топографемика* - механизм варьирования плоскостной синтагматики текста. Возможности пространственно-плоскостного варьирования также широко используются в тексте рекламы. Как правило, они используются не изолированно, а в сочетании с возможностями шрифтового варьирования и сюжетного изображения. Причем использование букв различной величины приводит к эффекту смены пространства. Таким образом, в частности, выполнена реклама автосалона "Элвис". Вербальный текст набран так, будто бы он написан на уходящем в даль шоссе и читается с точки зрения сидящего за рулем. Средства синграфемики, супраграфемики и топографемики не используются в РТ изолированно. Наибольшее распространение получили те рекламные модули, которые построены на сочетании двух различных способов. РТ, реклама воздействует на читателя-потребителя в том случае, если она конкретна и целенаправленна, логично построена и доказательна, интересна и оригинальна, ее



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основная мысль излагается лаконично, без лишних слов и понятна каждому, а также в зависимости от цели она передается ярко, образно, занимательно, остроумно. Выразительные средства языка, умело используемые в тексте рекламы, помогают производить именно такое впечатление, какого добивается создатель рекламы [6].

Обычно для создания РС используются несколько типов шрифтов, что позволяет выделить главное, привлечь внимание или дать дополнительную информацию. Например:

***I Want YOU For the Navy! (Recruitment Slogan)***

***Famous For 15 Minutes. Heathrow EXPRESS (Heathrow rail services)***

***BREITLING. 1884. Old Nävi TIMER – Instruments for Professionals (Breitling watch).***

Выделение шрифтом в РС способствует подаче самого главного и интересного материала наиболее выгодным способом, так как вся остальная информация дается более мелким шрифтом. Как правило, каждое слово в РС акцентируется на письме, для чего используется специфический прием, характерный для англоязычной рекламы: написание заглавных букв во всех словах РС:

***Access Takes The Waiting Out Of Wanting (Access credit card)***

***Ace Caff With A Nice Museum Attached (Victoria and Albert Museum)***

***Flick Your Bic (Bic lighters).***

Символическое написание в РС, помимо аттрактивной выполняет также рекламно-информативную функцию и функцию кодирования – адресат должен догадаться, каким является вербальный РС, представленный символично: ***Lux + Dishpan = Lovely Hands (Lux soap) // Catch One. Land Rover. The Best 4x4xFar (Land Rover car) // Fashion - Trip (PC software).***

Шрифт, внешнее членение, различные формы выделения относятся к внешним паралингвистическим средствам организации самого текста.

В качестве новой тенденции развития рекламы проецируется разнообразное графическое исполнение РС. Слова могут быть составлены, например, как бы из самого рекламируемого продукта: батончики шоколада, мармелад, конфеты. В таких РС продукт говорит сам за себя. Применяется *каллиграфия* – буквы употребляются в качестве знака – они составляют слово-шифр.

Рекламное объявление может сопровождаться иллюстрацией (внешнее паралингвистическое средство по отношению к тексту), которая связана с РС, показывает объект и передает положительно-оценочную

информацию и реализует эмоциональное (интеллектуальное) воздействие. В рекламной картинке также используется прием эллипсиса. По мнению некоторых исследователей, эллипсис состоит в отсутствии объекта или субъекта рекламы. "The absence of presence" – в рекламе "Sony": о "отсутствии присутствия" телевизора свидетельствует изображение на рисунке электрической розетки, подставки под ТВ и РС: ***The Last Time I Lost Clear, Sharp Picture On My Sony Trinitron Was When It Was Stolen!*** Телевизор показан только в качестве иллюстрации к основному тексту рекламного объявления.

Паралингвистические средства не являются речевыми единицами, будучи вне вербальной системы языка, однако, как правило, рекламное речевое сообщение сопровождается паралингвистическими средствами (при отсутствии картинки применяется разный цветовой фон, варьирование расположения, шрифтовое выделение и т.д.). По отношению к вербальной стороне высказывания, как показывает наш материал, паралингвистические средства могут выполнять разные функции: 1) вносить дополнительную информацию (эмотивная, символическая, сатирическая функции); 2) замещать пропущенный вербальный компонент; 3) комбинироваться с вербальными средствами, передавая тот же смысл (иллюстративная функция).

Паралингвистические средства не представляют собой автономную и замкнутую семиотическую систему, они функционируют в качестве элементов, упорядоченных семиотических невербальных систем и отдельных показателей.

В рекламном творчестве паралингвистические средства обязательно присутствуют, способствуя созданию эффективной визуальной манипулятивной тактики.

### Выводы

Реклама создает особое языковое пространство (так называемую "сублитературу"), со свойственным ему эмоциональными и суггестивными проявлениями и в известной степени воздействует на формирование индивидуального и массового сознания.

На основании проведенного анализа рекламных слоганов можно сделать следующие выводы.

Определение функционально-стилевого статуса рекламы сводится к тому, что реклама рассматривается как подтип стили массовой коммуникации, соотносящийся с социально значимой общественно-речевой практикой

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людей, специфической ситуацией общения, которые обуславливают экстра- и интралингвистические характеристики этого подстиля.

Рекламный слоган занимает особую позицию в рекламном тексте, выполняя как функцию представления информации о новом товаре или услуге, так и функцию убеждения и призыва приобрести данный товар/услугу.

Рекламный слоган характеризуется взаимодействием в его структуре знаков разной природы: иконических, индексальных и символьных, выбор которых в соотношении "явного" и "скрытого" уровня информации устанавливается с точки зрения эффективности воздействия слогана на адресата. Специфика прагматического аспекта рекламного слогана заключается:

- во взаимодействии рационального, эмоционального и подсознательного уровня воздействия рекламного слогана;

- в процессе принятия информации, содержащего денотативную и коннотативную характеристику и представляющего собой процесс декодирования адресатом рекламного сообщения, в ходе которого сознание адресата обогащается новыми знаниями, идеями, эмоциями;

- в выполнении рекламным слоганом, помимо собственно информативной функции, прагматической функции убеждения и направления действий адресата.

Паралингвистические средства рекламного слогана не только привлекают внимание к рекламному сообщению, но и вызывают реакцию на стимул, заложенный в графическом оформлении рекламного слогана, тем самым

формируя определенный канал рекламного воздействия, совмещающий зрительные и лексико-психологические приемы манипулирования сознанием и действиями того, на кого направлен рекламный слоган.

Специфика рекламного слогана как особого рекламного жанра проявляется в конкретной реализации когнитивных и прагматических функций, в качестве объединяющего признака которых выступают различные формы языкового воздействия на адресата.

Основной характеристикой интралингвистического уровня рекламного слогана является "максимум информации минимумом средств", вследствие чего, в особенности в последнее время, в слогане проявляется тенденция к гиперкраткости (в выражении основной идеи в одном, максимум, в трех словах, способных выполнять персусивную функцию). При этом уже сейчас утверждается тот факт, что XXI в. – это век слогана: обольщающего, привлекающего, запоминающегося своей краткостью и броскостью.

Таким образом, можно заключить, что при формировании восприятия и понимания информации, заложенной в рекламном сообщении, вербальные и невербальные средства выражения проходят процесс идентификации на нескольких уровнях, в ходе которого структура и семантика рекламного текста образуют одну целостную часть, а другая содержится в сознании (подсознании), памяти индивида. Соответственно, воздействуя на подсознание, рекламный слоган создает положительный имидж объекту рекламирования и вызывает у потенциального покупателя желание приобрести тот или иной продукт.

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## SOURCES OF IMAM BUKHARI ON “AL-JARH VA AL-TA’DIL” AND “ILAL AL-HADITH” (ON THE BASIS OF “AL-TARIKH AL-KABIR”)

**Abstract:** *Al-Tarikh al-Kabir*, written by Imam Bukhari, is considered to be one of the greatest works dedicated to hadith narrators and one of the first works in its genre. This does not mean that no works on the field of hadith related to the selection of narrators and narrations have been created before him. Indeed, the sources include books on the biographies of the narrators from the second half of the first century AH, Lays ibn Sa'd's (d. 175/791) “*al-Tarikh*” and Imam Abdullah ibn Mubarak's (d. 181/797) “*al-Tarikh*” is one of the oldest of them. However, Imam Bukhari did not write this work without relying on any work or author. The article discusses the sources of this work.

**Key words:** *al-Tarikh al-kabir*, *al-jarh va al-ta'dil*, Yahya ibn Main, *al-Tarikh*, Sufyan ibn Uyayna, Abdullah ibn Mubarak, *Kitab al-zuafa*, *al-Ilal va ma'rifa al-rijal*.

**Language:** English

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### Introduction

Imam al-Dhahabi mentions the hadith scholar Walid ibn Muslim (d. 195/811) as the first author of a book about narrators [6, V.1, p. 221]. It is also mentioned that Haysam ibn Adi (d. 207/822) and Muhammad ibn Umar al-Waqidi wrote books called “*Tabaqat*” [9, p. 27]. However, since these works have not survived to this day, it is not possible to compare them with *al-Tarikh al-Kabir*.

The oldest sources of “ilm al-rijal” to date are Ibn Sa'd (d. 230/844) and Khalifa ibn Hayyat's (d. 240/854) “*Tabaqat*”, and Yahya ibn Main's (d. 233/847 y.) “*al-Tarikh*”, Ali ibn Madini's (d. 234/848) “*Ilal al-hadith*”, and Ahmad ibn Hanbal's (d. 241/855) “*al-Ilal and ma'rifa al-rijal*” can be cited.

Although Khalifa ibn Hayat's “*Tabaqat*” gives important information about the names, patronymics, *tafaqahs* and dates of death of the narrators, it does not contain any information about the narrators' “jarh or ta'dil”. Among them is Ibn Sa'd's “*Tabaqat*”, which contains the rulings on the narrators of “jarh and ta'dil”. Ali ibn Madini's “*Ilal al-hadith*” is also significant in that it contains a great deal of

information about the narrators, along with “jarh and ta'dil”, as well as “ilal al-hadith”. The work of Imam Ahmad ibn Hanbal is one of the most excellent works on narrators and hadith.

Imam Bukhari's “*al-Tarikh al-Kabir*” is a source enriched by the results of the author's scientific work related to the critical study of hadiths, covering the most important parts of the information contained in these works. The book contains important information about the personal data of the narrators, their value in the “jarh and ta'dil”, their affiliation, teachers and students, and this information is one of the most important tools in determining the authenticity of the hadiths.

The narrations of the muhaddiths such as Yahya ibn Said Qattan, Ali ibn Madini, Ahmad ibn Hanbal, Sufyan ibn Uyayna, Abdurrahman ibn Mahdi, Abdullah ibn Mubarak and Yahya ibn Main (d. 233/847) can be included in the list of sources of “jarh and ta'dil” of “*al-Jarh va al-ta'dil*”. Although Imam al-Bukhari does not mention the use of any work in “*al-Tarikh al-Kabir*”, his sources in his commentary include Yahya ibn Main and Ibn Barqi (d. 249/863)'s “*Kitab al-Zu'afa*”. Comparing Ibn Main's views on the

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narrators quoted in "*al-Tarikh al-Kabir*" with his "*al-Tarikh*", it is determined that they are compatible in two places [11, p. 66, 85; 5, v. 1. p. 372, v. 2. p. 257]. The discrepancy between Ibn Main's views on the narrators quoted by Imam Bukhari and his views in "*al-Tarikh*" may be because the work was not written by Yahya ibn Main himself. It can be cited that Ali ibn Madini (d. 234/848), Yahya Qattan, Waki', Abdurrahman ibn Mahdi, Sufyan ibn Uyayna and Sufyan al-Sawri are also among the sources on "*al-Tarikh al-Kabir*".

In "*al-Tarikh al-Kabir*", the history of the narrators, along with the "*al-jarh and al-ta'dil*", is also extensively covered in "*ilal al-hadith*", with an emphasis on the selection of hadith-based narrations to show that they are reliable and unreliable. In determining Imam Bukhari's sources of "*ilal al-hadith*", it is necessary to focus on the original works on this science and their specific features.

The first works on "*ilal al-hadith*" date back to the end of the 2nd/8th centuries, and there is no evidence that the muhaddiths of the period before that classified their views on "*ilal al-hadith*" as a special book. By the end of the 2nd/8th centuries, the narrations of the hadith scholars about "*ilal al-hadith*" began to be compiled into books by their students. In particular, Ali ibn Madini (161-234 / 778-849), described by al-Dhahabi as the author of nearly 100 works, states that Sufyan ibn Uyayna summed up his views on "*Ilal al-hadith*" and compiled them into 23 volumes [6, v. 9. p. 104; 8, v. 2. p. 339; 3. v. 2. p. 302]. The first books on "*ilal*" include Yahya ibn Sa'id Qattan's (d. 198/813) "*al-Ilal*" and Yahya ibn Main's (d. 233/847) "*al-Ilal*".

Based on the information that Imam Bukhari's teachers also wrote works on "*ilal al-hadith*", such as Abdullah ibn Mubarak's "*al-Ilal*", Yahya ibn Said Qattan's "*Ilal al-hadith*", Ali ibn Madini's "*Ilal al-Musnad*", and "*Ilal al-hadith*" Ibn Uyayna's "*al-Ilal al-mutafarriqa*", "*al-Ilal*", "*al-Ahadis al-muallalat*", "*Ilal al-hadith*" and "*al-Ilal al-Kabir*", Ahmad ibn Hanbal's "*al-Ilal*", Muhammad ibn Abdullah ibn Ammar's "*Ilal al-hadith and ma'rifa ash-shuyukh*" it can be said that they played a role of sources of "*al-Tarikh al-Kabir*". However, the fact that these works have not survived to this day, and that Imam Bukhari did not add any note that he took views of his teachers from the books or himself, does not allow to verify this conclusion.

Among the works of Imam Bukhari's teachers that have survived to the present day are Yahya ibn Main's "*al-Tarikh va al-ilal*", Ali ibn Madini's "*Ilal al-hadith va ma'rifa al-rijal*", Ahmad ibn Hanbal's "*al-*

*Ilal va ma'rifa al-rijal*" in which it is possible to conclude the source basis of this work by comparing the information about "*ilal al-hadith*" with "*al-Tarikh al-Kabir*" [10, p. 30].

A comparative analysis of the information about "*ilal al-hadith*" in "*al-Tarikh al-Kabir*" with Ali ibn Madini's "*Ilal al-hadith va ma'rifa al-rijal*" revealed similarities in several places. In particular, Imam Bukhari referred to the issue of "ittisol as-sanad" and said in his biography of Hasan ibn Abu Hasan that Ali asked Quraysh ibn Anas, who asked Habib ibn Shahid from whom Hasan heard the hadith about the aqiqah, and he heard it from Samura (ibn Jundub). Then he noted that Ali ibn Madini said that what Hasan heard from the Samura was "*sahih*" [5, v. 2. p. 289]. This narration can be seen in detail in Ali ibn Madini's "*Ilal al-hadith va ma'rifa al-rijal*" [2, p. 197].

"*Al-Tarikh al-Kabir*" also cites several other narrations by Ali ibn Madinah, some of which are flawed [5, v. 3. p. 68, 248, 338, 345, v. 4. p. 455, v. 5. p. 291, 347, v. 7. p. 206]. However, they are not found in "*Ilal al-hadith and ma'rifa al-rijal*".

Ahmad ibn Hanbal is one of the sources of "*al-Tarikh al-Kabir*". However, his narrations on "*ilal al-hadith*" are rare in the work. Imam Bukhari didn't limit himself to quoting these narrations but also added notes about their "*ilal*"s [5, v. 1. p. 329, v. 3. p. 403, 444].

From the above, it can be said that books on hadith narrators began to be written in the last quarter of the second century AH, became popular in the first half of the third century, and the most popular sources in this genre were described. Imam al-Bukhari's "*al-Tarikh al-Kabir*" is the most reliable and authoritative source on narrators, and its scope is not found in the works of other muhaddiths of this period.

Although before Imam Bukhari, the hadith scholars have created sources on "*ilm al-ruvat*", "*al-jarh va al-ta'dil*" and "*ilal al-hadith*", most of them have not survived to this day. Because there are "*al-Tarikh*" among them, it can be concluded that Imam Bukhari followed the path of his teachers in naming his work.

Among the sources of "*al-Tarikh al-Kabir*" on narrators, "*al-jarh va al-ta'dil*", and "*ilal al-hadith*", Imam al-Bukhari's teachers' books called "*asma*", "*kuna*", "*ansab*", "*alqab*", "*tabaqat*", "*vafayat*" were the basis. Although he does not mention that he quoted from any of the books of the muhaddith's teachers, there are places in the book where they are used. It can be said that this was because Imam Bukhari focused on the information and narrations received directly from his teachers.

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## THE IMPORTANCE OF THE «QUEST» TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

**Abstract:** *the article substantiates the possibility of using the pedagogical technology "Quest" in secondary education, gives its detailed characteristics and provides a description of the quest conducted in the secondary school in English classes and after school hours. It is noted that this technology is quite applicable in teaching foreign languages at school, since it is aimed at solving a set of tasks facing local education at the present time.*

**Key words:** *secondary education, teaching foreign languages, pedagogical technologies, project activity, educational quest.*

**Language:** English

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### Introduction

The processes of globalization and the active development of technology significantly affect almost all spheres of life, including school education. In response to these challenges of the time, the education system throughout the world, is undergoing significant transformations so that it fully meets the requirements of modern society. On average There are changes in educational purposes, new methods and technologies are being applied, online technologies have a great influence on the essence of the educational process, the design and content of the educational environment are undergoing transformation.

These processes are not least due to the fact that at the moment a new generation of young people is studying at school, which is called "centenials". That is why, according to researchers, changes in the education system should now take place taking into account the social and psychological characteristics of the new generation the amethodic search should be

directed to the area of those learning technologies that would match the changing students. In this regard, technologies that, on the one hand, meet the needs of students, and on the other hand, that can provide training for workers capable in the modern world, come to the fore in pedagogical research design new types of activities, create successful businesses, solve current problems in conditions characterized by a high level of competition.

The school today can no longer simply serve as a transmitter of knowledge: the teacher now becomes an assistant to the student in the independent production of knowledge. To date, direct memorization of previously known material is giving way to critical and creative thinking, group work, communication to obtain information. In the educational process, the most important are the skills of independent acquisition of knowledge based on search and analysis, i.e. research activity. It seems that these tasks can be solved using the educational technology "Quest". When working with the quest,

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various disciplines and knowledge are integrated, and the main focus falls on solving a specific task. Such technology is necessary for the adequate formation of the key competencies of a modern young person.

### RESULTS AND DISCUSSION

Ideologically, the Quest technology correlates with the project technology, which originates in the 1920s in the USA, when it was proposed to build training not on the principle of "from theory to practice", but from the need to solve a certain problem. The essence of the method is that in order to achieve a given final result, the student is required to apply a number of interdisciplinary competencies, independent work, reflection, planning of possible results and more. Among one of the forms of implementation of project activities is the technology "Quest" (English quest – search, including, objects, places, adventures). This concept existed in English-speaking culture long before pedagogy began to use it as one of the teaching methods.

The quest gained particular popularity at the end of the twentieth century, with the advent of the eponymous genre of computer games, which, as a rule, were based on the story of a character who needed to achieve a certain ultimate goal by overcoming a number of obstacles and solving riddles and puzzles. The essence of the quest remained unchanged when, in 1995, Bernie Dodge first mentioned it as a learning technology. At that time, he created a unique educational project where students, in order to solve the problem, had to use all kinds of resources, including the Internet, and going from stage to stage, achieve the final goal.

Today, the quest used in education is characterized by the presence of history, role-playing game elements, as well as various tasks, the solution of which is necessary to advance along a given plot. Subsequently, Professor Tom March proposed a more detailed description of this technology, highlighting a special kind of quest, namely, web quest (English web - network, web, and quest – search, research). The fundamental difference of the web quest is that all tasks in it are completely based on the selected online platform or website on the Internet, and students can be involved in solving the problem remotely. The presence of the teacher is minimized and limited only by the provision of resources, such as a rule in the form of hyperlinks required during the work. Receiving feedback can also be carried out outside the audience.

According to T. March, the web quest has the following key features:

1. The web quest is based on an interesting and original task that has a direct connection with reality – with the phenomena and processes that people encounter in everyday life.

2. The web quest involves intensive intellectual activity (its analysis, synthesis, critical evaluation, etc.), and not just generalization of information.

3. It is impossible to complete a web quest without active use of the Internet. In Russia, research in the field of quest and webquest technology has been conducted relatively recently, therefore, many interpretations of these concepts can be found. The main researchers of the quest technology in Russian pedagogy are M.V. Andreeva, Ya.S. Bykhovsky, I.N. Sokol, etc. Ya.S. Bykhovsky defines a web quest simply as "a site in the Internet, with which students work, performing a particular educational task". More precisely formulates this concept M.V. Andreeva, considering that the web quest is a scenario for organizing students' project activities on any topic using Internet resources [1]. It is known that in their educational activities, students today deal with a large number of research papers, the purpose of which is to search and systematize information. The quest, in addition, allows students to use their imagination and skills to solve problematic problems.

The answers are unknown in advance, and therefore the students performing the quest have the opportunity to create something new and unique. Only by applying creative thinking, students can achieve the final solution of the task assigned to them. At the same time, when researching a problem, students not only assimilate information: when faced with conflicting opinions, they determine their position on a specific problem, formulate their point of view, enter into a discussion, defending their opinion.

An analysis of the literature shows that, according to various signs, scientists distinguish the following types of quests:

– according to the form of the event – a computer game, a web quest (when students search and analyze web resources and create a web product - a blog, a note, a website, etc.), a media quest (for example, photo and video quests), outdoor quests (in the park, in the yard, etc.) and combined quests;

– according to the mode of conducting – in real mode, in virtual mode and combined;

– by the time of implementation – short-term and long-term quests;

– according to the form of work – individual and group;

– by dominant activity – research quest, information quest, creative quest, game quest, role-playing quest;

– the structure of the plot is linear and nonlinear.

Describing the "quest" technology, it should be noted that, like any other project activity, the quest is carried out in several stages, which are implemented in the form of independent work at home and classroom work in the classroom. Within the framework of classroom group work, students distribute roles and tasks among themselves, build

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execution tactics, share results at all stages of work on the project.

The group is fully involved at the final stage: when discussing the results and evaluation. Independent work is those tasks that each student performs within the framework of his team. The front of work between the students is clearly distributed and everyone is responsible for the result provided to them.

### CONCLUSION

As conclusion it should be mentioned that, the final result of the whole group depends on the work of each individual student. Also, it shows that the goals and objectives set by us have been achieved. This is confirmed by the desire of schoolchildren to participate in a common cause, using their foreign

language communication skills, the ability to work in a team (and some also have leadership qualities), a sense of responsibility for the final result, which were fully manifested in the process of completing tasks.

The difficulties that were noted during the testing of the "quest" technology were mainly related to the novelty of this type of activity for students. Working in groups, even though it was familiar for students, it turned out to be an unusual format. The development and testing of the quest showed that this technology can be used at school. It meets the needs of modern schoolchildren in online technologies as a means of learning and can provide training for employees who are able to cope with the problems that people face in modern conditions in their activities.

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## HEROES, HELPERS, MAGIC OBJECTS AND ANTAGONISTS IN KARAKALPAK FOLK TALES

**Abstract:** Among the examples of folklore, fairy tales stand out for their genre features and poetics. In fairy tales, events are described epic. In folk tales, heroes, helpers, magic items and antagonists work together. They play an important role in folklore. The article deals with Karakalpak folk tales and their heroes, helpers, magic items and antagonists.

**Key words:** folklore, fairy tale, people, epic, creativity, composition, classification, motif, plot, evil old woman, giant, hero, character, antagonist, magic items.

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### ГЕРОИ, ПОМОЩНИКИ, ВОЛШЕБНЫЕ ПРЕДМЕТЫ И АНТАГОНИСТЫ В КАРАКАЛПАКСКИХ НАРОДНЫХ СКАЗКАХ

**Аннотация:** Среди образов фольклора сказки выделяются своими жанровыми особенностями и поэтикой. В сказках события описываются эпически. В народных сказках вместе действуют герои, помощники, магические предметы и антагонисты. Они играют важную роль в произведениях фольклора. В статье рассматриваются каракалпакские народные сказки и их герои, помощники, волшебные предметы и антагонисты.

**Ключевые слова:** фольклор, сказка, народ, эпика, творчество, композиция, классификация, мотив, сюжет, баба яга, великан, герой, персонаж, антагонист, волшебные предметы.

#### Введение

Всемирно известные имена А.Аарне, С.Томпсон, В.Я.Пропп, Е.М.Мелетинский, В.Аникин, Л.Г.Бараг, Е.А.Тудоровская, Ю.М.Соколов, С. из тюркоязычных народов, А.Баймурадов, Ш.Гельдиева, Ф.Х.Гезалов, Б.Каримов, М.Афзалов, К.Имомов, Г.Джалалов, К.Бекназаров, Ж.Юсупов, С.Джумаева, Н.Дустходжаева, К.Кадыров, З.Расулова, Ш.Назарова, каракалпакские ученые Н.Давкараев, К.Айымбетов, К.Максетов, К. Мамбетназаров и другие изучали жанр сказки в различных аспектах.

Особенно важна классификация К.Аимбетова каракалпакских народных сказок. Ученый классифицировал каракалпакские сказки по жанровому признаку на две группы: реалистические и фантастические. Он включал бытовые и сатирические сказки в реалистические сказки. Фантастические сказки он делил на сказки о волшебстве и животных. Действительно, есть все основания отличать волшебные сказки от фантастических сказок. Причина в том, что в содержании каракалпакского фольклора имеются много сказок, где главную тему занимают волшебство, чудеса. Поэтому мы одобряем и

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поддерживаем эту классификацию К.Аимбетова, работавшего над каракалпакскими народными сказками [1, 102-103].

Ученый К.Аимбетов писал: «Причина, по которой их называют волшебными сказками или чудесными сказками, заключается в том, что они содержат воображаемые вещи, воображаемые ситуации воображаемой природы. Эти типы сказок - древние сказки, в которых задействованы самые страшные вещи. Рост один дюйм, борода сорок дюймов, одноглазый великан, двуглавый дракон, жадная старуха, люди беспомощны перед ними, постепенно люди становятся хитрыми, глупыми, глупыми в результате страшных дел, люди уничтожают страшного зверя, враг через их интеллект. В сказках главный герой обычно беспомощен, но в конце сказки семург достигает своей цели с помощью птицы или крылатого святятника» [2, 64].

Ведь в содержании волшебных сказок отчетливо просматриваются приводимые ученым персонажи. Например, в сказке «Путь праведности» младший ребенок восстанавливается после тяжелой травмы с помощью волшебного кольца, доставшегося в наследство от своего отца. Он также воскрешает мертвую собаку, поглаживая ее кольцом. Еще одна особенность волшебного кольца в том, что когда оно толкает своих врагов, они смягчаются и начинают его одобрять. Кольцо не только воскрешает умершего человека или животное, но и обладает способностью отражать гнев своих врагов, изменять их мнение, смягчать [3, 173-174].

В сказке «Временное дитя по прозвищу» также рассказывается история маленького мальчика и волшебной книги и волшебного камня, которые он получил от старухи-ведьмы. Функция этих волшебных вещей состоит в том, чтобы резать нерушимое, распутывать нерушимое, плавить твердое, воскрешать мертвых. Мальчик также воскрешает умерших детей своими волшебными предметами. Ведьма делает старуху бессмертной с помощью магии. Он имеет дуалистическое значение, в котором добро побеждает зло [3, 177-179]. Сказка «Абат батыр» также преувеличивает силу волшебства. В сказке друг Абата – волшебник сначала читает молитву и превращает кость на дороге в ее прежний вид, то есть в тигра. В кульминации сказки волхв читает молитву и воскрешает героя Абата, погибшего от яда старухи. Это словесная магия, в основном словесный дуэт, сила волшебного слова [4, 11-18].

В сказке «Король-Лебедь» старик и старуха получают волшебный ящик для исцеления лебедя от ран. Лебедь на самом деле является магом, то есть королем волшебников. Король предупреждает старика, чтобы он не открывал сундук по дороге. Но по дороге старик открывает сундуку, желая узнать, что это за подарок. Из

коробки выходят сотни голов крупного рогатого скота, овец и коз. Только злодей, колдун, король Орел может вернуть эти блага обратно в сундук [4, 27-31].

Если мы обратим внимание, то увидим в содержании сказки результаты волшебного ремесла, такие как превращение в другие живые и неживые предметы, изменение своей формы, своего вида. Понятно, что гиперболизированное поведение магов-мастеров, которые могут быстро пересечь или пролететь упомянутое в сказках полугодное путешествие, которые могут перенести дворец с одного места на другое, которые воскрешают мертвых, не могут быть реальной в жизни.

Однако персонажи сказок, такие как птица семург, чудесная птица, орел, ковер-самолет, летающая машина, летающая лошадь, великаны, самостоятельно строящие дворцы и города, - это мечты, наших предков.

К этим вещам добавилась техника, которая в наше время летает в небо: самолеты, вертолеты, космические корабли, телевизоры, интернет, роботы-краны, строящие многоэтажные дома, автоматы. Разумеется, упомянутые в содержании сказок маги, их магические умения, а также странное поведение сверхъестественных людей, встречающихся в жизни, в какой-то мере повлияли на появление подобных эпизодов в реальной жизни. Причина в том, что в древности и сегодня продолжают удивлять человеческое общество всемирно известные гипнотизеры, фокусники, иллюзионисты, люди со сверхъестественными способностями. Хотя их поведение не такое экстремальное, как в сказках, оно всегда в центре внимания широкой публики. Действия и трюки фокусника, гипнотизера, иллюзиониста действительно реалистичны в глазах зрителей. Зрители, видевшие такие причудливые трюки, исполняемые на таких невероятных скоростях, несомненно, расскажут об этом своим знакомым, не видевшим шоу. Люди, которые слышали это, расскажут другим людям об этом неординарном поведении. Услышанные истории человек создает так, как если бы сам видел их, местами преувеличивая их, создавая рассказы, полные странных событий, волшебные сказки. Однако действия этих иллюзионистов, гипнотизеров, фокусников в реальной жизни нельзя прямо отождествлять со способностями магов в сказках. Причина в том, что в поведении «магов» в реальной жизни есть секреты «волшебства», скрытые приемы. Давайте сосредоточимся на гипнотизерах, иллюзионистах всех времен. У них нет сверхъестественной силы, как в сказках, т.е. способности воскрешать умерших людей или животных.

В.Я.Пропп отмечал, что «Волшебные сказки отличаются от всех видов сказок характером. Во-

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первых, он отличается сюжетами. Действительно, для волшебных сказок типичны сюжеты о волшебстве, великолепных царевнах, медных, серебряных и золотых землях, финском соколе, царевне-лягушке, семи семионах, вороне, борьбе со змеем (драконом). С этой точки зрения типичными мотивами сказок являются такие мотивы, как появление вечером дворца с волшебством, незримый помощник героя, герой, едущий на орле или ковре-самолете и улетающий в другую страну» [5, 194-195]. По его мнению, такие сказки начинаются с желания причинить какое-то страдание или вред, что-то иметь. Также сказками считаются произведения, которые развиваются по мере того, как главный герой отправляется в путешествие из своего дома и находит помощника, который дает ему что-то волшебное. Герой сражается с противником один на один и возвращается домой. Затем он снова уходит из дома, его братья пытаются его уничтожить. Герой сталкивается с трудными задачами, выполняет их, получает за свои добрые дела магические предметы, оружие. Затем главный герой женится на красивой девушке. Герой будет править в своем королевстве или в королевстве своего тестя и так далее. Эта схема типична для сказок [6, 111].

Действительно, на таких мотивах, сюжетах строятся волшебные сказки. Сказки волшебно артистичны, этот жанр вызывает интерес у зрителей, доставляет эстетическое наслаждение.

Туркменская ученая Ш.Гелдиева писала: «Волшебные сказки (Жадьлы ертекилер) очень содержательно и художественно по сравнению со сказками о животных и о жизни. В сказках этого типа вымысел преувеличен и рассказывается с помощью повседневных событий. Они часто связаны с магическими силами с людьми.

Например, «Хатамтай», «Аллаберди везир», «Керем», «Акпамык», «Дочь Царя», «Корпе оғыл», «Шамар», «Келже», «Девана», «Гуляка», «Царь Адыл», в сказках главную роль играет волшебство. По мнению Ш.Гелдиевой, основными чертами сказок являются повторение необычных воображаемых сил и невообразимых поступков в воображаемых ситуациях ходить... В «Шамаре» змей (дракон) путешествует по миру, живет среди людей и женится на царской дочери. Шамар – очень красивый молодой человек, днем сражающийся с людьми, как змея. Хатам не смог бы добраться до места Гюль вдалеке, если бы Семург не ехал за птицей. Или в сказке «Шамар» сын Шамара не мог пойти в места фей без силы волшебства т.е. героизм превыше всего. В сказках, даже если события обогащены вымыслом, магическими силами, талисманами, злыми силами заманивают в ловушку людей, но человек и его сила, ум и героизм все же играют ключевую роль [7, 371-373]. Действительно, мы видим, что

волшебное поведение усиливает художественное содержание сказок такого типа.

По мнению казахского ученого С.Каскабасова, в процессе возникновения жанра сказки были включены мифы и охотничьи рассказы. Некоторые из этих жанров утратили свою силу и превратились в сказки [8, 193-194]. Жанр мифа возник в самом начале процесса становления человеческого общества. Сказки - жанр фольклора, появились в период перехода человечества от древности к классовому обществу [8, 194-195].

Ученый пишет: «Один из корней сказок связан с приключениями и рассказами людей, живших в древнем обществе во время охоты. Рассказы (воспоминания, памятные), основанные на реальных событиях прошлого, постепенно становились все более популярными, дополнялись дополнениями и становились устным рассказом, а затем и сказкой. Цель рассказа – быть примером для слушателя, а также доставлять эстетическое удовольствие. Функция этого жанра широка, он играет как воспитательную, так и художественно-эстетическую роль. В этих двух функциях видна вся жанровая особенность сказки. Поэтому основная цель функции сказки - сделать сюжет как можно более красивым, художественным и красочным. Причина в том, что в этом жанре художественный метод используется как средство изображения. Сознательное изменение реального в жизни – характерная черта жанра сказки. Рассказчик также старается изобразить его содержание как можно эффектнее, чуднее. Итак, насколько эффектны события и действия в сказке, зависит от рассказчика, слушателя и способа повествования» [8, 195-198].

