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REACTION TEMPERATURE EFFECT ON THE STRUCTURAL, SURFACE TEXTURE AND OPTICAL PROPERTIES OF CdS NANOSTRUCTURE THIN FILMS DEPOSITED BY HYDROTHERMAL METHOD

***Abstract**: Cadmium Sulfide (CdS) nanostructure thin films were deposited on conductive glass (FTO) substrates by hydrothermal method at different reaction temperatures (140, 160 and 200 °C) for 4 hours. The structure, surface texture and optical characteristics were studied by x-ray diffraction (XRD), field emission scanning electron microscopy (FESEM) and UV-Vis spectrophotometer. The XRD results of CdS nanostructure thin films deposited on FTO substrate showed that the films have a polycrystalline structure nature and hexagonal wurtzite phase. The preferential orientation was along (002) and (112) planes. A strong peak with a high intensity related to the FTO substrate appeared in all samples. The crystallite size of the nanostructure films was increased with the increase of reaction temperature which about (21-29) nm. Structure parameters such as lattice constants, dislocation density, the number of crystallites, and microstrain have been determined. The surface texture of nanostructure CdS thin film includes dense uniform and homogenous surface without pinholes or cracks with fine grain size. The nanostructure CdS thin films with small nanosized grains (37-203) nm were successfully obtained on FTO substrates. The optical properties of the prepared CdS nanostructure thin films were investigated in the wavelength region (400-800) nm. The transmittance spectra exhibit a high transmittance value of about 88% in the visible and near infrared regions. The results demonstrated a red shift in the fundamental absorption edge towards the lower energies long wavelengths. The optical energy gap for the permissible direct transmission decreases from (2.435 to 2.389) eV with increasing the reaction temperature from (140 to 200) °C, respectively.*

***Key words**: CdS nanostructure; Hydrothermal method; structure parameters: Surface morphology; Optical band gap.*

***Language**: English*

***Citation**:* Alkhayatt, A. H. O., & Ahmed, M. R. (2020). Reaction temperature effect on the structural, surface texture and optical properties of CdS nanostructure thin films deposited by hydrothermal method. *ISJ Theoretical & Applied Science, 11 (91)*, 401-409.

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Introduction

Chalcogenide II–VI semiconductor nanostructure thin films attractive essential interest for their used in wide range of applications. Cadmium sulfide (CdS) one of the promising chalcogenide n-type materials for avariety of photovoltaic, electronic, optoelectronic devices applications due to its wide band gap (2,42 eV), high absorption coefficient (>$10^4 cm^{-1}$), high electron affinity and high photosensitivity [1-5]. CdS thin films play a very important roles in potential applications such as in photoelectrochemical hydrogen production [1,6], window layer for solar cells [7], photodetectors in visible light [8], optical waveguides, and wastewater

Treatments [9]. CdS nanostructure thin film was synthesized by various methods and techniques such as chemical bath deposition method (CBD)[5], spray pyrolysis technique [1,10], thermal evaporation [10], chemical precipitation method [11], successive ionic layer adsorption and reaction method (SILAR) [12], doctor-blade technique [13], solvothermal method [14, 15] and hydrothermal method [16, 17]. Most of these methods and techniques require a high preparation temperature or annealing process, by using these methods the micro-cracks defects could be formed because of the thermal expansion coefficient mismatching between the film and the substrate [18, 19]. Among these methods, simple and one step, low coast, high quality, high purity, very high crystallinity, and low-temperature method, the hydrothermal method was selected to preparative chalcogenide dS thin films [18-20].

In present paper CdS nanostructure chalcogenide thin films were hydrothermally deposited on FTO substrate at various reaction temperature. The influence of reaction temperature on the structure parameters, surface morphology and optical band gap was investigated.

1. Experimental details

Cadmium sulfide CdS nanostructure thin films were deposited on fluorine tin oxide FTO substrates by hydrothermal method. Cadmium acetate (BDH company) ($(CH_3.COO)_2Cd.2H_2O$) and thiourea ($NH_2.CS.NH_2$) in 1:3 weight ratio were used as a precursors. 0.3 g of Cadmium acetate and 0.9 g of thiourea were dissolve in 40 ml of deionized water, using magnetic stirrer for 30 minutes, the ultrasonic bath resulting solution was transparent clear. The FTO substrates with different areas were cleaned in an ultrasonic bath containing isopropanol, acetone, and distiled water for 10 minutes separately for each one and then and then, dried by air drier. The prepared solution (40 ml) of (Cadmium acetate and thiourea 1:3) was transferred into a 50 ml Teflon lined stainless steel autoclave contain two pieces with different areas of cleaned FTO substrate. Then the hydrothermal fabrication is carried out in the oven heated at various reaction temperature (140, 160 and 200) °C for 4 h. Then the obtained samples was rinsed with deionized water to remove any residual organic species form the preparation process. The crystal structures of the prepared CdS nanostructure films were studied by X-ray diffraction technique (XRD) using Shimadzu XRD-7000 diffractometer with Cu Kα radiation 1.54056 Å. The surface morphology of the prepared samples were performed by a field emission scanning electron microscopy (FEI FESEM Nano SEM Nova 450. The optical absorbance and transmittance in the UV–Vis regions (300-800) nm was measured using Mega-2100 (Sinco.) spectrophotometer.

Results and discussion

The crystal structure of CdS nanostructure thin films deposited on FTO substrates by hydrothermal method at various reaction temperatures (140, 160 and 200) °C for 4 h was investigated by x-ray diffraction. The diffraction patterns of prepared samples revealed sharp and strong peaks indicate that the prepared CdS films well crystallized and have polycrystalline nature and hexagonal wurtzite phase as illustrated in figure 1. The diffraction peaks were appears at diffraction angles (2Ɵ) of 25.3, 26.95°, 28.60°, and 51.93°, that were indexed to the (100) (002), (101), and (112), planes which well matches with the standard card (JCPDS No. 77-2306). Whereas the diffraction peak corresponding to the diffraction plane (200) was found at (2Ɵ = 38.24°) which refer to the tetragonal structure of FTO substrate, according to the standard card (JCPDS No. 41-1445). From the x-ray diffraction patterns of the prepared thin films, no additional peaks were observed which indicates the high purity of the samples. The preferential orientation of the CdS crystal is along (112) plane indicate that the growth was perpendicular to c-axis, which is in good agreement with the literature [3,6]. It can be notice from the figure that with increase of reaction temperature the diffraction intensity was slightly increased for the diffraction planes (002) and (112) which confirms the films crystallinity, as well as for FTO diffraction peaks. This can be attributed to the reduced the crystal defects with the increase of the reaction temperature and the CdS atoms relax reach their lattice point in the wurzite phase. Then it can be conclude that the reaction temperature modified the crystal structure of CdS lattice and improve their crystallinity [5, 18]. The interplanar spacing $\mathbf{d_{hkl}}$ was calculated used Bragg's law and the lattice constants **a** and **c** were calculated using the equation [21]:

$$\frac{1}{d_{hkl}^2} = \frac{4}{3}\frac{(h^2 + hk + k^2)}{a^2} + \frac{l^2}{c^2} \qquad (1)$$

The results was tabulated in Table (1) and clearly revealed that the interplanare distance $\mathbf{d_{hkl}}$ and the lattice constants a and c are well matched with the standard values of (JCPDS No. 77-2306) as well as with the literature [3, 24, 25].

The crystallite size D (nm) of the prepared CdS thin films was calculated using Scherrer's formula [22]:

$$D = \frac{0.94\,\lambda}{\beta \cos\theta} \qquad (2)$$

Where λ is the wavelength of the used x-ray (1.5406 Å) and β is the full width at half maximum intensity of the peaks in radian. The crystallite size was increased from 21.34 nm to 29.62 nm with the increase of reaction temperature from 140 to 160 °C, whereas crystallite boundaries and dislocation defects were reduced.