Каракалпакский ученый Н.Давкараев отмечал, что сказки возникли в глубокой древности. Ученый говорил: «В то время, когда люди находились на низшей ступени культуры, они боролись за жизнь и много мечтали об окружающем их огромном мире. Он хотел понять ее и раскрыть ее секреты. Он стремился улучшить свою жизнь. Они боролись с животными, различными бедствиями и думали о способах их преодоления» [9, 178].

Действительно, древние устали от тягот труда. Людям снилось дерево, саморезущее дерево, топоры, уничтожающие врагов, молотки, швейные иглы и тому подобное магическое оружие и предметы.

Фольклорист К.Мамбетназаров правильно писал: «Сказки описывают мировоззрения людей, верования, мифы, различные формы жизни, сны, словом, события, происходящие в жизни человека» [10, 3]. Эти взгляды ученого выражаются в общих чертах, характерных для всех видов сказок. Каракалпакский фольклорист Ж.Хошниязов в предисловии к «Каракалпакскому

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фольклору», тома 67-76, так оценил каракалпакские народные сказки: «Сюжеты волшебных сказок очень сложны и интересны. Их герои в основном люди. Отношения строятся с помощью магических сил. Главный герой сказки достигает своей цели в результате ряда магических воздействий или становится его жертвой. С его помощью человек вскоре сможет вернуться в желанное место назначения, добиться поставленных целей, победить своих врагов. Скоро будут построены города, реки превратятся в лед и так далее. В большинстве случаев различные заклинания совершаются с помощью: амулетов, камней, камушков, колец, расчесок, волшебных игл и других неодушевленных предметов. Они могут превратить человека в животное и снова сделать его человеком. К обладателям волшебства: ведьмам, феям, старухам и другим героям, достойным содержания сказки, будут относиться с дружбой или враждой. Композиционно-фабульные и кульминационные решения каждой сказки, принадлежащей к этой группе, непосредственно связаны с вмешательством магических сил. Истоки возникновения волшебных сказок вобрала в свое содержание длительные периоды, исторические и социальные пласты. В содержание сказок перешли самые ранние представления людей о волшебстве слова и сверхъестественных силах неодушевленных предметов, древние представления. Сказки охватывают тысячи лет. Идея состоит в том, чтобы распространить силы за пределы человеческих возможностей» [3, 6].

На самом деле в содержании волшебных сказок входят вышеуказанные персонажи. Например, в сказке «Храбрый мальчик» главный герой приводит трех дочерей старика, унесенных великанами. Старик обучает юношу искусству гадания и магии для этого блага. Молодой человек учится летать как ястреб. Он летит к своим двум двоюродным братьям и помогает им [4, 49-58].

Кроме того, юноша чувствует магические действия короля-чародея в соседней стране. Различные предметы быта говорят о том, что леса на самом деле люди, захватывайте их, заключайте в тюрьму врагов, побеждайте зло. В содержании этой сказки высокое место занимают волшебство и магия. Храбрость героя связана с магией, которой он научился. Естественно, что и воображаемые сказки имеют приметы. Это потому, что сказки, как и былинные произведения, тоже имеют синкретическую форму. В содержании сказки ощущаются элементы как воображаемой, волшебной, так и сказки о животных. В таких случаях учитываются события в сказке, как разрешаются конфликты. Если герои сказок добиваются своих главных идей посредством волшебных действий, то мы можем внести их в список волшебных сказок. Главный

герой сказки «Храбрый мальчик» широко использует волшебство в реализации своих основных идей, преодолевая конфликты силой волшебства. Интересно, что в волшебных сказках жизненные события приобретают эпический вид. Сказка рассказана с фантазией и удовольствием. Эстетическая сила волшебных сказок ощущается и в этом. В это в какой-то степени верят даже некоторые читатели, слушатели сказок. Некоторые люди верят, что сказки — это плод правды, так же как они верят в исторические, основанные на фактах мемуары, основанные на реальной жизни, произведениях, основанных на удивительных событиях.

Н.А.Добролюбов писал: «Например, верите ли вы, что животные так же сознательны и разумны, как люди, как в народных сказках? Или сказки принимаются как в поэме Гомера? Неужели рассказчики и слушатели действительно верят, что существует тридцатое королевство с его жемчужным дворцом, с его плавными берегами? Верим ли мы, что были войны грибов с горошком, магия врачей? Или мы верим, что хороший волшебник защищает невинных людей? Очевидно, ответ будет везде, в разных обличьях. Кто-то верит в сказки, кто-то не верит» [11, 10].

Правдоподобная сторона заключается в том, что существуют сверхъестественные люди, которые действительно напоминают поведение волшебников в реальной жизни. Действительно, мы поражены их способностями. Сложность веры в то, что гипнотизеры, фокусники, иллюзионисты, как и люди с этой сверхъестественной способностью, ведут себя как «завязывающие глаза». Невозможно в реальной жизни волшебным образом воскресить мертвых, умерших людей, как в сказках. Например, в сказке «Абат батыр» старуха отравила и убила Абат батыра. Тогда друг волшебника Обод воскрешает героя с помощью магии и снова дает ему жизнь. Люди с такой профессией принадлежат только волшебному сказочному миру. Ведьмы, обладающие магическими, пророческими, сверхъестественными способностями, воскрешающие умершего, подобного ему, обычны в эпических произведениях, особенно в сказках. Вот такие сюжеты, эпизоды типичны для волшебных сказок.

Действительно, приведенные выше замечания Н.А.Добролюбова весьма актуальны. Как указывал В.Аникин, до середины XIX века сказки не были ориентированы на актуальную сознательную, мысленную фантазию. Все-таки большинство простых людей верило в волшебные сказки. Н.В.Новиков, автор научного труда «Образы волшебных сказок восточнославянских народов», собрал фольклорные материалы, подчеркнул волшебство и бесценность просторечия, и написал о сказках: верить или нет,

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определить невозможно. Сказка будет независима от этой ситуации» [12, 14]. Действительно, сказки богаты событиями, в которые трудно поверить. Но читателю, любителю сказок, понравятся эти примеры устного творчества.

Казахский ученый С.Каскабасов писал: «Сказкой обычно мы называем вымышленное, воображаемое произведение. Это действительно так? Нет. Жанр сказки родился не спонтанно и не по воображению. Старые прозаические жанры, составлявшие ее основу, с воображением древнего первобытно-родового общества по-своему описывали традицию, то есть действительность времени. И так, некоторые вещи в сказке, кажущиеся нам странными, являются выражением прошлого бытия, события. К этому надо добавить тот факт, что в древние времена сказки люди не считали сказкой, они верили в сказку, потому что в то время сказка была недалеко от своей оригинальности, поэтому она не выполняла свою художественную функцию, выражать необычные взгляды» [8, 196-197]. Ведь, как писал ученый, древние не считали сказки ложными. Кроме того, сказки содержат элементы реальности. Правда, люди сегодня не верят в существование серебряных, меднотекущих рек, подводных, подземных миров, параллельных миров за семиэтажным небом, как в сказках. Прошли те времена, когда люди думали, что сказочный мир действительно существует. Каракалпакский поэт Т.Матмуратов писал в своей книге «По ту сторону сказок»:

Слова сказки – слова сегодняшнего дня,  
Песня сказки – сегодняшняя песня...  
Полет на луну не сказка,  
Мы все уйдем, когда придет время.

Экспресс-корабль еще летит -  
Между луной и звездой.

Планеты еще не достигнуты -

Это будет под контролем народа.

Новые сказки если не родились сейчас,  
Сказки устаревают,

Период спешки привязать новое крыло,

Выходя за пределы звуков, сказок [13, 62].

Действительно, эти фразы, приведенные поэтом, означают, что со временем, в век научно-технического прогресса, сказки становятся реальностью.

Узбекский ученый Г.Джалалов отмечал: «Одна из особенностей сказок состоит в том, что истории из жизни рассказываются с высоким художественным вкусом, с использованием аллегорических форм. Например, в сказках изображаются царства меди, серебра и золота. В этих странах свои правила, совсем не похожие на жизнь, которую мы живем и создаем. В этих странах все особенно. Поэтому в таких сказках слушателя заранее предупреждают, что события будут происходить по ту сторону семи климатов, в дальних странах. Воспитательное значение вымысла в сказках велико: правда, точность, оценка мужества, победы добра над злом» [14, 13].

Действительно, народные сказки – это эпические произведения. Тот, кто слышит и читает сказки, может понять мир образно. Мнения упомянутых выше ученых очень правильны.

Изучение героев, помощников, волшебных предметов, антагонистов и других вопросов в каракалпакских народных сказках является актуальной проблемой. Изучение этих вопросов имеет большое значение.

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## ENVIRONMENTAL IMPACT OF NUCLEAR ENERGY

**Abstract:** This article discusses the energy performance of Uzbekistan and their impact on the environment. Information on the impact of thermal power plants on the environment and the improvement of these indicators when using nuclear energy will be considered.

**Key words:** nuclear power, thermal power, ecology, coal, uranium, radiation, radiation, GDP.

**Language:** Russian

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### ВОЗДЕЙСТВИЕ ЯДЕРНОЙ ЭНЕРГИИ НА ОКРУЖАЮЩУЮ СРЕДУ

**Аннотация:** В данной статье рассматриваются энергетические показатели Узбекистана и их влияние на окружающую среду. Будет рассмотрена информация о воздействии тепловых электростанций на окружающую среду и улучшении этих показателей при использовании атомной энергетики.

**Ключевые слова:** атомная энергетика, тепловая энергетика, экология, уголь, уран, излучение, радиация, ВВП.

#### Введение

Электроэнергия давно уже стала генератором развития. Сегодня в значительно усиливается необходимость удовлетворения возрастающего спроса на этот ресурс. В развитых зарубежных странах на выработку 1 кВт электроэнергии

затрачивают 240-250 грамм топлива. При этом, на отдельных электростанциях Узбекистана используют значительно больше топлива. Причина этого известна. Наибольшее число действующих в стране электростанций построены

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в середине прошлого века и действуют по устаревшим методам.

С развитием отраслей экономики возрастает потребность в электроэнергии. По прогнозам к 2030 году годовая потребность Узбекистана в электроэнергии будет составлять 20 тысяч МВт. Для развития необходима энергия. И чем дешевле будет ее стоимость, тем лучше. В этой связи уже сегодня нужно приступать к реформированию энергетической системы Узбекистана. Неотложными задачами являются модернизация предприятий сферы, снижение себестоимости производимой продукции и увеличение экономичности в этом направлении.

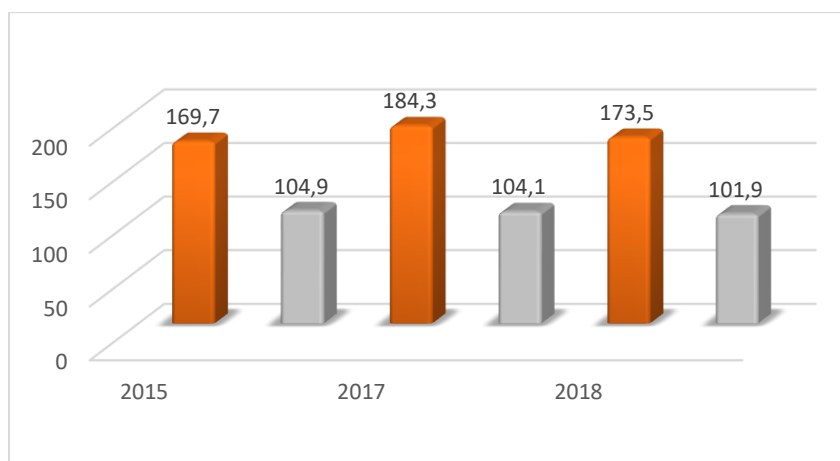
Страна изо всех сил пытается угнаться за растущим потреблением энергии. В последние годы были введены ограничения на использование населением природного газа и были случаи отключения электроэнергии. Общая установленная мощность электростанций составляет около 14 195 МВт. Порядка 85% выработки электроэнергии приходится на тепловые электростанции, в основном работающих на природном газе, остальное на ГЭС [6]. Энергосистема Узбекистана дефицитна: в 2020 году при генерации в 66,4 млрд кВт·ч потребление в стране составило 69,1 млрд кВт·ч, дефицит закрывали за счет импорта

электроэнергии из приграничных стран. При нынешних темпах развития экономики и роста населения уже через 10 лет потребление может достичь 117 млрд кВт·ч [7].

### Экологическая обстановка в Узбекистане

Узбекистан установил цель по сокращению выбросов парниковых газов на единицу ВВП на уровне 10% к 2030 по отношению к 2010 году. Сокращение будет происходить в таких секторах как промышленность, энергетика и транспорт. Однако в проекте Концепции комплексного социально-экономического развития Республики [1, 5] Узбекистан до 2030 года прогнозируется рост ВВП на душу населения в три раза к 2030 году.

В соответствии с Базой данных выбросов для глобальных атмосферных исследований, вклад Узбекистана в глобальные выбросы CO<sub>2</sub> в 2019 году составил 0,35% (диаграмма 1). Напротив, выбросы парниковых газов в 2015-2018 годах оставались стабильными. Фактически по сравнению с 2015 годом выбросы ископаемого CO<sub>2</sub> в Узбекистане в 2018 году были ниже на 2% и составили 101,9 млн тонн CO<sub>2</sub>, что равно почти 0,27% общемировой доли и эквивалентно примерно 3,15 т CO<sub>2</sub> на душу населения ежегодно.



- Общий объем выбросов парниковых газов;
- Общий объем выбросов CO<sub>2</sub>

Рисунок 1. Вклад Узбекистана в глобальные выбросы

### Сектор «ЭНЕРГЕТИКА»

Сектор «Энергетика» является наиболее крупным выбросов ПГ в Узбекистане. Его вклад в общую эмиссию составляет 77,5% (2019 г.). В последние пять лет наблюдается тенденция к значительному снижению выбросов ПГ в секторе. К 2017 г. Выбросы ПГ снизились на 3,8% относительно уровня 2000 г. и составили 144,4 млн т CO<sub>2</sub>-экв., в том числе за период 2013-2019 гг. на 4%. Это связано с планомерной ликвидация утечек природного газа в нефтегазовой отрасли, а

также повышением энергоэффективности во всех отраслях промышленности.

Основной вклад в эмиссию вносят углекислый газ и метан. В 2019 г. на долю выбросов углекислого газа приходилось 68,5%, метана – 31,2%, закиси азота – 0,3%.

Это сектор включает в себе две категории:

- Сжигание топлива;
- Летучие выбросы от топлива.

Основным видом топлива в этом секторе является природный газ и уголь. В суммарных

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выбросах ПГ от сжигания топлива на долю углекислого газа приходится 99,2%, на долю метана – 0,5% и на долю закиси азота – 0,3%.

Наибольший вклад в выбросы ПГ от сжигания топлива вносят производство энергии (33,6%).

### Материалы и методы исследований.

Поскольку 86,7% потребности в электроэнергии в Узбекистане обеспечивается тепловыми электростанциями, в данной статье мы сравниваем атомные электростанции с тепловыми электростанциями.

Каждое топливо имеет определенные химические и физические свойства, влияющие на процесс сгорания, такие как значение ТНЗ и количество углерода. Количество углерода в топливе можно определить в заводской лаборатории, что позволяет рассчитать коэффициент выброса углекислого газа и получить более точное значение выброса. Предпочтительно использовать собственные коэффициенты выбросов, а не средние коэффициенты, указанные в методологии.

Расчет выбросов CO<sub>2</sub> от сжигания топлива делится на следующие этапы:

1) количество фактически израсходованного каждым видом топлива для каждой установки в натуральных единицах (т, м<sup>3</sup>) для соответствующего вида продукта умножается на его коэффициент теплоемкости ТНЗ (ТДж/т, м<sup>3</sup>);

2) полученное произведение (расход топлива в энергетических единицах - ТДж)

умножается на коэффициент эмиссии углерода (т С/ТДж);

3) полученный продукт корректируется на полное сгорание топлива – умножается на коэффициент окисления углерода (соотношение CO<sub>2</sub>:CO);

4) преобразование выбросов углерода в выбросы CO<sub>2</sub> - путем умножения установленного углерода на 44/12.

Расчет выбросов CO<sub>2</sub> для каждого вида топлива для отдельных источников (топочных устройств) осуществляется по формуле:

$$E = M \cdot K_1 \cdot \text{ТНЗ} \cdot K_2 \cdot 44/12$$

где

*E* - годовой выброс CO<sub>2</sub> в весовых единицах (тонн/год);

*M* - фактическое потребление топлива за год (тонн/год);

*K*<sub>1</sub> - коэффициент окисления углерода в топливе (показывает долю сгоревшего углерода), таблица 2;

*ТНЗ* - теплотворное нетто-значение (Дж/тонн), таблица 3;

*K*<sub>2</sub> - коэффициент выбросов углерода (тонн/Дж), таблица 3;

44/12 - коэффициент пересчета углерода в углекислый газ.

С помощью этой формулы мы сможем рассчитать вредные газы, выделяемые ископаемым топливом, используемым на тепловых электростанциях. В таблице ниже запишем результаты этих расчетов (табл. 1).

Таблица 1. Выбросы парниковых газов в зависимости от вида топлива

Виды топлива	Выбросы CO <sub>2</sub>
Природный газ	1,85 т CO <sub>2</sub> /(тыс. м <sup>3</sup> )
Каменный уголь	2,8 т CO <sub>2</sub> /т, в зависимости от марки угля
Нефть	3,0 т CO <sub>2</sub> /т или 2,3 кг CO <sub>2</sub> /л в зависимости от температуры топлива и его марки (летнее более плотное, а зимнее менее плотное)
Древесное топливо и сельскохозяйственные отходы	Выбросы CO <sub>2</sub> считают равными нулю, так как CO <sub>2</sub> , поступивший в воздух при горении, ранее был поглощен из атмосферы в процессе роста растений (образуется замкнутый круговорот, не ведущий к росту концентрации CO <sub>2</sub> в атмосфере)

### Выводы

Расчеты показывают, что тепловые электростанции наносят большой ущерб окружающей среде. Заменяя эти электростанции атомной электростанцией, которая в настоящее время является альтернативой, мы сможем остановить выбросы от этих электростанций, потому что мы знаем, что атомные электростанции не выбрасывают парниковых газов. Газ, который в настоящее время вызывает глобальные проблемы — это парниковые газы. В этой статье обсуждается воздействие на

окружающую среду большего количества тепловых электростанций и возможность того, что эти парниковые газы не будут выделяться, если это электричество будет вырабатываться на атомных электростанциях.

На основании расчетов можно сказать, что если мы будем вырабатывать электроэнергию от тепловых электростанций мощностью 1200 МВт на АЭС ВВЭР-1200, то сможем сократить ежегодные выбросы парниковых газов до 14 млн тонн.



<b>Impact Factor:</b>	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
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Таблица 2. Сравнительная оценка ТЭС и АЭС

Тип станции	Эффективность	Угроза человеку	Угроза окружающей среде	Отходы
АЭС	Высокая	Совсем незначительная	Незначительная	Совсем незначительная
ТЭС	Средняя	Имеется	Значительная	Опасные

В конце статьи мы резюмируем приведенную выше таблицу.

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Issue

Article



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## DESCRIPTION OF THE KA'BA IN NAVOI'S WORKS

**Abstract:** The article was carry out research the events of Hajj in the works of Navoi, the history of the Kaaba, the Haram and its use as such as a literary and artistic symbol. Also, the great poet's knowledge, thoughts and feelings about the Ka'bah are was studied in three directions: 1. Informations about the history of the Kaba; 2. An artistic descriptions of the Ka'ba, the Haram, and all that belongs to it; 3. The use of the words Ka'ba and Haram as metaphors and artistic symbols. Besides, many symbolic verses related to the Ka'ba have been identified and evaluated on the basis of artistic skill.

**Key words:** Ka'ba, Hajj, Haram, Mecca, abobil, Abraha, Navoi, symbol, allegory, artistic skill.

**Language:** English

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### Introduction

#### ABOUT HISTORY OF THE KA'BA

The Ka'ba (the House of Allah) is the building of the Ka'ba in Mecca [Bu haqda qarang: 13; 12; 19.]. It also has other names. The Masjid al-Haram (respectable mosque where sinful deeds are forbidden), the Bayt ul-atiq (ancient house), the Qibla (the side that turns one's face in prayer), the House of Ka'ba (the House of Ka'ba), the House of Allah the place of worship should be understood in the sense of the qiblagohi of the Muslims.

According to Navoi in his "History of Prophets and sages", Adam built the House (Ka'ba). Then, his third son, Shis, repairs it with "stone and plaster". It is then repaired again by Abraham. It was cleansed of disbelievers by Muhammad.

Navoi also gives information about the ruler of Yemen, who attacked with elephants in an attempt to destroy the Ka'ba, but was defeated by birds called Abobil: "...Abraha is a man who set out to destroy the Ka'ba, but Allah sent birds called Abobil and destroyed Abraha and his army [7; 10; 3.]. This event is narrated in surah 105 of the Qur'an.

#### ABOUT HAJJ EVENTS

It is known that Navoi tried to perform Hajj and visit the Ka'ba several times. Unfortunately, the fate did not allow him to go on Hajj. The poet openly stated in his poems that he had dreamed of seeing the harem for a lifetime.

*Bor ekin vobastayi tavfiq yo'qsa, ey rafiq,  
Bu qadar shavqi Haramkim menda bordur,  
kimda bor.*

The poet narrates that about in "Nasayim ul-muhabbat" lived in a special Ka'ba or spent some part of his life in prayer there, from a number of saints such as Sheikh Abulhair Himsi, sheikh Kattoniy, Sheikh Abu Homid Asvad Ma'ruf Zanjy, Ismoil Dabbos [1:277]. In "Hayrat ul-abror" by Hoja Muhammad Porson, in "Xamsat ul-mutahayyirin" by Jomiy, in "Mahbub ul-qulub" sheikh Ibrohim Sitnabah and narrates their incidents related to Hajj and shows exemplary and wise aspects.

It is known that Hazrat Navoi approached everything with a critical point of view. Although he described the Hajj and the Ka'ba in his works, he also criticized the hypocritical pilgrims. In the "Qut al-Qulub", he condemns the actions of a false believer, such as prayer, fasting and zakat and he says about performing Hajj: if you would go on a pilgrimage, you

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will want to benefit this trip and earn ten, twenty, forty coins. In the verse "Minhoj un-najot" he also criticizes the impurity and false deeds of a hypocrite, emphasizing that the purpose of Hajj is not to pray, but to benefit. If you dream to perform Hajj as Islam (fard), you will ask about the value or cheapness of cloth in Makkah. If you are sure for a good profit, you will go with a load. What is the difference between Islam or Christianity a pilgrimage? Therefore, the danger of the road, the lack of capital (wealth), the health of the body can not be excused. O Muslim, if this is your faith, this is your Islam, how many disbeliever features are hiding behind this curtain?

### A DESCRIPTION OF THE KA'BA AND IT'S THINGS

Navoi says in the 96 th rebuke of "Mahbub ul-Qulub" that a greedy person wearing a dice coat is like as to the glistening mosquito on the feces. A pure, pious person is like a petal in the middle of the Qur'an while performing pray in a mosque. The difference is the Ka'ba. Because most people go to the God's House for purification and prayer. In the tavern happened a lot of riot and satanic works. From this example, the poet pointed that the God's House is an honorable place. The great poet expresses in his poems his feelings, inner pains, romantic urges and appeals through the words of the Ka'ba and the Haram. It is compared to the condition or qualities of the animals, fowls or birds in the Ka'ba for exaggerate the artistic image and evoke vivid images in the mind of the readers.

In one poems, he figuratively the way of allegory describes the rising of the sun in the morning and the radiance of light into the universe.

Just as peacock of Harem spreads its feathers with glitter, the fate's janitor raises the silver broom of the morning. The sun's lights begin to spread slowly in all directions.

Navoi likened it to the harem peacock, as the view of the morning slowly receding and the golden rays of the sun shining in all directions was lively and enjoyable. It is not secret, just the level of impact would be less if a simple peacock was mentioned.

*Qazo farroshi chekti subhning siymin  
supurgusin,*

*Muzahhab parlarin andoqki, tovusi Haram  
chekti [4:653].*

In another verse, our genius poet likens beaming smile of soul of one fairy to the lustre of a dove in the harem. Why not an ordinary pigeon, but Haram's pigeon? Because the dove in the Haram is in a holy

place, it is inviolable<sup>1</sup>, and gives more pleasing to the eye because it walks on the stage of the sacred ground. In this case, the poet point out that the fairy of soul is free to do charming and flirt.

*Ko'nglum harimi ichra qilur jilva ul pari,  
Andoqki, Ka'ba ichra Haramning kabutari  
[5:606].*

In this couplet you will be convinced that the question and answer between the lovers it is also based on deep observation.

*Chun dedim: zulfung kamandin bo'ynuma  
solg'il, dedi:*

*Itka bo'lmas Ka'ba qandili tanobidin maras.*

Maras is a rope that tied to a dog or horse. Zulf is lexically the braids of women falling from both sides, generally women's hair. There are its different meanings in mysticism. Here the divine mystery, the glorious manifestations of Allah are meant.

That is, when a lover says to his lover, "Wrap the strands of your hair around my neck," he says, "They will not tie a rope around the neck of the dog from the rope of chandelier of the Holy Ka'ba".

Because the chandelier of the Ka'ba is considered pure and sacred. The dog, on the other hand, is a symbol of faithful lovers in mystical poetry, but it is an impure thing according to Islamic religious law. The conclusion of the couplet is that the lyrical protagonist wants to be a mirror for divine mysteries and reflections. Lover emphasizes that he is still immature and unworthy. In this couplet, Navoi skillfully reveals of the art of analogy and contradiction he intends, on the basis Sufi symbols, of the external and internal aspects of the content.

### KA'BA, HARAM - ISTIORA, AS AN ARTISTIC SYMBOL

The Ka'ba is actually made of black stone. There are also stitches on the surface. The poet writes in his couplet of the Prophet Muhammad (peace and blessings of Allah be upon him) through the art of tajahuli arif (knowingly or unknowingly) that the Ka'ba mourned the loss of you. Otherwise, would he wear black and do stitches in all directions?!

*Ne uchun kiymish qaro haryon solib jaybig'a  
chok,*

*Furqatingdin Ka'ba gar qolmaydurur motam  
aro?*

<sup>1</sup> Shuni ham ta'kidlash kerakki, agar Haramda biror jonivor yo parranda o'ldirilsa yo unga aziyat yetkazilsa, qotil ba'zisi uchun jarima to'lamaydi, ayrimlariga shariat belgilagan jarimani to'laydi. Diniy kitoblarimizda ba haqda aytilgan. Qarang: Maqsudxo'ja ibn

Mansurxo'ja. Majma' ul-maqsud. Haj kitobi. Jinoyatlar fasli. T., "Adolat" 1996. 354-364-b; Zahridin Muhammad Bobur. Mubayyan va nasriy bayoni. T., "Sharq" nashriyoti. 2014. 297-303-b.

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Or before the feet of the Messenger of Allah (peace and blessings of Allah be upon him) had reached the roof of the Ka'ba, the banner of greatness, honor and glory had reached the heavens.

*Ba bomi Ka'ba poyat norasida,  
Livoi qadr bar gardun rasidat.*

In Navoi's works, the heart is compare to the Ka'ba, the Ka'ba to the heart. Poetic conclusions are drawn between symbols from similar aspects and situations, which one of is a material and the other a spiritual concept. In Hayrat al-Abrar, he describes the heart with different qualities. Its puts it above than the Ka'ba. Because one is a place where people worship, and the other is a place where the God is reflected.

*Ka'baki, olamning o'lub qiblasi,  
Qadri yo'q andoqki ko'ngul ka'basi,  
Kim bu xaloyiqqa erur sajdagoh,  
Ul biri xoliqqa erur jilvago<sup>2</sup>.*

Navoi considers it a high humanism to be kind and compassionate to people, especially to lift the spirits of the weak and poor. That is why pleasing a "sad" (painful, broken and ruined) heart and giving it hope is equated with repairing a broken Ka'ba. To put it bluntly, just as repairing the Ka'ba, which has fallen and been destroyed, it is a great and noble work, so is giving happy to a sad heart.

*Kimki bir ko'ngli buzug'ning xotirin shod aylagay,  
Oncha borkim, Ka'ba vayron bo'lsa, obod aylagay [2:626].*

The virtue to please of "broken soul" is also conspicuous in other couplet of Navoi. He shows compliment to his lover, whose heart was wounded by hijrah. That is, he allows her to kiss his foot and the lover kisses him. With this, the lover make merry in the broken heart of the lover, and as if the lover confesses, he will have a great reward, just as he went barefoot and repaired the Ka'ba.

*Oyog' yolang borib qilding imorat Ka'bani go'yo,  
Oyog'ing o'pmagi birla buzug' ko'nglumni shod aylab.*

Sometimes a trip to the Ka'ba is interrupted by various dangers. For example, distortion on the road, robber attack, illness or plagues, and more. Similarly, a repent of the Ka'ba of the soul is ban by some worries. Worries in the heart is usually a variety of thoughts that confuse, doubt, and tempt the student. According to Ahmad Yassavi's teacher, Sheikh Yusuf Hamadani, there are four kinds of worries and conceptions in the human heart: to be comforted by satanic temptation, the deceit of lust, the love of the world and inspiration from an angel by the command of Allah. These emotions can only be distinguished by the light of the heart. The lights of the heart is produced only by mention of Allah [11:45]. The skill of great speakers are they see things that others do not and understand things that others can not and draw useful, relevant conclusions from everything. Alisher Navoi is one of such genius artists. Reading some of his bytes, you will be amazed at his findings and sensitivity. Following Navoi, you to draw conclusion that any branch of science makes effective use of it, and through the art of rhetoric, it illustrates, enlivens, brings to poetry and embodies what it means. Let us pay attention to a byte in the 216th ghazal of Navoi's "Favoyid ul-kibar" divan. There the image of the lover's eyes and the amazement in his eyes are compared to the Ka'ba and the situation in the Ka'ba, creating a unique artistic landscape:

*To xayoling ko'z dadur, ko'z uyi go'yo Ka'badur,  
Kim turub atrofidin kirpiklarim aylar namoz [5:216].*

It is known that in Islam, Muslims pray facing the Qibla and it is permissible to pray to look to the Ka'ba from either side. Second, worshipers lined up on the four side of the Ka'ba, and they pray with obedience to the Imam. Thirdly, a person cannot pray with sincerity and love anywhere else, just as he prays in the house of Allah. Fourth, "Dream of Lover" – the memory of Allah is not easily forgotten in these sacred lands... This is how Navoi brought such views and situations into poetry. That is, his lyrical protagonist says, O sweetheart, as long as your hope is in my eyes, I will cherish your dream in my eyes. Then my eye will turn to the Ka'ba and my eyelashes will line up, to pray around Ka'ba with remembering you, they will protect your imagination. Here, the pupil of the eye and the blackness of the Ka'ba are also a way of compare - creating a hidden compare. This byte has a beautiful example of the art of analogy and

<sup>2</sup> Sharq adabiyotida ko'ngilni Ka'baga o'xshatish adabiy an'analardan biridir. Shayx Sa'diy SHeroziyning ham bu borada shunday bayti bor:

*Ka'baki, bunyodi Xalili ozar ast,  
Dil nazargohi Jalili akbar ast.*

YA'ni, Ka'ba Ozar o'g'li Xalilulloh (alayhissalom)ning bunyod qilgan binosidir, ko'ngil esa ulug' va buyuk Allohning nazargohidir. Mutasavviflar qalbga, ko'ngilga ta'rif berib uni

"nazargohi Haq", "Allohning arshi" kabi sifatlar bilan tilga oladilar. Zero hadisi qudsiyulardan birida, Allohning yeru osmonlarga va Arshu Kursiga sig'magani faqat mo'min bandaning qalbga siqqani haqida aytilsa, boshqasida" Men bandamning suratiga, moliga qaramayman, uning qalbga qarayman", deb ta'kidlanadi. Shuning uchun ham inson qalbi sir-asror manbai va Haq fayzlarining mazhari deyilgan...

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comparison. The dream in the eyes of a sweetheart and the love for him, with the respect for the Ka'ba and imagined and enlivened with the circumstances over there. Why is the eye compared to the Ka'bah and the eyelashes to the worshipers around it? On the other hand, is the situation in the eye compared to the beliefs and feelings of the Ka'ba pilgrims? Because, as mentioned above, circumambulating the Ka'ba and praying in it will have its own condition and charm. There the beloved of Allah, the pilgrims will be the guests of Allah, and will remember him many times, trying not to forget his memory even for a moment. Masjid ul-Haram is such a place ... Every time the pilgrim prays at the Ka'ba, the pleasure of striving for the visal increases. Divine dreams bloom one after another, giving hope. In any case the pilgrims do not back down from their intentions and try to keep the memory of the God in their hearts. With all this in mind of Navoi described his romantic excitement and devotion to his beloved through extraordinary simulations and figurative scenes. In our classical poetry, roads of lover, the things he touches, and even the places where a lover breathes air are valued by lovers. Navoi created bytes that are in sync with the above byte and are somewhat similar. In one of his verses, he says, "Just as people pray in the Ka'ba from all sides, all people bow down around to the fairy's castle." Elsewhere he writes that it is not my fault that I bow my head in front of lover, miss her paths, and kiss the ground every now and then. After all, it is permissible to pray facing the Ka'bah from all sides!

*Xam bo'lub yer o'pmakim ko'yida har yondin ne ayb,*

*Ka'bag'a joyizdurur har soridin qilmoq namoz [5:214].*

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One of the most important aspects of Navoi is the Ka'ba. In doing so, the Ka'ba is figuratively linked to the word goal and focuses on illuminating the main goal of the lyrical hero. Just as there are road hazards on a typical Ka'ba trip, crossing the deserts of the destination Ka'ba is fatal. Because even the weakest ant is a threat to dragons from all sides.

*Ne muhlik vodi y ermish Ka'bai maqsad biyoboni,  
Ki adno mo'rdin bor ajdaholarg'a xatar har yon [5:506].*

In ancient times people went to the Ka'ba on horseback, on donkeys or on foot. He walked through thorny and thornless steppes and deserts. In particular, often mentioned by Navoi, thorny shrub plant (xori mo'q'ilon) was go into legs. Man who endured such hardships visited the Ka'ba. Reminding of the hardships of the journey to the Ka'ba, Navoi advises the passenger to move towards the goal, not to pay attention to people's body. This is a sign of a direction in mysticism.

*Istasang maqsad, qadam qo'y, ta'n toshidin ne bok,*

*Ka'ba topti, bo'lmag'on xori mug'ilondin malul.*

The person who goes to the Ka'ba sees the preparation. Finds a companion, gets food on the way, and so on. The Ka'ba of target is the opposite. In order to reach it, it is necessary to give up everything, to break away from the love of the world, from the masivallah, and to step into the harem of the heart:

*Navoiy Ka'bai maqsud sari gar qadam qo'ysang,*

*Tajarrud basdurur hamroingun beto'shalig' zoding.*

Navoi also expresses his love through the phrase "qurbat's harem" (harem of closeness to Allah). According to the confession of the lyrical hero, the pilgrims enjoy spirituality while standing in the Haram of the Ka'ba during Hajj. But he puts the pleasure he finds in the harem of approaching Allah above them.

*Harimi qurb aro matlub vaslidin bo'lub mahzuz,  
Yo'q andoqkim, harimi Ka'ba ichra zumrai hujjoj.*

It should be noted that Hazrat Navoi did not perform Hajj though.

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Article



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## PRIMARY EDUCATION - THE FOUNDATION OF GENERAL SECONDARY AND HIGHER EDUCATION

**Abstract:** in this article, we will talk about the fact that primary education is the basic foundation of general secondary education, the further success of the students, their comprehensiveness largely depends on the quality of primary education and the wide-ranging reforms carried out to bring the spiritual and kaman harmonious generation to an adult level today are the actual problems raised to the level.

**Key words:** quality of education, primary education, upbringing, pupil, teacher, textbooks, knowledge, qualification, skills, modern information and communication technologies, innovative projects, concept, creativity.

**Language:** English

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### Introduction

*"In the future, Uzbekistan should impress the world not only with its highly developed economy, but also with its educated and spiritually mature children."*

*The first President of the Republic of  
Uzbekistan I.A. Karimov*

Primary education is universally accepted as the foundation laying level of education in all nations of the world.

Today, the large-scale reforms being carried out in our country to bring up a spiritually and physically harmoniously developed generation have risen to the level of state policy.

It is known that primary education is the main foundation of general secondary education, and the future success of students, their comprehensive development in many respects depends on the quality of primary education. Currently, there are more than one hundred and ten thousand primary school teachers in secondary schools of the country.

In the 2013-2014 academic year, more than ten million copies of textbooks were published in a total of 164 titles for grades 1-4. The video conference on "Methodological support of primary education in general secondary education: problems and future tasks" held at the Center for Development of Multimedia General Education Programs under the Ministry of Public Education of the Republic of Uzbekistan also focused on further improving the system of primary education.<sup>1</sup>

As our society develops, the most important task today is to educate our future generation as educated, spiritually mature people who can actively serve the development of our country. The services of primary school teachers in carrying out these tasks are great. Because preschool and primary education are the foundation of general secondary and higher education. Thoroughly acquired knowledge, skills and abilities in the primary class will be the basis for the next stages. This requires primary school teachers to take a responsible approach to their work and constantly develop their pedagogical skills.

<sup>1</sup> Video conference on "Methodological support of primary education in general secondary education: problems and future challenges" held at the Center for Development of Multimedia

General Education Programs under the Ministry of Public Education of the Republic of Uzbekistan 23.12.2013

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Given that we live in a time of rapid flow of information, the teacher of such an era must first be aware of the latest science and technology, be able to select the most important of the infinite flow of information and serve to develop children's intelligence. When a primary school teacher develops these qualities in himself, his students will also develop these qualities in themselves. Because for elementary school students, the teacher is the ideal person.

The concept of development of the public education system of the Republic of Uzbekistan until 2030 "defines the main directions of long-term development of the public education system. This concept contains the following requirements:

- Improving teaching methods, gradual implementation of the principles of individualization in the educational process;

- Introduction of modern information and communication technologies and innovative projects in primary education;

- Strengthening the material and technical base of primary education and increasing the efficiency of budget funding;

- Introduction of modern methods and directions of extracurricular education in the education of students and their employment;<sup>2</sup>

The above requirements should also be important programming directly for primary school teachers. Every teacher should develop themselves through critical analysis of their activities.

Children's cognitive activity in primary school is mainly focused on the development of children's intelligence. From the day a child enters school, he or she begins to seek knowledge, relying on his or her mental activity. It is important for the teacher to conduct each lesson in accordance with modern requirements, to teach knowledge based on real-life events, to develop children's consciousness through the rational use of pedagogical innovations in the classroom, so that it adapts more quickly to school education. An innovative approach to learning not only increases children's activity, but also develops their creative thinking skills. As a result, the student becomes not only a passive listener, but also an active participant in the lesson. This creates the basis for active and independent development of learners.<sup>2</sup>

Sometimes elementary school teachers try to teach theoretical rules from the first grade. This is a completely wrong approach, making it difficult for students to master, resulting in the child starting to get tired of reading by the second half of first grade. He does not interact with others at school or at home and is not active in the educational process. This is due to the fact that overloading a child who has just come

from a preschool organization, regardless of his or her age, is based on theory, not play. When knowledge is given to a child not on a theoretical basis but in a practical-playful way, he or she can easily perform even complex tasks.

Ensuring the active participation of every child in the educational process is the main task of the educator.

To do this, the modern pedagogue must pay special attention to the following in the course of the lesson:

- Creating conditions conducive to the acquisition of knowledge by students;

- Achieve clear, understandable, age-appropriate assignments;

- Curriculum, teaching methods are chosen correctly;

- Develop students' desire to read and creativity;

- Use of pedagogical technologies suitable for children of primary school age and adaptation to the educational process.

One of the main qualities of a modern teacher is his devotion to his profession, ideological conviction, love of his profession, which distinguishes him from other professionals. Because the high level of education in the school depends only on the teacher, his professional training.

Teaching is an honorable but very complex profession. Mastering pedagogical theory alone is not enough to be a good teacher. Because in advanced pedagogical theory the general law on teaching and upbringing of children - rules, generalized methods and ideas are stated.

In addition to the general requirements for the personality of the teacher, the specificity of the profession of primary school teacher also raises some specific requirements. In particular, the primary school teacher should be aware of the sciences of anatomy, physiology, school hygiene, organize student activities on the basis of the recommendations of these disciplines. In order not to tire children, they should be able to quickly change the types of work in the classroom, promote pedagogical knowledge among parents, establish close contact with them and help them to have an educational impact. He has to work hard on himself. The main thing is that there is a growing need to study our values, to get to know ourselves, to know our ancient culture. After all, it was impossible to strengthen our independence without knowing these things. Therefore, in our country, great importance is attached to the training of primary school teachers, who are active organizers of the modern educational process. They should not only use new pedagogical technologies in the classroom, but

<sup>2</sup> The concept of development of the public education system of the Republic of Uzbekistan until 2030. 24.07.2021.



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also develop age-appropriate textbooks and apply new methods.

Primary school teachers are highly respected in our country. Because they train mature personnel who are the foundation of our future, who will contribute to the development and prospects of our country.

Based on the above, it can be said that the leading functions of innovative education can be:

- Rapid development of the student and teacher; democratization of their joint activities and dialogue;
- humanization of the educational process; to promote active reading and creative teaching, to support the learner's efforts to form a professional;
- Modernization (modernization) of the means, methods, technologies and material base of teaching, forming the future professional innovative thinking, etc.

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## THE USE OF OMEGA-3-POLYUNSATURATED FATTY ACIDS IN PREGNANCY AS A FACTOR IN THE PREVENTION OF PRETERM BIRTH

**Abstract:** The article under discussion depicts the use of omega-3 polyunsaturated fatty acids in pregnancy as a factor in the prevention of preterm birth. The World Health Organization (WHO) reports that during pregnancy a woman's body is more likely to have a deficiency of omega-3 polyunsaturated fatty acids (PUFAs). At the same time, most doctors believe that this deficiency can adversely affect the health of the expectant mother and fetus. To replenish the reserves of these substances it is proposed to take additional specialized nutritional supplements. The authors of the article believe that omega-3 fatty acid supplementation is an effective strategy for preventing preterm birth.

**Key words:** pregnancy, prevention, omega-3-polyunsaturated fatty acids, developmental disorders, physiological course of pregnancy, preterm birth, fish and algae.

**Language:** English

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### Introduction

For more than two decades, polyunsaturated fatty acids (PUFAs) have been the focus of worldwide scientific attention. The properties of these substances, their role in the human body, their effect on pregnancy, as well as on the growth and development of the fetus, have been studied.

According to numerous studies, among children born earlier than 37 weeks of gestation the risk of long-term adverse prognosis associated with developmental disorders or lethal outcomes in the first 5 years of life is significantly higher [1]. Early gestational age children have previously been shown to be at higher risk of developing a number of conditions in the long term, including visual impairment, neurodevelopmental abnormalities, and learning difficulties. At the same time, it was found that omega-3-polyunsaturated fatty acids, particularly

docosahexaenoic and eicosapentaenoic acids, which are abundant in fish oil, have a favorable effect on the physiological course of pregnancy, reducing the possible risk of preterm birth [13]. The daily increase in consumption of omega-3-polyunsaturated fatty acids during pregnancy can reduce the chance of preterm birth, reducing adverse effects for the mother and the newborn:

1) reduces the risk of preterm birth (before 37 weeks) by 11% (from 134 per 1,000 to 119 per 1,000 births)

2) reduces the risk of preterm early birth (before 34 weeks) by 42% (from 46 per 1,000 to 27 per 1,000 births)

3) reduces the risk of low birth weight babies (less than 2,500 grams) by 10%.

Omega-3 fatty acids are long-chain polyunsaturated essential fatty acids necessary for

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good health and development [12]. In contrast to omega-3 fatty acids of plant origin, such as those derived from flaxseed and canola oils, fish oils derived from fish and algae contain docosahexaenoic (DHA) and eicosapentaenoic (EPA) acids, which have longer chains. They are called essential fatty acids because the body is unable to produce them on its own and therefore they must be consumed in appropriate amounts [2].

Eicosapentaenoic acid (EPA) and docosahexaenoic acid (DHA) have the following biological effects:

- normalize blood lipid composition, reduce levels of harmful cholesterol, which is important for the prevention of damage to the vascular wall - the main cause of heart attacks and strokes. With regular consumption of fish oil, which contains omega-3 polyunsaturated fatty acids, LDL and LDL cholesterol levels are reduced;

- prevent platelet clumping, promote blood thinning, and prevent thrombus formation, the second cause of strokes and heart attacks. As a result, the elasticity of blood cell membranes is increased, platelet activation is reduced, and chemotaxis is inhibited. This leads to a decrease in blood viscosity and risk of thrombosis, vasodilatory effect prevails over vasoconstrictor effect. The above properties improve microcirculation, especially in vessels affected by atherosclerosis;

- basis for synthesis of substances that inhibit inflammatory processes - prostaglandins. This explains the decrease in the activity of non-specific inflammatory reaction when taking sufficient amounts of essential omega-3 PUFAs;

- improve the function of the nervous system, promote concentration, improve memory, vision, prevent the development of nervous and mental disorders;

- are necessary in the complex care of the skin, nails and hair, promote quality renewal of skin cells, moisturize the skin "from within", reduce dryness, flaking and redness;

- are contained in the retina and have a beneficial effect on vision;

- have a positive effect on fat metabolism;
- slow down the production of stress hormones, help increase levels of neurotransmitters - serotonin, dopamine, acetylcholine - and activate the transmission of nerve impulses, so it is advisable to use them in the prevention of postpartum depression;

- consumption of omega-3 PUFAs during pregnancy reduces the risk of late toxicosis of pregnancy, thrombophilia of pregnant women, premature birth, fetal hypotrophy;

- necessary for the proper formation and development of all systems of the fetus, especially the nervous and immune systems.

The prenatal period is a time associated with an increased risk of omega-3 acid deficiency, as their stores in maternal tissues are depleted as they are used up for fetal development. Pregnant women are often recommended to take fish oil to replenish omega-3 acids [4].

The use of fish oil in pregnancy is the subject of research as a potential strategy for preventing preterm birth (or increasing intrauterine age) and preventing eclampsia and increasing birth weight along with other possible benefits such as improved fetal brain development and reduced risk of cortical paralysis and postpartum depression. The fatty acids DHA and EPA found in fish oil are the starting product of prostaglandins, which have the effect of compressing blood vessels. Fish oil is considered a remedy for hypertension, or high blood pressure, which is recommended for pregnant women and non-pregnant adults. These same components of fish oil can also delay labor and thus prolong gestation and increase birth weight by preventing the formation of prostaglandins that stimulate cervical maturation [5].

However, the results of research on these mechanisms and their potential benefits for mothers and children are mixed. The most optimistic of the conclusions drawn from a recent systematic review is that, although there is insufficient evidence to support continued fish oil supplementation during pregnancy to reduce the risk of preeclampsia, preterm birth, or low birth weight, pregnant women may benefit from fish oil supplementation by increasing intrauterine development [6].

Doses of DHA and EPA contained in fish oils may also vary in terms of the amount needed for any potential benefit to the mother and baby.

### Conclusion

Thus, we can conclude that omega-3 fatty acid supplementation is an effective strategy for preventing preterm birth. A daily supplement containing 500 to 1,000 milligrams (mg) of long-chain omega-3 fatty acids (containing at least 500 mg of DHA) starting at 12 weeks of pregnancy is most appropriate.

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Article



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## SOCIO-POLITICAL VIEWS OF EASTERN THINKERS IN THE IX-XIII CENTURIES

**Abstract:** In this article, the socio-political views of the Eastern thinkers are considered. The scientific heritage created by them testifies to the fact that the culture of statehood is an element of a huge reserve.

**Key words:** Eastern thinkers, socio-political views, eastern renaissance, middle ages, statehood, public administration.

**Language:** English

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### Introduction

It is important to pay special attention to the political and historical processes of this period while studying the tradition of socio-political views of this period. That is, it will be necessary to focus on aspects related to the liberation of Central Asia from Arab colonialism and the emergence of a centralized national independent statehood under the leadership of the Samanid dynasty.

Also, the people who suffered from colonialism, which lasted more than two hundred years, constantly fought against the Arab Caliphate, striving for freedom and independence. It is known that man by nature lives in pursuit of freedom and goodness. Such freedom is perpetuated by moral values and has emerged as a savior against wars and evil that wreak havoc on humanity. Thus, the struggles and aspirations of the peoples of Central Asia in the IX and XIII centuries for their independence will lead to the spiritual upliftment of this country.

While the socio-political views of this period are studied, in Movarounnahr mature scientists – Moturudiy, Bukhari, Termiziy, Nasafi, Yassavi, Pakhlavon Makhmud, naturalist scientists – Khorezmi, Fergani, Jurjani, Chag'iniyy, qomusiy knowledge holders Forobi, Ibn Sina, Beruni became the product of this period. Such philosophers as Rumi, Firdowsi, Rudaki, Nasir Khisraw, Omar Khayyam,

Yusuf Khos Hojib, Mahmud Kashgari, Narshakhi, Bayhaqi, historians and poets lived and worked in this period.

It is worth paying attention to this, at first glance, the works of the above Scientists, which seemed to be oriented to a certain area of science, have significance in their own way. That is, the creations of our thinkers, who lived and worked during this period, are characteristic of encyclopedias.

In its place, the culture created in the IX - XIII centuries in Central Asia also paves the way for the emergence of new theoretical views and doctrines in the development of statehood.

The question of the development of socio-political views in this period should be referred to the works of Abu Nasir al-Farabi, one of the great thinkers of the early Eastern Renaissance. The work of Abu Nasr al-Farabi, known throughout the East and West as Al-Muallim-as-Sani and Aristotle of the East, entitled The City of Noble People, opened a new page in Eastern science and spirituality. Earned the title of the great thinker of the Middle Ages. The play explores issues such as the origins of a society (community of people), ways to achieve a just society, the qualities of a good mayor and its people, and the selection and placement of government and management personnel. Even though it was created thousands of years ago, today's reader can still find

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important ideas and guidance in this work that will help them solve the complex problems of modern life.

It is also worthwhile to pay special attention to the fact that today the scientist has succeeded in creating the forms of just state in our imagination and the political and moral principles of governance in it. In this regard, Farabi said: "There will be no absolute leader or governor elected from among them. They will be the most noble, worthy of leadership, raised from within people, tested. Therefore, such leaders will bring their voters to full freedom, protect them from an external enemy"[1] he said systematizing the political and moral values associated with the provision of the Democratic principles in public administration.

Special attention should be paid to the work of Zayniddin Muhammad Ghazzali, who lived and worked in the XI century, "Kimiyo saodat". In this work, the thinker focuses on the development of the most important moral rules of society and human spiritual life [2].

Indeed, the thinker, first of all, puts forward ideas aimed at enriching the spiritual world of mankind, what should be the basis of it. On the basis of such ideas, self-awareness can be used to recognize the truth and thereby follow the solution of problems such as achieving the treatment of the heart.

It is also worth paying attention to the fact that the Thinker is engaged not only in human issues, but also in relations with the construction of society and the state. In this regard, he writes: - «So the man cannot complete all the need himself... And everyone commits to each other without consent to his right..."[3]. Here, Ghazzali described the relations of mankind, society and the state, as well as the distribution of political responsibilities that lead to justice and between them.

While analyzing the development of socio-political views in this period, it is necessary to pay special attention to the creativity of *Yusuf Khos Hojib*. In his works, moral issues related to the state and its administration also took a great place. His work "Kutadgu Bilig" can be considered a "policy book" that embodies the ideas, rules of governing the state and the role of political and moral relations in society [4].

In this way, he paid great attention to the organization of fair public administration with the development of a classification of moral qualities of persons responsible for the development of society and its destiny.

The encyclopedic scholar must also refer to the works of Ibn Sina. It is known that he is a great representative of the natural-scientific and socio-philosophical views of Central Asia, the author of works that made a huge contribution to the history of medicine, philosophy, socio-political, moral views.

He divides philosophy into theoretical and practical philosophy. Socio-political issues, the state, the structure of society, tasks, team management, human ethics are studied. He divides philosophy into three parts depending on its function and subject. Ethics is the study of the virtues of a person's personality, moral concepts, rules; economics is the study of the issues necessary for the management of a family, the maintenance of its requirements, duties and activities; policy is the study of governance and governance of the state, ensuring the relationship between government and citizens and states [5].

It is also necessary to pay attention to this information. In particular, the Orientalist scientist L.G.Saldadze in his work "Ibn Sina "cites information about his work" Eastern philosophy "and 20 volumes known as" Justice". It is noted that in this game 28 thousand themes dedicated to the problems of justice are described. It is reported that the book was published in 1947 by Egyptian scientist Abdurrahman Badawi summarizing the rest of 20 volumes [6].

The great thinker of this period and statesman Nizam al-Mulk's "Siyasatnama" must be read. In this work, he left a huge scientific legacy on the creation of a perfect system of Public Administration. He called on officials to choose according to their moral qualities, not to confuse those who trample on justice and conscience in public affairs. However, his view that "The event, which is accepted with multiplicity, will be the most rewarding and it is necessary to behave in such a way"[7] proves the importance of our ancestors to the fair procedures of State Construction.

Also, if we look at the development of socio-political views in this period, it is necessary to pay special attention to the views of thinkers who lived and worked in this period. In this regard, J. Rumi said, "Man is a great miracle and everything is written in him. But there are darkness and curtains that do not allow them to read their writings. The darkness and the curtains, the various activities, are the measures taken by man in worldly affairs and the endless dreams of the soul"[8].

Indeed, in Rumi's view, the difference between people is based on their perfection. Therefore, he cites to the world the appeal to all people, regardless of race, religion, nationality, strata[9].

It is also useful to study in depth the works of the great representatives of mystical philosophy Yusuf Hamadoni, Ahmad Yassavi, Najmiddin Kubro, Bahaiddin Naqshband, Sayyid Amir Kulol and others. For the question of strengthening the traditions of national statehood without studying the socio-political views of Eastern thinkers, at the same time, the task of inculcating moral values in the construction of civil society will left behind.

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Article

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## INVESTIGATION OF THE SPATIAL MESH DENSITY OF STRUCTURED URETHANE POLYMERS BASED ON VARIOUS HARDENERS

**Abstract:** The article presents the results of a study of spatially structured urethane polymers based on complex polyesters. The results of the study of the effect of latent hardener LO-1 and polyisocyanate structuring agents on the physical parameters of the spatial grid of structured urethane rubbers are presented. It has been experimentally proved that new spatially structured polymers based on the latent hardener DO-1 possess all the complexes of properties inherent in mesh polymers. The most significant features include their ability to large reversible deformations, which is important for the production of shoes. Based on experimental data, it is proved that the most promising material as shoe adhesives is a polymer composition based on the urethane polymer Desmokol-400 with a latent hardener LO-1.

**Key words:** urethane polymers, latent hardener, polymer mesh.

**Language:** Russian

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### ИССЛЕДОВАНИЕ ПЛОТНОСТИ ПРОСТРАНСТВЕННОЙ СЕТКИ СТРУКТУРИРОВАННЫХ УРЕТАНОВЫХ ПОЛИМЕРОВ НА ОСНОВЕ РАЗЛИЧНЫХ ОТВЕРДИТЕЛЕЙ

**Аннотация:** В статье представлены результаты исследования пространственно-структурированных уретановых полимеров на основе сложных полиэфилов. Приведены результаты исследования влияния латентного отвердителя ЛО-1 и полиизоцианатных структурирующих агентов на физические параметры пространственной сетки структурированных уретановых каучуков. Экспериментальным путем доказано, что новые пространственно-структурированные полимеры на основе латентного отвердителя ДО-1 обладают всеми комплексами свойств, присущих сетчатым полимерам. К наиболее существенным особенностям относятся их способность к большим обратимым деформациям, что немаловажно для производства обуви. На основе экспериментальных данных доказано, что наиболее перспективным материалом в качестве обувных клеевых является полимерная композиция на основе уретанового полимера Десмокол-400 с латентным отвердителем ЛО-1.

**Ключевые слова:** уретановые полимеры, латентный отвердитель, полимерная сетка.



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### Введение

Процесс образования пространственной сетки уретановых полимеров представляет собой комплекс сложных и многостадийных химических реакций. Теоретические вопросы образования пространственных структур в линейных полимерных материалах рассмотрены в трудах многих исследователей [1-3].

Реакции структурирования линейных уретановых полимеров сопровождается модификацией основной цепи макромолекул за счет присоединения фрагментов агента сшивания. Учет этих реакции весьма важен, так как из-за их протекания сшитая структура полимеров представляет собой существенно измененные по сравнению с исходными линейными макромолекулами системы не только вследствие образования химических поперечных связей, но и за счет появления участков в линейных цепях с нарушенной регулярностью чередования звеньев [1-4]. Для склейвания натуральных, искусственных и синтетических материалов в обувной промышленности применяются полиуретановые клеевые композиции, которые обеспечивают высокую прочность крепления материалов. В обувной промышленности, полиуретановые клеевые композиций используются в виде двухкомпонентных составов. В качестве второго компонента применяют изоцианатосодержащие отвердители. Введение отвердителей способствуют улучшению адгезионных и когезионных свойств клея, повышает прочность и термостойкость клеевых соединений [4-9]. После введения изоцианатных отвердителей в раствор клея происходит химическая реакция между -NCOO- и -NCO- группами, в результате чего происходит процесс структурирования линейных уретановых полимеров. Жизнеспособность клея после введения изоцианатных отвердителей не превышает 4-6 часов, наблюдается постепенное повышение вязкости клея и уменьшение прочности клеевых соединений [4-9]. Вышеуказанные недостатки можно устранить путем замены изоцианатных отвердителей на латентные ("скрытые" отвердители – это вещество, проявляющие свою активность при повышенных температурах), что позволяет не только увеличить прочность и жизнеспособность, но и сохранить технологическую вязкость растворов клея при длительном хранении.

### Объекты и методы исследования

В ходе эксперимента использовали уретановые полимеры на основе сложных полоэфиров следующих марок: Десмокол-400 и Денлакс, как с латентным отвердителем ЛО-1, так и с полиизоцианатным отвердителем ТДИ. Латентный отвердитель ЛО-1 представляет собой

соединение амфотерного характера. При нормальных условиях константа его кислотной диссоциации равна  $6 \cdot 10^{-15}$ , а основной  $3 \cdot 10^{-15}$ . Температура диссоциации ЛО-1 составляет  $90-110^\circ\text{C}$ , при этом происходит образование основно-кислотных групп, которые при взаимодействии линейными уретановыми полимерами вызывают процесс структурирования [9-10]. В полимерную систему, латентный отвердитель ЛО-1 и полиизоцианатные структурирующие агенты ТДИ вводили 5 мас. ч. на 100 мас. ч. каучука. Структурными параметрами, определяющими свойства сшитых полимеров, являются следующие: плотность поперечных связей или длина молекулярных цепей между узлами сетки; химический состав и распределение поперечных связей; исходная молекулярная масса полимера; структура полимерной цепи, входящая в сетку. В качестве численных характеристик пространственных полимерных сеток наиболее часто используют следующие величины: функциональность узлов –  $f_y$ , определяемую как число цепей, входящие в узел; молекулярная масса –  $M_c$  отрезка цепи между узлами; число цепей между узлами в единице объема –  $N_c$ ; число молей цепи –  $n_c$  между узлами; показатель сшивания  $\gamma_c$  – число поперечных связей на одну макромолекулу; число узлов в единице объема –  $u_c$ ; степень сшивания –  $\beta_c$  доля сшитых звеньев на одну макромолекулу. Поскольку поперечные сшивки распределены статистически по всему объему полимера, то все перечисленные показатели являются средними величинами и связаны между собой следующими соотношениями [3-14]:

$$n_c = \rho / M_c = N_c / N_A \quad (1)$$

$$u_c = (N_c f_y) / 2 = (N_A \rho f_y) / 2 M_c \quad (2)$$

$$\gamma_c = M_n / M_c \quad (3)$$

$$c = m / M_c \quad (4)$$

$$\gamma_c = \beta_c n \quad (5)$$

где  $\rho$  – плотность полимера;  $N_A$  – число Авогадро;  $M_n$  – молекулярная масса полимера,  $m$  – средняя молекулярная масса полимера и молекулярная масса мономерного звена;  $n$  – степень полимеризации. По плотности сшивания пространственные сетки можно разделить на редкие и густые. К редким относятся сетки, имеющие значения до  $u_c$  до  $1032 \text{ м}^{-1}$ , а к густым – сетки с плотностью более  $1032 \text{ м}^{-1}$ . В общем случае густота (плотность) сшивок в химически сшитом полимере придает ему большие, по сравнению с несшитым полимером аналогичного строения механическую прочность и жесткость, ограниченное набухание в растворителях и другие свойства. Это обусловлено тем, что при сшивании цепей, начиная с некоторого значения  $M_c$ , зависящего от гибкости цепи и интенсивности

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межмолекулярного взаимодействия, происходит ограничение молекулярной подвижности и числа конформаций цепей между узлами сетки. Таким образом, можно управлять свойствами сшитого полимера, варьируя параметры пространственной сетки химических связей. [1-4, 13-14].

### Экспериментальная часть

Экспериментальным методом определяли величину  $M_c$ , исходя из значений измеряемого условно-равновесного модуля растяжения образцов, по формуле:

$$E = F / S_0 (l_0 / l - 1) \quad (6)$$

где  $E$ , МПа – условно-равновесный модуль;  $F$ , МПа – нагрузка растяженного образца, после часа растяжения;  $S_0$ , см<sup>2</sup> – исходная площадь поперечного сечения образца;  $l$ ,  $l_0$  – конечная и исходная длины рабочего участка образца, соответственно. Условно-равновесный модуль растяжения определялся на разрывной машине с

камерой для термостатирования после 1 ч растяжения 50% при температуре 70 °С по методике для ненаполненных резин [1-4].

На основе кинетической теории высокоэластичности полимерных материалов определяемый модуль упругости связан с величиной  $M_c$  формулой:

$$E = 3\rho RT/M_c \quad (7)$$

$$M_c = 3\rho RT/E \quad (8)$$

где  $\rho$  – плотность полимера г/см<sup>3</sup>;  $T$  – температура;  $R$  – универсальная газовая постоянная;  $M_c$  – удельная молекулярная масса, приходящая на один узел разветвления (или одну поперечную связь). Исходные данные для расчетов:  $\rho = 1,32-1,37$  г/см<sup>3</sup>;  $T = 343$  К;  $l_0 = 14$  см;  $S_0 = 0,2$  см<sup>2</sup>.

Найденные экспериментальные и расчетные значения молекулярной массы, приходящейся на один узел сетки, а также физико-механические свойства эластомеров приведены в табл. 1.

Таблица 1. Характеристики образцов структурированных уретановых полимеров

№	Отвердитель	Полимер	Молекулярная масса	M <sub>c</sub> , (узел разветвл.)		МПа	
				Расч.	Экспер.	F	E
1	2	3	4	5	6	7	8
1	ЛО-1	Десмокол-400	7500	9750	9325	5,7	52,3
2	ТДИ	Десмокол-400	7500	8650	8430	5,3	51,1
3	ЛО-1	Денлак	7200	7750	7635	4,8	45,1
4	ТДИ	Денлак	7200	6890	6745	4,2	39,8

Как видно из в табл. 1, новые пространственно-сшитые уретановые полимеры с латентным отвердителем ЛО-1 обладают всеми комплексами свойств, присущих сетчатым полимерам. К наиболее существенным особенностям относятся большое количество узлов разветвления и прочность структурированных полимерных материалов а также свойства конкретного эластомера зависят от их молекулярных масс. Одним из основных достоинств нового материала является возможность направленной вариации физико-механических свойств путем комбинирования следующих параметров: количества сшивок, молекулярной массы и соотношение полимера и отвердителя.

### Заключение:

Экспериментальным путем доказано, что плотность пространственных структурированных сеток для разных композиции следующая: для полимерной композиции на основе каучука

Десмокол-400 и Денлак с латентным отвердителем ЛО-1 составляет  $2,12 \cdot 10^{27} \text{ м}^{-3}$ ; для композиции на основе полиизоцианатного отвердителя ТДИ соответствующих полимеров равен  $2,28 \cdot 10^{27} \text{ см}^{-3}$ . Как видно из расчетов с использованием латентного отвердителя ЛО-1, в полимерных композициях получают более гибкие пространственные химические сетки, чем у аналогичных полимеров на основе с полиизоцианатным отвердителем. Наибольший интерес по совокупности физико-механических свойств представляют клеевые композиции с латентным отвердителем ЛО-1. Количественные и качественные характеристики, полученные в ходе эксперимента могут быть использованы для описания свойств реальных полимерных материалов сшитой структуры. Полученные закономерности могут быть заложены в основу технологий приготовления и применения обувных полиуретановых клеев с латентным отвердителем ЛО-1.

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Article



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## ON THE WEIGHT INITIAL PROBLEM FOR SINGULAR FUNCTIONAL DIFFERENTIAL SYSTEMS

**Abstract:** Sufficient conditions for solvability and correctness of the weighting initial problem have been established for singular functionally differential systems.

**Key words:** Singular functional differential systems, Correctness of the initial weight problem.

**Language:** Russian

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### О ВЕСОВОЙ НАЧАЛЬНОЙ ЗАДАЧЕ ДЛЯ СИНГУЛЯРНЫХ ФУНКЦИОНАЛЬНО ДИФФЕРЕНЦИАЛЬНЫХ СИСТЕМ

**Аннотация:** Для сингулярных функционально дифференциальных систем установлены достаточные условия разрешимости и корректности весовой начальной задачи.

**Ключевые слова:** Сингулярные функционально дифференциальные системы, Корректность весовой начальной задачи.

#### Введение

2010 Математическая классификация  
34A12, 34K05, 34K10

В конечном промежутке  $]a, b[$  рассмотрим функционально-дифференциальную систему

$$\frac{dx(t)}{dt} = f(x)(t) \quad (1)$$

с весовым начальным условием

$$\lim_{t \rightarrow a} \sup \| \Phi^{-1}(t)x(t) \| < +\infty \quad (2)$$

где  $f: C([a, b]; R^n) \rightarrow L_{loc}([a, b]; R^n)$  есть сингулярный оператор, удовлетворяющий локальные условия Короттеодори  $\Phi(t) =$

$\text{diag}(\varphi_1(t), \dots, \varphi_n(t))$ , где  $\varphi_i: [a, b] \rightarrow R_+$  ( $i = 1, \dots, n$ ) --- непрерывные, неубывающие функции такие, что  $\varphi_i(0) = 0, \varphi_i(t) > 0$  при  $a < t \leq b$  ( $i = 1, \dots, n$ ).

Начальная задача для сингулярной системы (1) исследована достаточно подробно в тех случаях, когда  $f$  является оператором Немыцкого [1-5], или эволюционным оператором [6-9]. Весовая начальная задача для сингулярных функционально-дифференциальных уравнений высших порядков изучена в трудах [11-14]. Что касается весовой сингулярной задачи (1), (2), она исследована недостаточно. В настоящей статье приведены в определенном смысле не

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улучшаемые условия, которые гарантирует разрешимость и корректность этой задачи.

Мы применили следующие обозначения  $R = ]-\infty; +\infty[$ ,  $R_+ = 0; +\infty[$ ,  $R^n$ - пространство  $n$ -мерных вещественных векторов столбцов  $x = (x_i)_{i=1}^n$  с нормой  $\|x\| = \sum_{i=1}^n |x_i|$

Если  $x = (x_i)_{i=1}^n \in R^n$ , то  $[x]_+ = \left(\frac{x_i + |x_i|}{2}\right)_{i=1}^n$   
 $r(x)$ - спектральный радиус  $n \times n$  матрицы  $X$ , а  $X^{-1}$  матрица обратная  $X.diag(x_1, \dots, x_n)$  диагональная  $n \times n$  - матрица с диагональными элементами  $x_1, \dots, x_n$ .  $R_+^n$  и  $R_+^{n \times n}$  - множества  $n$ - мерных векторов и  $n \times n$  - матриц с неотрицательными компонентами  $C([a, b], R^n)$ - пространство непрерывных векторных функций  $x: [a, b] \rightarrow R^n$  с нормой  $\|x\|_C = \max\{\|x(t)\|: a \leq t \leq b\}$ .

$C_\Phi([a, b], R^n)$ - пространство непрерывных векторных функций  $x: [a, b] \rightarrow R^n$ , удовлетворяющие условия (2), с нормой  $\|x\|_{C_\Phi} = \sup\{\|\Phi^{-1}(t)x(t)\|: a < t \leq b\}$ .