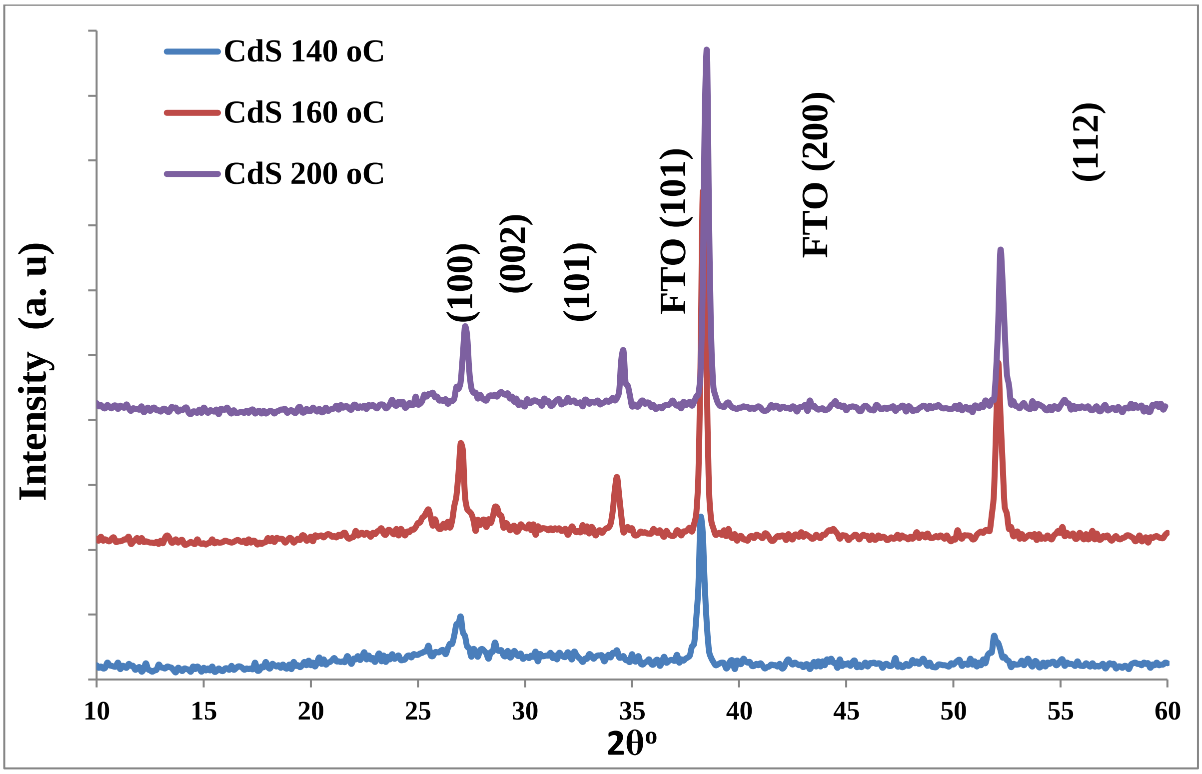

Figure 1: XRD Pattern of CdS nanostructure thin films deposited at reaction temperatures (140 and 160 and 200) °C.

Table 1: Structural Parameters of CdS nanostructure thin Films obtained from XRD data at various reaction temperature for preferential orientation (002).

CdS (nanostructure thin film) At reaction temperature °C	2 θ	d_{112}	Crystallite Size D (nm)	Dislocation density (δ) $*10^{-3}$ (lines/m^2)	a	c	Micro-Strain (ε) $*10^{-3}$
140	51.93	1.75925	21.43	2.177	4.155	6.610	1.689
160	52.107	1.75382	29.06	1.183	4.142	6.590	1.245402
200	52.027	1.75631	29.62	1.139	4.149	6.597	1.221992

The dislocation density **δ** of CdS thin films can be defined as the number of dislocation lines per unit area of the crystal and calculated by using the relation [23]:

$$\delta = \frac{1}{D^2} \qquad (3)$$

It is obvious from Table (1) that the dislocation density decreased with the increase of reaction temperature which can be related to the enhancement of the crystallinity and the growth of the crystallites in the preferred orientation [25, 26]. The lattice micro-strain (ε) is the deformation created in the material lattice during the growth of the film or arises from expansion or compression and can be calculated from the relation [27]:

$$\varepsilon = \frac{\beta cos\theta}{4} \qquad (5)$$

The micro-strain was found to be expansive in nature and decreased with the increase of reaction and preparation temperature as shown in Table (1).

Figures (2) illusterate the FESEM images of CdS nanostructure thin films prepared at (140, 160, 200) °C respectively. The surface includes small and large grain size and has a regular shape, dense uniform and homogenous surface without pinholes or cracks with fine grain size. So, it can be concluded that nanostructure CdS thin films with small nanosized grains about (37-105) nm were successfully obtained on FTO substrates . The density of CdS grains on the FTO substrate was very high, this confirms its high degree of crystallinity with FTO substrate which represents the wurtzite phase [28, 29].

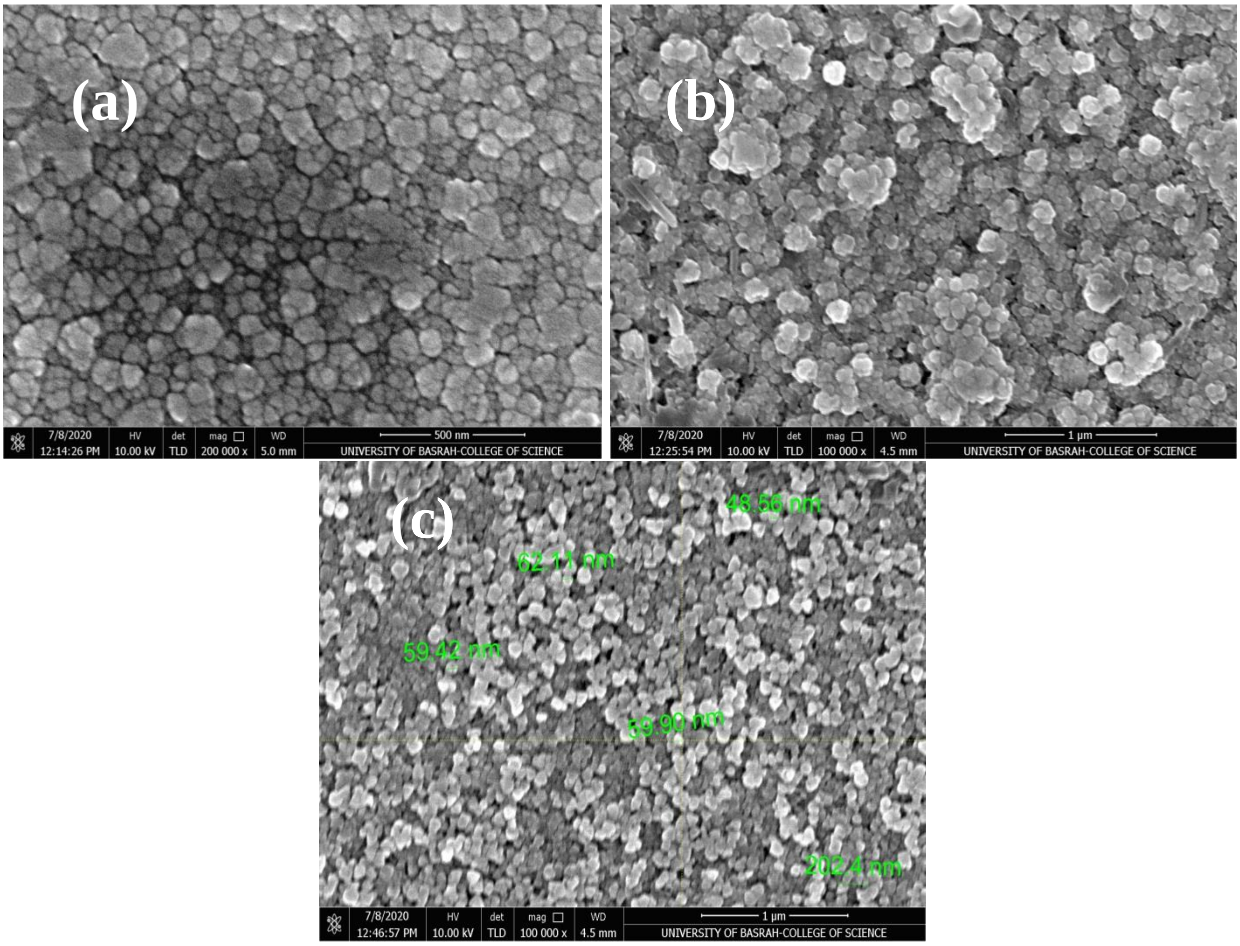

Figure 2: FESEM Images of CdS Nanostructure thin Film Prepared at a. 140 b. 160 and c. 200 °C.

The optical transmittance spectra of CdS nanostructure thin films deposited on FTO substrate, deposed at different reaction temperatures (140, 160 and 200) °C were shown in figure (3).