Если  $x = (x_i)_{i=1}^n \in C_\Phi([a, b]; R^n)$ , то

$$\|x\|_{C_\Phi} = \left(\|x_i\|_{C_{r_i}}\right)_{i=1}^n$$

$L([a, b]; R^n)$ - пространство векторных функций, с интегрируемыми по Лебега на  $[a, b]$  с компонентами.

$L_{loc}([a, b]; R^n)$ - пространство векторных функций компоненты, которых интегрируемы по Лебегу на  $[a, b]$  с компонентами.

$L_{loc}([a, b]; R^n)$ - пространство векторных функций компоненты, которых интегрируемы по Лебегу на  $[a + \varepsilon, b]$  при сколь угодно малом  $\varepsilon > 0$ .  $K_{loc}([a, b] \times R^k; R^m)$  и  $K_{loc}(C[a, b]; R^k)$ ;  $L_{loc}([a, b]; R^m)$  множества векторных функций  $g: [a, b] \times R^k \rightarrow R^m$  и операторов  $f: C([a, b], R^k) \rightarrow L_{loc}([a, b]; R^m)$ , удовлетворяющие локальные условиям Коротеодори [13].

Важным частным случаем функционально-дифференциальной системы (1) является дифференциальная система с отклоняющимся аргументом

$$\frac{dx(t)}{dt} = g(t, x(t), x(\tau(t))) \quad (3)$$

Наряду с задачами (1), (2) мы рассмотрим и задачи (3), (2), при этом везде, когда речь будет идти об этих задачах, будем считать, что  $f \in K_{loc}(C([a, b]; R^n); L_{loc}([a, b]; R^n))$ ,  $g \in K_{loc}([a, b] \times R^n; R^n)$ , а  $\tau: [a, b] \rightarrow [a, b]$  измеримая функция. Нас в основном интересуют случаи, когда системы (1) и (3) являются сингулярными, т.е. случаи, когда  $\int_a^b f_\rho^*(t)dt = +\infty$  и  $\int_a^b g_\rho^*(t)dt = +\infty$  при  $\rho > 0$ .

Где  $f_\rho^*(t) = \sup\{\|f(x)(t)\|: \|x\|_C \leq \rho\}$  и  $g_\rho^*(t) = \max\{\|g(t, x, y)\|: \|x\| + \|y\| \leq \rho\}$ .

Для произвольного положительного числа  $\delta$  допустим, что  $\chi(t, \delta) = \begin{cases} 0, n \text{ при } a \leq t < a + \delta \\ 1, n \text{ при } t > a + \delta \end{cases}$

и рассмотрим вспомогательную начальную задачу

$$\frac{dx(t)}{dt} = \lambda \chi(t, \delta) f(x)(t) \quad (4)$$

$$x(0) = 0 \quad (5)$$

зависящую от параметров  $\lambda \in ]0, 1[$  и  $\delta > 0$

На основе исследования [15] доказываются следующие теоремы.

**Теорема 1.** Пусть существует положительное число  $\rho_0$  такое, что при произвольных  $\lambda \in ]0, 1[$  и  $\delta > 0$  каждое решение  $x$  задачи (4), (5) допускает оценку

$$\|x\|_{C_\Phi} \leq \rho_0$$

Тогда задача (1), (2) имеет хотя бы одно решение.

Эта теорема дает возможность получить эффективные признаки разрешимости задач (1), (2) и (3), (2). В частности, справедливы следующие предложения.

**Теорема 2.** Пусть существуют матрицы  $\mathfrak{Z} \in R_+^{n \times n}$  и векторная функция  $q: R_+ \rightarrow R_+^n$  такие, как

$$r(\mathfrak{Z}) < 1, \lim_{\rho \rightarrow +\infty} \frac{\|q(\rho)\|}{\rho} = 0 \quad (6)$$

и для произвольной векторной функции  $x \in C_\Phi([a, b], R^n)$  в промежутке  $[a, b]$  выполнено неравенство

$$\int_a^b [sign(x(s))f(x)(s)]_+ ds \leq \Phi(t) \left( \mathfrak{Z} \|x\|_{C_\Phi} + q(\|x\|_{C_\Phi}) \right)$$

Тогда задача (1), (2) имеет хотя бы одно решение.

**Следствие 1.** Пусть функции  $\varphi_i (i = 1, \dots, n)$  абсолютно непрерывны и существуют множество меры нуль  $I_0 \subset [a, b]$ , матрицы  $\mathfrak{Z}_k \in R_+^{n \times n} (k = 1, 2)$  и неубывающая векторная функция  $q: R_+ \rightarrow R_+^n$  такие, что на множестве  $([a, b] \setminus I_0) \times R^{2n}$  выполнено неравенство

$$\begin{aligned} sgn(x) g(t, x, y) &\leq \Phi'(t) (\mathfrak{Z}_1 \Phi^{-1}(t) |x| \\ &\quad + \mathfrak{Z}_2 \Phi^{-1}(\tau(t)) |y|) + \\ &\quad + \Phi'(t) q(\|\Phi^{-1}(t) |x| + \Phi^{-1}(\tau(t)) |y|\|). \end{aligned}$$

Если, кроме того выполнены условия (6), где  $\mathfrak{Z} = \mathfrak{Z}_1 + \mathfrak{Z}_2$ , то задача (3), (2) имеет хотя бы одно решение.

**Замечание 1.** В теореме 2 и в следствии 1 условие  $r(\mathfrak{Z}) < 1$  является неумлучшаемым и его нельзя заменить условием  $r(\mathfrak{Z}) \geq 1$ . Справедливость этого факта следует из приведенной ниже теоремы 3.

**Теорема 3.** Пусть функции  $\varphi_i (i = 1, \dots, n)$  абсолютно непрерывны и существует множество меры нуль  $I_0 \subset [a, b]$ , матрицы  $\mathfrak{Z}_k \in R_+^{n \times n} (k = 1, 2)$  и вектор  $q_0 = (q_{0i})_{i=1}^n$  с положительными компонентами  $q_{0i} (i = 1, \dots, n)$  такие, что на множестве  $([a, b] \setminus I_0) \times R^{2n}$  выполнено неравенство  $g(t, x, y) \geq \Phi'(t) (\mathfrak{Z}_1 \Phi^{-1}(t) |x| + \mathfrak{Z}_2 \Phi^{-1}(\tau(t)) |y| + q_0)$

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Если, кроме того  $r(\mathfrak{I}_1 + \mathfrak{I}_2) \geq 1$ , то задача (3), (2) не имеет решения.

Наряду с (1), (2) рассмотрим возмущенную задачу

$$\frac{dy(t)}{dt} = f(y)(t) + h(t) \quad (7)$$

$$\lim_{t \rightarrow a} \sup \|H^{-1}(t)y(t)\| < +\infty \quad (8)$$

**Определение.** Задача (1), (2) называется корректной если существует положительное число  $\rho$  такое, что для произвольной функции  $h \in L([a, b]; R^n)$  удовлетворяющий условию  $v_\phi(h) = \sup \left\{ \left\| \Phi^{-1}(t) \int_a^t |h(s)| ds \right\| : a < t \leq b \right\} < +\infty$ , задача (7), (8) однозначно разрешима и её решение допустит оценку  $\|y - x\|_{C_\phi} \leq \rho v_\phi(h)$ , где  $x$  – решение задачи (1), (2).

**Теорема 4.** Пусть существует матрица  $\mathfrak{I} \in R_+^{n \times n}$  такая, что  $r(\mathfrak{I}) < 1$  и для произвольных функций  $x$  и  $y \in C_\phi([a, b], R^n)$  в промежутке  $[a, b]$  выполнено неравенство  $\int_a^t [sgn(y(s)) (f(x + y)(s) - f(x)(s))] ds \leq \Phi(t) \mathfrak{I} |y|_{C_\phi}$ .

Если, кроме того  $\sup \left\{ \left\| \Phi^{-1}(t) \int_a^t |f(0)(s)| ds \right\| : a < t \leq b \right\} < +\infty$ , то задача (1), (2) является корректной.

**Следствие 2.** Пусть функции  $\varphi_i (i = 1, \dots, n)$  абсолютно непрерывны и существуют множество меры нуль  $I_0 \subset [a, b]$  и матрицы  $\mathfrak{I}_k \in R_+^{n \times n} (k =$

1,2) такие, что  $r(\mathfrak{I}_1 + \mathfrak{I}_2) < 1$  и при любых  $t \in [a, b] \setminus I_0$ ,  $x, \bar{x}$  и  $\bar{y} \in R^n$  выполнено неравенство

$$\operatorname{sgn}(\bar{x}) \left( g(t, x + \bar{x}, y + \bar{y}) - g(t, x, y) \right) \leq$$

$$\Phi'(t) (\mathfrak{I}_1 \Phi^{-1}(t) |\bar{x}| + \mathfrak{I}_2 \Phi^{-1}(t) |\bar{y}|).$$

Если, кроме того  $\sup \left\{ \left\| \Phi^{-1}(t) \int_a^t |g(s, 0, 0)| ds \right\| : a < t \leq b \right\} < +\infty$ , то задача (3), (2) является корректной.

Из теоремы 3 и следствия 2 вытекает

**Следствие 3.** Пусть функции  $\varphi_i (i = 1, \dots, n)$  абсолютно непрерывны и

$$g(t, x, y) = \Phi'(t) (\mathfrak{I}_1 \Phi^{-1}(t) |x| +$$

$\mathfrak{I}_2 \Phi^{-1}(t) |y| + q_0)$ , где  $\mathfrak{I}_k \in R_+^{n \times n} (k = 1, 2)$  а  $q_0 \in R_+$  – вектор с положительными компонентами. Тогда для корректности задачи (3), (2) необходимо и достаточно, чтобы выполнялось неравенство  $r(\mathfrak{I}_1 + \mathfrak{I}_2) < 1$ .

**Замечание 2.** Согласно следствию 3 в теореме 4 (в следствии 2) неравенство  $r(\mathfrak{I}) < (r(\mathfrak{I}_1 + \mathfrak{I}_2) < 1)$  является неулучшаемым и его нельзя заменить неравенством  $r(\mathfrak{I}) \leq 1 (r(\mathfrak{I}_1 + \mathfrak{I}_2) \leq 1)$ .

Данные исследования могут быть применены при решении разных инженерных задач.

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## INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS FOR TEACHERS ACCORDING TO UNESCO

**Abstract:** This article discusses the role of ICT in education, organization and management, professional training of teachers to apply the acquired skills in the field of ICT. Teachers who have acquired competencies at this level can: check whether their pedagogical practice is in line with national policies, pedagogically use ICT in accordance with teaching standards, select appropriate ICT for each of the teaching and learning methodologies, determine the functions of the technological tools used, offer inclusive education with using ICTs, as well as using technological tools for their own professional development.

**Key words:** understanding the role of ICT in education policy, application of digital skills, teacher training, knowledge acquisition, deepening knowledge, open educational resources, social networks, mobile technologies, internet of things, artificial intelligence, virtual reality and augmented reality, ethics and privacy protection.

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### НАВЫКИ ИНФОРМАЦИОННО - КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ ДЛЯ УЧИТЕЛЕЙ ПО ВЕРСИИ ЮНЕСКО

**Аннотация:** В данной статье рассматривается роль ИКТ в образовании, организация и управление, профессиональная подготовка педагогов к применению приобретенных навыков в сфере ИКТ. Учителя, овладевшие компетенциями на этом уровне, могут: проверять, соответствует ли их педагогическая практика национальной политике, педагогически использовать ИКТ в соответствии с учебными стандартами, выбрать подходящие ИКТ для каждой из методологий преподавания и обучения, определять функции используемых технологических инструментов, предлагать инклюзивное обучение с помощью ИКТ, а также использовать технологические инструменты для собственного профессионального развития.

**Ключевые слова:** понимание роли ИКТ в образовательной политике, применение цифровых навыков, профессиональная подготовка учителей, приобретение знаний, углубление знаний, открытые образовательные ресурсы, социальные сети, мобильные технологии, интернет вещей, искусственный интеллект, виртуальная реальность и дополненная реальность, этика и защита конфиденциальности.

#### Введение

Подъем информационных и коммуникационных технологий (ИКТ) в

образовательной сфере привел к переосмыслению роли преподавателя в образовательных учреждениях, возникла потребность в углублении



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его подготовки для достижения более эффективного обучения в развитии компетенций своих учеников. Использование ИКТ в образовательной сфере заставило ЮНЕСКО вместе с такими компаниями, как CISCO, Intel, ISTE и Microsoft, задуматься о том, какими навыками должны обладать учителя, чтобы процесс преподавания и обучения был эффективным. С этой целью они разработали [третью версию рамок компетенций учителей в области ИКТ](#). В нем в качестве выдающихся аспектов они включили инклюзивные принципы недискриминации, равенства, интегрировали последние технологические достижения: мобильные технологии, открытые образовательные ресурсы, искусственный интеллект и т.д.

Существует три версии этого фреймворка, первая была опубликована в 2008 году, вторая — в 2011 году и третья — в 2018 году. Каждая из версий представляет наиболее используемые в то время технологии и их применение в образовательной среде. Модель ИКТ-компетенций для учителей (ИКТ), версия 3, представляет собой инструмент, основной задачей которого является обучение учителей использованию ИКТ образовательном учреждении. Он предназначен для учителей, экспертов в области образования, поставщиков курсов подготовки учителей и т.д. Чтобы добиться внедрения ИКТ, необходимо иметь благоприятную среду. Это включает в себя правительство, подготовку учителей, профессиональное развитие учителей и директоров.

Эта структура представляет в общей сложности 18 компетенций в области ИКТ, структурированных по шести аспектам (рис.1):

**1. Понимание роли ИКТ в образовательной политике.** Понимать роль ИКТ в соответствии с национальной политикой в области образования. Учителя должны учитывать, какие цели должны быть достигнуты, и работать над этим для их достижения.

**2. Учебный план и оценка.** Этот подход влечет за собой предложение использовать эти цифровые инструменты и переопределение конкретных целей в учебной программе, а также ее показателей и предложений по оценке.

**3. Педагогика.** В этом аспекте учителям предлагается совершенствовать методы преподавания и обучения, применяя ИКТ. Таким

образом, они продолжают приобретать навыки и на заключительном этапе внедряют альтернативную педагогику, ориентированную на учащихся, основанную на совместном решении проблем.

**4. Применение цифровых навыков.** Это включает в себя интеграцию технологий в задачи, выполняемые учителями, связанные с сотрудничеством с другими учителями и планированием. На этом уровне выделяются приложения электронной почты, социальные сети, а также текстовые процессоры и программы для презентаций.

**5. Организация и управление.** Этот аспект предполагает управление цифровыми инструментами в образовательном центре. Это включает в себя организацию классных комнат и остальной среды. Основная цель состоит в том, чтобы создать виртуальную среду для продвижения обучения за пределами классной комнаты.

**6. Профессиональная подготовка учителей.** Развивайте цифровую грамотность учителей и приступайте к их профессиональной подготовке. Стать производителями знаний, тем самым улучшая практику в классе, применяя ИКТ.

В свою очередь, каждый из этих аспектов делится на три уровня педагогического использования учителем этих технологий на уроке:

**1. Приобретение знаний.** Это позволяет учителям помочь учащимся использовать ИКТ для эффективного обучения. На этом уровне в аудитории есть технологические ресурсы и лаборатории ИКТ, что обеспечивает равный доступ. Это первый этап цифровой грамотности.

Учителя, овладевшие компетенциями на этом уровне, могут:

- Проверять, соответствует ли их педагогическая практика национальной политике.
- Педагогически использовать ИКТ в соответствии с учебными стандартами.
- Выбирать подходящие ИКТ для каждой из методологий преподавания и обучения.
- Определять функции используемых технологических инструментов.
- Предлагать инклюзивное обучение с помощью ИКТ
- Использовать технологические инструменты для собственного профессионального развития.

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Рисунок 1. Модель ИКТ-компетенций для учителей.

2. **Углубление знаний.** На этом уровне цель состоит в том, чтобы улучшить способность учителей помогать студентам. Учителя применяют ИКТ для работы над содержанием учебного плана. Такой подход позволяет учащимся получить обширные знания по изучаемым предметам и применять полученные знания для совместного решения проблем в реальном мире. Это проектный подход к преподаванию и обучению.

Учителя с компетенциями на этом уровне могут:

- Применять методы преподавания в соответствии с образовательной политикой.
- Интегрировать ИКТ в процесс преподавания, обучения и оценивания.
- Создавать учебные мероприятия на основе проектов с использованием ИКТ.
- Использовать различные технологические инструменты и ресурсы для решения проблем.

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- Использовать технологии для облегчения совместного обучения.

- Взаимодействовать с профессиональными сетями для собственного развития учителя.

3. **Создание знаний.** Это позволяет учителям создавать знания, разрабатывать мероприятия для аудитории, разрабатывать применимые программы за пределами учреждения с целью достижения поставленных целей. Новые знания создаются для достижения процветания общества. На этом уровне учителя смогут:

- Подумать об образовательной политике, предлагать идеи для улучшения.

- Создавать условия для достижения оптимального совместного обучения, ориентированного на учащихся.

- Использовать ИКТ для продвижения обучения, создания сообществ для обмена знаниями.

- Разработать технологическую стратегию образовательного учреждения.

- Постоянно обмениваться передовым опытом, чтобы ИКТ улучшали образовательные учреждения.

Среди инноваций и технологий, включенных в эту третью версию Framework, стоит выделить:

**Открытые образовательные ресурсы (ООР):** полные курсы, видео, подкасты, учебные материалы и т.д. ООР зарекомендовали себя как инструмент, который может привести к трансформации образования. Это обучение, основанное на оцифрованных ресурсах, которыми легко делиться и распространять через Интернет.

- **Социальные сети:** они используются с целью облегчения интерактивного обучения, создания сообществ и улучшения педагогического общения.

- **Мобильные технологии:** учащиеся используют планшеты и мобильные устройства для доступа к учебным платформам. Эти устройства поддерживают продуктивность работы в классе и дистанционное обучение.

- **Интернет вещей:** он включает в себя все те приложения и устройства, которые влияют на образовательный сектор, которые могут работать взаимосвязанным образом, на службе школьных потребностей образовательного сообщества.

- **Искусственный интеллект (ИИ):** используется в виде персонализированного

контента, адаптированного для учащегося с использованием приложений ИИ. Его самая большая проблема состоит в том, чтобы адаптировать последовательность обучения к особенностям и возможностям ученика.

- **Виртуальная реальность и дополненная реальность:** используются приложения, которые действуют как симуляторы реальных учебных сред. Таким образом, он представляет собой альтернативу очной помощи в классе.

- **Большие данные:** указывает на существующие связи между людьми и устройствами, чтобы улучшить возможности обучения.

- **Кодирование:** позволяет создавать приложения и программы с помощью языков программирования, способствующих развитию ключевых навыков.

- **Этика и защита конфиденциальности:** развитие технологий также влечет за собой размышления об этике и правах человека. Использование ИКТ должно учитывать этические ценности и обеспечивать права, конфиденциальность и безопасность пользователя.

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Проще говоря, интеграция ИКТ в учебную среду предполагает правильное сочетание педагогики и технологий в классе. И, следовательно, подготовка учителей - это процесс, который должен происходить на протяжении всей педагогической карьеры, процесс, широко известный как «обучение на протяжении всей жизни».

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Article



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## STATE AND DYNAMICS OF EMPLOYMENT IN BULGARIA

**Abstract:** *In the global dynamic world, human labor is a universal problem, a major economic and social factor and a means to achieve social stability of man and a criterion for determining the place of man in society. Employment and unemployment are elements of the labor market that are extremely important for analysis, as by studying their dynamics can be characterized both the social policy of the government and its ability to implement its economic program. As a result of the demographic aging of the population, employment in productive labor is increasingly limited. Along with this, education, vocational training, skills, competencies, adaptability, etc. remain an increasingly determining factor for economic development for the level of employment. The economic system, together with society, at the beginning of the new millennium are facing numerous social, economic and technological challenges that require solutions in the future.*

**Key words:** *employment, dynamics, labor force, types of employment, employment rates.*

**Language:** English

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### Introduction

In the global dynamic world there is hardly a more universal problem than that related to human labor as a major economic and social factor, as a means of achieving social stability of man and as a criterion for determining the place of man in society. The whole economic system, together with society, at the beginning of the new millennium is facing numerous social, economic and technological challenges that require solutions in the future. The labor market affects the overall socio-economic characteristics of the population. Employment and unemployment as elements of the labor market are extremely important for analysis, because by studying their dynamics can be characterized both the social policy of the government and its ability to implement its economic program.

In any society, the ideal is for gross national product to grow at a steady pace, for prices to be relatively stable, and for unemployment and inflation to be insignificant.

The real gross national product is all goods and services that end products are valued at constant prices.

There is a cyclical nature of economic development, alternating periods of economic crisis with ups and downs, and inflation and unemployment are inevitable companions of development. To a large extent, employment and unemployment are the two factors that determine the labor market. Together, they are functionally connected and form the labor force - a key indicator of economic activity of the population.

As a result of the demographic aging of the population, employment in productive labor is increasingly limited. Along with this, education, vocational training, skills, competencies, adaptability, etc. remain an increasingly determining factor for economic development for the level of employment [2].

The high standard of living and the quality of life of the people are connected with the development of human resources, the improvement of living and working conditions, the overcoming of poverty, the provision of an effectively functioning system of social protection.

The living standard of the population of each country is connected with the real gross domestic product per capita. The UN General Assembly since

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1990 ranks the member countries of the world organization not only by gross domestic product, but also by the indicator "Human Development Index".

The main components of the standard of living as a social standard are health and health care, diet and income, housing, housing, paid services, education and cultural level of the population, working conditions and employment [4, p. 509 – 511].

Labor force or the so-called currently economically active population are persons aged 15 and over who invest or offer their labor for the production of goods and services. The economically active population (labor force) includes all employed and unemployed persons. Employed persons are persons aged 15 and over who, during the observed period: perform work for the production of goods and services for at least 1 hour, for which they receive a salary or other income; do not work, but have a job from which they are temporarily absent due to leave, illness, pregnancy, childbirth and raising a small child (for the period during which they receive the full amount of their remuneration), adverse weather conditions, strike or other reasons.

"The labor force - the ability to work, physical and spiritual strength of man, thanks to which he is able to work, to perform a certain type of work. The carriers of the labor force are the people. They are the decisive element of any labor process. In statistics, the labor force is defined as the sum of employed and unemployed persons" [3, p. 9].

The basis of statistical information on the labor force is the demographic indicators - gender and age. In this connection, the category of able-bodied population is considered, which is in fact the population of working age from 15 to 64 years of age. In Bulgaria, sixteen years of age are accepted as the first working age, but the statistical study of the labor force also covers persons aged fifteen years of age [5, p. 104 – 105].

The labor force is a resource that determines the level of economic development of the country and it is the working age population (men 15 – 65 and women 15 – 65). The able-bodied population is formed under the influence of a number of demographic characteristics such as births, deaths, natural growth, migration and others.

A distinction should be made between the workforce and the workforce. The labor force, the so-called economically active population includes persons aged 15 and over who invest and offer their labor for the production of goods and services, and the labor force incl. the employed and the unemployed (those who do not have a job but are able to work and are looking for one).

A characteristic of the labor force in Bulgaria is the growing mobility in its areas - regional, industry, professional, and in terms of status change. Mobility is voluntarily chosen, but also imposed by the lack of another alternative or impasse. This is the migration

to the interior of the country and more precisely to the capital from the small settlements in the country, where the unemployment rate is high and the demand for labor is absent. There is also mobility related to the change of professional work from unskilled due to the lack of another alternative for work and due to high pay. The first type of mobility is typical for men, and the second - for women [1, p. 282].

Labor resource = (working + unemployed) + non-labor force.

The main criterion for classifying a person of working age as an element of the system of employees is the actual participation in the labor process.

Labor resource - shows the potential opportunities of the labor force in a country and their quantitative and qualitative characteristics are a factor determining the supply of labor and economic growth.

The employees of a country are the component of the labor force that is directly involved in the labor process. Employees are the people in an organization, who with their qualification, competence and motivation for work are crucial for the implementation of the labor process at the required level and for the realization of the set goals [3, p. 89].

According to the employment status, employed persons are grouped into employers, self-employed persons, employees and unpaid family workers.

- employers – include persons who alone or in partnership with other persons manage their own enterprises (companies, farms), work on lease or perform other activities independently, employing at least one person;

- self-employed persons - they include persons who carry out economic activity alone or with other persons, work on a free (private) practice, work on lease or perform other activity independently, without employing other persons;

- employees - are the persons performing work for others, for which they receive remuneration in cash or in kind in the form of salary, remuneration under a civil contract and others; working in public enterprises and organizations or for a private employer;

- unpaid family workers - include persons who work without pay in a company, enterprise, farm of a relative of the same household;

- employment is defined and assessed at national, regional and individual level [3].

Persons outside the labor force, the so-called currently economically inactive population are persons aged 15 and over who are neither employed nor unemployed during the observed period. This group also includes persons who are on parental leave up to 2 years of age.

Each representative of the population aged 15 and over falls into one of the following three categories: employed; unemployed; outside the workforce.

Employees are:

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– the persons who are in an employment relationship under the Labor Code and an employment relationship under the Civil Servant Act and by virtue of these relationships they receive remuneration in the form of salary remuneration in cash or in kind for certain work performed, regardless of whether the contract is permanent, temporary, and working hours are full or part time;

- persons who have a job but have not worked during the observed period due to maternity, etc.;
- employees under a civil contract;
- persons who run their own business or perform any work for personal gain.

People aged 15 and over who want to work but are not looking for a job because they assume they will not find one are discouraged [3].

The term "employment" characterizes the labor realization of the labor force. In essence, employment expresses the economic relations that arise between workers on the occasion of their inclusion in the

production of goods and services. Employment and unemployment can be addressed at both national and individual levels.

Employment is an indicator of the degree of utilization of labor resources in a country and it is closely linked to economic growth, because labor resources are a major factor in intensive economic growth.

According to the methodology applied by the National Statistical Institute for Bulgaria, employed persons are persons aged 15 and over who during the observed period:

- perform work for the production of goods and services for at least one hour a week against payment (in cash or in kind) or other income;
- do not work, but have a job from which they are temporarily absent due to leave, illness, pregnancy, childbirth and raising a small child, unfavorable weather conditions, strike or other similar reasons.

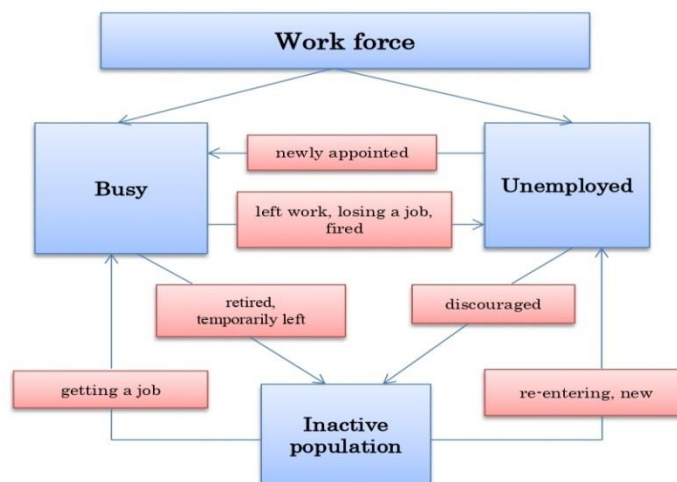


Figure. 1. Work force

Employment and unemployment in their entirety are the main indicators for determining the economic activity of the population. In a given country, potential resources depend on the number and structure of the working age population. The size of the economically inactive population is subtracted from this value and the current economically active population is reached, which constitutes the real labor resource, which creates the supply on the labor market. Part of a common system is the ratio between the employed, the unemployed and the labor force, namely the labor market, predetermine the relationship between the phenomena of employment, unemployment and their levels.

Gross salary - remuneration that the employee receives for work performed before the deduction of social security contributions and tax accruals at his expense [6].

There are differences in determining the status of an employed person in different countries and they reduce to the minimum hours that a person must work during the week in order to be recognized as employed. In order to be qualified as employed, a person starts from the main concepts and definitions in accordance with the international standards of the International Labor Organization. In order to be included in the unemployment system, a person of working age must meet the following criteria: not have a job at any given time; actively looking for one; has the necessary abilities to perform employment. These are the principles underlying unemployment and employment legislation in almost all market economies.

We distinguish several types of employment of the workforce: full and part time, efficient and inefficient.

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*There is full employment* when the employment of all able-bodied people is reported. Full employment cannot be spoken of in the literal sense, because at any moment someone changes their place of residence or retrain. The theory of full employment refers to the efficient use of labor and is therefore defined as a state of the labor market in which unemployment is within the current and structural unemployment. Full employment is when 94 – 95% of the working population is employed.

The Lisbon Strategy introduces the idea of full employment, i.e. the policies of all countries should be aimed at achieving higher employment. High employment is estimated as a result of the inclusion of economically inactive people in the labor market [2].

Full employment is therefore compatible with the natural rate of unemployment, which takes into account current and structural unemployment, which can be considered voluntary.

*Full employment* presupposes a certain minimum level of unemployment, which is its natural norm. Full employment can be seen as a state of the economy in which those wishing to work can find work except when they are in a situation of current and structural unemployment. It is clear that full employment does not mean 100% employment. At full employment, not only labor but also fixed capital is in a state of full, efficient use.

Unemployment is when unemployment exceeds its "natural level". In the case of rational employment, there is an optimal use of the employed for a long period of time, and not just providing employment for the able-bodied population. In modern conditions, full and part-time employment are associated with the natural level of unemployment. This is the level at which the forces raising prices and the inflation rate of wages are in equilibrium. At the individual level, employment is full when it provides him with work throughout the year within the statutory length of the working day and working week. Part-time employment is that in which the person works part-time. Seasonal is usually added to it.

At the national level, employment is effective when it provides optimal use of the material, labor and financial resources of the country, economic growth and a higher standard of living of the population, and otherwise inefficient. At the individual level, this employment is effective, which allows the individual to be fully realized in the labor process, ensuring a dignified existence of his family. Otherwise, it is ineffective.

There may be full but inefficient employment, i.e. everyone has a job, they get an income, but their work is low productive. And part-time but effective employment, when unemployment is above its natural level, but production reaches its limit with the existing technological base and organization of labor.

The transition to a market economy has changed the employment model, created large-scale unemployment and insecurity in the population. The process of building employment is slow and arduous. Employment and economic activity of the population have significantly decreased and this restructuring has developed new forms of employment. This in turn led to mass unemployment, which reached a high level. The long and difficult transition to a market economy, accompanied by economic restructuring, as well as the severe economic crisis, have completely changed the level and structure of employment, labor relations and security of the population [1, p. 271].

Uncertainty in employment is a result of economic instability, restructuring associated with mass layoffs; loss of foreign markets, bankruptcies of enterprises, high unemployment, political instability, etc. [1, p. 273].

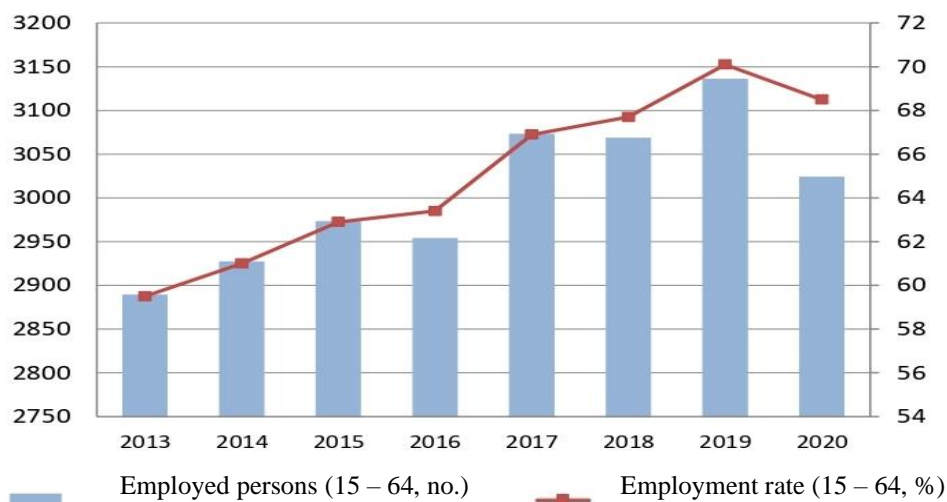
Today, employment challenges are of different aspects, social, demographic and economic, related to the implementation of common European policies at national, regional and local levels. In each country, a high level of employment is the result of economic policies that create jobs, the development of education and training and the scope of social policy. This creates preconditions for another level of employment. Definitely higher employment is related to the availability of legislation and social practice to ensure employment of different groups of the population [2, p. 107].

NSI statistics show that in the period 2013 – 2019 there is an increase in employment in all age groups except the group of 15 – 24 year olds. The decline in youth employment is due to the changing age structure of the population due to its aging. The youth employment rate in 2019 was 21.8%, 0.6 percentage points higher than in 2013 and 4.5 percentage points lower than before the crisis (2008). The value of the indicator is lower than the EU-28 average in 2019 by 13.9 percentage points. The largest increase in employment is reported among older workers (55 – 64 years). An increase in the share of the employed in the period 2013 – 2019 is observed in the age groups 45 – 54 and 55 – 64, as their shares reach 26.8% and 19.6% respectively in 2019. For the other age groups in As a result of the aging population and the low birth rate, a decrease is reported compared to 2013, as it is more significant for 35 – 44 and 15 – 24 year olds, whose shares decreased by 1.5 and 1.4 percentage points, respectively, compared to 2013. and reach 27.7% for the age group 35 – 44 years and 4.3% for the age group 15 – 24 years. In 2020 the employed (15 – 64 years) decrease in all age groups compared to 2019. The decrease in the age groups of 25 – 34 year olds by 6.5% and 35 – 44 year olds by 4.4%.



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**Figure. 2. Employment and employment rate**

Source: NSI

In 2019, the number of employed persons aged 15 and over, according to the National Statistical Institute, increased by 80.4 thousand compared to 2018. Their number is 3 233.1 thousand, and compared to 2015 there is an increase of 201.2 thousand. The employment rate for the population aged 15 – 64 is 70.1%, increasing by 2.4 percentage points compared to 2018. The employment rate for the age group 20 – 64 is 75% - 2.6 percentage points higher than in 2018.

Under the impact of the crisis caused by the Covid-19 pandemic in 2020, the long-term trend of employment growth and falling unemployment was interrupted. As a result of the state of emergency declared in March and the anti-epidemic situation in different periods, the activity of enterprises in a number of economic activities was suspended. Production volumes decreased in other related enterprises. This led to the dismissal of employees and an increase in the number of unemployed.

The spread of the coronavirus since the second quarter of 2020 has caused a shock to the economy not only worldwide. The dynamics of the labor market in the first half of 2020 was strongly influenced by the restriction of economic activity in the country as a result of the government's measures taken to overcome the negative effects of the pandemic. As a result of the measures introduced by the government

in the second quarter of 2020, a decrease in the number of employees of 1.2% is reported, and the unemployment rate increased by 6%. The introduced measure 60/40, in which the government subsidizes 60% of the due expenses of employers for salaries and related insurance payments in companies that meet certain conditions, is aimed at maintaining employment and limiting unemployment.

In the first quarter of 2020, the number of employed persons aged 15 and over, according to the National Statistical Institute, decreased by 40.6 thousand compared to the first quarter of 2019. Their number was 3,107.2 thousand, compared to the fourth quarter of 2019. There is a decrease of 115.5 thousand. The employment rate for the population aged 15 – 64 is 68.1%, as compared to the first quarter of 2019 it decreases by 0.2 percentage points. The employment rate for the age group 20 – 64 is 73% - 0.1 percentage points lower compared to the same period in 2019 [7].

The National Action Plan for Employment in 2021 includes activities to stabilize the functioning of the labor market in the new conditions. The aim is not only to restore employment to levels in 2019, but also to develop human capital to meet the needs of the economy and to be able to quickly adapt to changes in labor demand caused by both pandemic conditions and new technologies.

**Table. 1. Main indicators for the labor market**

Employed according to NSI data (Labor Force Survey)	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	IV tr. 2020	IV tr. 2021*
Population 15 - 64 years (number of thousands)	5 079.1	5 009.9	4 923.6	4 859.2	4 795.6	4 726.6	4 658.8	4 595.2	4 531.1	4 474.1	4 417.1	4 403.2	4 368.1
Economic activity rate 15 - 64 years	66.7	65.9	67.1	68.4	69.0	69.3	68.7	71.3	71.5	73.2	72.2	72.7	71.8

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(%)													
Employed persons aged 15 and over (thousand)	3 075.3	2 965.2	2 934.0	2 934.9	2 981.4	3 031.9	3 016.8	3 150.3	3 152.7	3 233.1	3 121.7	3 126.9	3 080.5
Employed persons aged 15-64 (thousands)	3 037.0	2 927.5	2 894.9	2 889.4	2 927.4	2 973.5	2 954.3	3 073.4	3 068.9	3 136.3	3 024.3	3 029.7	2 990.4
Employed young people aged 15-24 (thousands)	219.1	190.2	178.3	164.5	152.7	143.2	133.4	148.6	130.3	134.6	115.0	122.3	99.5
Employed young people aged 15-29 (thousands)	549.3	502.2	488.6	463.4	464.9	465.9	440.3	464.5	434.0	432.5	381.2	383.2	337.3
Employment rate (15-64 years) (%)	59.8	58.4	58.8	59.5	61.0	62.9	63.4	66.9	67.7	70.1	68.5	68.8	68.5
Employment rate (20-64 years) (%)	64.7	62.9	63.0	63.5	65.1	67.1	67.7	71.3	72.4	75.0	73.4	73.8	73.6
Youth employment rate (15-24 years) (%)	24.3	22.1	21.9	21.2	20.7	20.3	19.8	22.9	20.7	21.8	18.8	19.9	16.0
Youth employment rate (15-29 years) (%)	39.4	37.2	37.5	36.7	38.0	39.2	38.3	42.0	40.8	42.1	38.5	39.0	34.9

Source: NSI

\* From the beginning of 2021, the labor force monitoring is conducted in accordance with the requirements of Regulation (EU) 2019/1700, which requires changes in the monitoring methodology, due to which the results of the LDC (labor force monitoring) for 2021. are not fully comparable with those for previous periods.

In the first quarter of 2021 the employed persons aged 15 and over, according to the National Statistical Institute, were 3 028.7 thousand. In the first quarter of 2020 their number was 3 107.2 thousand. The employment rate for the population aged 15 – 64 years is 66.7%, compared to 68.1% in the same period of the previous year. The employment rate for the age group 20 – 64 is 71.7%, and the value of the indicator in the first quarter of 2020 is 73%.

In the fourth quarter of 2021 the employed persons aged 15 and over, according to the National Statistical Institute, were 3 080.5 thousand. In the fourth quarter of 2020 their number was 3,126.9 thousand. The employment rate for the population aged 15 – 64 years is 68.5%, compared to 68.8% in the same period of the previous year. The employment rate for the age group 20 – 64 is 73.6%, and the value of the indicator in the fourth quarter of 2020 is 73.8%.

The goal of the National Action Plan for Employment for 2021 is to restore employment and improve the quality of human capital, and its vision is defined as: "Support for maintaining and restoring employment by ensuring rapid transitions of the unemployed to new jobs, incl. by acquiring new skills, both from the redundant persons as a result of the pandemic and from the unequal groups on the labor market and by promoting employment by assuming part of the employers labor costs".

In 2021, the priorities set by the national employment policy are: support for maintaining and restoring employment, prioritizing quality jobs in the real economy by providing the required workforce according to the needs of employers and bearing part

of the staff costs; improving the business environment and maintaining employment in the main sectors of the economy, reducing unregulated employment; improving the quality of human capital through training; achieving greater efficiency and quality of employment services [9].

In the first quarter of 2022 the total number of employed persons was 3 068.3 thousand, of which 1 632.2 thousand were men and 1 436.0 thousand were women. Compared to the first quarter of 2021, the number of employed persons increased by 1.3%. The relative share of employed persons in the population aged 15 and over is 52.7%, as for men this share is 58.6%, and for women - 47.3%. [6].

The main goal of the National Action Plan for Employment in 2022 remains the preservation and restoration of employment in a changed economic environment as a result of the pandemic, which depends mainly on domestic factors, but also on the international situation. In these conditions, it is important for human capital to develop in order to meet the needs of the economy and to be able to quickly adapt to changes in demand for labor.

The motto of the Plan in 2022 is "To support employment and improve the quality of the workforce", and its vision is: "Support for maintaining and increasing employment by acquiring new skills by the unemployed and ensuring rapid transitions to new jobs. places, priority for disadvantaged groups on the labor market and promotion of employment by bearing part of the costs of employers for labor" [11, p. 5].

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The active labor market policy for 2022 is job placement by providing the necessary training for jobseekers and activating inactive people and inclusion in subsidized employment, which focuses on the most disadvantaged groups in the labor market. Improving the qualifications and skills of both the unemployed and the employed with the opportunity to ensure sustainable employment. In the conditions of risk of redundancies and termination of the activity, the assumption of part of the personnel costs of the companies, especially for the small and medium enterprises, is a condition for their survival and preservation of the employment. After the economic shock that the world economy, and in particular the Bulgarian economy, went through, due to the spread of the coronavirus in 2020, in 2021 there is a relatively rapid recovery of most of the economic sectors in the country, at least in terms of dynamics of added value.

The priorities set by the national employment policy in 2022 are: improving the quality of human capital through training; support for maintaining and restoring employment, primarily in quality jobs in the real economy by providing the required labor force according to the needs of employers; reduction of unregulated employment and undeclared payments; achieving greater efficiency and quality of employment services.

As a result of the crown virus crisis, the labor market is slowly recovering. The measures introduced by the government have limited the growth of unemployment, but the pre-crisis levels of the main indicators of the labor market in the field of employment and unemployment have not yet been achieved [11].

*In the first quarter of 2022* of all employed 3.7% (114.1 thousand) are employers, 6.3% (193.0 thousand) - self-employed (excluding employees), 89.5% (2 744.9 thousand) - employees, and 0.5 % (16.2 thousand) - unpaid family workers. Of the total number of employees, 2,101.3 thousand (76.6%) work in the private sector and 643.6 thousand (23.4%) in the public sector. Employment in the different age groups is as follows: The employed persons aged 15 – 64 years are 2 975.3 thousand. The employment rate for the population in the same age group was 68.4% (71.8% for men and 64.9% for women). The employment rate for the population aged 15 – 29 years is 36.3% (40.2% for men and 32.2% for women). The employment rate for the population aged 20 – 64 was 73.7%, respectively 77.4% for men and 69.8% for women. Compared to the first quarter of 2021, the employment rate (20 – 64 years of age) increased by 2.0 percentage points, by 1.2 percentage points for men and by 2.6 percentage points for women. The employed persons aged 55 – 64 years are 601.4 thousand, or 66.0% of the population in the same age group (70.7% of men and 61.7% of women) [8].

The economically active population aged 15 – 64 in 2021 is 3 155.3 thousand. The economic activity

rate is 72.0% compared to 72.2% in 2020. The value of the indicator for men in 2021 is 76.2% and for women 67.7 %.

The number of employees aged 15 – 64 was 2,986.7 thousand compared to 3 024.3 thousand in 2020. The employment rate for the same age group was 68.21% and was lower compared to 2020 and 2019 by 0.43 respectively. percentage points and 21.09 percentage points. The employment rate for the age group 20 – 64 is also lower compared to 2020 and 2019 and is 73.21%. In 2021, the employment rate for women (15 – 64 years) is 64.23%, and that for men for the same age group is 72.0%.

In the age structure of the employed with the highest share are 45 – 54 years (27.7%) and 35 – 44 years (26.5%), and with the lowest young people aged 15 – 24 (3.4%). Compared to 2020, in the structure of the employed by age there is a decrease in the share of the employed aged 15 – 24 and 25 – 34 (by 0.3 percentage points) while the shares of the employed aged 45 – 54 and 55 – 64 years increase (by 0.7 and 0.1 percentage points respectively) [6].

After the elimination of anti-epidemic measures, the recovery of employment is slower and to a limited extent, and the lack of qualifications and skills hinders employment in activities less affected by the pandemic. Seasonal employment has seen a shortage of labor due to anti-epidemic restrictions affecting the free movement of workers. The transition to teleworking and the wider use of new forms of employment have increased the risks and preconditions for undeclared employment, social exclusion and new difficulties in combining family and professional responsibilities. 2022 started again with a threat to the labor market - there is a long-term nature of demographic trends, changes in labor supply and demand, skills shortages. The main threat in early 2022 remains the Covid-19 pandemic and its impact on the economy through rising inflation, limiting the hiring of new staff and more. The discontinued training of adults due to the suspension of face-to-face group classes and the lack of certified active distance learning platforms makes it difficult to increase the knowledge and skills of the unemployed and employed at risk of redundancies [11].

The priority goal is to restore employment at the levels in 2019 as well as the development of human capital in order to meet the needs of the economy and to be able to quickly adapt to changes in labor demand caused by both pandemic conditions and from new technologies.

The digital and green transition and the consequences of the Covid-19 pandemic have led to significant structural changes in the labor market and changed the skills requirements of the workforce. This has led to the need to develop lifelong skills in order to overcome skills shortages and facilitate transitions in the labor market and social inclusion. Providing training and employment for disadvantaged groups is

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a chance to get out of the poverty trap and to realize some of the tasks of the social economy. Conducting information campaigns to raise awareness of the benefits of skills development and encourage participation in various forms of training is a way to attract those who have the greatest need for training - the low-skilled unemployed, incl. through electronic platforms for learning and acquiring new skills, incl. digital. The ongoing demographic crisis and the projected contraction in labor supply in the long run require continued work to activate labor potential. For this purpose, the prepared amendments to the Employment Promotion Act should be adopted in

order to regulate the work on identifying, reaching and activating able-bodied persons who do not work, study and are not educated, and are also not registered in the labor offices.

The national employment plan for 2022 includes areas such as services, projects, programs and measures for employment growth by district; providing a workforce with qualifications and skills according to the demand of the business and in view of the future needs; Ensuring employment for unequal groups on the labor market in programs, projects and measures of the Employment Promotion Act; limiting the various manifestations of undeclared employment.

**Table. 2. Employment indicators**

Indicator	Value 2019 (%)	Value 2020 (%)	Target value 2030 (%)
Coefficient of economic activity, 15 - 64 years	73.2	72.2	77.7
Employment rate, 15 – 64 years	70.1	68.5	74.6
Employment rate, 20 – 64 years	75.0	73.4	78.2
Employment rate, 55 – 64 years	64.4	64.2	70.0

Source: National Employment Action Plan, 2022

The debate on the future of Europe outlines a number of challenges facing European countries over the next decade, including continuing digitalisation and the need to "keep pace" with technological progress; the transition to a green economy; the future of work and its impact on skills and competence needs; negative demographic trends; socio-economic inequalities. The Covid-19 pandemic in 2020 posed new socio-economic challenges by stepping up the transition to distance and distance learning processes and clearly showing the lack of digital preparation of the population to meet the new needs [10].

The implementation of the new employment strategy 2021 – 2030 begins in a period of economic and social challenges caused by the Covid-19 pandemic with an hitherto unknown impact on society. The Employment Strategy 2021 – 2030 takes into account the achievements in the implementation of the Updated Employment Strategy 2013 – 2020 and the accumulated experience of the country as a full member of the EU for 14 years. The strategy as a key strategic document defines the tasks and directs the efforts of all stakeholders in the labor market to reduce unemployment, increase the economic activity of the population and increase the labor potential of the labor force in the country. The implementation of the objectives is linked and will be supported by the National Reform Program, the Partnership Agreement and the programs for the programming period 2021 – 2027, the National Recovery and Sustainability Plan, whose objectives in this area are to increase employment, improve quality and labor productivity and strengthening social and territorial cohesion. At

present, Bulgaria is in the fifth stage of the demographic transition, which is characterized by an excess of mortality rates over those of birth rates, which is the reason for the negative natural growth in the country.

### Conclusion

The challenges facing our country in the field of the labor market in recent years are, first of all, a decrease in employment and economic activity and an increase in unemployment as a result of the economic crisis as a result of the Covid-19 pandemic. The economic crises have a direct impact on the labor market in the country both at national and regional level. Employment and unemployment are characterized by regional disparities caused by economic, social and geographical factors.

Today, employment challenges are of different aspects, social, demographic and economic, related to the implementation of common European policies at national, regional and local levels. In each country, the high level of employment is the result of economic policies that create jobs, the development of education and training and the scope of social policy. This creates preconditions for another level of employment.

The ongoing demographic crisis and the projected contraction in labor supply in the long run require continued work to activate labor potential. For this purpose, the prepared amendments to the Employment Promotion Act should be adopted in order to regulate the work on identifying, reaching and activating able-bodied persons who do not work,

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study and are not educated, and are also not registered in the labor offices.

The impact of the Covid-19 crisis on the labor market is reflected in job losses, part-time work, declining wages and rising unemployment among all age groups, but especially among young people. There are prerequisites for increasing pressure on the labor market due to the significant supply of labor and the limited number of vacancies. In the conditions of crisis, the tendencies in the change of the employment and unemployment rates change the direction of their development=

The debate on the future of Europe outlines a number of challenges facing European countries over the next decade, including continuing digitalisation and the need to "keep pace" with technological progress; the transition to a green economy; the future of work and its impact on skills and competence needs; negative demographic trends; socio-economic inequalities. The Covid-19 pandemic in 2020 posed new socio-economic challenges by stepping up the transition to distance and distance learning processes

and clearly showing the lack of digital preparation of the population to meet the new needs.

The goal set in the National Action Plan for Employment for 2021 is to restore employment and improve the quality of human capital, and the vision is: "Support for maintaining and restoring employment by ensuring rapid transitions of the unemployed to new jobs, incl. by acquiring new skills, both by those laid off as a result of the pandemic and by disadvantaged groups in the labor market, and by promoting employment by bearing part of employers labor costs".

The motto enshrined in the National Action Plan for Employment in 2022 is "To support employment and improve the quality of the workforce", and the vision: "Support for maintaining and increasing employment through the acquisition of new skills by the unemployed and ensuring rapid transitions to new jobs, giving priority to disadvantaged groups in the labor market and promoting employment by bearing part of employers labor costs".

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Article



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## PERIPHRASES OF HUMAN NATURE IN ALISHER NAVOI'S PROSE WORKS

**Abstract:** The article analyzes the periphrases used in Alisher Navoi's "Mahbub ul qulub" to express human character and traits.

**Key words:** generosity, ungenerous, hilm, gentle, a person with a tender nature, kindness, sympathy, the mortal world, liar and contentment, tuflise gone', a contented poor.

**Language:** English

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### Introduction

Alisher Navoi, linguist and poet, is not only a writer of Turkish poetry, but also the author of major works of prose, including memoirs, memoirs, and memoirs. Such a pandnoma, written in the spirit of "Mahbub ul qulub", has a significant place in Turkish prose. The holy book of the Muslim people, the Holy Qur'an, served as a program for the creation of this work. This can be seen in the descriptions and explanations given to life, occupation, and character. This work is based on proverbs, poems written in Turkish, hadiths, and "Mahbub ul qulub" can rightly be called a collection of paremiological units. In this regard, "Mahbub ul qulub" has been studied linguistically and literary, and research is ongoing[1]. Among the positive qualities of the Prophet (peace and blessings of Allaah be upon him) that he was given the opportunity to have a high potential by God are morality, honesty, kindness, thoughtfulness, devotion, generosity, and contentment, and these qualities are also found in scientific and religious works. explanation, found the form of manifestation. The negative aspects that are the opposite of these actions and characteristics, such as apathy, lying, jealousy, impatience, and cruelty, have been suggested by scholars for centuries as a major obstacle to the individual's place in society. 'no opinions have been emphasized. It is no exaggeration

to say that among the prose works of Navoi, "Mahbub ul qulub" describes the conclusions of the scientist during his 60 years of life. Written in the context of exhortation, this work is not about simple actions and simple words, but about the actions and events that can be observed in a person and in the life of each person, as well as how to overcome such events. rather, the compound is explained by artistic expressions in the gaop pattern, within which such expressions, through paraphrases, take the lead. The following are examples of similar periphrasal compounds.

### Materials and Methods

Another great commandment is that it has a lot to say about it. Yana bir *amri azim*[3.76] ehsondurkim, aning bayonida ko'p so'z ayondur. Al-insonu ubayd al-ehson anga dol va halli jazo al-ehson ilal al ehson anga guvohi hol. Ushbu jumlada qo'llanilgan". The word "amri azim" used in this sentence expresses the meaning of donation, and the periphrasis in the form of a compound expresses that donation is a great action, a great deed for a person.

*Insoniyat bog'ining dildpisandroq shajari* ehsondur va *odamiylik konining arjumandroq gavhari* ham ehsondur. The phrase "the most beautiful tree in the garden of humanity" and the "*odamiylik konining arjumandroq gavhari*[3.76]" used in the

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above sentence express the essence of the most precious and cherished pearl of humanity.

Ehson *tiriklikda yaxshi otdur, o'lgandin so'ng do'zax azobidin najot*. This periphrastic compound is formed on the basis of both a complex compound and a sentence pattern, "*tiriklikda yaxshi ot*" that is, it brings happiness, such as gaining the respect of those around it for the duration of one's life, "*o'lgandin so'ng do'zax azobidin najot*"[3.113] which explains that the torment of hell in the eternal world is one of the main characteristics that saves from torture. It follows that charity is an act that gives a person two worldly blessings.

Regarding charity, the Qur'an also states that if someone donates something to someone, Allah will repay him tenfold[4].

Another characteristic of humanity is generosity, which Navoi called "saxovat *insoniyat bog'ining borvar shajaridur*, balki ul shajarning mufid samaridur. *Odamiylik kishvarining bahri mavjvari*, balki ul mavj bahrining samin gavhari" . and tries to interpret it as a fruit tree of the garden of humanity and a precious gem of the roaring sea. Generosity, the antonym of generosity, uses the paraphrases "saxovatsiz kishi- *yog'insiz abri bahor* va *royihasisz mushki totor*"[3.78], which compares such people to a cloud that does not rain and an odorless perfume.

Another of the good qualities of humanity is hilm, which explains its meanings such as gentle nature, patience, meekness. Here are the descriptions of *hilm*(delicacy, softness) in "Mahbub ul qulub". "*Hilm inson vujudining favoqihlig' bog'idur, odamiylik' olamining javohirlig' tog'i. Tengri do'stlarining hikoyati*[3.83] va alar axloqining rivoyati afsonasidurkim, uyug'on ko'nglumni uyg'otur va taronaedurkim, xiralig'idin qotgan ko'zni yig'latur, Yaxshilarg'a erishmak - itni poklar chergasiga qotti va yomonlarg'a qorishmoq- anbiyo avlodin jahannamg'a uzatti". The term "hilm" used in the above sentence means delicacy, softness of nature. The paraphrase "*inson vujudining favoqihlig' bog'i*" refers to the orchard of the human body, gentleness protects the body from harmful properties, this aspect used against anger is expressed in the same way that a fruit tree constantly feeds the people, and hilm also enriches the soul with good qualities.

Birth and death are normal. Navoi on life and death as a result of birth "Umr *foniydur bevafo*, ul boqiy hayot *mujibi baqo*" using periphrasis, life is a liar, it will never be fulfilled i.e. the life after death is the real life, the eternal world, and the good man and the bad man live after the death of the real life. It is

said that what the afterlife is like depends on the good and bad things we do in life.

"Ilm o'rganmak din tavqiyati uchundur, yo'qki dini jam'iyati uchun. Xayrsiz g'aniy- *yog'insiz sahob* va amalsiz olim- dobbaki anga yuklagaylar kitob" also used against greedy, stingy, stingy people, Navoi describes them in the paraphrase "*yog'insiz sahob*", which is like a cloud without rain.

The following paraphrase is used in "Mahbub ul qulub" for people who are liars, promiscuous, and unable to keep their word, "Yolg'onchi- *ununquvchi va taammul va ehtiyot yo'lidin kanora tutquvchi*[3.90]" meaning that such people always forget what they say, are cunning, and are very careful.

"Qanoat- *istig'no sarmoyasidur va sharaf va izzat piroyasidur*". The two units used above as a synonym for contentment, which is a manifestation of humanity and willpower, are the "*istig'no sarmoyasi*"[6.285] - the basis of non-need, and the "*sharaf va izzat piroyasi*" - the adornment of greatness and glory. etc. are also periphrases formed in the compound mold. "Muflisi qone'- *g'aniy va shohu gadodin mustag'niy*". The compound used in his speech means a contented poor man, and for such people he is "*g'aniy va shohu gadodin mustag'niy*". that is, a paraphrase was used that expressed the need that the king did not need a beggar, did not expect ordinary help from them, and did not expect a donation from a rich man. In a sense, this expression encourages the reader to be proud and honorable.

## Conclusion

The above comments and analyzes testify that such qualities as generosity, contentment, humanity, honesty, and gentleness, which are the expression of humanity, are the greatest actions and qualities that lead to perfection and are necessary for the happiness of both worlds. From the above examples, Navoi was able to achieve his goal. Definitions of a person or event from different points of view, the expression of ideas on the basis of synonymous fixed compounds, or antonymous explanations, given as a sample, which have both positive and negative connotations to a concept, lead to the formation of synonymous and antonymous periphrases. The judicious and appropriate use of such language tools shows that the scientist has an equal worldview and knowledge in literature and linguistics. It would be useful to study the periphrases used in such beautiful and expressive classics on the example of classical periphrases.

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## THALICTRUM FLAVUM ALKALOIDS

**Abstract:** Two alkaloids were extracted from the plant *Thalictrum flavum*. Based on chemical transformations and spectral data, their structure is proposed.

**Key words:** *Thalictrum flavum* plants, alkaloids, column chromatography, extraction, berberine, cryptopine, talixin.

**Language:** Russian

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## АЛКАЛОИДЫ THALICTRUM FLAVUM

**Аннотация:** Два алкалоида были выделены из растения *Thalictrum flavum*. На основании химических превращений и спектральных данных предложено их строение.

**Ключевые слова:** растения *Thalictrum flavum*, алкалоиды, колоночная хроматография, экстракция, берберин, криптопин, таликсин.

### Введение

Ранее нами корнями *Th. Flavum* L. были выделены берберин, криптопин, и таликсин [1]. Продолжая разделение маточников на фенольную и нефенольную фракции мы изучали алкалоиды нефенольного характера. Последние хроматографировали и получили два алкалоида.

### Результаты и их обсуждение.

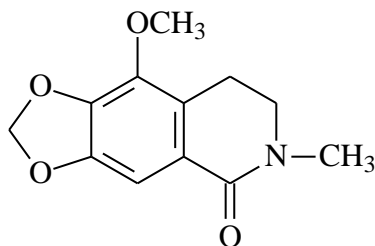
Первый алкалоид, названный нами тальфлавином, - призматические кристаллы с т. пл. 132-133°C. В его ИК-спектре проявляется полоса поглощения при 1625 см<sup>-1</sup> для амидного карбонила. Тальфлавин дает положительную

реакцию на метилendioксигруппу τ 6.95 м.д. (синглет, 3H) для N-метильной, при 6.16 м.д. (синглет, 3H) для метоксильной, при 4.05 м.д. (синглет, 2H) для метилendioксигрупп. Триплеты при 7.23 м.д. (J=7 гц), каждый по 2 протонные единицы, относятся к двум метиленовым группам. В области слабых полей при 2.68 м.д. отмечен однопротонный синглет ароматического водорода.

В масс-спектре тальфлавина наблюдаются следующие пики: молекулярного иона с m/e 235 (100% интенсивности), ионов с m/e 192 (95%), 164 (88%), 150 (17%) и двухзарядного молекулярного иона с m/e 117.5 (5%).

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**Рисунок I. Строение 1-оксо- N-метил-5-метокси-6,7-метилендиокситетрагидроизохинолина**

На основании этих данных для тальфлавина предложено наиболее вероятное строение 1-оксо-N-метил-5-метокси-6,7-метилендиокситетрагидроизохинолина (I).

Второй алкалоид – желтоватый аморфный порошок с т. т. л. 105-106 °С,  $[\alpha]_D^{+89}$  (с 1,0; хлороформ). Для него установлен состав  $C_{41}H_{48}N_2O_8$  (II). Основание II содержит две N-метильные и семь метоксильных групп.

В УФ-спектре II имеются три максимума поглощения при 282, 303, 316 мкм, характерные для апорфиновых оснований [2]. В спектре ЯМР основания отмечены сигналы протонов при  $\tau$  7.72 м. д. (3H), 7.63 м.д. (3H) для двух N-метильных групп при 6.33 м.д. (3H), 6.26 м.д. (6H); 6.19 м.д. (6H); 6.11 м.д. (3H); 6.06 м.д. (3H) для семи метоксильных групп. В области слабых полей при 4.17-2.03 м.д. обнаруживаются сигналы семи ароматических протонов.

Вышеизложенное позволяет формулу основания II развернуть в следующем виде:  $C_{32}H_{21}(N-CH_3)_2(OCH_3)_7(-O-)$ .

Все описанные свойства основания очень близки к свойствам таликарпина [3,4]. Не имея образца таликарпина для непосредственного сравнения, мы подвергали наше основание II расщеплению натрием в жидком аммиаке в различных условиях. Из нефенольной фракции продуктов расщепления выделили основание, идентифицированное по УФ-, ЯМР- и масс-спектрам, а также сравнением свойств солей и производных с 3,6-диметоксиапорфином [3]. Окислением II получили 1-окси-2-метил-6,7-тетрагидроизохинолин, отождествленный с подлинным образцом из армепавина [5]. Таким образом, основание II является таликарпином.

Алкалоид фетидин, выделенный нами из *Th. foetidum* L. [6,7,8,9], отличается от таликарпина наличием гидроксильной группы вместо метоксильной в положении 5 апорфиновой части молекулы. Мы метилировали фетидин diazometаном получили таликарпин. Следовательно, эфирный кислородный мостик фетидина присоединен в положении 6' в бензилтетрагидроизохинолиновой части молекулы подобно таликарпину.

#### Экспериментальная часть.

Корни (30 кг), собранные 20-25 мая 1962 г. в долине Чон Кемин (КиргССР) в период бурного роста и бутонизации растения, экстрагировали хлороформом. Выделили 302 г суммы алкалоидов. Из них эфирная фракция составила 209 г, а хлороформная – 93 г.

**Тальфлавин (I).** 154 г эфирной фракции суммы алкалоидов растворяли в бензоле и пропускали через колонку с окисью алюминия. Элюировали бензолом, собирая по 50 мл элюата. Из 1-й фракции бензольного элюата растворитель упаривали, остаток обрабатывали ацетоном. Получили 0.5 г тальфлавина.

**Таликарпин (II).** 2-9-ю фракции элюата объединяли, растворитель упаривали, остаток (46 г) растворяли в 100 мл эфира и снова пропускали через колонку. Элюируя эфиром, получили 25 г аморфного порошка, показывающего на ТСХ одно пятно [системы: этилацетат – хлороформ (1:1) и бензол – метанол (20:1)]. Температура плавления основания 105-106 °С,  $[\alpha]_D^{+89}$  (с 1,0; хлороформ).  $\lambda_{max}$  284, 284, 303, 316 мкм ( $lg\epsilon$  4.52; 4.38; 4.30).  $\nu_{max}$  950, 1060, 1460, 1505, 1600, 2935  $cm^{-1}$ .

Найдено %: С 69.40; Н 7.33; N 3.75;  $OCH_3$  30.6.  $C_{41}H_{48}N_2O_8 \cdot H_2O$

Вычислено %: С 68,90; Н 7,00; N 3,92;  $OCH_3$  30,1.

Таликсин. 10-28-ю фракции после упаривания растворителя (11 г) обрабатывали метанолом. Выделили 1.5 г таликсина, идентифицированного по УФ- и ИК-спектрам с подлинным образцом.

**Расщепление таликарпина (II) натрием в жидком аммиаке.** А. К раствору 4 г металлического натрия в 600 мл жидкого аммиака по каплям приливали раствор 2.5 г таликарпина в 30 мл тетрагидрофурана в течение 30 мин. Перемешивание продолжали до улетучивания аммиака (12 час.) К остатку добавили 60 мл метанола, растворитель упаривали, прибавляли 50 мл воды и нефенольные основания извлекали эфиром. Выход 1.5 г. Щелочной раствор подкисляли конц. соляной кислотой, подщелачивали 25%-ным аммиаком и извлекали эфиром. Получили 0.8 г фенольной фракции.

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**3.6-Диметоксиапорфин.** 1.5 г нефенольной фракции продукта расщепления растворяли в бензоле, пропускали через колонку с окисью алюминия и элюировали бензолом. Образовалось желтое маслообразное вещество. Выход 0.9 г.  $\lambda_{\max}$  218, 270, 300, 320 мкм.

Йодгидрат 3.6-диметоксиапорфина – игоьчатые кристаллы с т. пл. 237-23 - 86 °С (этанол),  $\lambda_{\max}$  218, 267, 273, 300, 312, 320 мкм ( $\lg\epsilon$  4.51; 3.87; 3.88; 3.55; 3.63; 3.64).

Бромгидрат 3.6-диметоксиапорфина – игоьчатые кристаллы с т. пл. 241-242 °С (этанол).  $\nu_{\max}$  860, 965, 1240, 1340, 1430, 1480, 1620, 2610, 1940  $\text{cm}^{-1}$ .

Йодметилат 3.6-диметоксиапорфина – призматические кристаллы с т. пл. 164-165 °С.

**Расщепление при -45 °.** Б. Реакцию проводили в стеклянной ампуле при охлаждении сухим льдом в сосуде Дюара. К раствору 5 г металлического натрия в 600 мл жидкого аммиака приливали раствор 3 г таликарпина в смеси 12 мл толуола в течение 30 мин. Затем продолжали перемешивание еще 6 час. Реакционную смесь оставляли в сосуде Дюара на 12 час, после чего

ампулу вынимали из сосуда и аммиак свободно упаривали при комнатной температуре. Дальнейшую обработку производили, как в опыте А. Получили 2.0 г нефенольной и 0.7 г фенольной фракции. Из нефенольной фракции выделили 1.05 г 3.6-диметоксиапорфина.

**1-Оксо-2-метил-6,7-диметокситетрагидроизохинолин.** 1 г таликарпина растворяли в очищенном ацетоне, окисляли 1.5 г марганцевокислого калия в 300 мл ацетона. Далее обрабатывали, как указано в [5]. Выпали белые игоьчатые кристаллы с т. пл. 119-120 °С. Выход 0.15 г. Смешанная проба продукта с подлинным образцом 1-оксо-2-метил-6,7-диметокситетрагидроизохинолина [5] не дала депрессии температуры плавления. УФ- и ИК-спектры также идентичны.

### Выводы.

Из корней *Th. flavum* L. выделен таликарпин и новый алкалоид тальфлавин  $\text{C}_{12}\text{H}_{13}\text{NO}_4$ , для которого предложено строение 1-оксо-N-метил-5-метокси-6,7-метилendioкситетрагидроизохинолина.

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## PRAGMATIC ANALYSIS OF TRANSLATION OF LETTERS IN THE NOVEL “DAYS BY GONE” AS DISCOURSE

**Abstract:** As a result of the communicative approach to language, a great deal of attention is paid to the functioning of speech and the speech process. Communicative relations are a major part of human activity, in which text acts as a means of exchanging information and communicating. Communication and text are intertwined, of course, and they require each other. A common unit of both communicative communication and verbal communication is text. In the analysis of the speech text of a person, we can see that the information is transmitted from the addressee to the addressee. In the process of natural communication, a discourse can take place with the participation of verbal or non-verbal means of interpersonal communicative act.

**Key words:** communication, discourse, pragmatic analysis, interpersonal communication, speech subjects.

**Language:** English

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### Introduction

If the information conveyed is based on certain rules of the language, it means that it is formed on the basis of intralinguistic means. Sometimes, communicative communication is based on the interactions of the participants and reflects their extralinguistic features. The communicative situation and the characteristics of the subjects of speech are important in the process of expressing their attitude to the information received by the addressee. Especially when communicating through letters, the communicative nature and mode of communication become unique. Because in this case, the participants of communication communicate with each other only through the written text.

### Literature review

According to F. de Saussure, only the language system can be a real object of linguistic analysis. Recently, however, cognitive attitudes in linguistics have begun to change. According to him, no linguistic phenomenon can be sufficiently understood and described outside of them, without taking into account their discursive aspects. [1]

The communicative content and the informative content formed in the listener's perception (perception), which is not related to the purposeful expression of the speaker's desire, do not contradict each other; become The combination of communicative and informative content ensures the integrity of the communication system. It is now recognized that discourse is the only feature of such integrity. [2]

The presence of the speaker and the addressee in both oral and written forms of speech, the implementation of a communicative act between them in a social context, allows us to consider the texts in which these forms of speech are expressed as discursive text.