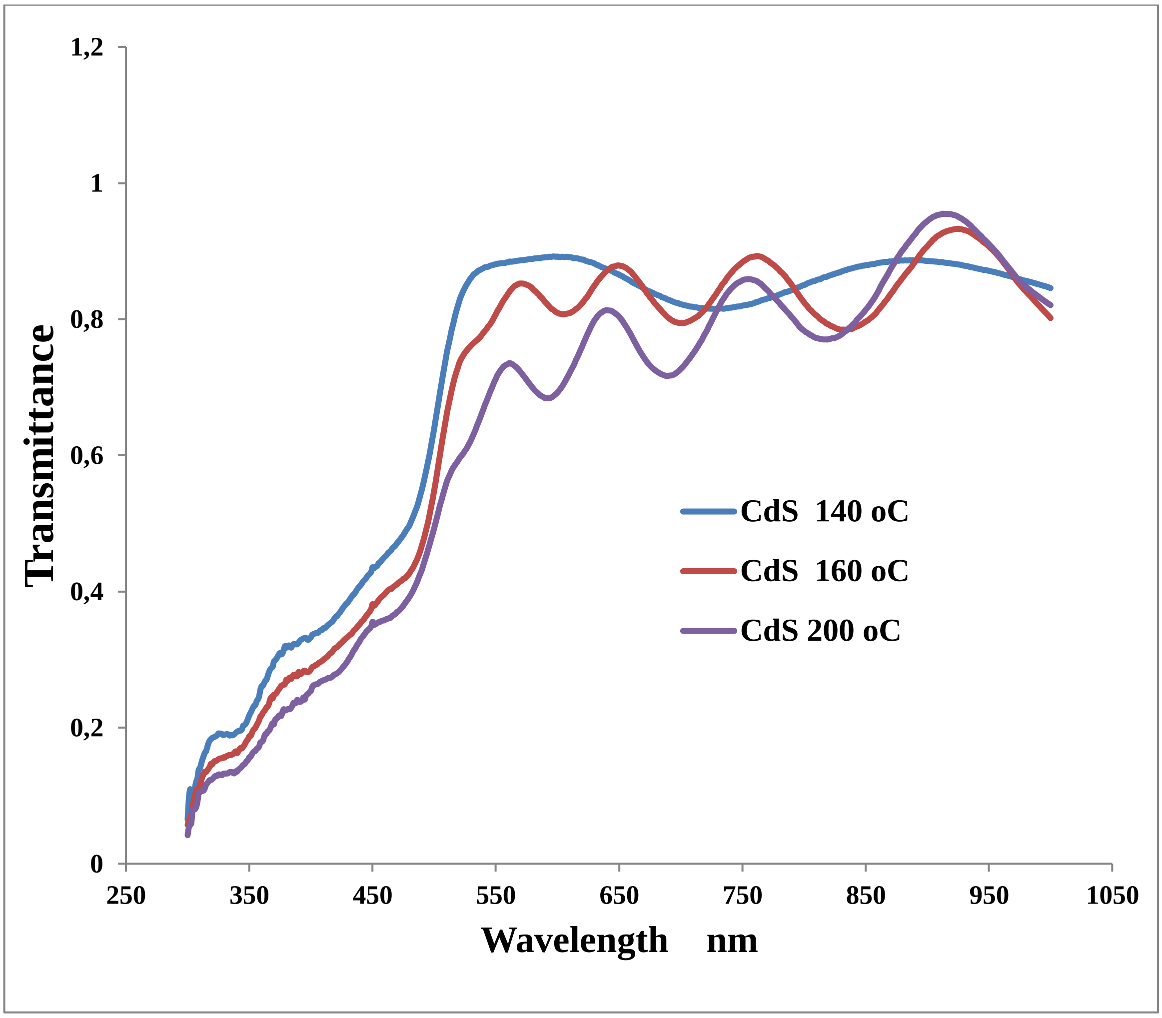

Figure 3: Transmittance spectra of CdS nanostructure thin films deposited at different reaction temperatures (140, 160 and200) °C.

The transmittance spectra exhibit high transmittance value and decrease from 88% in the visible and infrared regions. In the beginning at lowest reaction temperature (140 °C) the transmittance was high and slightly decrease with the increase of reaction temperature and the absorption edge shifted towards long wavelength and low energies (red shift). The decrease in the transmittance values of the film in the UV- region were resulted by absorption of light, which may be attributed to the good crystal structure which eliminates light scattering [3]. The studies about fundamental absorption edge revealed that the deposited films are absorptive at the UV- region, and is more appropriate for optical coating[30]. The absorption coefficient $\boldsymbol{\alpha}$ was calculated using the equation $\boldsymbol{\alpha} = (\mathbf{2.303} \times \boldsymbol{A})/\boldsymbol{t}$ where A and t is the absorbance and the thickness of the films. Figure (4) shows the absorption coefficient as a function of photon energy. The absorption coefficient depends on the incident photons energy and on the characteristic semiconductor represented by band gap and the type of electronic transitions which happens between energy bands, The most value of the absorption coefficient of all samples is larger than (104 cm^{-1}) which indicates that the electronic transitions are direct. The values of the absorption coefficient increase with the increasing hydrothermal reaction temperature beyond the absorption edge shifting towards low energies.

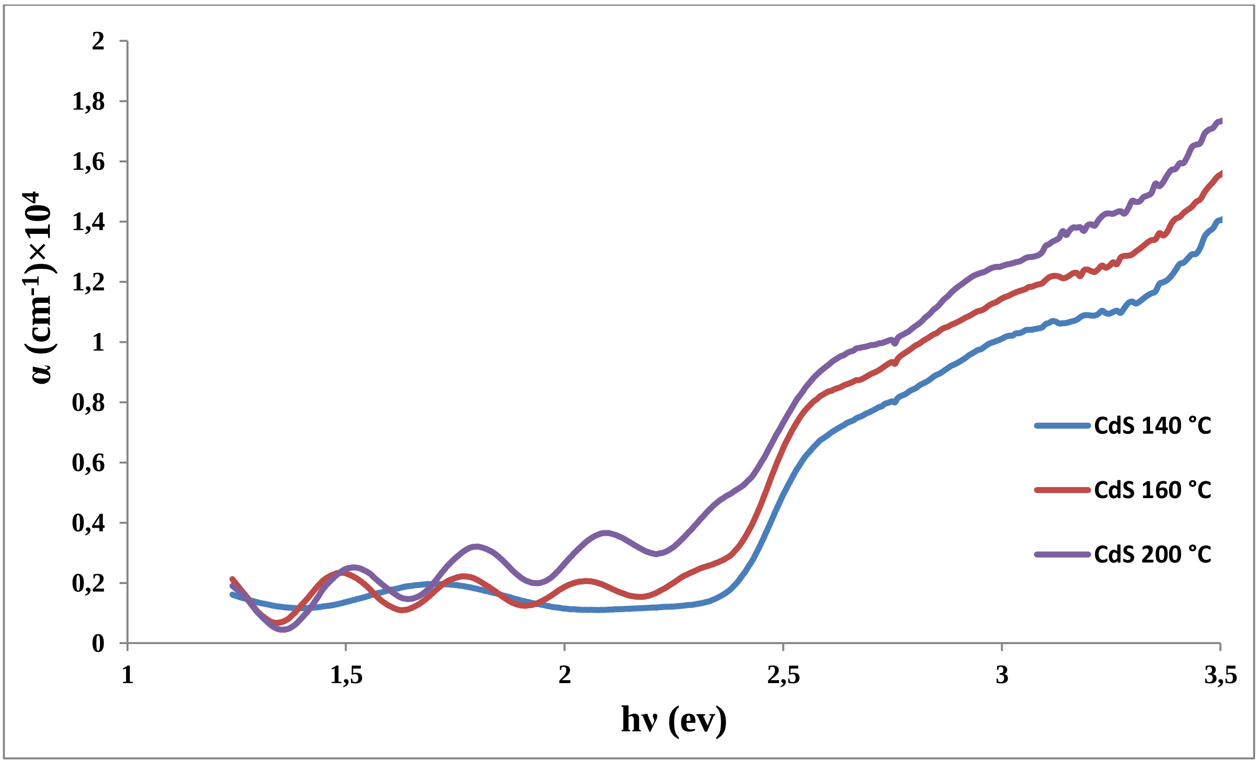

Figure 4: The variation of absorption coefficient with the incident photon energy of CdS nanostructure thin films.

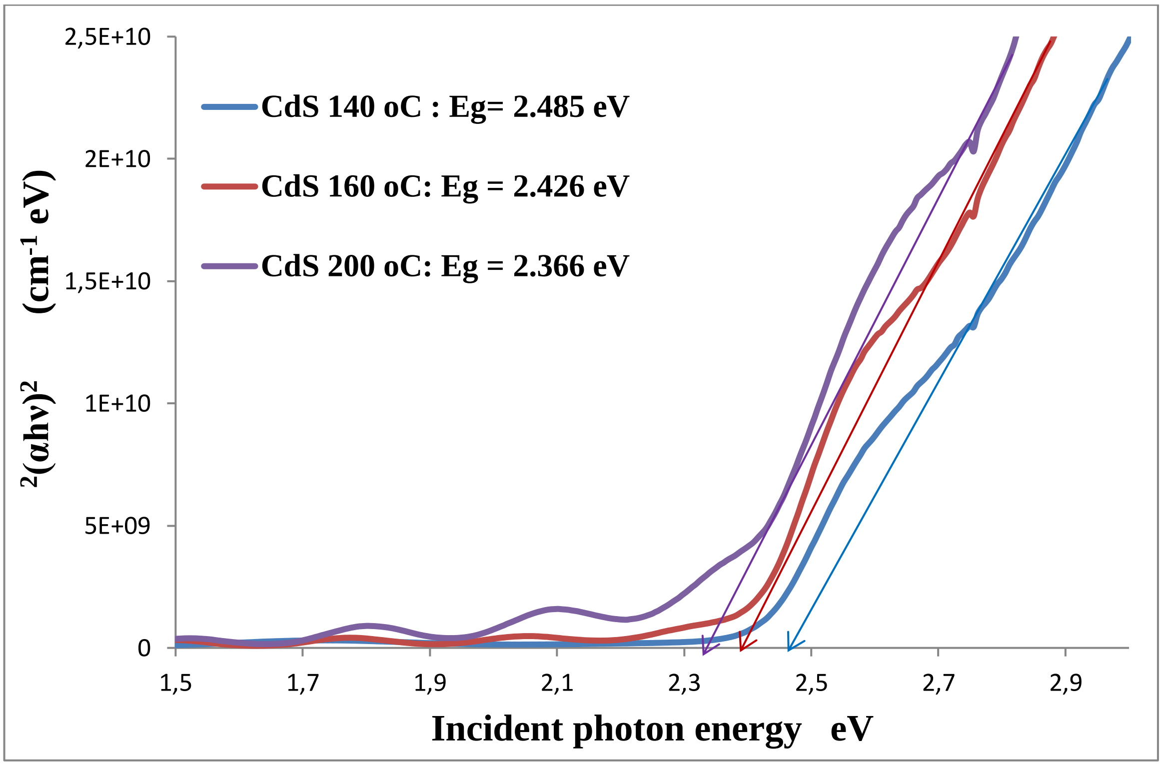

Figure 5: Optical energy gap of CdS nanostructure thin films hydrothermally deposited at 140,160 and 200 °C.