The person demonstrates his activity, level of emotion, politeness or anger during the control and control of the discourse, and interacts with the interlocutor. Although there was no face-to-face communication, both subjects in the discourse created an environment of communication interference.

There are two subjects in this discourse, Kumush [A] and Otabek [B]. In subject A's speech, we can see emotional expressions such as information, anger,

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ridicule, hatred, resentment. In response to these emotions, relationships such as amazement, misunderstanding, and compliment are formed in the mental state of subject B. Both subjects were actively involved in the communication intervention. When the letters were analyzed separately, both subject A and subject B dominated the written discourse he described. In the first passage, subject A openly expresses his anger and hatred, and the speech is directed to subject B, i.e. Otabek. As a result, Otabek expressed his emotion of surprise in his letter. In the second part, the information was conveyed through irony and irony, and finally, in the third part, through the name of "**Tuprokbibi**", feelings of humiliation and resentment were conveyed. The compliment and tenderness in subject B's speech reflected his boundless love and respect for Silver. This is proved by the fact that he decided to call Kumush "**Oltinbibi**". It should be noted that in both translations we see a decline in the level of artistry in the translation in the delivery of the information of humiliation and love in the third part.

**Analysis and discussion of results.** The following relationships can be observed as a result of communicative contacts between communicators:

1) Conciliation, affirmation reaction - in this case the views of both communicators (anticipation). Such dialogic speech affirmation, consent, represented on the basis of compromise. Request and consent, offer and its implementation, a relationship is given as to the thing and its existence or non-existence;

2) negligence reaction - attention to the communicant's activity (opinion) not focused. In other words, the proposal, the opinion expressed, is ignored;

3) competitive reaction - another opinion is opposed to the said opinion;

4) corrective reaction - in this case, the communicator does not accept the statement, but corrects it, expresses additional opinion.

5) negative reaction - in this case, the opinion expressed is not accepted, but denied. [3]

The monologue of the subjects becomes dialogic when the content is converted into a form of communication, and a mutual communicative act emerges. Although both monologues address the subject in response to the letter B, which is not mentioned in the communication content, we learn from the text of the letter that subject B is the contact addressee and that there is a reaction to it. In particular, in this communicative act, the subjects showed mutual corrective and negative reactions.

This means that a person creates individuality only by establishing his own temperament, thinking, and a certain state of mind when he engages in discourse. From this we learn that the main factor that creates the discourse and ensures its diversity is the subject of communication. The need to study the individual as a communicator in linguistic activity, as a creator of methods and techniques in communication

in a communicative act, brought pragmalinguistics into the field of linguistic research. The participants in the communicative act are the types of individuals, their psychological, sociological, national, logical, ethical, ethnolinguistic, mental characteristics, and the study of the typology of the linguistic personality means that internal and external linguistics serve as a common communication. This includes issues such as point act, speech style, speech tactics and strategy, speech situation, cooperation between communicators (respect, courtesy, respect; irony, neglect, disregard ...), nonverbal and supersegment means. requires ribbing. [4]

**Main text:** "Azizbek pointed to two bodies hanging on the gate and asked:

"Citizen! Do you see these two sinners, why did they deserve this punishment?"

People: "We do not know, blame."

Azizbek himself replied, "These are the bodies of two pigs, one of the lame Muslim commanders, the Kipchak leaders, the enemies of the robe! I killed them for revenge by you black citizen, to please the souls of your relatives who were martyred at the hands of the black-clad brothers! Or is it not fair, citizen! "

The people replied, "Justice! Well done, sir! That's the decent thing to do, and it should end there."

**Translation of I.Tuxtasinov, O.Mo'minov, A.Hamidov** "– Azizbek pointed to the corpses hanged on the yard gate, and said:

"My people, do you see these guilty men? Do you know why they deserve such a punishment?"

Community replied:

"We don't know, janob!"

Azizbek replied himself:

"These are the bodies of the two pigs that were the lame Musulmanqul's commanders, warlords and enemies of Qipchoq's qorachopon! I executed them in revenge for you, my subject qorachopons, finished with them to please the souls of our friends qorachopons killed by Qipchoq's, or I didn't do fair, my subjects?"

The people surged up: "In fairness! True and did your majesty! That is the way how Qipchoqs should be punished!"

**Translation of Mark Riz:** "Displaying two bodies hung from the orda gate, Azizbek asked the people,

"Dear citizens, do you see these two found guilty? Why has this verdict fallen upon them? Why was it visited upon them in this manner?"

The people replied:

"We don't know, master!"

Azizbek answered his own question:

"Here are the two bodies of two bastards, soldiers of Musulman the Lame, leader of the Qipchaq's and enemies of Qorachopans! I executed them as revenge on behalf my Black Robe brothers who died by the hands of Qipchaq's. Are not my actions justified, my people?"

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*The people answered: "They are just, it is justice! You defended us, Taksyr All Qipchaqs likewise should be punished."*

Subject A - Azizbek and subject B - the people took part in this discourse. Both subjects are active in the discourse. The speech situation is full of enthusiasm, fighting spirit and aggression. Subject A's speech was dominated by formality (respect, emphasis, anger at the passive participants in the conversation). Because the dialogue was open space, the discursive act took the form of a shout. The addressee of a subject's speech is expressed through the motivation of citizen-my people-my citizens and the expression asked-said-asked. It is also separated by a speech addressed to the addressee. Speech A is enriched by the action and gestures of the subject.

Subject B reflected in public speech such as affirmation, anger, and propensity for speech flow.

Lisoniy jihatdan tasdiq *"Xo'b qilg'ansiz - True and did your majesty -It is justice!"* jumlasini; g'azab *"Qipchoqlarning jazolari shunday bo'lmog'i kerak! - That is the way how Qipchoqs should be punished! - All Qipchaqs likewise should be punished."* kabilar orqali ifodalangan.

Linguistic affirmation *"True and did your majesty - It is justice!"; "This is how the Kipchaks*

*should be punished!" - That is the way how Qipchoqs should be punished! "All Qipchaqs likewise should be punished."*

The participants of the dialogue established a rational connection (communication) through mutual personal views and life positions. Attention and information focus are also important in the development of the communication process. The focus of attention, which is the initial stage of communication intervention, determines the next topic and direction of communication. In the above discursive act, too, subject A offered subject B a specific topic (request) and drew the attention of the addressee. As a result, the topic of communication is more specific and the addressee is able to express his intensity.

### Conclusion.

In short, the communication through the letters in the work is mainly emotional-affective, and the communication reflects the emotional relationships of the communicators. Different levels of interpersonal contact, tone, inner world of individuals, reactions to communication, as well as attention and information focus play an important role in the development of communication.

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## STRATEGIC TASKS OF AGRICULTURAL DEVELOPMENT IN THE REPUBLIC OF UZBEKISTAN

**Abstract:** In recent years, agricultural reform in the country, in particular, improving the system of public administration in the sector, the widespread introduction of market relations, strengthening the legal framework of relations between agricultural producers, processors and sellers, attracting investment in the sector, introduction of resource-saving technologies work is underway to provide agricultural producers with modern equipment.

Diversification of production, improvement of land and water relations, creation of a favorable agribusiness environment and high value chain, support for the development of cooperative relations, the widespread introduction of market mechanisms, information and communication technologies, as well as effective use of scientific achievements and human resources are good examples for agro-business development. In order to increase its capacity, the state has developed a strategy for 2020-2030 and sets specific tasks for their implementation.

**Key words:** strategy, investment, innovation, integration, human resources, laboratory, credit, cluster, resource, financial institution, certificate, food.

**Language:** English

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### Introduction

The head of our state signed a resolution on additional measures to effectively organize the implementation of the tasks set out in the Strategy of Agricultural Development of the Republic of Uzbekistan for 2020-2030.

This document sets out a number of measures aimed at developing and implementing state policy on food security. In particular, the Kokand International Institute of Food Technology and Engineering is being established to train qualified personnel in the field. The company will train highly qualified personnel to implement quality standards recognized in international markets.

It is emphasized that the most important issue when conducting analytical work with foreign and local experts is the need for staff. Therefore, there was

a need to establish the Kokand International Institute of Food Technology and Engineering. Today, other higher education institutions are studying the next stages of crop production, where the whole process from cultivation to processing is taught.

Uzbekistan has great potential for food security. This has been noted many times by the international community. Today's events in the international arena require us to re-analyze our capabilities and make firm plans for the future. The Strategy of Agricultural Development of the Republic of Uzbekistan for 2020-2020, adopted in 2019, defines a set of measures for the development of the sector, and the implementation of these measures in a timely manner will provide the population with sustainable food supply and increase export potential.

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<b>GIF (Australia)</b>	<b>= 0.564</b>	<b>ESJI (KZ)</b>	<b>= 8.771</b>	<b>IBI (India)</b>	<b>= 4.260</b>
<b>JIF</b>	<b>= 1.500</b>	<b>SJIF (Morocco)</b>	<b>= 7.184</b>	<b>OAJI (USA)</b>	<b>= 0.350</b>

The decision of the President of the country on additional measures to effectively organize the implementation of the tasks set out in the Strategy of Agricultural Development of the Republic of Uzbekistan for 2020-2030 serves as an important policy document in this regard.

This decision sets out a clear mechanism for implementing the key decisions set out in the strategy, in particular the 9 priorities.

The first and most important issue is to ensure food security. The main focus in ensuring food security is the introduction of new mechanisms related to improving the quality of food products and the establishment of quality control; special attention is paid to training; a number of new initiatives are being put forward to integrate innovation, science and industry.

What are these? First of all, the most important growth points in the industry, additional support mechanisms will be introduced for the sectors that are drivers in the industry. One of the most important issues is funding. At the same time, a special program will be developed to direct \$ 400 million from international financial institutions. The program envisages the construction of 14 agro-logistics centers. It should be noted that these centers, in addition to the opportunity to obtain quality certificates recognized in international markets, also serve the value chain.

In order to implement the objectives set out in the strategy in the field of reducing state participation in the field, increasing investment attractiveness and development of rural areas, special projects on intensive fruit and vegetable growing using innovative methods will be piloted in Altynkul, Andijan, Chust and Rishtan districts of Andijan region at the expense of the World Bank's Rural Entrepreneurship Development Project in the Fergana Valley. In these areas in specialized areas, exhibition fields for intensive cultivation of fruits and vegetables will be organized. Regular practical seminars are held for growers of agricultural products.

With the extension of the grace period, farmers are offered preferential loans, as well as benefits in the provision of collateral. At the same time, it is planned to allocate additional funds in the amount of \$ 20 million from international financial institutions for the digitization of the agricultural system.

According to the resolution, by the end of 2022, Tashkent and Fergana regions will launch an accredited laboratory with the involvement of AtyabFoodtech of the Kingdom of Oman, which will include food safety, quality control, internationally recognized certification systems.

According to the agreement signed with the Ministry of Agriculture of Uzbekistan, the royal company will establish laboratories for the cultivation of pesticide-free fruits and vegetables. Laboratories with all modern facilities will first start operating in

Tashkent and Fergana regions. Later, it is planned to apply this experience in other regions of Uzbekistan. The laboratory will provide internationally recognized quality certificates, i.e. "Globalgab", "Halal", "ISO" organic certificates. This will further expand the opportunities for local farmers and producers to export their products abroad.

The partners plan not only to open laboratories, but also to train staff here, to train farmers, that is, to select land, seeds, seedlings and monitor the process of its export. This, in turn, provides a great opportunity for the European and Asian markets to produce products with international certificates.

The Uzbek-Serbian Scientific Center for Seed Production is being established with the decision to ensure the implementation of the strategy's tasks in the development of science, education, information and consulting services in agriculture. With the involvement of the private sector, the center will serve for the effective use of the existing gene pool in Uzbekistan, the creation of primary seeds and hybrids of agricultural crops. In addition, for the 2023 harvest, 4 varieties of high-yielding, disease, pest and drought-resistant cotton and 6 varieties of cereals suitable for local conditions will be introduced. In addition, the International Potato Center annually grows 4 million micro-tubers of high-yielding, disease-pest-drought-resistant, salt-resistant virus-free superelite and elite varieties of potatoes. The Uzbek-Turkish pistachio research center will be established at the Samarkand branch of the Agrarian University together with the Gaziantep pistachio research institute. It is planned to establish agro-service centers in Andijan, Namangan, Fergana, Jizzakh and Khorezm regions and provide more than 100 services.

One of the main tasks of the agro-service centers is to provide services to our farms and producers on the basis of the "Single Window" principle. It is planned not only to provide services, but also to provide science-based recommendations. For example, to ensure the mutual integration of science, education and industry, our scientists provide their services through these agro-services.

Creating a transparent mechanism of network statistics is one of the important directions of the strategy. Therefore, the resolution provides for the launch of the system "agropaltforma.uz", which provides preferential loans, insurance, leasing, supply and other services for farmers on the basis of the principle of "single window".

Through the agro platform, a system of subsidies and loans to agricultural producers is implemented by commercial banks. Processes such as collection, analysis, compilation and presentation of data on 26 types of subsidies are all set to be carried out through the agro-subsidy platform.

The main goal is to speed up the process of allocating loans and subsidies between agricultural



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producers and banks and ensure its proper implementation.

According to the resolution, systematic monitoring of more than 3 million hectares of irrigated, more than 400,000 perennial trees and more than 450,000 arable lands, planting of 6 main crops in the geographic information system, analysis of the growing season through the analysis of satellite images and unmanned aerial vehicles and field surveillance data will be set up.

Through the analysis of space images in the geographic information system is carried out electronic analysis of 6 types of crops, namely cotton, grain, potatoes, rice, corn and oilseeds. That is, through satellite imagery, it is possible to obtain information on the basis of electronic analysis of information such as which crops are planted in which area, their development status, current state of

vegetation, water supply, soil moisture. It is planned to introduce this indicator in at least 20 crop types.

In 2022, 133.5 thousand hectares of land will be developed. Also, from September 1, 2022 to Elliqala, Ulugnor, Vopkent, Sharof Rashidov, Karshi Navbahor, Pop, Narpoy, Jarkurgan Sayhunabad, Lower Chirchik, Besharik, to increase soil fertility and productivity in cotton fields, the use of new irrigation technologies, plant protection and the establishment of laboratories are expected. A system of subsidies of 1 million soums per hectare will be introduced for clusters and farmers in Koshkopir districts.

In conclusion, this decision is another important document aimed at timely implementation of the tasks set in the Strategy of Agricultural Development of the Republic of Uzbekistan for 2020-2030, increasing the competitiveness of the agricultural and food sectors, radically improving the state program and ensuring prosperity.

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## A NEW METHODOLOGICAL APPROACH IN LITERATURE AND READING LESSONS

**Abstract:** The article analyzes the role and importance of artistic reading in teaching literature. The possibilities of artistic reading, emotional, aesthetic, moral, linguistic, informational, spiritual, and social impact are classified. Various aspects of the concepts of literary education and teaching literature are shown.

**Key words:** literary education, teaching literature, artistic reading, possibilities of artistic reading, necessary development, high level of development.

**Language:** Russian

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### НОВЫЙ МЕТОДОЛОГИЧЕСКИЙ ПОДХОД В ЛИТЕРАТУРЕ И УРОКАХ ЧТЕНИЯ

**Аннотация:** В статье анализируется роль и значение художественного чтения в обучении литературе. Классифицированы возможности художественного чтения, эмоционального, эстетического, нравственного, лингвистического, информационного, духовного, социального воздействия. Показаны различные аспекты концепций литературного образования и преподавания литературы.

**Ключевые слова:** литературное образование, преподавание литературы, художественное чтение, возможности художественного чтения, необходимое развитие, высокий уровень развития.

#### Введение

Литературоведение - одна из самых противоречивых социальных наук по широкому кругу научных, научно-методических, образовательных и педагогических вопросов из-за разнообразия произведений искусства в методологическом, жанровом, идейно-тематическом и литературном жанрах. Целью уроков литературы должно быть научить студентов читать произведение искусства, развить навыки понимания, прочувствования, интерпретации и анализа. Понимание искусства художественного выражения - это процесс, который происходит в зависимости от индивидуальных психических характеристик каждого человека. В этом процессе ожидаемый результат может быть достигнут только при наличии определенной степени согласованности

мировоззрения писателя и читателя. В этом смысле участники литературных уроков должны обладать способностью свободно мыслить, формировать собственную независимую позицию по событиям в обществе, иметь определенные представления, связанные с этнографией, традициями и ценностями, историей, менталитетом нации, в которой произведение искусства уникально. Учителя литературы должны учить студентов мыслить творчески и нестандартно в процессе анализа произведения искусства, а также с огромным энтузиазмом встречать и поощрять любое отношение студентов, которые думают так же (даже если это неверно). Эти аспекты показывают, что литература - это наука с комплексным и уникальным методом обучения, и совершенствование ее методологии является

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одной из важнейших педагогических проблем каждого периода.

В связи с образованием одним из основных вопросов нашей педагогики является развитие интеллектуального уровня, познавательных способностей учащихся, отношения к учебе, работе и на новый уровень. Эксперты анализируют развивающий характер образования на двух уровнях: а) *необходимое развитие*; б) *высокий уровень развития*. Один из них - это уровень подготовки ученика к тому же уроку, а другой - уровень, который ученик должен подняться в течение того же урока. Высокий уровень развития - это степень, в которой человек может выполнять работу, выполняемую с помощью второго человека или инструмента. Повышение учащихся до второго уровня через урок необходимо для того, чтобы соответствовать намеченной учителем цели урока. При переходе на второй уровень необходимо выполнить новые знания и задачи, соответствующие способности учащегося их достичь. Эти задачи должны находиться в зоне развития ученика (соответствовать его целям и задачам), иначе ожидаемый результат не может быть достигнут. Все, что попадает в зону скорого развития, в учебном процессе перейдет на необходимый уровень развития.

В нашей педагогике «литературное образование» и «литературное образование» используются как альтернативные понятия. На наш взгляд, эти две концепции разные. Понятие «литературное образование» - это понятие, имеющее непосредственное отношение к предмету литературы и ее периодическим, теоретическим, практическим разделам. «Литературное образование» включает литературное образование и связанные с ним литературные уроки: семейное и дошкольное образование посредством художественной литературы, а также уроки чтения в начальной школе. Таким образом, «литературное образование» - более широкое понятие, чем «литературное образование». Литературное образование - это наука, а литературное образование выходит за рамки понятия науки. Литературное образование в семье - это процесс, в ходе которого родители декламируют, читают и обсуждают конкретные образцы фольклора или детской письменной литературы, такие как Аллах, сказки, легенды, загадки, притчи и пословицы, с учетом возраста ребенка. будет правильно. Литературное образование в семье не имеет официального статуса и зависит от уровня, способностей и ответственности родителей по отношению к воспитанию ребенка. На этой должности нет выбора репетитора. Правда, иногда родители могут нанять для своих детей педагога с педагогическими знаниями. Поэтому,

поскольку семейное литературное образование оставлено наемным репетиторам, теперь правильнее называть его семейным дошкольным образованием. Таким образом, важно сделать вывод, что литературное образование начинается раньше, чем литературное образование, и что ребенок получает литературное образование с рождения.

Литературное образование в дошкольном образовании является относительно формальным и продолжается. Литературное образование основано на определенных методиках и требованиях этого периода.

Основная цель всех дисциплин - формирование, развитие и совершенствование знаний студентов в определенной области. Система научных знаний должна, в конечном итоге, ориентироваться на развитие мировоззрения и сознания учащихся, духовного мира и человеческих качеств. Это одно из постоянных требований к науке. С этой точки зрения никакая другая наука не может приблизиться к литературе по этой теме. Потому что литература своим содержанием и назначением служит для улучшения упомянутых выше качеств человека. Поэтому миссия методики преподавания литературы перед обществом имеет свои неоспоримые основы.

Как научно-педагогическая проблема методика преподавания литературы позволяет осваивать и исследовать любую проблему, которая служит развитию общества, его самосознанию, гуманизации введенных законов и принципов, стратегическим целям и задачам. Эти исследования должны основываться на законах и принципах искусства.

Методология преподавания литературы - это дисциплина, которая учит способам изучения художественной литературы. Действительно, не ко всем из них можно подходить одинаково в изучении художественной литературы. Это требует особого подхода в зависимости от литературного типа и жанра, периодических, идеологических, формальных и содержательных типов произведения искусства. При изучении одного произведения эффективно использование словарей, в другом - широкий спектр комментариев и пояснений, в другом - сравнение с социальными проблемами того периода или более широкое использование теоретической информации. В связи с этим учитель литературы использует на занятиях методы теоретического, сравнительного, биографического, эстетического, дидактического анализа, исходя из специфики художественного произведения. Это, безусловно, свидетельствует о важности методики преподавания литературы как науки, одной из основных дисциплин в формировании

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профессиональных компетенций будущих учителей литературы.

Научно-теоретические проблемы методики преподавания литературы заключаются в следующем.

- Периодизация истории литературы;
  - определение традиций и принципов развития литературы;
  - Теория литературы и литературный процесс;
  - лингвопоэтика художественного произведения;
  - создание творческих портретов поэтов и писателей;
  - Анализ произведений искусства;
  - Формирование у студентов культуры художественного чтения;
  - определить правильное отношение учащихся к произведению искусства;
  - Методы анализа произведений искусства;
- Педагогические проблемы методики преподавания литературы заключаются в следующем.
- организация уроков литературы;
  - организация внеклассной и самостоятельной работы по литературе;
  - традиционные и современные методы обучения литературе;
  - инновационные подходы к обучению;
  - Методы и приемы, методы и технологии повышения эффективности обучения;
  - Совершенствование основных и вспомогательных средств обучения, дидактического обеспечения;
  - Развитие профессиональных компетенций будущих учителей литературы.

Исследователь М. Мусурмонкулова так комментирует урок и его компоненты: «Уроки - основа формального образования. Курс, в свою очередь, представляет собой единое целое и состоит из следующих частей: учебная; стажер; учебные программы и учебники; учебные пособия и дидактические материалы; педагогические методы и приемы, технические средства обучения»<sup>1</sup>. С этой точки зрения совокупность научно-педагогических проблем методики преподавания литературы, их исследования и практической реализации должна быть направлена на повышение эффективности уроков литературы. Уроки - это творческий процесс. Неправильно подходить к нему по определенным шаблонам. На занятиях учителю разрешается использовать любые методы, инструменты и технологии, служащие для повышения эффективности урока. Конечно, эти национальные

и общечеловеческие ценности целесообразно реализовывать без отклонения от норм морали.

Поскольку цель учителя литературы - показать ученикам чудодейственную силу художественной литературы и ее эстетическое воздействие, предмет преподавания литературы должен быть ориентирован на формирование у будущих учителей компетенций, воплощающих те же качества. Уроки литературы нельзя считать эффективными без «эстетической насыщенности» (Б.Тухлиев). Для этого сам педагог должен обладать самостоятельными навыками, четким видением и собственной позицией о роли художественной литературы в развитии человека. Начиная с представления о роли художественной литературы в развитии человека, необходимо классифицировать возможности влияния чтения художественной литературы на человека.

Роль художественного чтения в духовном развитии человека можно классифицировать следующим образом:

1. Эмоциональное воздействие художественного чтения. Различные эмоциональные состояния в процессе чтения - влияние поведения главных героев: различные психические состояния, возникающие в результате смеха, слез, ненависти, склонности, симпатии и антипатии, вызывают в человеческом сердце склонность к добру и ненависть ко злу. Наш любимый писатель Уткир Хошимов был прав, когда сказал: «Зло исходит не от человека, который плачет под влиянием искусства». По словам Абдулхамида Чолпона, такие эмоциональные состояния подобны чистой родниковой воде, очищающей пыль и пыль, оседающую на окне сердца читателя.

2. Интеллектуальное влияние литературного чтения. В процессе чтения произведения искусства человек приобретает определенные знания, связанные с предметом этого произведения. Любой предмет может быть записан в художественном произведении, и в результате знания студента в философских, исторических, литературных, экономических, политических и других областях будут увеличиваться в соответствии с предметом работы. Например, чтение романа Ойбека «Навои» расширяет знания читателя об исторических условиях XV века, политической ситуации, быте и социальных отношениях людей того времени, жизни и творчестве нашего великого предка. Настоящие произведения искусства - это продукт таланта, который в какой-то мере отражает жизненные выводы и обобщения, которые служат повышению

<sup>1</sup>Мусурмонкулова М.М., Креатив ёндашув асосида ўқитишнинг дидактик таъминотини яратиш механизмлари // Замоновий таълим, 2018 йил №4, -Б. 56-61

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интеллекта учащегося, укреплению его умственных способностей.

3. Лингвистическое влияние художественного чтения. Чтение, прежде всего, улучшает качество языковых качеств у читателя: расширяет словарный запас (лексику), увеличивает способность говорить. Регулярное чтение приводит к способности выражать мысли бегло, ясно и легко. Однако в процессе чтения исторических сочинений читатель знакомится с историческими лексическими единицами, связанными с историзмами и архаизмами. В целом хороший читатель сможет почувствовать выразительность, изящество и красоту языка, применить его на практике.

4. Духовное влияние художественного чтения. Идеи и мысли, воплощенные в работе, формируют в человеке ряд качеств, таких как вера, совесть, честность, набожность, преданность, честность, искренность. Во всех хороших произведениях искусства прославляется и прославляется та или иная духовная ценность. Потому что произведение искусства по самой своей природе и сути является средством распространения духовности.

5. Эстетический эффект художественного чтения. Работа в нем интересна еще и тем, что произведение искусства красивее и очаровательнее жизни. Вот почему мы читаем произведение искусства. Часть жизни в произведении искусства приводит к художественно типичному эпизоду жизни в результате того, что писатель наблюдает за множеством похожих событий, просеивает их, сортирует их и описывает их в форме и содержании, оказывающих эстетическое воздействие на читателя. В художественном эпизоде жизни продвигаются категории красоты и изысканности. Суть жизни и литературы одна и та же, но есть различное отношение к ней. Его можно сравнить с девушкой в свадебном платье, образно сравнить с жизнью, с девушкой в простом платье, по сравнению с литературой. В то же время, как красота девушки в свадебном платье привлекает все больше внимания, так и литература привлекает читателя своей красотой. Этот гимн

красоты служит для повышения эстетического вкуса учащихся, формирования у них способности чувствовать красоту и наслаждаться ею.

6. Этическое влияние художественного чтения. Произведения искусства в какой-то мере отражают моральные ценности того или иного народа, существующие на протяжении многих лет. Литература - по сути моральное явление. Моральные качества, воплощенные в положительных героях произведения, передаются читателю. Любому читателю подсознательно отстает и одобряет такие качества главного героя произведения, а это, вольно или невольно, приводит к формированию у читателя подобных качеств.

7. Познавательный эффект художественного чтения. Каждое произведение искусства несет в себе множество сообщений и информации как определенную часть жизни. Совмещение такой информации в пьесе служит расширению мировоззрения читателя, обогащению информационной базы.

8. Социальное влияние художественного чтения. Люди, которые много читают произведение искусства, не испытывают проблем в общении с другими людьми. Такие люди будут вежливы, поймут собеседника и заинтересуются им, смогут быстро общаться с окружающими. Таким образом, хорошие манеры, сформированные в результате художественного чтения, приводят к формированию у читателя культурных качеств.

“Стабильная идейная, духовно-нравственная и эстетическая у студентов формирование убеждений, их важнейшее жизненно важное литература в определенных смыслах, способная уловить суть концепций зависит от мастерства учителя”.<sup>2</sup> Ведь велика роль учителя литературы, а точнее, учителя литературы в формировании у учащихся самостоятельных взглядов на жизненные события, в развитии человеческих качеств. Теперь это происходит с наукой о литературе и ее уникальными возможностями эстетического воздействия, со способностью учителя передавать эти возможности ученикам.

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## AN EVOLUTIONARY FRAMEWORK OF ITALY AGRITOURISM DEVELOPMENT: ACTUAL EXPERIENCE FOR THE ACCELERATION OF THE AGRITOURISM GROWTH IN UZBEKISTAN

**Abstract:** Agritourism is a new tourism product introduced in Uzbekistan based on agricultural attraction. There is a great opportunity for fostering the agritourism, while many local farmers and entrepreneurs are not still interested moving forward because of the shortages in the establishment of legal frameworks and policies as well as making farmers aware of alternative sources of income is not promoted. However, today, many European countries have developed very successfully not only in the agriculture sector but also in agritourism. Modernization of the agricultural sector in Italy, Germany, France, Greece, Great Britain and other countries of the region revealed the demand for agritourism. The evolution of agritourism in Italy could be an excellent role model for many countries and this may be a useful framework for Uzbekistan. The purpose of this paper is to analysis the path of the development of agritourism in Italy and its implementation of the successful development practice in Uzbekistan.

**Key words:** agritourism, Uzbekistan, Italy.

**Language:** English

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### Introduction

Agritourism is one of the most unique opportunities to combine aspects of the tourism and farming industries to provide tourists, farmers and communities with a number of financial, educational and social benefits. Agritourism provides farmers with an ability to generate additional revenue and an opportunity for customers to sell directly. By increasing the number of visitors to an area and the

length of their stay, it enhances the tourism industry. Agritourism also offers communities the potential to increase their local tax bases and new opportunities for employment. In addition, agritourism provides the public with learning opportunities, helps conserve agricultural land, and allows states to expand businesses. Though farming can build new potential revenue streams, it also creates new legal challenges for farmers and landowners.

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Today, a dramatic alteration of tourist's demands local food and experiences on farms has led to rapid increases in "agritourism" around the world. There is, therefore, a necessity to develop agritourism to provide rural communities with additional sources of income in Uzbekistan. While many countries have already founded their development of agritourism and adopted policies, strategies for the last 30 years, this has just started to progress in Uzbekistan. However, at present time, the main problem hinders the development of agritourism in Uzbekistan and whole Uzbekistan which the absence of legal mechanisms regulating agritourism activity, this is a crucial factor, according to the Italian experience: for the development of this sector, a specific law on agritourism should have to be adopted. Agritourism is still seen as more complex type of tourism by local farmers and entrepreneurs. Due to the fact that they do not have enough information and knowledge what to do and how to develop agritourism in their farms. The development of agritourism in rural areas of Uzbekistan is primarily targeted to the sustainability of farming activities and to ameliorate the viability of the rural areas, improving the quality of education, the medical and social services, reducing unemployment, and investing in rural infrastructure (Rustamov, 2007). Most importantly it is a good opportunity to develop tourism and improve local people's lifestyles without using expensive infrastructure and providing tourists the most comfortable living conditions.

As a tourism offer, agritourism appeared in Europe around the 1960s. The popularity of rural and mountainous areas, in particular, (Lane, B, 1994) What is rural tourism? J. Sustain. Tour. 1994, 2, 7–21.) as a possibility to spend a second holiday has increased in most countries (Ghere, s, M.,2003) Agroturism, de la Tradiție la Oferta Comercială; Editura Risoprint: Cluj-Napoca, Romania, 2003). The growing intensity and dimension of this sector require the establishment of legal frameworks and policies to regulate it. These frameworks serve to enable the application of incentives or subsidies to the providers (Thomas Streifeneder 2016). There is a diverse approach for establishing legal provisions in some countries. In Italy agritourism was officially recognized in 1985, when the Italian parliament and senate adopted the National Legal Framework for Agritourism (Law no. 730/1985; Italian Government, 1985). Entrepreneurial diversification of a farm was the basic concept of agritourism. This was later amended by the laws No. 228 (2001) and No. 96 (2006) "Regulations of Agritourism" (Italian Government, 2001 & 2006), when the concept of agritourism was privatized and extended to agricultural firms, which resulted in an increase of commercial agritourism. In Spain, for example, agritourism is not regulated at the national level, for by means of a national framework regulation, but at a regional level. This is because the regional

autonomous communities have the competences for managing tourism (Hernández-Maestro, 2010: 28f). As for Poland, "there is no single, consistent rule that regulates the conditions for the establishment, organization and operation of an agritourism farm in Poland" (Kubal and Mika, 2012: 5). Despite that agritourism has successfully developed in these countries and it has been being considered "engine" of the agricultural industry of many countries. In Italy, for instance, over the past ten years, the National Institute of Statistics (ISTAT) has registered an over 60% increase in farms offering agritourism, totaling 23,406 agritourism farms and this led to generate around €1.36 billion income (ISTAT, 2017). Recent statistics on agritourism revealed that the global market size of agritourism is expected to reach \$10.16 billion by 2024 (Agritourism Can Drive Socio-Economic Development In The Caribbean forbes.com).

The findings are the result of both quantitative and qualitative analysis. To carry out the quantitative analysis the first step has been to detect the rural areas in Uzbekistan. In this way we have selected three different indicators in order to include social, economic and ecological dimensions of rurality. The qualitative analysis was conducted through 120 semi-structured interviews (entrepreneurs and local and international tourists) and three focus groups in different rural areas of Uzbekistan.

### Research objective

- study the potential of farms for being agritourism as tourist attractions in Uzbekistan;
- making a suggestion development and promotion guidelines for farmers to start agritourism in Uzbekistan.

### Research questions

Based on the intersection of quantitative and qualitative information date, the key research questions are as follows.

- Why is agritourism vital in Uzbekistan?
- Is there any legal basis for agritourism activity for local farmers, entrepreneurs, and investments?
  - Are there any facilities for agritourism development in rural areas of Uzbekistan?
  - Do the farmers wish to start with agritourism activities?

The purpose of this paper is that making a suggestion to fostering agritourism in Uzbekistan based on utilizing Italy's experience. More specifically, the paper discusses how these policies and business decisions are being implemented in Italy and the possibilities of implementing them in Uzbekistan.

### Literature review

Theoretical and practical aspects of Uzbekistan rural tourism, and its other economic indicators were analyzed by the number of uzbek scientists and



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researchers in Uzbekistan, such as R.Hayitboyev (2015), and E.Togaymuradov (2016). However, the issue of efficient use of agritourism development opportunities in Uzbekistan as the main part of rural tourism has not been thoroughly studied yet. Agritourism is based on the landscape, tradition and family-based farming from which may emerge a complete competitive tourism product. For example, Matyakubov&Defrancesco (2018) evaluated the potential role of agritourism activities, their contribution to the sustainable rural development in Uzbekistan, considering the tourism potential of rural areas. However, Matyakubov (2017) provided analysed the content of rural tourism, development experience of agritourim some European countries and possibilities and ways of development of rural tourism in Uzbekistan. Also Matyakubov (2018) elaborated on the meaning and concept of rural tourism, and also the analysis of current condition of tourism sector of Khorezm region.