The energy gap E_g of the prepared CdS nanostructure thin films was determined using Tauc relation [28,31]:

$$(\alpha h\nu) = B(h\nu - E_g)^r \qquad (6)$$

The optical energy band gap for allowed direct transition of the prepared films (Figure 5) is estimated from the plot of $(\alpha h\nu)^2$ versus hν using Tauc relation eq. (2.12), which is determined by extrapolating the straight-line portion of the Plot to the point $\alpha = 0$. The optical energy band gap of CdS nanostructure thin films at (140,160 and 200) °C was found to be decreased from 2.485 eV to and 2.366 eV with the increase of the reaction temperature. The reduced of energy gap can be attributed to the enhancement of the crystallinity and the improved of the crystallite size. The results was in good agreement with the literature [32, 33].

Conclusion

CdS nanostructures thin films showed high crystallinity, and the crystallite size tend to increase with increase the hydrothermal reaction temperature, and the deposition method was very suitable fro deposited high crystallinity CdS nanostructure films. Form morphology analysis it has been observed that there is uniform nucleation of all the grains, over the entire surface without any voids or pores. All the film surfaces appear to be smooth and densely packed with grains uniformly distributed. CdS nanostructure thin film exhibits high transparency of nearly about 88% in the visible region. which is distinctive for solar cell window applications. So it can be used as a windows for wavelength> (520) nm, and as afilters for wavelength< (520) nm. The optical measurement shows that the CdS nanostructure thin films have allowed direct energy gap (Eg) that decreased from 2.485 eV to and 2.366 eV with increase reaction hydrothermal temperature.

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A PRAGMA-RHETORICAL STUDY OF PERSUASION IN AMERICAN AND IRAQI BILLBOARDS

***Abstract**: The present study investigates the pragmatic and rhetorical aspects of the advertising message in an attempt to explore how persuasion takes place. It aims at identifying and analysing the persuasive appeals, rhetorical devices, and speech acts the advertisers use in the headlines of some American and Iraqi billboard advertisements. For this purpose, an eclectic model has been adopted which consists of Searle's (1969) speech acts theory, Lucas's (2009) persuasive appeals, McQuarrie and Mick's (1996) rhetorical devices, and Cook's (2001) advertising context. The findings of the study showed that American and Iraqi billboards share a lot in common. To begin with, advertisers relied mainly upon the tropes of ellipsis and hyperbole in writing advertisements. Moreover, pathos appeal was employed as the basic tool to achieve persuasive impact upon the potential customers. Also, directives, representatives, and commissives were the main acts through which persuasion was realised. Interestingly, advertising context had been found indispensable by contributing a great deal not only to making the advertising message clear, but also to providing the necessary means for attaining the persuasive appeals.*

***Key words**: Persuasion, pragma-rhetorical, advertising, speech acts, billboard advertisements, persuasive appeals, rhetorical devices.*
***Language**: English*
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Introduction

Advertising is simply one type of communication in which there is a sender, receiver, and a message. Such a message is found implicit in the advertising instrument whether it is a TV commercial, a print advertisement or else. As a matter of fact, an advertisement is usually designed to have an influence upon the behaviour and/or thoughts of the target audience. It follows that advertising is by no means a random process. It is, by contrast, a purposeful act, since persuading potential buyers is its major goal. Indeed, such a characteristic is well manifested in advertising language, for it differs considerably from that used in everyday communication. In fact, what distinguishes advertising text lies in the way it is formulated to make it more persuasive and attention-seeking than that of ordinary conversations.

Consequently, achieving persuasion, in turn, requires adopting particular strategies and utilising certain devices such as those used for appealing to human emotions or rationality. What is more, advertisers can deliver their advertisements through a variety of mass media like radio, newspapers, outdoor displays, and television, to list but a few (Janoschka 15,18). Interestingly, none of these is complete in itself. That is, each has its own merits and demerits and that is why clients prefer not to rely upon a single medium in advertising their commodities.

In recent years, billboards[1], as one type of outdoor advertising, have witnessed a rapid development and have flourished in cities and towns in particular, as the medium suitable for commodities that fall within the public interest (Sahaf 478). Linguistically speaking, billboard advertisement is a unique category, especially when it comes to headline[2] structure, because it has to be cleverly written in order to achieve readability, understanding, and memorability of the advertisement, all within certain limits of time and space. Persuasion in billboard medium has been addressed from different perspectives, that is, rhetorically and stylistically. However, few studies have investigated the pragmatic and rhetorical aspects of billboards and by means of a contrastive study between American and Iraqi advertisements. Thus, the present study attempts to bridge this knowledge gap in the literature by answering the following questions:

a. What are the rhetorical devices and persuasive appeals which are used most in American and Iraqi advertisements?

b. Do American and Iraqi advertisements share common rhetorical devices and persuasive appeals?

c. What kinds of speech acts are deliberately employed by advertisers for persuasion?

d. What role does the advertising context play in billboard advertisements?

2. Literature review

2.1 Theoretical Framework

2.2.1 Persuasion and Rhetoric

It can be said that persuasion owes much of its current state to the Greek philosopher Aristotle. In fact, it was always seen related to rhetoric as being its main aim and purpose. In his definition of rhetoric, Aristotle (Herrick 69) views persuasion as the expected outcome of adopting the rhetorical means of language. For him, persuasion includes two types of proofs: artistic and inartistic. In the case of artistic proof, it represents the way the persuasive discourse is organised, the process of choosing evidence and delivery style, as well as language choices. Conversely, inartistic proof consists of those things that are out of the speaker's control like the time given to the speaker, the occasion, and the physical appearance of the speaker (Larson 20). In his book *Rhetoric*, Aristotle defined rhetoric as “the faculty of observing in any given case the available means of persuasion” (Mey 864). He added that it is not enough for a speaker to know what to say; it is necessary to know how to say it as well. He also stressed the importance of language distinctiveness which, according to him, can be produced by means of rhetorical devices like metaphors. As such, it goes without saying that rhetoric proposes persuasion, for it concerns itself with how to say things. More specifically, rhetoric accounts for the stylistic choices by which persuading an audience can be brought about.

2.2.2 Rhetorical Devices

According to McQuarrie and Mick, a proposition can be stated in multiple forms one of which is the utilization of figures of speech such as simile, metaphor, pun, and the like (3). For Abrams, figurative language is “a conspicuous departure from what users of a language apprehended as the standard meaning of words, or else the standard order of words” (96). The chief aim of such a deviation is to bring about a unique meaning or effect. Nonetheless, figures of speech are sometimes thought of as poetic in the first place, though they are an essential component in all types of discourse. Correspondingly, Aristotle highlighted the importance of rhetorical devices rejecting perceiving them as a mere decorative tool. He believed that metaphor, for example, is the source of “charm and distinction” to speech as well as giving it “clearness and liveliness” (Corbett, 425).

Figures of speech were first classified in the work of the classical rhetoricians, more specifically, that of the prominent Roman figure Quintillion. In his book *Institutes of Oratory*, Quintillion divided rhetorical devices into two basic classes: schemes and tropes (Abrams, 96). It refers to the "deviation from the ordinary patterns or arrangement of words "(Corbett, 427) as in alliteration and rhyme. Whereas a *trope* is “a deviation from the ordinary and principal signification of a word” (Corbett, 427). Years later, McQuarrie and Mick categorized tropes into two basic groups: substitution and destabilization. Substitution tropes are based on selecting an expression the content of which needs making some correction on the part of the recipient to understand the meaning intended. In other words, they require a switch in the order of words to catch the implication of the utterance. Examples of this category are: ellipsis, hyperbole, and rhetorical question (432-3). To illustrate, ellipsis is understood once the recipient fills in a gap in the utterance and thus makes it complete as in:

- I didn't mean to break it, but I did .(‘broke it’ is elided)

While tropes of destabilization, as the name suggests, designate a group of words that are

[1] A billboard (also called a hoarding in the UK and many other parts of the world) is a large outdoor advertising structure, typically found in high-traffic areas such as alongside busy roads.

[2] A headline carries the essence of the advertising message by summarizing the body copy. It usually appears at the top or bottom of an advertisement. For illustration, see appendix A

unsettled. That is to say, the process of destabilization makes use of certain expressions and hence provides the recipient with a varying number of interpretations. This feature is the outcome of the indeterminate quality of this set of tropes which includes: metaphor, pun, irony, and paradox. For instance:

-Your brain doesn't work .(The brain is compared to a machine)

In the example above, the meaning meant is arrived at by providing the missing piece of information, and thereby the puzzle is solved (McQuarrie and Mick, 433).

2.2.3 Persuasive Appeals

It was Aristotle who first presented what is known as proofs taking them as the means through which the primary goal of rhetoric can be achieved, that is, persuasion. Persuasive appeals are of three types: logos, ethos, and pathos. According to Aristotle, logos is used to refer to the availability of proofs whether in words, arguments, or the logic of speech. It is regarded as a closely related domain to logic, for it is based on reasoning or inference making (Herrick 79). Since logical appeals are aimed at the thinking side of the audience, authors depend on evidence and reasoning as the main tools through which persuasion is achieved. Evidence may be in the form of quotations, statistics, or testimony which can be used to support a particular point of view. Additionally, reasoning can be the outcome of various sources such as analogy, principle, or cause and effect relation (Lucas 362-7).

In the case of ethos, it generally refers to the credibility of the speaker making the argument. That is to say, there is a big chance to believe what someone else says if s/he has good ethics. This means that ethos appeal uses the speaker's own trust worthiness or credibility in order to make a case and thus gain the approval needed (Ramage et al. 111). In line with this, Lucas states that credibility embraces two more components: competence and character. Competence includes sincerity, expertise and knowledge of the speaker, while character refers to the way the audience considers the reputation, trustworthiness, and physical appearance of the speaker (353).

The third appeal, that is of pathos, is closely related to emotions. It is usually directed towards the feelings or emotions of people in order to make them feel proud, afraid, angry, shameful, and so forth (370). In this respect, Aristotle describes pathos as "putting the audience in the right frame of mind" (Herrick 79-80). According to Ramage et al, creating pathos appeal requires applying certain strategies like concrete language, specific examples, illustrations, narratives, and metaphors (113).

2.2.4 Speech Acts Theory

Austin, in his influential book How to Do Things with Words, claims that to say something is actually to do something as in warning, promising, stating, ordering, and so on. On this basis, speech acts theory is a way of analysing the communicative intentions of the speaker's utterances (13). Accordingly, Austin distinguishes between constatives and performatives. For him, constatives are statements or assertions used for describing things or events and which can be only true or false. For instance, the utterance 'It is snowing' is governed by the truth conditions of its production (Allott, 37). By contrast, performatives are propositions that one employs for doing things or performing certain acts, and therefore cannot be true or false as the following example shows:

-I now pronounce you man and wife.

Such utterance is regarded as a perfomative since the speaker does the act of joining two people in the relation of marriage (Horn and Ward, 54). However, Austin discarded this constative-perfomative distinction altogether arguing that all kinds of utterances are performatives in that they constitute a form of action rather than being solely a description of the world (Levinson, 235-6). Following Austin, there are two types of performatives: explicit and implicit (primary). Explicit performatives are "performative utterances which contain a performative verb that makes explicit what kind of act is being performed" (Huang, 95-6). On the contrary, implicit performatives lack such indication mark. Consider the following examples:

-I will come back tomorrow. (implicit)

-I *promise* to come back tomorrow. (explicit)

Huang adds that there are many cases in which the implicit performative lacks a performative verb. To illustrate, the illocutionary act of the utterance in the example below is 'insult' though the explicit performative is that of assertion (98):

-You are a stupid cow.

A speech act, as stated by Austin, can be classified into three main acts or levels. For a start, there is the locutionary act, which refers to the group of words arranged in accordance to a particular grammar. That is, it represents what is said in specific situation. In this sense, this act is thought of as the basic act and the starting point of performing any of the speech acts. The second act is the illocutionary act. It represents the function behind uttering the words. Put it another way, it carries the speaker's intended meaning. The last act in this triad is the perlocutionary act which shows the effect the utterance has on the hearer. It aims at convincing the hearer of the truthfulness of some statement or causing the hearer to feel the urge to perform an action. To elucidate more, consider the following:

-Close the door.

In the above example, the process of producing the utterance represents the locutionary act, while the function of this utterance as an order to the hearer to do something for the benefit of the speaker is its illocutionary act. And finally, the desired effect to be fulfilled by the utterance, namely, that the hearer actually goes and shut the door represents the perlocutionary act (Cutting, 16). In an attempt to systemise and strengthen Austin's taxonomy of speech acts, Searle presents a new typology which consists of five categories as follows:

a. Representatives: Representatives are expressions employed as a means of stating what the speaker believes to be the case. This category covers a number of micro acts such as claiming, describing, asserting, etc., as in:

-The earth is flat (Cutting, 17)

b. Declaratives: This category includes acts through which the speaker changes the world by uttering them. For example:

-I sentence you to five years.

It is important to mention here that such acts require the speaker to have some institutional power if the act to be accomplished appropriately (Yule, 53).

c. Directives: They are used by the speaker for the purpose of getting the hearer to do something such as requests, commands, suggestions, invitations, and so forth.

-Give this letter to Jane.

d. Commissives: This category of acts is used by the speakers to commit themselves to some further action, as in promises, refusals, threats, vows, and the like:

-I swear to God I am teaching you a lesson. (Cutting, 17).

e. Expressives: They are the acts employed to account for the speaker's feelings. In this sense, an expressive act shows the psychological state of the speaker which can be pain, like, dislike, sorrow, and so on. For example:

-I am terribly sorry.
(Yule, 54).

The question remains here is that whether the structure the speaker uses must ever confirm with its illocutionary force at all times or not. The answer for such a question is definitely 'no'. For example, when saying 'I have an exam tomorrow', in fact, this is not necessarily a statement about the speaker's plans or obligations; instead, it might be a request to turn off the TV or keeping quiet. In this regard, Searle noticed two possibilities for a speech act, namely, direct and indirect act. A direct speech act is used when a speaker intends to communicate the literal meaning of what is said. What this actually suggests is the formation of a direct relationship between the form and the function. This view holds that a declarative should be realised by a statement, an interrogative through a question, and an imperative via the use of a command or a request. See the example below:

-Did you drink the milk?

The utterance above is a direct act, for it has the structure of an interrogative and it functions as a question. Nonetheless, there are times when the function-form equation is breached as the following example shows:

-You are standing in front of the TV.

Though the structure of the utterance above is that of a declarative, it functions as a command to move away of the TV and hence an indirect act (Cutting, 19-20).

Regardless of the remarkable contributions of Searle's work, still some weaknesses can be detected. For instance, Verschueren sheds light on niches in Searle's classification of speech acts claiming that "the categories are by no means mutually exclusive" (24). To illustrate, problems arise when, for example, the utterance 'if you did it again, I am gonna kill you' can be both a directive and a commissive as well.

As an act, persuasion is an effort on the part of an addresser in order to change the opinion, attitude, or belief of an addressee. However, there is no conformity between persuasion and illocutionary speech acts. This is due to the fact that persuasion is identified within the perlocutionary act of the speaker's utterance. For example, the speech act in Coca Cola advertisement below is of persuasion, yet it has no explicit performative verb:

-Taste like a million dollar.

? I hereby persuade you that it tastes like…. [3] (Austin, 104).

This shows that perlocutionary intentions need not be intended to be recognised. In other words, their fulfillment lies not in their recognition but in the production of some further effect (Bach and Harnish 81). It can be said that persuasion is mainly a directive speech act since directives are generally employed by their speakers to direct the hearer to do some sort of action which in the case of advertising is buying (Jucker and Taavitsainen 13). By way of illustration, consider the example below for KitKat chocolate advertisement:

-Take a break, have a KitKat.

However, directives are by no means the only acts that can be used to achieve persuasion. Other types of speech acts such as representatives, commissives, and expressives are widely used in the process of persuasion (Taufik et al. 207). Take the billboard advertisement for Chicago Crime Commission against drugs as an example:

-Just because they're prescribed, doesn't mean they're safe. (representative)

2.2.5 Pragma-Rhetorical Perspective

The term 'pragma-rhetorical' simply describes the use of pragmatic as well as rhetorical devices and strategies in analysing certain stretches of speech. The

[3] (?) This mark is used to indicate an odd sentence

present study will be following Larrazabal and Korta's (2002) concept of pragma-rhetorical in which pragmatic and rhetorical devices and strategies are identified and analysed separately. It differs from that of Dascal's[4] (2003) as his is limited to figures of speech and persuasive appeals treating them as being pragma-rhetorical devices all at once. Accordingly, the pragmatic side of the current study includes identifying types of speech acts, while the rhetorical part has the persuasive appeals and the rhetorical devices as its main concern in an attempt to present a comprehensive framework of persuasion in billboard advertising language.

2.2 Previous Studies

Few studies had been conducted with regard to Persuasion in billboard advertising. To begin with, smartphones billboard advertisements of a number of cellphone companies were analysed by Angriani et al. (2017) to find out which of the rhetorical appeals were employed most by advertisers. The tool adopted for analysis was based on Ramage et al's. (2010) rhetorical appeals. The results revealed that logos is the basic appeal used to get the potential customer persuaded. This is because advertising cellphones is related to technology and needs to be proven scientifically. Another study is done by Maalej (2015) in which he investigated the utilisation of stylistic features in advertising discourse as a means of persuasion. For that purpose, sixty-five billboards in Tunis City had been analysed in terms of certain stylistic strategies, namely, phonological, syntactic, and code mixing. In addition, the pragmatic function, that is, their persuasive impact upon the potential buyers had been investigated as well. The results showed that persuasion was achieved depending on a wide range of strategies, namely phonological, syntactic, and code-mixing strategies.

It seems that though persuasion in billboards was addressed from different angles, yet its pragmatic and rhetorical aspects have not been given much attention. For this reason, this study has come to fill in the gap by bringing to light the pragma-rhetorical roadmap the advertisers follow to attain persuasion hoping that the findings to be beneficial to advertisers by providing them with the basic tools needed to produce more persuasive advertisements. It is also probable to be of great value for rhetoricians, pragmatists, and psycholinguists since they all share an interest in how to influence others.