This, therefore is very important to learn agritourism development experiences of Italy and using from these in Uzbekistan including leading agritourism regions such as Kashkadarya, Surkhandarya, Tashkent and Samarkand.

It is widely believed that there are many ways to define agritourism and it was found that the concept of agritourism is not addressed properly in Uzbekistan. In the literature, there are several terms such as agritourism, farm tourism, farm based tourism, and rural tourism that are often used instead with agritourism (Barbieri and Mshenga, 2016; Roberts and Hall, 2015; Wall, 2016). Literature reveals multiple definitions for agritourism based on range of characteristics. However, there is not a generally accepted one definition. Barbieri and Mshenga (2008) defined agritourism as any activity developed on farm with the intent of attracting guests. Maruti (2009) defined agritourism as an innovative agricultural activity related to tourism and agriculture both in which has capacity to create additional source of income and employment opportunities to the farmers and local communities. From the viewpoint of the utilization of Italy experiences, which are crucial for the diversification of agritourism. Agritourism in Italy has enjoyed steady growth and, this presents a successful model of the development of agritourism. In this context, the evaluation of diversified agritourism activity in Italy can provide important information on the future evolution of agritourism, not only in Italy, but also in other parts of the world (Yasuo Ohe and Adriano Ciani (2011): Evaluation of agritourism activity in Italy: facility based or local culture based?). Evaluating conceptually and empirically the diversification of agritourism in Italy and clarifies how facility-based or local culture resource-based activity determines the price level of agritourism services by incorporating the concept of cultural capital (Throsby, 2017). Filippo Randelli

(2014) analyzed in the case of Tuscany (Italy) that the multifunctional agricultural sector encouraging the development of alternative sources of income in rural areas whilst safeguarding the environment. For instance, multifunctionality concerns themes such as the joint production of commodity and non-commodity outputs, public goods and externalities resulting from agricultural activities.

### Agriculture sector of Uzbekistan

Agriculture is an important sector of Uzbekistan, accounting for approximately 28 percent of GDP and employing about 27 percent of the labor force (3.6 million people). Exports of agricultural products contributed approximately 10 percent to Uzbekistan's external earnings in 2019 (State committee of the Republic of Uzbekistan on statistics stat.uz). Cotton and grain are the country's principal crops. The government of Uzbekistan is today, paying more attention to increase agricultural productivity through the adoption of new technologies, and to further develop processing and packaging capabilities to add value to domestic and export products.

Agriculture is one of the national economy's prior and important industries. Uzbekistan is one of the most favorable regions for the cultivation of both various agricultural and industrial crops. Agriculture is a leading sector by number and proportion of all those in the economy who are employed. The sector provides the requisite food to the population, and raw to other economic divisions. Most of the sown fields, and most under commercial crops, are irrigated lands with a strong state irrigation system. The collective farms of the Soviet-type have been restructured to common stock and other non-state agricultural organizations. The non-state sector's share of the total quantity of agricultural gross product has increased. The growing of cotton is a leading agricultural field. Uzbekistan, as the world's northernmost cotton producer, achieves annual bumper harvests of raw cotton. With wheat and barley growing, the grain production also grows in the dry land areas. The corn is grown on the irrigated land. The areas under grain crops are also on the rise. It should be emphasized that Uzbekistan has been effective in securing grain self-sufficiency.

The countryside advanced farms cultivate mouthwateringly delicious apples, pears, quinces, grapes, sweet cherries, cherries, prunes, apricot, as well as subtropical crops such as pomegranate, persimmon, and in the southernmost regions-the sugar cane. Fruit and vegetables grown in Uzbekistan are regarded as the best in the Orient on the sugar content and other characteristics. The grape represents a good source for the viticulture industry. The country's wine-makers produce over 30 varieties of wines annually, as well as different styles of cognac and champagne.

Melons and watermelons grown in the country are mouthwateringly delicious due to the proven good

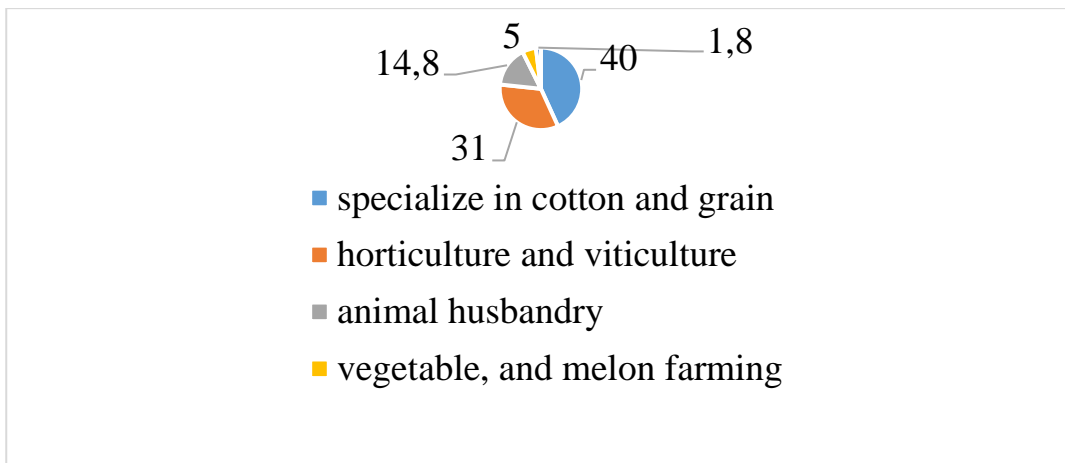
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growing practice, as well as long sunny days observed nationally during summer. In Uzbekistan's agriculture the animal husbandry plays no less important role. In particular sheep breeding is an important sector with its historic astrakhan fur making traditions. The given sphere is mainly based in the provinces of Bukhara, Kashkadarya, Surkhandarya, Samarkand and Jizzakh, as well as the Karakalpakstan Republic.

To improve the country's food security, the Government of Uzbekistan has emphasized wheat production and supported poultry and animal farming

over the past few years. Moreover, the profitability of fresh fruit and vegetables has increased in recent years and local farmers have aggressive plans for developing export markets for these products. For instance, over 16 million tons of fruit and vegetables were produced by local farmers in 2019 (State committee of the Republic of Uzbekistan on statistics stat.uz). And also, Uzbekistan is currently one of largest exporter of fruits and vegetables as well as Uzbekistan holds the second place on export of apricot and fifth place on cherry.

**Diagram 1.1.1. Types of farms in Uzbekistan (thousand units) 2019**

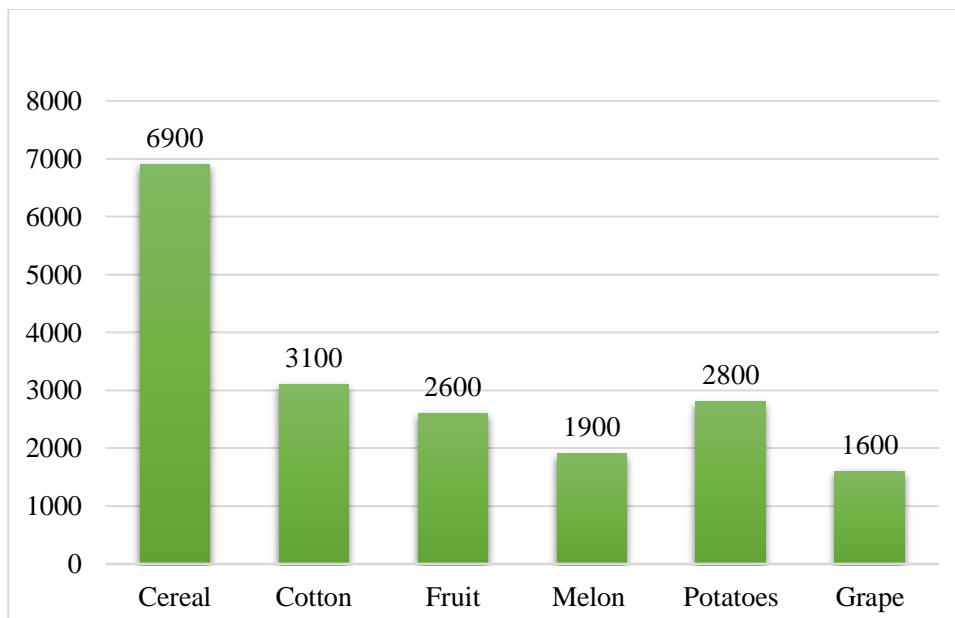


As of January 1, 2020, the number of farms amounted to 92.6 thousand units. Of the total number of farms in the direction of cotton and grain growing, they make up 40.0 thousand units, horticulture and viticulture-31.0 thousand units, animal husbandry -

14.8 thousand units, vegetable, and melon farming-5.0 thousand units, and other areas-1.8 thousand units.

30% of farmers located in hillsides and mountain areas where have a great opportunity for visitors to introduce the unique natural landscape, local traditions, cultural heritage, and local culinary.

**Table 1.1.1. Main Agricultural production of Uzbekistan 2019 (thousand tonnes)**



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The following regions: Kashkadarya, Surkhandarya, Tashkent and Samarkand are very important part of Uzbekistan in terms of agricultural and industrial sector output and there is a good place to start agritourism business due to the beautiful natural landscape on hillsides and mountain range.

### Why is agritourism vital for Uzbekistan?

Today, overall population of Uzbekistan is about 34 million and approximately 35 % of total population live in urban areas, while rural population accounts for 65 %. The agricultural sector provides over 8 million people with jobs in the Uzbekistan. Maintaining rural people with agriculture and livestock is not attractive because of low wages and low productivity. That is why government officials are willing to implement a new type of business for rurality such as agritourism. This is because to promote sustainable rural and farming development, and attracting young people to work in agricultural work. Currently, in fact, sustainable rural development and additional income for farmers and local communities are the main purposes behind the development of agritourism in Uzbekistan. A wide range of benefits has been described as a possible agricultural output. The potential benefits of the growth of agritourism apply to farmers, local communities and tourism managers. Ultimately, the local community and government perceive agritourism as opportunities for business diversification in the agricultural sector (Williams et al., 2016).

From the agricultural industry's point of view, agritourism can lead to introducing the new tool for expanding farm operations in Uzbekistan such as:

- raising awareness of local agricultural products;
- using farm-based products in an innovative manner;
- enhancing farm income;
- developing new business niches;
- the awareness of the value of maintaining agricultural land use; channeling increased farm income directly to family members;
- preserving and improving recreational facilities;
- enhancing farm living and working areas;
- providing opportunities for management skills and entrepreneurial spirit;
- growing long-term sustainability in rural areas.

Apart from that, there are also several main indisputable facts to advocate for developing agritourism in Uzbekistan.

Firstly, today, youth migration from rural areas to nearby cities is becoming increasingly common problems not only in other countries in the world but also in Uzbekistan. Agritourism could be the best way to maintain local young people with more sustainable

and profitable farming activities in order to discourage people from migration to cities.

Secondly, in fact, the growing number of youth moving to urban areas may lead to losing local history, traditions, lifestyle, unique farming experiences, and local culinary heritage and so on. That is why agritourism can be vital due to the fact that it helps to preserve local culture and traditions from generation to generation.

Last but not least, there is a growing necessity of new types of tourism to attract more tourists in Uzbekistan. Currently, the main tourists visit Uzbekistan to see only historical and cultural sites because many tour operators offer just itineraries on historical cities. Yet, today tourists' demand is altering so fast, they want to be involved with more interesting and entertaining tours. In fact, agritourism can give such excitement because of a lot of entertainment tourist activities. The farm provides tourists with the opportunity to make your stay unique and original. Visitors can able to discover nature, plan mountain excursions, walk along scenic cycle paths, relax with wellness treatments or enjoy regional food as a couple, with your friends or with your parents. In addition, this could be a good opportunity to increase tourism attractiveness of Uzbekistan. As a result, the number of tourists is likely to grow dramatically as well as rising the duration of visitors stay in Uzbekistan from 8 days to 12 days and their average expenses from 709 USD to 900 USD. Also, this is an opportunity for local farmers and rural people to save and share their unique experiences in farming and the existence of unique natural landscapes in these rural areas in Uzbekistan.

### METHODOLOGY

This research used a case study approach to achieve the study objectives. The questionnaire was administered online because of its multiple advantages especially related to time (e.g., data entry) and cost efficiency (Shannon & Bradshaw, 2002). The questionnaire was collected from local farmers. Online survey (using 13 openended questions) was conducted with local farmers. The survey questions were designed to allow participants to describe the current agritourism development in Uzbekistan .

Participants were asked to provide their opinions and perceptions of the existing tourism industry in agritourism development.

This survey was conducted in a different region of Uzbekistan namely: Samarkand, Surkhandarya, Kashkadarya, and Tashkent. These regions were selected because they fit double criteria. Firstly, they represent different levels of agritourism development in terms of the percentage of farms engaged in agritourism. Secondly, Samarkand, Surkhandarya, Kashkadarya, and Tashkent are located in similar geographic, agricultural, and ecological regions, thus offering a very diverse landscape composition. These

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regions exist a suitable climate and soil for raising grains, vegetables, fruits, and livestock.

#### FINDINGS

Specific information on agritourism development in Uzbekistan was collected through the questionnaire as follows:

The survey asked farmers about the size and location of the farmland, the willingness of farmers to start farming, and the extent of their farming activities ( e.g. What kind of agritourism type you can offer). The survey also collected demographic details of all respondents (e.g., age , gender).

**Table 1. Gender, age, place they live, location of farmland and importance of agritourism, educating farmers on agritourism business, types of buildings and facilities on farm, and infrastructure facilities.**

Demographic characteristics	N	%
Gender (n=120)		
Male	115	95.8
Female	5	4.2
Age (n=120)		
18-30 years old	10	8.3
31-35 years old	17	14.2
36-45 years old	36	30
46-60 years old	56	46.7
61 years old or older	1	0.8
What region are you from (n=116)		
Andijan		
Bukhara	3	2.60%
Jizzakh	13	11.20%
Kashkadarya	18	15.50%
Navoi	4	3.40%
Namangan	7	6%
Samarkand	39	33.60%
Surkhandarya	12	10.30%
Syrdarya		
Tashkent	2	1.70%
Fergana	4	3.40%
Khorezm	11	9.50%
The Republic of Karakalpakstan	3	2.60%
Location of farmland (n=118)		
Hillside.	19	16.10%
Plain area.	21	17.80%
Mountain range.	78	66.10%
Size of farmland (hectare) (n=119)		
5-10 hectares	11	9.20%
11-50 hectares	37	30.80%
51-100 hectares	52	43.30%
101-150 hectares	16	13.30%
151 hectares and more	3	3.30%
How close your farm is to population centers (n=120)		
very close (0-500 m)	7	5.80%
close (1-2 km)	32	26.70%
long (3-4 km)	59	49.20%
very long (more than 10 km)	22	18.30%
Do you have any information about agritourism (n=120)		
Yes, I have an information	63	52.50%
No, I don't have any information	57	47.50%
Would you like to start agritourism in your farm (n=118)		
Yes	65	54.20%
No	10	8.30%
I have to think	33	27.50%
Yes, I am planning	10	8.30%
What is the importance of agrotourism for your farm (n=119)		

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Insignificant	5	4.20%
low importance	6	5%
Significance is average	47	39.50%
Important	40	33.60%
Very important	21	17.60%
Do you think it is essential educating farmers how to start agritourism (n=119)		
I do not agree	18	15.10%
I don't know	25	21%
very good, I agree	76	63.90%
The types of buildings and facilities for visitors on your farm (n=120)		
Residential building	77	64.2
Hotel	7	5.8
Kitchen	31	25.8
Playground	14	11.7
Pool	11	9.2
Horse stable	64	53.3
Livestock	0	0
Vineyard	53	44.2
fruit garden	73	60.9
Poultry farm	29	24.2
wine producing	1	0.8
kitchen (for guests to learn how to cook local dishes)	9	7.5
and others	23	19.2
What kind of agritourism type you can offer in your farm (n=120)		
petting and feeding zoos;	43	35.8
demonstration farms;	70	58.3
agricultural museums;	20	16.7
living history farms;	47	39.2
winery tours and wine tasting;	21	17.5
rural bed & breakfasts;	48	40
garden tours	71	59.2
riding horse	48	40
picking fruits	71	59.2
picking vegetables	60	50
cheese preparation and tasting	7	5.8
and others	18	15
How do you assess the road infrastructure when you reach the area where your farm is located(n=120)		
Too bad	16	13.30%
Bad	25	20.80%
Satisfactory	55	45.80%
Good	20	16.70%
Very good	4	3.30%

Nearly one-half (46.7 %) of respondents were 46-60 years old, and about one-third (30%) were 31-45 years old. The farmers from Samarkand, Kashkadarya, Jizzakh, and Surkhandarya regions accounted for the most respondents 33.60%, 15.5%, 11.2%, and 10.3% respectively. Approximately 67% respondents reported their farmland located in mountain range, and over one-half of surveyed farmers owned about 51-100 hectares. The smallest proportion (3.30%) of responding farmers owned the largest size of farmland (151 hectares and more), while the most (59) farmers reported that farmland located on 3-4 km from population centers. The most interestingly over 52% of respondents heart about agritourism, whereas only

the least number (10) of farmers planned to start agritourism business.

As for the significance of agritourism, almost 40 % of the respondents reported an average significance which were the largest amount, and also 79 from 120 surveyed farmers thought that farmers should be trained on how to start agritourism.

It is true from above survey results, the farmers have a lot of opportunities for agritourism such as residential building, hotel, kitchen, horse stable, vineyard, fruit garden, poultry farm etc. As well as they can offer various types of entertainment activities for visitors like petting and feeding zoos, demonstration farms, agricultural museums, living history farms, winery tours and wine tasting, rural bed & breakfasts, garden tours, riding horse, picking

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fruits, picking vegetables and so on. The most importantly, according to feedback of respondents, the infrastructure (road) facilities were satisfactory for the biggest (45.80%) proportion of farmers and were bad for 25% of respondents, and that of 16% reported too bad. Only 16.70% and 3.30% of respondents chose the good and very good road conditions category respectively.

### DISCUSSIONS AND RECOMMENDATIONS

Today, there are a lot of countries where agritourism developed successfully and millions of people visit there so as to agritourism. Italy could be taken as an potential example, this country has started to develop agritourism before 40 years. They have passed a long way and overcome different barriers to development agritourism in this period. This means the conception of agritourism has existed among Italian for many years. In these periods, attitudes of people in Italy toward agritourism have been shaped and have been changed increasingly positive. In Italy, the idea is so ingrained in their culture people speak of taking an 'agritourism holiday'. This is why agritourism so developed in Italy or agritourism is not developed in Uzbekistan. What I mean by this, people should understand first the importance of agritourism in rurality and its role in the economy of Uzbekistan.

#### What the government of Italy did?

For a long time, Italy has been considered the world leader in the agricultural sector. The Fellow was particularly interested in three main criteria for his selection—a wide and creative range of products, sophisticated advertising methods and, most significantly, extensive government funding. The Italian system was developed with a specific objective in mind: "By keeping farmers on the land to avoid rural migration." (Agritourism in Italy. Pauline Porcaro). First of all, the government of Italy adopted the new policy about agritourism and introduced regulations in 1985. And then each region adopted its own regulation based on basic agritourism policy. The regional provisions has helped to identify clearly what a farm, and how the relationship between tourism and agricultural activities should be.

It should be noted that it is a very important element of according to Italy's agritourism regulations, agritourism cannot exist unless there is a pre-existing agricultural activity. In other words, the working farm must come first, not the other way around, and the complementary element of tourism cannot take precedence in terms of working hours over the pre-existing agricultural business. Basically the tourism business is the junior partner of the agricultural business. These are the prerequisites of any agritourism activity as defined by the Italian parliament. (Sonnino, R. (2015) For a 'Piece of Bread'? Interpreting Sustainable Development through Agritourism in Southern Tuscany, *Sociologia Ruralis*, 44(3), 285-300).

In addition, the most important feature of the Italian system, which underpins the successful development of agritourism, is the funding from the government to start these projects for farmers. Agritourism in Italy is fully supported by the government, given this is a country where tourism is one of its major industries. Government funding is available to farmers in order to develop either a new agritourism business or to further develop an existing agritourism business. The funds are government subsidies – 'a fondo perduto' (lost funds), meaning operators are not required to reimburse any money to the government. The main directive placed upon the agritourism operators who receive this funding is that they are committed to operating for at least ten years after receiving the funds.

Meanwhile, the farmer has access to government funds to maintain and develop his property, and at the same time, farmers make money from the tourism business. During this time the farmer is self-sufficient and as a bonus is paying additional taxes to the government. And also infrastructure has been improved in rural areas which helped to provide accessibility of farms and improve rural residents living conditions.

Furthermore, the successful Italian agritourism model is based on a clear government direction and support for education in the sector. Any farmer wishing to start an agritourism business must undergo a minimum period of training, the least of which must equate to 120 hours. The Italian Government clearly recognises the equation of successful tourism with well-trained suppliers. Setting up this range of training requires an appropriate curriculum to be written, modeled especially for agritourism operators. Delivery should be organized both through face-to-face classes or online distance learning in order to suit farmers' other commitments. It is also necessary to take into account that not all farmers are computer literate and that farmers are very busy running their farms as well. Obviously computer and online marketing skills should be compulsory units in the training developed given the clear move by consumers to expect to buy tourism products and communicate in the online environment. Training includes topics such as the concept and philosophy of agritourism, hygiene and safety, communication skills (including some basic internet technology), and some marketing. There are additionally, education providers scattered within the regions who offer the various courses for operators.

It is indisputable fact from the above-mentioned ideas that the government of Italy has achieved successfully the main objectives on agritourism. Today, there are over 23,406 agritourism farms and all farms have a lot of facilities: accommodation, F&B, transportation, high-quality services, entertainment activities and various educational courses which could be a very vital factor for tourists to visit there. Around

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12.7 million tourists visited Italy in order to agritourism and this led to generate around €1.36 billion income (ISTAT, 2017). Therefore, this can be considered as one of the best agritourism development model for other countries because of the implementation of the best initiatives and efforts by the Italian government for many years.

### What suggestions could be taken based on Italy's experiences?

The first consideration that should be taken into account by the government of Uzbekistan from the initial point. This is the absence of any government policy and regulations on agritourism could be the main hindrance to develop agritourism in the Uzbekistan. There are no guidelines and regulations applicable to agro-tourism as a specific sector of the tourism industry and, at the same time, an additional source of income for the rural population (non-agricultural, non-productive, alternative). Existing a huge gap between farming and agritourism in terms of regulations can deter farmers to set up agritourism businesses.

From the infrastructure point of view, this could be the largest problem in Uzbekistan because there are insufficiently established infrastructure such as poor road conditions, a shortage of accommodation facilities, poor sanitation and so on;

In fact, these facilities are very important in agritourism development and these should be provided by the government funds. Certainly, this requires more time, money and effort according to Italy's experience.

Also, it is worth noting that these drawbacks are not the only problem in the organization of agritourism:

- lack of awareness of the possibilities of developing agritourism for farmers and rural residents;
- low resource security for villagers who want to set up agritourism business;
- lack of qualified workers to coordinate farming;
- lack of state non-commercial advertising;
- lack of cooperation among all stakeholders in the development process;
- failure to have a coherent national program and financial support for agricultural development.

Careful consideration of the Italian objectives for the growth of agritourism demonstrates a clear model on which we can build our own sector. The strategic objective of agritourism development in Uzbekistan should be:

- improved utilization of both natural and built rural resources
- creating job opportunities for rural residents
- enhancement of environmental conservation and management
- constructing infrastructure facilities: road, accommodation
- promotion of 'typical' rural products
- support for rural traditions and cultural initiatives
- development of agricultural areas
- enhancement of the relationship between city and countryside.

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Article



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## PROSPECTS FOR THE DEVELOPMENT OF DIGITAL CUSTOMS SERVICES IN THE REPUBLIC OF UZBEKISTAN

**Abstract:** This article explains the essence and economic significance of the concept of "digital customs service". The scientific work of scientists who have studied digital customs services has been analyzed. The practice of establishing digital customs services has been studied by the World Customs Organization. The current state and problems of digital customs services in Uzbekistan were also analyzed. In addition, reasonable suggestions are made based on the above.

**Key words:** digital customs services; digitization; automation; conceptual apparatus; customs digitization; analytical and artificial intelligence; The model of digital customs services; digital transformation.

**Language:** English

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**Scopus ASCC:** 2000.

### Introduction

In line with global economic trends, Uzbekistan is also implementing priorities for the development of "digital customs services". In particular, work is underway to develop a national concept of digital economy, which provides for the modernization of all sectors of the economy on the basis of digital technologies. On this basis, the program "Digital Uzbekistan - 2030" is being implemented.

It should be noted that the relevance of the article is reflected in the following aspects:

First, the President of the Republic of Uzbekistan 2022

Decree No. PF-60 of 28 January "On the Development Strategy of the New Uzbekistan for 2022-2026" [1]:

- It is planned to revise the requirements for modern technologies, remote entrepreneurship and digital activities in the framework of increasing the competitiveness of the legal system and the mobilization of new drivers of the economy;

- introduction of a short-term crossing system for tourists at border crossing points;

- Identification of border crossings where the transition system will be introduced in the short term in 2022 and the gradual introduction of crossing points;

- The task is to equip the points where the system will be introduced, to create conditions for tourists.

Secondly, the President of the Republic of Uzbekistan 2020

Decree PF-6079 of October 5 "On approval of the Strategy" Digital Uzbekistan-2030 "and measures for its effective implementation" and the approved strategy "Digital Uzbekistan-2030" and measures for its implementation were approved [2];

Third, in accordance with the Decree of the President of the Republic of Uzbekistan dated June 5, 2020 PF-6005 "On reforming the customs administration and improving the activities of the State Customs Service of the Republic of Uzbekistan"

The Concept "Reform of customs administration in 2020 - 2023 and increase the efficiency of the state customs service of the Republic of Uzbekistan" was adopted [3];

Fourth, the President of the Republic of Uzbekistan 2021



## Impact Factor:

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

SIS (USA) = 0.912  
PIIHQ (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

Decree No. PF-6310 of September 10 "On simplification of customs procedures and further improvement of the organizational structure of the state customs service" [4].

Fifth, the President of the Republic of Uzbekistan 2022

Decree PF-122 of 27 April "On additional measures to further improve the customs administration"

In 2022-2023, tasks have been set to develop a "road map" for the digitization of customs clearance processes [5].

### Literature review

The issues of effective management are covered in detail in the scientific work of such leading scientists as R. Akoff, F. Taylor, M. Meskon, P. Druker, A. Fayol and L. Bertalanfi [6], who are representatives of the scientific school of management. However, these studies are of a fundamental nature, have a general approach to the issue, and have not studied the problems of management through the digitalization of the customs system.

Scientific work on issues such as the improvement of the digitalization of the customs system, the development of the industry can be divided into three groups: research conducted by researchers from Uzbekistan, the CIS and other foreign countries.

In particular, the problems of digitization of the customs system of the Republic of Uzbekistan Sh.O.Azizov [7], OSUmarov [8], R.R. Majidov [9], IE Zhukovskaya [10], Sh.N.Ruziev [11], U.Sh.Saidov [12], A.M.Khamraev [13].

A.S.Rassika, Q.G. Keshika [14], Mike Bednyaka [15], Michael Gkankvist, Juha Hintsal, Tony Mannisto [16], Jorien Kerstens [17], U.A. Egorova, V.V. Makrusev [18], O.G. Bobrova, K.I. Babenko, A.Yu. Kojankov, K.I. Babenko, O.G. Bobrova [19], K.A. The work done by Nikolaevich [20], A.A. Golovin [21], Tursunov B. O. [30], Umarchodjaeva M.[31], Hasan G. [32], Göleç A. [33], Maksudunov A.[34] can be included.

### Analysis and results

Mr. Kunio Mikuri, Secretary-General of the WTO, stated, "The Industrial Revolution is now moving in the direction of a digital world based on cyberphysics, in addition to the use of electronics and information technology. [22]

In management theory, the term "digitization" is used in different senses.

In particular, according to T. Serix, digitization is the use of advanced technologies. [23]

In the analysis of the content of "digital customs services" P. Borovkov distinguishes three main terms:

- automation;
- digitization;

- Digital business transformation. [24]

According to A. Tarasov's research, the digital transformation of customs services means, first of all, new business processes, new rules, responsibilities and patterns for organizational structures.

According to him, the main process of digital transformation of customs services is strategic data management. [25]

Analysis of the materials of the various working bodies of the WTO has allowed us to reveal different meanings of the term "digital customs services". At least five appearances and interpretations of this phrase are now known:

- (1) target,
- (2) strategic approach,
- (3) the method of organization of the customs service,
- (4) information and communication technologies,
- (5) technical engine,
- (6) any automated or electronic activity.

Digital customs services are not a goal in themselves, but a tool, and the goal should not be to digitize existing bureaucratic processes, but to first analyze them in order to achieve the best results. [26]

Digital customs services can be shaped as a strategic approach to support customs and cross-border reform in the field of ICT, using the tools, instruments and guidelines of the WTO. [27]

Digital customs services are one way to organize customs in the digital age. [28]

Digital customs services are characterized by information and communication technologies.

Digital customs services are a technical tool to support broader political goals. [29]

Digital customs services are any automated or electronic activity that contributes to the efficiency, effectiveness and coordination of customs activities (for example, automated customs clearance systems, the "single window" concept, electronic information exchange, websites and smartphones to promote information and transparency). use).

In our opinion, the most obvious applications in the field of "digital customs" implemented by the customs authorities of some countries include:

1. E-processing - paperless environment;
2. 24/7 automated customs work and customized working hours;
3. E-payment of duties and taxes;
4. E-duty calculator;
5. mobile application services;
6. E-return of goods;
7. inspections and other agency inspections;
8. advance notice of cargo;
9. Electronic versions of CN 22 and CN 23;
10. customs declaration system;
11. Simplified registration procedure.

## Impact Factor:

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Today, the average time spent on customs clearance in Uzbekistan after the introduction of the basic elements of digital customs services:

Imported

In the red corridor - 3 hours 48 minutes;

In the yellow corridor - 2 hours 30 minutes;

In the green corridor - 1 hour 18 minutes.

In export:

In the red corridor - 1 hour 12 minutes;

In the yellow corridor - 48 minutes;

On the green corridor - 36 minutes.

Within the framework of the "Risk Management" system, a module for categorizing participants in foreign economic activity according to the level of honesty was introduced. As a result:

23% or 118,055 BYUs in the "green" corridor;

39.8% or 200,464 BYUs in the "Yellow" corridor;

37% or 183,992 BYUs were registered in the "red" corridor.

We believe that the analysis of the level of development of "digital customs services" in Uzbekistan on the basis of indicators developed by international organizations is an objective approach to the current situation.

In particular, the United Nations Global Study on Digital and Sustainable Trade facilitates 143 economies and 58 measures related to the WTO Trade Facilitation Agreement (TFA), as well as paperless trade and the United Nations Transboundary Trade Agreement (CPTA) in Asia and the Pacific. covers activities. The survey will be conducted jointly every two years with the increase in the number of all five UN regional commissions and global and regional partners.

In this study, we analyze the data collected.

Indicators of the Republic of Uzbekistan on "digital customs" in 2015: Trade facilitation score 20.43%; Transparency: 53.33%; Formality: 12.5%; Institutional regulation and cooperation: 22.22%; Paperless sales: 22.22%; Cross-border paperless trade: 0%.

Indicators of the Republic of Uzbekistan on "digital customs" in 2017: Trade facilitation score

24.73%; Transparency: 53.33%; Formality: 20.83%; Institutional regulation and cooperation: 22.22%; Paperless sales: 29.63%; Cross-border paperless trade: 0%.

Indicators of the Republic of Uzbekistan on "digital customs" in 2019: Trade facilitation score of 62.37%; Transparency: 80%; Formality: 70.83%; Institutional regulation and cooperation: 33.33%; Paperless sales: 74.07%; Cross-border paperless trade: 33.33%.

Indicators of the Republic of Uzbekistan on "digital customs" in 2021: Trade facilitation score of 62.37%; Transparency: 80%; Formality: 70.83%; Institutional regulation and cooperation: 33.33%; Paperless trading: 74.07%; Cross-border paperless trade: 33.33%.

After 143 economic assessments, we can see that the results of the 2021 survey in Uzbekistan on all 5 key indicators have significantly improved compared to 2017.

As a result of our research, it is necessary to pay attention to the following classification of issues related to the development of "digital customs" services in Uzbekistan:

first, problems with the organization of digital customs services;

secondly, topical issues of digital customs services in the field of information and communication technologies of customs authorities;

third, the problematic issues of the introduction of digital customs services;

fourth, key factors for digitization and appropriate opportunities for customs and other government agencies;

fifth, current issues in the development of digital customs services in the field of information management;

sixthly, we will consider the problems identified at the road, railway, airport border customs posts and in the process of control over international shipments.