3. Methodology

3.1 Data collection

The data of the present study consists of fifty billboard advertisements (poster panel[5] and bulletin type[6]). Twenty-five advertisements are Arabic (mainly in Iraqi dialect), while the other twenty-five are English (basically American). These advertisements fall into the most common type of advertisements, namely the commercial consumer type which is usually concerned with positively affecting consumers' attitude towards a particular commodity of some company or business in order to make a purchase. The data collected is a heterogeneous collection of advertisements, that is, it represents various kinds of products and services such as cars, banking services, colleges, foods and drinks, and the like. Moreover, the part that will be analysed is typically the headline alone, for it carries the central theme of the advertising message (Janoschka 22). Besides, billboard advertisements, largely, have only the headline as their advertising text. The American billboard advertisements used in this study are collected from the work of some advertising companies and agencies: *Clear Channel*, *Regency*, *Lamar*, *Az Billboard* , *Ashby*, *Via*, *Adams*, and *Ace*, while the Iraqi billboard advertisements are mainly collected by taking photos for a number of billboards in Najaf city streets using the cell phone camera. The Iraqi advertisements have been translated into English for the sake of analysis and they are provided in appendix D.

3.2 Model of analysis

It is necessary to mention here that the current study provided both qualitative and quantitative analysis of its data. On the one hand, the qualitative part seeks to introduce in-depth description of the data by drawing upon an eclectic model to discover the pragma-rhetorical aspects of persuasion in billboards headlines. The quantitative part, on the other hand, was dedicated to discuss the statistical results of the study. The model adopted for analysing the data qualitatively involves four models. First, Searle's (1969) model of speech acts. Searle's classification of speech acts, namely, representatives, directives, commissives, expressives, and declaratives were employed to identify the kinds of acts used for persuasion. Secondly, Lucas's (2009) model was adopted for analysing the persuasive appeals in the selected data. These include Aristotle's classical appeals of logos, ethos, and pathos.

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[4] Rhetoric makes use of rhetorical devices which are primarily Pragmatic-Based as they result from flouting certain conversational maxims. At the same time, Aristotle appeals involve inferences as much as figures of speech do. That is, pathos appeal can be detected when irony is employed, since it indicates anger. Thus, we infer that someone is upset when he/she says one thing to mean the opposite. Similarly, irony is figured out as a result of flouting Grice's maxim of quality which says: 'do not say what you believe to be false' (605-618).

[5] A poster panel consists of a paper pasted to boards to be placed alongside highways.

[6] Bulletins are more like posters, yet they are much larger. They are actually painted directly onto the board.

Impact Factor: ISRA (India) = 4.971 | SIS (USA) = 0.912 | ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829 | РИНЦ (Russia) = 0.126 | PIF (India) = 1.940
GIF (Australia) = 0.564 | ESJI (KZ) = 8.997 | IBI (India) = 4.260
JIF = 1.500 | SJIF (Morocco) = 5.667 | OAJI (USA) = 0.350

The third model is that of Mick and McQuarrie (1996) which was chosen for analysing the rhetorical devices the copywriters[7] employ in advertisements. Their model embraces two main categories of figures of speech that are widely used in advertisements, that is, schemes and tropes. The tropes are, in turn, divided into two types: destabilization and substitution tropes. In the present study, only certain tropes had been investigated which were: metaphor, pun, hyperbole, ellipsis, rhetorical question, and metonymy. The decision of selecting those six only was based on the information found in advertising strategies and copy structure of billboard advertisements as well as on the results of some research papers conducted in this area of language, that is, figures of speech. Whereas schemes were excluded altogether because of their insignificant role in advertising since it is limited to that of providing advertisement memorability (Moriarty et al. 271).

The fourth model was Cook's (2001) model of advertising context without which advertisements analysis would not be complete. Context cannot be dismissed altogether because it does add or change the meaning of an advertisement. That is to say, it is an indispensable part to fully understand the communicated message. In Cook's view, an advertising context consists of eight basic elements: substance, music and pictures, paralanguge, situation, co-text, intertext, participants, and function (Cook 3)

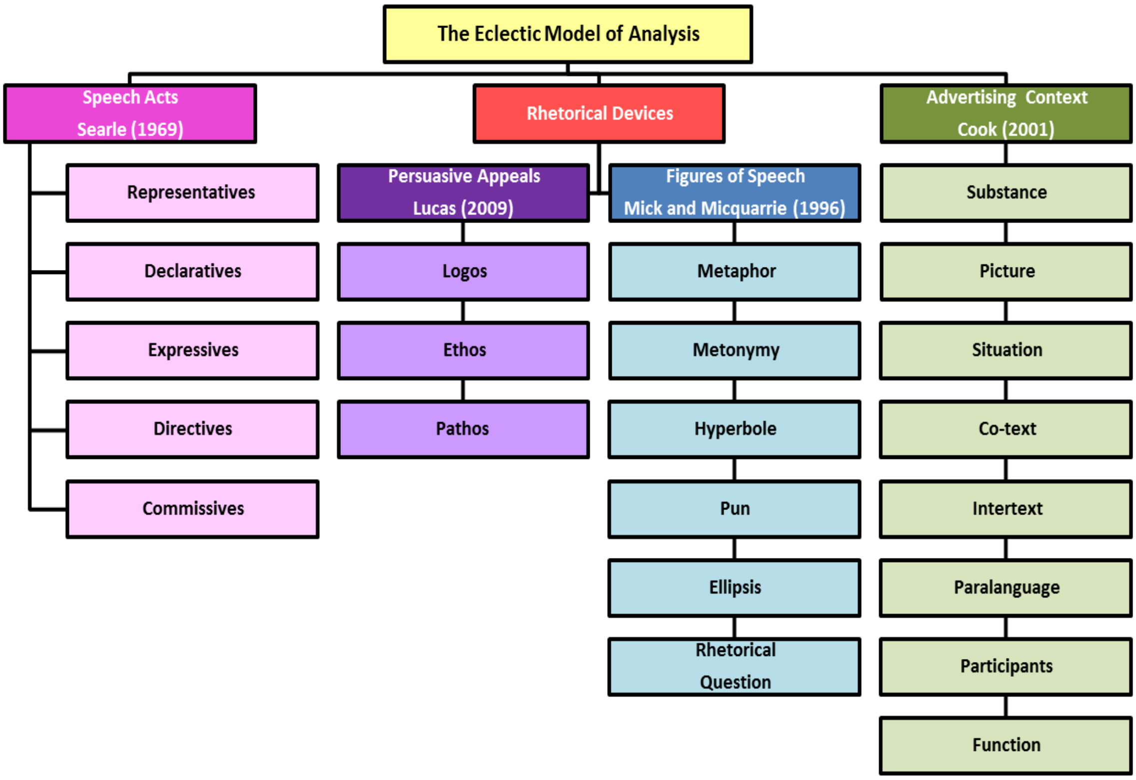

Figure 1. The Eclectic Model of Analysis

4. Results and discussion

This section introduces the results and discussion of the data in accordance with the four models employed. It also provides a statistical analysis of the findings.

4.1 Speech Acts

Representatives, directives, and commissives were the most frequent speech acts in American billboards at 52%, 48%, 36%, respectively. To begin with, representatives were used as a means through which assertions or descriptions about the advertised product were given. For instance, in headline 1, the cold-brewed coffee that CC's house serves is described as *surprisingly smooth* suggesting non grainy drink. Similarly, there was a heavy reliance on directives which were presented as an advice, a request, or an invitation and thus creating a welcoming or friendly atmosphere. To illustrate, headline 22 is introduced via a direct directive in which the advertising message represents a request from Peapod Delivery Company telling its customers to spare themselves the long ride of picking up the groceries

[7] Someone whose job is to write the words of advertisements.

and leave it to Peapod instead. With regard to commissives, two things were noticed: first, they were never performed directly; and secondly, they were found combined with other speech acts, namely representatives and directives. For example, headline 16, is both a representative and commissive at once. It is a representative, for the headline gives a description of the results a woman gets after using Matrix hair products, while as a commissive, it represents an implied promise to customers of silky hair. By contrast, other speech acts, that is, declaratives and expressives had not been used at all.

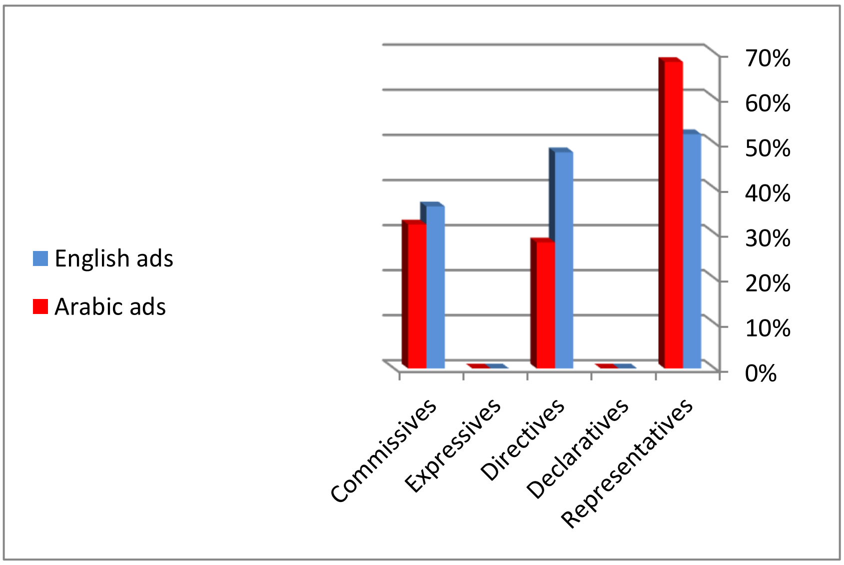

Figure 2. Percentages of Occurrence of Speech Acts in American and Iraqi Advertisements

In the same way, Iraqi headlines revealed similar results as it is shown in figure 2. That is to say, representatives had the highest frequency which comprised 68% of the data (headline 6,7), whereas directives were the second most frequent speech act 32% (headline 11,20). This shows that Arab copywriters preferred representatives more because they may want to avoid imposition. With respect to commissives, their percentage of use was 32% of all the utilized speech acts (headline 4). In the case of declaratives and expressives, like their American counterparts, no instances of them had been noticed, too.