Related to the organization of digital customs services problems (Figure 1):

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- 1 •Conceptual apparatus
- 2 •Customs digitization
- 3 •Customs (customs administration) and digital customs
- 4 •Management mechanism, customs regulation
- 5 •Customs operations within the framework of digital customs (business processes)
- 6 •Risk management system and digital customs
- 7 •The subject structure of legal relations in the field of digital customs
- 8 •Tools used to support digital customs
- 9 •Technologies to help develop digital customs
- 10 •Single window and digital customs, their connection and interdependence
- 11 •Security supply chain and VIO
- 12 •Security supply chain and VIO
- 13 •Legal issues, capacity building and staffing issues

**Figure 1. Problems with the organization of digital customs services**

In the course of our research, we identified current issues of digital customs services in the field

of information and communication technologies of customs authorities (Figure 2):

- 1 •Legal issues, capacity building and staffing issues
- 2 •Development of a "single window" mechanism
- 3 •automation of customs operations
- 4 •remote data processing at the border
- 5 •remote control
- 6 •technology compatibility
- 7 •use of mobile ICT applications
- 8 •use of laptops by border guards
- 9 •seals for tracking, use of tracking devices
- 10 •scanners
- 11 •unmanned aerial vehicles
- 12 •biometrics and facial recognition technology
- 13 •new technologies in the field of security-related customs administration

**Figure 2. Current issues of "digital customs" services in the field of ICT**

**Impact Factor:**

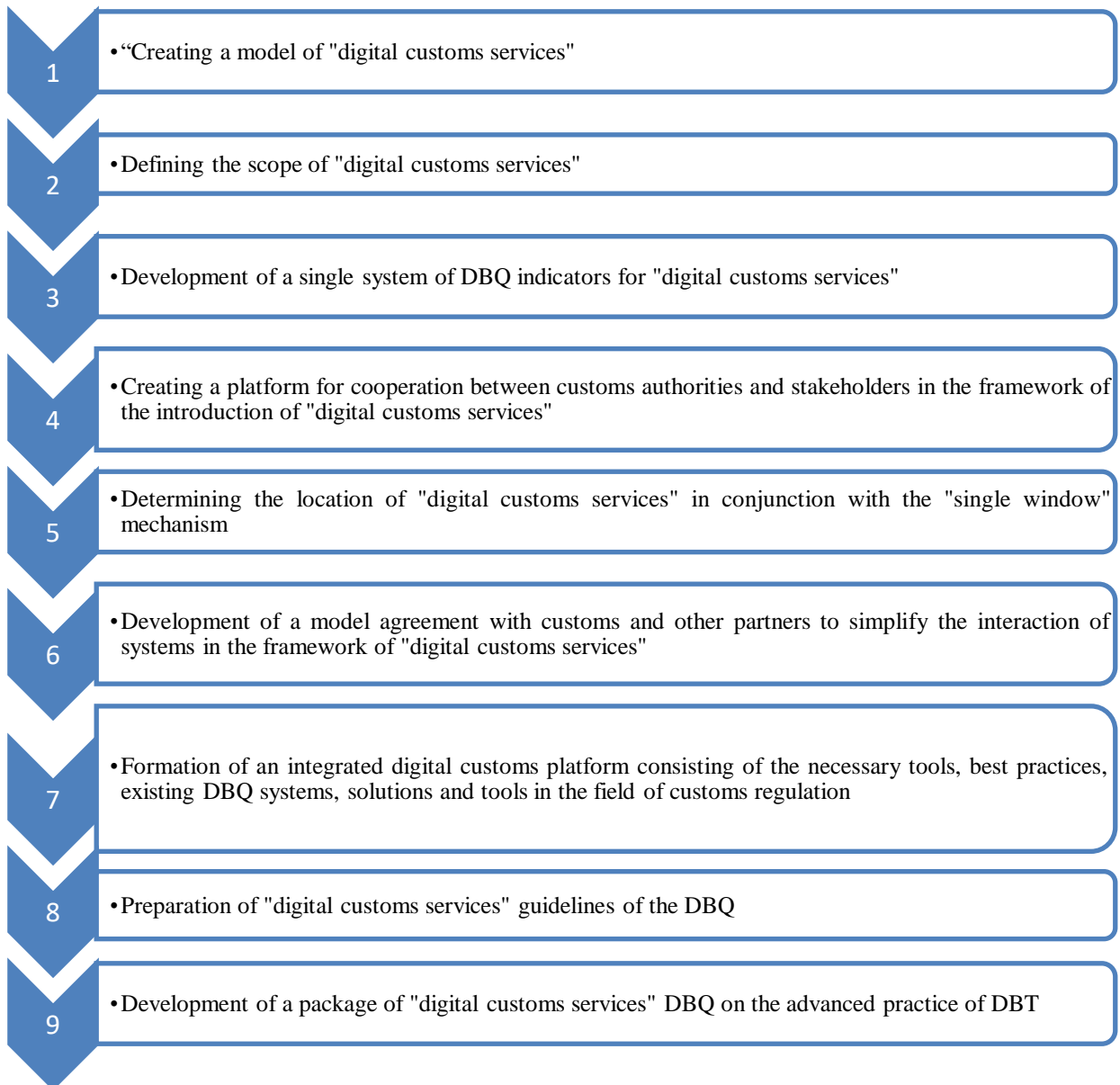
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In order to develop sound proposals for the development of digital customs services in Uzbekistan, we will analyze the practice of foreign countries.

Japan's Experience of Electronic Customs Declaration Gates (e-Gates). With the help of E-Gate, incoming passengers can submit the "Declaration of personal belongings and unaccompanied items" in electronic form, for example, while waiting for

checked baggage. In this case, it is not necessary to submit the declaration on another paper. After receiving the checked baggage, passengers can simply pass through the Gate for customs clearance without stopping or waiting.

To focus on the following areas for the development of digital customs services in Uzbekistan today required (Figure 3):



**Figure 3. Measures to create digital customs services of DBQ**

The Royal Customs Administration of Malaysia has developed a new information system called uCustoms. This will ensure effective information exchange, simplified procedures and real collaboration between all agencies involved in the formalization process.

The Korean Customs Service has decided to develop an electronic system of customs clearance called UNI-PASS, which will computerize customs procedures and provide automation of the clearance process.

The innovative program "Hackathon" was tested by the Finnish Customs. When travelers begin their

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journey, the app comes down to work in an interactive state. Offers the use of a budget tracking device and provides information on customs restrictions. At the designated address, users can track their budgets and see the products they purchase, including the relevant taxes. If the budget limit is exceeded, the program will send an SMS to users. When returning home, the app advises users on the need to submit a customs declaration, for example, on return flights. Upon arrival, users will pay any fees and taxes that may be charged.

Dubai Customs went into a completely paperless business process in 2008. Today, the customs declaration is submitted electronically through the system "E-Mirsal 2".

The E-Mirsal 2 system allows you to complete declarations online in less than two minutes. It carries out other operations, including customs collection, risk management and interaction with government agencies, Mirsal also allows you to manage declarations and receive notifications on the movement of goods. Through the system, exchanges are made between enterprises participating in the supply chain, and customers using a digital certificate can notify in advance that the shipment has arrived in Dubai and provide all the information. There are also conveniences for departments - the system provides effective consistent monitoring and information exchange, and sales statistics are collected.

### Conclusions

1. Digital customs services are not a goal in themselves, but a tool, and the goal should be to review them first to achieve the best results, not to digitize existing bureaucratic processes. Digitization of customs services should be considered as part of an "integrated customs" system.

2. In our opinion, the concept of digital customs as a system should be slightly different - in the context of administrative, legal, organizational, technological, technical, methodological aspects should form a global image and concept of digital customs itself.

3. The customs decision can be called digital if it is based on one of the following technological groups: advanced analytics; artificial intelligence (e.g., computer vision, speech interface); robotization (robots and drones); mobile and locking devices (mobile solutions, locking technologies, such as electronic customs seals); integrated technology platforms (cloud technologies, electronic interaction and social networks, accelerated / quantum computing, blockchain).

4. As a result of our research, we propose the following:

Step 1: Create an IT guide for customs authorities on the concept of digital customs services.

Step 2: Introduce the experience of countries that have succeeded in digitizing customs services (for example, proposals made by Morocco).

Phase 3: We believe that the projects of the WTO related to the development of digital customs services through the prism of all instruments should be considered by all member states.

5. The topical issue of customs administration is the development of a methodology for assessing the effectiveness and performance of digital customs services.

6. In our opinion, it is necessary to involve higher education institutions (academic community) actively cooperating with the State Customs Service in the research of the digital customs service.

7. In order to address the above issues, it is necessary to intensify the activities of the research department of the Customs Institute of the Customs Union.

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Article



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## SPECIFIC CHARACTERISTICS OF MICROFINANCE OF SMALL BUSINESS SUBJECTS

**Abstract:** This article explores the specifics of using strategic management in small business entities. The author studied the principles and main functions of strategic management.

**Key words:** money, finance, small business, private enterprise, microloan, enterprise, microfirm, credit.

**Language:** English

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**Scopus ASCC:** 2000.

### Introduction

During the years of independence, a lot of work was done in Uzbekistan on the organization and comprehensive development of private business. The large-scale measures taken to regulate the registration of business entities, strengthen the legal basis protecting the interests of entrepreneurs and foreign investors, create opportunities for them to use raw materials and financial resources, and provide incentives for small business and private entrepreneurship in our country. opened new horizons in its development. So, today, the entrepreneur is under the protection of the state and has the opportunity to fully own the profits, expand the scope of his activity, and appeal to the court in problematic situations.

In January-December 2020, newly established small enterprises and micro-firms in the Republic of Uzbekistan by economic activities are presented in the above picture. According to him, the highest place is 37.8% of trade, followed by industry and agriculture, forestry and fisheries. indicators were 19.9 and 16.1%. Construction accounted for 6.4%, accommodation and food services 6%, transportation and storage 2.6%, information and communication 2.1%, health and social services 1.6 %, and main types of industries made up 7.5%.

The wide development of various forms of property and business management in the process of the economy's penetration into market relations

proves that it is an important, urgent problem to improve their financial activities for the purpose of stimulating production efficiency. The prospects of our country are inextricably linked with the formation of market service networks, the expropriation and privatization of property in the future, the implementation of anti-monopoly measures, the creation of a competitive environment, so that the positive solution of these tasks of economic reforms in the context of the formation of market relations will meet the market requirements of the organization of the financial activities of enterprises. It also depends on the state of the respondent.

### Literature review

Evaluation of textile and clothing industry clustering capabilities in Uzbekistan were researched by Burkhanov, A.[2], Ergashxodjaeva, S. J. [12], Kyvyakin, K. S., Tursunov, B. O.[3,4,5,8,9], evaluation of competitiveness of brands of local sewing and knitting enterprises were studied by Hakimov, Z.[7], innovative and export potential of the agro-industrial complex of Uzbekistan were investigated by Yuldashev, N. K., [6], Umarkhodjaeva, M. [10], Saidova, M., [11] and others.

Also, some foreign researchers as well as Kaya M.[13], Abdyldaev, M.[14], Polat, C.[15], ÖZDEN K. [16], Maksudunov A. [17,18], ELEREN A. [19]



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ISRA (India)	= 6.317	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 1.582	PIHIQ (Russia)	= 3.939	PIF (India)	= 1.940
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researched of some marketing issues of durable consumer goods.

### Analysis and results

In the conditions of the development of the market economy, not only the content of the financial activities of small enterprises, but also their tasks have undergone fundamental changes. In this regard, in this part of the work, we tried to comprehensively consider the main tasks of organizing the financial activities of small business enterprises in the conditions of the formation of market relations. In our opinion, the concept of "financial activities of small business enterprises" can be expressed in a narrow and broad sense. In the narrow sense, the financial activity of small business enterprises consists of the financial activities of a small enterprise, a private firm or other forms of entrepreneurship. In this sense, the concept of "financial activity of small business enterprises" includes "financial activity of small enterprises", "financial activity of private firms", etc. represents the same content as concepts. In a broad sense, the concept of "financial activity of small business enterprises" represents the financial activity of small business enterprises that are inextricably linked with each other, operating in various spheres of social reproduction. The broad meaning of this concept fully includes its narrow meaning. On this basis, the finance of small business enterprises can be interpreted as an important component of the finance of enterprises and sectors of the national economy. By their essence, they are monetary relations regulated by the state, and these relations arise in the process of organization, distribution and use of regional and national interests, funds and financial resources of small business enterprises. Few new entrepreneurs self-finance their ventures. Most people need outside resources, even if only in small amounts. There are 4 categories of monetary resources: [1]

1. Trade credit. This type of "Money" is not considered a debt instrument in the true sense, it is actually the value of goods. It is loaned to you by your suppliers free of charge and on the condition that the loan is repaid within the specified time periods.

2. Short-term loan. Banks and other lenders, such loans are given for special purposes - term loans as a precaution for sale in the coming season. For such a loan, the debt is canceled before reaching one year.

3. Long-term loan. These bonds are issued for the expansion or improvement of the enterprise for a period of more than one year.

4. Participation of the equity investor. Such resources are non-refundable. You get the tools and give a portion of the profit to the investor. In other words, you are selling part of your business.

Possible sources of funding are: [2]

- commercial bank;
- financial companies;
- investment companies;

- investment funds;
- credit agencies;
- buyers;
- suppliers of products;
- friends and dating;
- charitable organizations;
- trust divisions of trans companies and banks;
- state, international and community organizations and agencies, participants in the small business support program;
- workers;
- machine tool manufacturers;
- insurance companies;
- allowance funds;
- private investors;
- financial advisors.

Common sources of finance:

Getting a loan from banks is extremely simple. You are free to trade, but not free to start a new business. So you need to convince the bank. In this case, the business plan produced will come in handy. Particular attention should be paid to the following issues:

- How to use the obtained tools
- How the debt will be repaid
- What collateral is offered for the loan
- Having the necessary experience and training for the chosen activity
- What is the work of management staff and leading specialists
- What is the long-term future development of this business sector

Investment funds have a high growth potential, contributions can be paid to the capital of small enterprises. Many specialize in a specific industry, technology or investment project for a certain size. When dealing with them, it is necessary to remember the following: for consideration of the investment fund in one day, more than 30 orders and business plans can be accepted, 10% of which will be read. Only a few of those who graduate are sent on for further studies, and very few are eligible for funding.

Entrepreneurial orientation is a special direction of firms' strategic directions and is seen as an internal firm's orientation to develop resources and capabilities. , manifests itself through the principles of risk-taking and proactivity. Firms with a strong focus on research and high levels of entrepreneur-oriented processes have experience in creating new organizational forms and environmental configurations and are able to adapt market mechanisms to their advantage. By capitalizing on entrepreneurial orientation, firms develop a high tendency to implement projects with business partners. Resources obtained through collaboration can create capabilities such as new 19 product development and market exposure. As a result, the capabilities developed within firms increase competitive advantage and performance.

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State and community organizations. Today, the number of state and community organizations that consider the application of small business as their main task is increasing. They not only provide financial assistance, but also (as a rule, in the form of a preferential loan), help with employee training and other activities. Before applying to such organizations, it is important to know their specific requirements, many of which provide assistance to small businesses in areas of need or to specific social groups such as military reservists. There are other ways to raise capital. For example, an inventor can get funding from a group of investors, for which he must hand over ownership of his technology to them if his work does not work out. Foreign sources are available. For example, foreign companies are actively exploring opportunities to invest in other countries. Providing small businesses with credit means providing them with financial or in-kind means to carry out business activities for a certain period of time. There are the following types of credit provision:

- The form of direct provision of money loans or goods in lieu of capital to business entities.

- Provision of credit as one of the types of settlement, that is, with the account of the extension of the payment period.

Here the concept of "Credit" has a broad meaning. First: A loan can be in the form of money or goods, subject to repayment and interest. Legal or natural persons are called debtors - creditors, receivers - debtors. The main task of the loan is to effectively use the free funds until they are distributed among the enterprises, organizations, and industries with the condition of returning the funds. Another function of credit is to exchange real money for credit money (banknotes) and credit transactions (cashless settlement). Second: Credit manifests itself in the form of loan capital movement. A loan in the form of money or goods reflects the economic relationship between the creditor and the borrower, with the condition of repayment and payment. Credit provision in small business is imagined in wide forms, the following credits are used here: commercial, bank, state, consumer, international.

**Table 1. The number of newly established small business entities in the sector of the economy (without farmers and farms, as of January-December, as a unit)**

Networks	2013	2014	2015	2016	2017	2018	2019	2020	2021
Overall	26334	26037	26896	31279	38167	48922	92874	93214	98886
agriculture, forestry and fisheries	2384	2282	2351	3349	5144	5586	7469	14969	11710
industry	6633	5777	5841	6608	10182	11262	19496	18596	19285
construction	2671	3001	2850	3044	3788	6360	8730	6009	6330
trade	6334	6144	7136	8536	7891	11713	36300	35213	38459
transportation and storage	1608	1433	1293	1666	1830	2107	2953	2397	2642
accommodation and food services	2285	2265	2403	2836	3353	3891	7233	5637	6621
information and communication	759	979	806	944	1001	1228	1629	1917	2521
health and social services	398	424	486	516	858	1154	1269	1450	1760
other types	3262	3732	3730	3780	4120	5621	7795	7026	9558

All of them can be short-term (up to one year), medium-term (from one to three years) and long-term (more than three years), depending on the duration of the loan. Trade credit - in the form of goods (provided) by sellers as a credit to buyers consists in postponing the value of the goods sold. As a result, settlements are made with a promissory note or an open account. In

the first case, after receiving the goods documents, the buyer issues a promissory note (draft) issued by the transferee or issues a simple promissory note. In the second case, the seller does not accept the debt obligations of the buyer and opens a debt account.

The need for commercial credit arises from the mismatch between the use of capital and the timing of

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transactions. [3] Here, the sale of goods on credit helps the continuity of the production process, accelerates the circulation of capital and increases profits. This type of loan is usually short-term. Bank credit is given in the form of money loans to businessmen and enterprises. A bank loan is a temporary free means of enterprises, organizations, individual citizens, which is attracted by the bank on the basis of a contract, with their consent, and a loan fund is established. To obtain a loan, a credit agreement is concluded by the borrower and the creditor, which includes the following. Information about the type of credit, its amount, the procedure and term of its granting, the conditions for granting credit, the amount of interest payment, the liability of both parties, the creditor and creditors.

State credit for small business development is granted from the state budget on the basis of approved programs for the implementation of the most important modern business projects. A consumer loan is a loan in which a legal entity can act as a borrower, a credit bureau, an enterprise and an organization can act as a lender. This form of credit serves as a means of meeting the consumer demand of the people and can be in the form of money or goods. International credit is a field of international economic relations, which is carried out between lenders and borrowers of different countries with the payment of interest on lending, use and cancellation. This type of loan is given in the form of international assistance by interstate banks and financial institutions for the development of small businesses. The size of the international loan and the conditions for granting it are reflected in the loan agreement between the lender and the borrower.

From the point of view of the company, the following loans can be issued and secured: Commodity, currency, secured (with goods, commercial documents and other values) and unsecured (bank) loans. Loans for borrowers can be personal, public or financial. The main types of conditional settlement of credit (account with extended payment period) are company credit, promissory note (invoice) and factoring. [4]

Firm credit - in the form of a loan, the seller and supplier of the goods give the buyer a loan with an extended repayment period. The only example of such a form of credit is providing an advance to the consumer of the product, which is transferred to the advance provider after signing the contract. Promissory note credit is the purchase of a promissory note by the bank from the (reputable) holder of the promissory note before the due date, that is, the holder of the promissory note pays the amount of money specified in the promissory note, commercial fees, account payment and other expenses from the bank before the due date. gets the next after subtraction.

Factoring is a type of activity of an intermediary in the provision of loans for working capital. The

intermediary company (bank) will have the right to receive funds from businessmen to its account for a certain fee (the right to add receivables to collection).

At the same time, the intermediary provides credit to the client's revolving vehicle and assumes its credit and currency risk. The relationship between the intermediary seller is regulated by the factoring agreement. Providing a loan on an open account is a loan in the form of an extended payment period without providing the seller with a permanent customer and without paying fast interest. The seller transfers the goods to the buyer at his address with the goods distribution documents to the debit account opened in the name of the buyer. The buyer pays off his debt on an open account within the terms established in the contract.

Overdraft is a form of short-term lending used in the practice of banks. It appears in England. The essence of overdraft is that, usually, a reliable customer of the bank is given the right to pay a debt with checks within a certain limit. As a result of such an operation, a negative balance is created, that is, a receivable balance - (debt of the client to the bank). The bank and the client enter into a mutual agreement, in which the maximum amount of the overdraft, the terms of the loan, the procedure for its repayment and the interest rate for the overdraft are determined. It should be noted that with the development of market relations, the composition of financial relations of small business enterprises will also change. Therefore, in the course of the development of a small business, changes in the structure of its financial activity should be considered as a natural phenomenon. Small business development and improvement of financial relations are interrelated problems. With the transition of the economy to wide use of various forms of property and business management, the development of private entrepreneurship and small business, financial relations also received an important impetus for their development based on market requirements. At the same time, financial relations have important levers to stimulate the development of small business. [2]

In recent years, a wide range of measures have been adopted to fundamentally improve the business and investment environment in our country, to introduce a system of criteria for evaluating business conditions generally accepted in world practice, and to ensure a further increase in the international rating of our country on this basis. The processes of state registration of business entities, obtaining loans, consideration of economic disputes, and termination of business have been significantly simplified and reduced in price.

In particular, the Decree considers "giving wide freedom to small business and private entrepreneurship, radically reducing interference in their activities, ensuring early prevention of violations, increasing the effectiveness of their

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prevention, and preventing violations" as the most important priority direction and state bodies' strengthens as a primary function. In principle, the decree defines a number of new mechanisms of state control aimed at providing reliable legal guarantees against unjustified interference in the activities of business entities.

In order to increase the investment attractiveness of the Republic, the newly established production enterprises with the participation of foreign investments are given the right to apply the tax rates

and other mandatory payments effective on the date of their registration for five years. It should be noted that this privilege applies to all enterprises with foreign investments, regardless of the amount of funds invested. In order to implement the provisions of the decree, a comprehensive program of measures was approved, which provides for the implementation of 42 specific measures in the five most priority areas for the rapid development of entrepreneurship, comprehensive protection of private ownership and qualitative improvement of the business environment.

**Table 2. The number of small business entities registered in the region (without farmers and farms, as of January 1, as a unit)**

Areas	2017	2018	2019	2020	2021	2022
Republic of Uzbekistan	225560	242379	276237	353921	436981	488936
Republic of Karakalpakstan	10331	11076	12364	15050	18923	21048
Andijan	23063	21631	23978	28880	35795	38057
Bukhara	12594	13495	15700	20982	26097	29538
Jizzakh	9065	10069	11845	14769	18661	20684
Kashkadarya	14614	14969	16752	20921	26088	32584
Navoi	6992	7788	9143	15511	19058	21260
Namangan	16055	16928	17944	22034	27314	29982
Samarkand	15389	17261	20669	27322	35022	43130
Surxondaryo	10159	10897	11670	15783	22670	25772
Syr Darya	7668	8064	8947	11697	14256	14881
Tashkent	23088	25128	29390	38006	45935	48294
Fergana	18192	20502	23542	29599	37199	42022
Khorezm	10726	11345	12576	16282	20177	23324
Tashkent sh.	47624	53226	61717	77085	89786	98360

In the field of improving the taxation system and customs work, increasing the investment attractiveness and international rating of the republic, the Program includes activities related to the development of proposals and normative legal documents aimed at:

- introduction of advanced market mechanisms of currency regulation and exchange rate policy, modern principles and mechanisms of banking activity regulation, elimination of obstacles preventing effective implementation of banking activity; [5]

- to further improve the quality and efficiency of tax administration;

- cancellation of the requirement to register export contracts of business entities with customs authorities;

- as one of the main mechanisms for the prevention of violations and as a guarantee of the stable operation of law-abiding business entities, to increase the responsibility of audit organizations and tax consultants for the quality of services and to

improve the legal basis of their activity regarding the reliability of the conclusions presented by them.

In general, developed countries have accumulated a lot of experience in the field of financial rehabilitation of small business and private entrepreneurship. It relies on the following: - special laws aimed at supporting small business and private entrepreneurship activities; - State programs for the development of small business and private entrepreneurship; - to companies providing guaranteed and preferential loans to small business and private entrepreneurship; - to provide preferential lending to the activities of small business entities, to ease their tax burden; It is appropriate to emphasize that in our republic, various benefits are provided for the comprehensive development of the small business sector. In particular, according to the Decree of the President of the Republic of Uzbekistan dated November 19, 2008 No. PF-4010 "On approval of the procedure for the sale of economically insolvent enterprises to commercial banks" on restoring the financial capacity of economically insolvent

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enterprises newly established business entities on the basis of bankrupt enterprises are exempted from value added tax, profit tax for three years, single tax payment, property tax and land taxes, when management is transferred to companies exempted from profit tax and single tax payment for two years. In addition, we think that the following should be taken into account in the process of developing and improving the provision of microcredit to small business entities: We consider it necessary to hold seminars on introducing more adopted laws and guidelines; - the most important thing is to increase the legal literacy of small business entities;

Proposals to improve crediting of small businesses by international financial organizations:

- considering the high production potential of agricultural products in our country, improving the mechanism of allocating microloans to local small business entities for the purchase of mini technologies;

- improvement of activity of credit unions;

- to ensure the cooperation of financial institutions and insurance companies with money transfer companies;

- to ensure the legal conditions for the transformation of financial institutions into other corporate forms;

- organization of various seminars for small business entities to fully and clearly present information not only about benefits in national currency, but also about loans and grants allocated by international financial organizations.

### Conclusions

As a result of the research, it became known that in the practice of commercial banks in our country, a lot of experience in lending to small business entities is being collected. Experiences of foreign banks are

also being used effectively. But in our country, there are specific problems of lending to small businesses. In the process of research, we believe that the following proposals should be made to identify the problems arising in the activity of small business lending in the Republic of Uzbekistan and to eliminate existing problems taking into account foreign experience:

- to establish special credit organizations and support small businesses in their activities including lending as a main task;

- relying on the effective banking experience of foreign countries in lending to small businesses, promoting these experiences on the scale of this sector in our Republic;

- establishment of various guarantee funds in order to help small business entities in the issue of collateral, which is one of their main problems;

- improvement of activity of credit unions.

At this point, we have developed the following proposals for the activity of commercial banks of our Republic aimed at improving the practice of lending to small business entities:

- increase the limits for the small business network in the process of placing loans in the credit policy.

- increasing attention to the degree of diversification of the credit portfolio of commercial banks of our republic.

- it is necessary to take measures to increase the knowledge and experience of the employees of credit departments of commercial banks in analyzing the financial statements of enterprises.

- having deep knowledge and skills of bank employees in the field of financial analysis is important in assessing the ability of customers to repay loans.

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Article



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## FEATURES OF USING STRATEGIC MANAGEMENT IN SMALL BUSINESSES

**Abstract:** This article explores the specifics of the use of strategic management in small businesses. The author studied the principles and main functions of strategic management. The purpose of the article is to compare approaches to ensuring the development of small and large businesses based on the analysis of strategic management.

**Key words:** small business, private entrepreneurship, GDP, enterprise, microfirm, strategic management.

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### Introduction

Strategic management is an important area of management, as it helps to determine the direction of the company's development and ensure coherence of actions at the main levels of the organization: corporate, business unit, functional. Researchers give the following interpretations of the strategy (ancient Greek strategos consists of the words "army" and "lead"):

- determination of the basic long-term goals and objectives of the enterprise, the adoption of a course of action and the allocation of resources necessary to achieve these goals [1];

- any commercial organization, any of its divisions and even each employee must have a clearly defined set of goals or objectives that moves them in the chosen direction and does not allow them to deviate in undesirable directions [2];

- the development of a competitive strategy means the creation of a general formula for how the company is going to compete, what its goals should be and what policies it should implement to achieve them [3].

### Literature review

Evaluation of textile and clothing industry clustering capabilities in Uzbekistan were researched by Burkhanov, A.[2], Ergashxodjaeva, S. J. [12], Kyvyakin, K. S., Tursunov, B. O.[3,4,5,8,9],

evaluation of competitiveness of brands of local sewing and knitting enterprises were studied by Hakimov, Z.[7], innovative and export potential of the agro-industrial complex of Uzbekistan were investigated by Yuldashev, N. K., [6], Umarkhodjaeva, M. [10], Saidova, M., [11] and others.

Also, some foreign researchers as well as Kaya M.[13], Abdyldaev, M.[14], Polat, C.[15], ÖZDEN K. [16], Maksudunov A. [17,18], ELEREN A. [19] researched of some marketing issues of durable consumer goods.

### Analysis and results

Based on the proposed interpretations, we note that the key aspects of the strategy are the following: long term; definition of goals and objectives; purposeful choice in the distribution of resources to achieve the goals; analysis of the opportunities available to the organization and the subsequent choice of their use; implementation in a competitive environment where some companies succeed and others lose [4].

The main objectives of strategic management are the following: ensuring the survival and prosperity of the enterprise on the basis of profit; satisfaction of the needs and proposals of the consumer in a particular market for the sale of manufactured products; increasing the competitiveness of manufactured

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goods; acceleration of product sales and turnover of funds and resources; sustainable profit growth while minimizing commercial risk; ensuring the competitiveness of the company in the selected market segment; increase capitalization; increasing investment attractiveness; development of new markets, products, technologies. Strategic management as a concept for organizing activities and developing a company in a market environment involves solving the following main tasks: development of strategic thinking at all levels and in all structural divisions; implementation of strategic management as a single process of thinking and activity; determining the structure of strategies at all stages of strategic management, establishing relationships between them and continuity; identification of criteria and methods for assessing the effectiveness of the enterprise; ensuring effective functioning and development in the market conditions.

However, large business, compared to small business, has much more tools to achieve goals and realize interests, which is reflected in goal setting and the process of strategic management (Figure 1). Large Russian companies during the period of market reform developed in two directions. First, this happened through a market-oriented restructuring of the former

socialist enterprises, mainly due to the redistribution of ownership and control. As a result, integrated business groups formed as a result of new vertical integration have become the main form of organizing large Russian business. Secondly, the reorganization of the real sector of the economy took place in the new conditions.

Currently, no company can develop outside the global context, and its sustainability is determined not only by its position in the regional and national markets, but also by the place that the manufacturer occupies in global value chains, represented by interconnected stages of the technological cycle - from the development of the idea of a new product to the stage of sale to the final consumer. At the same time, organizations that are not directly involved in global competition, one way or another correlate with all subjects of the common economic space in terms of costs, methods of coordination, access to resources, management methods, development of corporate culture, distribution channels [5].

Strategic management includes the development of idealized socio-economic and organizational situations, evaluation criteria, mechanisms for subordinating production to market and consumption requirements, and ways to meet market demand. The process consists of several main steps (Figure 1).



**Fig.1.Strategic management at small business**

First, the leader assesses the current state of the organization, analyzes the mission, goals, strategies, then examines the internal and external environment, key success parameters, i.e. factors that contribute to change. Since the company is considered in market conditions as an open system, the main conditions for the success of its activities are not inside it, but outside, since performance is associated with how

well it adapts to the external environment - economic, scientific and technical, social, political, etc. n Based on the analysis of the environment, the enterprise becomes able to recognize "threats" for normal operation and further development in a timely manner, develop strategies, mechanisms for survival and sustainability. When assessing the market situation, organizations should strive to realize opportunities,



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navigate the needs and preferences of the market. Therefore, management, when making strategic decisions, should be based on strategic thinking directed from the future to the present: what needs to be done today, based on the requirements of the market environment, in order to ensure the survival and prosperity of the enterprise in the future. Taking into account the noted factors, the manager determines the need to redefine the mission, goals or formulate a new strategy at different levels of the organization: corporate, business unit, functional. At the conclusion of the strategic management process, the implementation of the new strategy is observed.

Development of a strategy at the corporate level. In order to decide at the corporate level the question of "in which area to compete", it is advisable for an organization to use the Ansoff matrix [7]. G.I. Ansoff identified four vectors for the development of the company:

- market penetration means directing growth based on an organization increasing its current market share, in other words, selling more of its products and services to existing customers;
- expansion of the market involves the sale of existing goods or services from the enterprise to new consumers;
- product development involves the creation of new products to replace the old ones by anticipating changes in the needs of existing consumers and developing products that help meet these needs;
- diversification, which G.I. Ansoff defines distinctness as related to the situation when an organization enters a new market or product area that is completely different from those where it is used to competing.

Strategy at the business unit level. Addressing the question "how do we compete?" is central to the development of a business unit level strategy. The formulation and implementation of the strategy at this level is carried out through competitive actions, and not through the acquisition or sale of units [8]. One of the schemes used to prepare strategies is the model of competitive strategies by M. Porter for building the competitive behavior of a business unit in its industry in the fight for the consumer [9]. Its essence is to develop a strategy that would allow the organization to try to compete with other firms operating in the same sector, based on the identification of possible sources of competitive advantage. Therefore, any competitive strategy must take into account the potential resources available to the enterprise; the nature of the external environment in which it operates; objectives of key stakeholders; key success factors in the industry. The competitive strategy is carried out in the chosen area and is determined by the corporate strategy of the organization. In other words, the corporate strategy is associated with the choice of the area in which the company plans to operate, and

the competitive strategy involves navigation in this segment.

Thus, when developing a competitive strategy, an organization seeks to find a position in the industry that will allow it in the best way not only to defend against the action of competitive forces, but also to influence them for its own benefit. Management guru J. Trout noted that companies that cannot find their own difference from others will certainly die, because competition is too high. To survive, an enterprise needs to find a niche where it will be a leader.

Functional level strategy. When developing this strategy, the question "how does the organization support the implementation of the business unit level strategy?" is answered. This type of strategy belongs to the main functional services and includes the main functions, including financial, production, research, and marketing [10]. Researchers observe consumers, identify inconveniences that they face and that can be eliminated with a new product. As a result, when creating the latter in the laboratory, the task of eliminating a specific consumer problem is solved.

Small business entities differ significantly in the scale of activities and the volume of resources, which determines the slightly different nature of the tools to achieve the designated goals. In particular, large structures have great opportunities for building partnerships with foreign companies or updating the technological base, i.e. the range of mechanisms for implementing tasks in corporations is more saturated compared to that of small and medium-sized businesses.

## Conclusions

The main goals of small businesses are the formation of a stable position in the local market, which would make it possible to extract maximum profit, as well as the creation of innovation for subsequent cooperation with large business structures. The small business management model in most cases has a different logical sequence: an entrepreneur, when deciding to create a business, analyzes his strengths and competencies that can be used in any area to achieve the goal. At different stages, we can identify several of the most significant roles that an entrepreneur has to play, answering the key questions of doing business: "what to do?" (the role of the entrepreneur); "what to sell?" (the role of the innovator); "how to create a product?" (owner role); "how to promote it?" (the role of the manager).

However, the position of the organization occupied in the market may turn out to be unstable due to the influence of environmental factors, globalization processes, increased competition, which may lead to the closure of the enterprise. In the event of successful operation, the firm runs the risk of becoming an object of capture by big business, which is especially typical for Russian reality.

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Thus, the strategy can be seen as the main link between what the organization wants to achieve and the course of action chosen to achieve the goals. Strategic management is the activity of making and implementing strategic decisions regarding the direction of an enterprise's development, based on a comparison of its existing resource potential and the threats of a dynamic external environment. This process differs in large and small businesses due to

different development opportunities and interests of the subjects. In large associations, strategic management is aimed at ensuring coherence of actions at organizational levels: corporate, business unit, functional. The management of a small company is based on the analysis of one's own prospects for doing business and the definition of the appropriate field of activity.

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