It can be argued that such high occurrence of representatives is attributed to the fact that advertisers typically followed the common method of selling which simply requires introducing the audience with the necessary information about the advertised commodity and then leave them to decide. In the case of directives, the high percentage indicates that the advertisers were pursuing to achieve the general goal behind advertising which is encouraging the target audience to take the action of purchase. Advertisers also employed commissives occasionally because a promise works as a kind of guarantee and thus creates trust between the audience and the manufacturers which eventually affects their buying decisions. Regarding declaratives and expressives categories, they were excluded for reasons concerning effectiveness, meaning that advertisers found certain acts as more persuasive than others.

4.2 Persuasive Appeals

Pathos was the main appeal that the advertisers relied upon for persuasion and which comprised 88% of the data. It was produced using either words, visuals, or both as in headline 12 in which the word ‘fresh’ along with the picture of the steaming cup of coffee and macaroon biscuits next to it formed pathos by appealing to human senses of taste and smell. By contrast, ethos was rarely used 12% appearing in headline 3, 5, and 23. In 3 and 5, ethos was realised through celebrity endorsement, whereas 23 the long experience and good reputation of the insurance company was what formed ethos by mentioning the date at which the company first started its business. Shockingly, logos had not been used at all. Similarly, Iraqi advertisements displayed a heavy reliance upon pathos appeal which comprised 100% of the data, unlike the other two appeals, that is, ethos and logos which had been discarded altogether.

From the previous discussion, one cannot but notice that pathos was the appeal that advertisers used most to influence the potential buyers. Actually, this can be justified in two ways. To begin with, most of advertising strategies are largely Pathos-Based. To illustrate, association principle strategy works by attaching certain positive feelings with the commodity in an attempt to make it desirable. In the same way, humour and children strategies both make use of human emotions as a shortcut into persuading them to buy the advertised product. The other reason for overusing pathos might be built upon the fact that humans are more affected by emotions and feelings than reason (Thompson 10).

In this vein, through the process of analysing persuasive appeals, it was found that there are certain emotions or appeals that were mostly used by the advertisers to demonstrate pathos. These particularly include: happiness, comfort, security, price, high quality, human senses, and health. Moreover, it was noticed that the Iraqi advertisers used the Iraqi local dialect rather than the classical Arabic in writing some of their advertisements as a way to create casual impact as one can notice in the words شربت (drink) and قوطية (can). Consequently, such informal atmosphere can have an overwhelming effect upon the customers' buying decisions, for the local dialect gives the advertising message the power to connect to them emotionally.

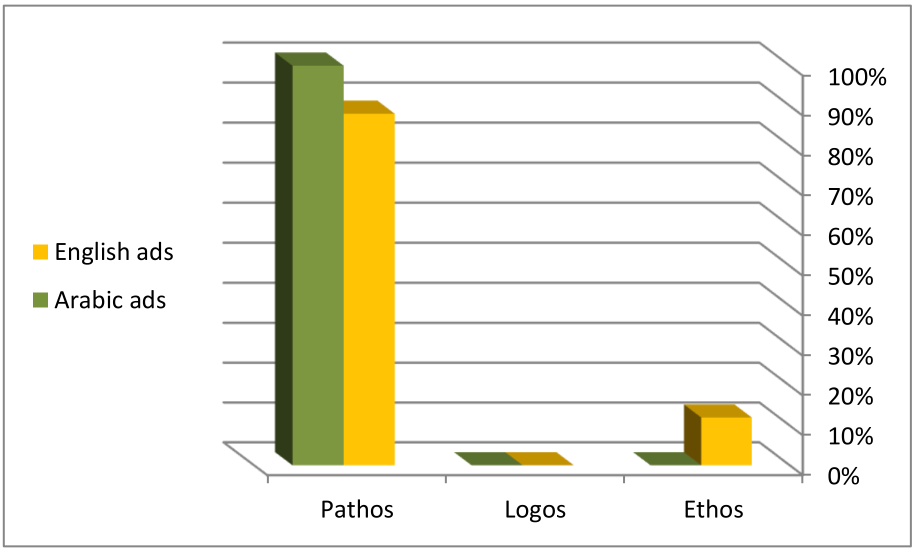

Figure 3. Percentages of Occurrence of Persuasive Appeals in American and Iraqi Advertisements

As appertaining to logos, the exclusion of this appeal might be ascribed to consideration to keep the advertising text short, for bringing about logos requires using more words and thus much space which is not possible in billboard medium. Such finding contrasts with that of Angriani's (2017) in which logos was the basic appeal used to get the potential customer persuaded since advertising cellphones is related to technology and needs to be proven scientifically. In case of ethos, it can be said that the paucity of this appeal in Iraqi advertisements might be related to the advertisers' belief that the audience has little trust in authorities. Nevertheless, persuasive appeals, in general, were not achieved via words per se. On the contrary, they were also reached at through advertisement picture(s), background colour, and even typeface.

4.3 Rhetorical Devices

From figure 4, it seems that in American advertisements the tropes of hyperbole and ellipsis had high averages of use 28% and 32%, respectively. Hyperbole device was used to achieve different goals among them increasing advertisement impact upon consumers and hence makes the advertised commodity more desirable as in headline 13 in which the taste of the coffee beverage was overstated by associating it with happiness as being its source. Likewise, ellipsis was employed abundantly as in headline 10 and 23. Interestingly, the part elided was mainly the initial part, for example, before undergoing ellipsis, headline 10 might read (*we are* introducing…...). Figure 4 also shows that metaphor was the least used of all other rhetorical devices 12% (headline 2, 13). In 2, the new car of Ford Mustang was compared to a wild horse to indirectly refer to the car strength and speed. Oddly, pun, metonymy, and rhetorical question scored no occurrences in the analysed data.

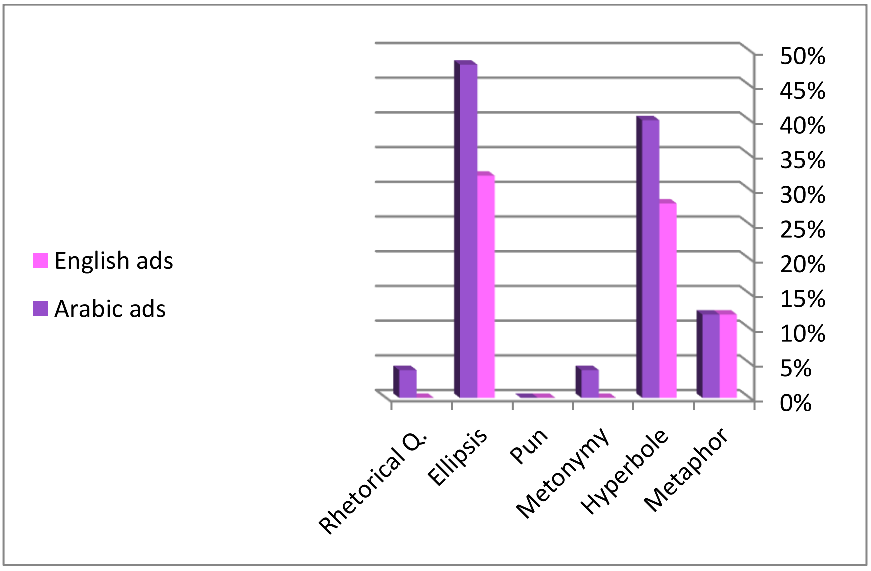

Figure 4. Percentages of Occurrence of Tropes in American and Iraqi Advertisements

Like the American data, Iraqi headlines achieved the highest frequencies of hyperbole and ellipsis 40% and 48%, respectively (headline 5,16). Conversely, the tropes of metaphor, metonymy, and rhetorical question had the lowest frequencies, that is, 12%, 4%, and 4% in the same order (20, 17,13). Unexpectedly, the rhetorical device of pun had not been used at all.

It can be said that advertisers used hyperbole abundantly for the sake of attracting the reader's attention which is an important goal to have in mind when writing advertisements in general and billboards in particular (Cruse 80). In this respect, Claridge remarks that using overstatement is one way of making something look valuable and hence desired by people. She adds that hyperbole is one source of ambiguity behind which the speaker hides in an attempt to evade being precise and accurate regarding a certain thing or subject which is in this case - the commodity being advertised (217, 209).

Concerning ellipsis, again, the restrictions imposed by the copy structure of billboard medium, namely of space and time, played a major role in limiting the advertising text to just few words and that explains the wide use of such a trope (Lawrence et al. 12). In Cruse's view, ellipsis is used basically for purposes related to the economy of expression (54). As a matter of fact, keeping the headline short will, in turn, fulfill further advertising goals, that is, making the advertising text easily understood and memorable. He also points out that omitting certain parts is made primarily for a stylistic end. Put another way, ellipsis gives an advertisement a conversational style which reinforces the effectiveness of the advertising message. Additionally, being brief is a clever tactic to arouse the reader's curiosity to continue reading to know more about the product. Interestingly, it can be noticed that the advertisers designed most of the advertisements in a way similar to that of a puzzle. That is, the short headline represented only the trigger or the first piece that motivates the readers to look for the other pieces in the rest of the advertising text or picture to get it solved.

Commenting on the low percentage and the exclusion of the other tropes, the copywriters avoided using them due to the indirect characteristic they have in common. In other words, all the four devices, that is, metaphor, metonymy, pun, and rhetorical question were used as an indirect way of referring or talking about a particular thing. In effect, this forms an obstacle in the way of achieving immediate understanding which goes against billboard advertising goals. This is because, generally, passersby and drivers give only a couple of seconds of their attention to billboards and thus they better be as simple and clear as possible to be immediately grasped.

4.4 Advertising Context

Broadly speaking, pictures were used heavily in American advertisements consisting mainly of the advertised commodity or something related to it except for billboard 8 in which no picture was used in order to keep the focus on the advertising message. In doing so, the art directors sought to give the potential buyers or customers an idea about what is being promoted[8]. The colours of the advertisement background were all bright and vibrant; they were mostly blue (the sky) or white, and at other times related to those of the products (billboard 7). Additionally, in some of the advertisements the

[8] See appendix E for billboards examples

background formed part of the advertisement picture which was typically of natural landscape. Such simple background was intended to assure readability of the advertising text and avoid distracting the audience's attention. All in all, an advertisement picture and a background were almost always designed in such a way to make them eye catching (Lawrence et al. 12). Besides, they provided the basic material for pathos by appealing mainly to human senses as well as the feelings of happiness and joy (Jaiswal and Veerkumar 23). Also, pictures did contribute to ethos through celebrity endorsement as in billboard 5 in which the famous actor George Clooney appears as a kind of recommendation.

Concerning typeface and letter size, it was noticed that the majority of advertisement headlines were written in simple typeface using all caps letters and of larger size than that of the other advertisement elements. In fact, this had the purpose of attracting the audience's attention and making the headline easily readable (Ramage et al.166). However, there were times in which a combination of fonts, sizes and colours were used for the sake of emphasising some information about the product or the service (billboard 7). Furthermore, the art directors drew upon the logo colours as their guide in selecting the typeface colour in order to relate the claim made in the headline to its source, that is, the manufacturers or the business owners whose commodity was being promoted and hence making the advertisement more persuasive (billboard 7). The last component to be mentioned here is the co-text. In order to keep the advertisement layout non- distracting, the copywriters mainly relied upon the brand name and product name[9] as the co-text for most of the advertisements under study, unlike subheads and slogans[10] which had been used only occasionally.

Broadly, Iraqi billboard advertisements had a lot in common with their American counterparts concerning the advertising context with some minor differences only. For a start, the art directors used the picture of the commodity itself or something closely associated with it to advertise it (billboard 12). However, unlike advertisements in English, there appeared to be a dearth in using pictures relying instead on the advertisement background alone (billboard 21). Consequently, this might have a bad impact upon the efficiency of an advertisement, for a crucial component was dropped altogether which could participate significantly in setting persuasive appeals as well as keeping the advertising text attention grabbing.

Concerning the advertisement background, the same applies to Iraqi advertisements since the art directors based their choice of colours on those of logo and product (billboard 5). Nevertheless, some of the colours used were, to a large extent, dull or pale as compared with the colours of the American background. As a result, this could cause the advertisements to lose their power of catching the attention of the passersby and drivers. It might also affect the clarity of the advertising text and hence makes an advertisement difficult to read (billboard 11).

The colours that Iraqi advertisements chose for writing the advertising message were all catchy, using Kufic typeface of the same letter size and since it is not in the common use (handwriting or printing books, etc.), it works perfectly as an attention-grabbing means (billboard 15). As concerning the co-text, it was primarily the brand name and at other times no co-text was used as in billboard 5. Still, one can come across other instances of co-text like those of slogan, subhead, and product name.

Interestingly, it was found that the pictorial element was set skillfully to the extent that there seemed no need for the headline. That is, the advertisement picture together with its background represented a graphic translation or visual embodiment of the headline. At other times, it supported or completed what had been already stated in the headline. This is actually quite reasonable since a billboard advertisement, after all, is a Visual-Based medium (Moriarty at el., 273). For this reason, the art directors acted smart by taking into consideration the limited time and space of this advertising type by letting the picture speak for itself making it really worth a thousand words.

5. Conclusion

This paper had the aim of exploring the persuasion process in American and Iraqi billboards utilising a pragma-rhetorical approach. Correspondingly, an eclectic model was employed which included: Searle's (1969) speech acts theory, Lucas's (2009) persuasive appeals, McQuarrie and Mick's (1996) rhetorical devices, and Cook's (2001) context of advertising. The findings revealed that only three types of speech acts were found in the data, namely, representatives, directives, and commissives. The first two acts achieved the highest frequency of occurrence in both American and Iraqi billboard advertisements. However, representatives scored higher percentage than that of the directives (52%) for American; and (68%) for Iraqi advertisements. This is attributable to the fact that the advertisers did prefer using representatives because it is the usual old-fashioned way through which the potential customers are introduced with the necessary information about the advertised product.

[9] For example, L'Oréal is the brand name of a cosmetics company, whereas ELVIVE shampoo and INFALLIBLE foundation are products names of the same company of L'Oréal.

[10] See appendix A for illustration

Regarding the rhetorical devices, not all of the six tropes were used. In fact, both American and Iraqi copywriters made little use of tropes by excessively using two of them only, namely, hyperbole and ellipsis. Surprisingly, ellipsis came first in both American and Iraqi advertisements making the percentage (32%) and (48%), respectively. By drawing heavily upon such a device, the copywriters were considering the words limit imposed by the advertising space and the short time of exposure characteristic of a billboard medium. Besides, ellipsis creates casual impact which leads to building intimacy with the reader. The trope of hyperbole ranked second with a percentage of (28%) and (40%), respectively. The reason behind the wide use of overstatement was to grab the audience's attention and make the advertised product look desirable. Other tropes achieved low scores which could be taken as an attempt on the part of the copywriters to keep the advertising message direct and clear.

As far as the persuasive appeals is concerned, pathos appeal was number one choice of the advertisers making the highest percentage of use which reached (88%) in American advertisements and (100%) in Iraqi. Their decision of using pathos than the other appeals was based mainly on the fact that appealing to emotions and feelings is the window from which the advertisers can get into the people's minds more effectively than employing ethos or logos appeals. Interestingly, the means by which pathos appeal was realised came not from the advertising text only, but from its graphical part as well. Indeed, despite the role the text of the headline played in creating an emotional appeal, yet the advertisements pictures were a far richer source. They mainly contained children, smiling people or characters, food and drinks.

Speaking of the advertising context, it can be argued that the advertisement picture and/or background were the real heroes in the story of persuasion. To sum up here, besides their significant contributions to constructing pathos and ethos appeals, they cleared things up since they either explained or completed what had been already expressed via words. At other times, they mirrored the advertisement headline to the extent that no words were needed. What is more, they did a great job in keeping an advertisement understood, memorable, and eye catching. It is noteworthy that pictures and colours found in American advertisements were catchier than those used in Iraqi advertisements.

In the light of what was mentioned previously, American and Iraqi billboard advertisements appeared to have many similarities regarding the use of persuasive appeals, speech acts, and rhetorical devices. Such great similarities indicate that both American and Iraqi advertisers were following the general and universal rules set for billboards advertising.

Appendix A. The Copy Structure of Print Ads

Appendix B. Table of Arabic Romanization System

Arabic Consonant	Symbol	Arabic Consonant	Symbol	Arabic Consonant	Symbol
أ	ā-a	ز	z	ق	q
ب	b	س	s	ك	k
ت	t	ش	sh	ل	l
ث	th	ص	ṣ	م	m
ج	j	ض	ḍ	ن	n
ح	ḥ	ط	ṭ	ه	h
خ	kh	ظ	ẓ	و	w
د	d	ع	‘	ي	y
ذ	dh	غ	gh	ء	’ Final - medial
ر	r	ف	f	ة	h-t

Arabic Vowel	Symbol	Arabic Vowel	Symbol	Arabic Vowel	Symbol
◌َ	a	◌َا	ā	◌ِي	ī
◌ُ	u	◌َى	á	◌َو	aw
◌ِ	i	◌ُو	ū	◌َي	ay

Adopted from *the ALA-LC Romanization tables* available from https://www.loc.gov/catdir/cpso/roman.html.

Appendix C. Headlines of American Ads

1. Surprisingly smooth
2. A wild horse needs room to roam
3. Hydrate naturally
4. Enjoy summer
5. George Clooney's choice
6. Please don't eat the billboard
7. Unlimited data in the middle of anywhere
8. Better business lending
9. We're here to help
10. Introducing the all new CLA
11. Don't stay with an airline that turns you off
12. Start your day fresh
13. Happiness tastes like this
14. Vote 4 comfort
15. Spend less
16. Sleek look
17. Easy parking I am the app for that
18. Give your sandwich the royal treatment
19. Explore your potential, pursue your passion
20. We turn prices upside down
21. Get noticed
22. Next time, skip the drive we deliver
23. Insurance service since 1907
24. Outdoor furniture, designed for summer
25. Hook me up

Appendix D. Transliteration and Translations of Iraqi Headlines

1. ذوق اللحظة Taste the moment ***(dhuq al-laḥẓah)***

2. اوكيا اختيارك الأمثل Aukia is your best choice ***(Okyā…ikhtīyāruka al-amthal)***

3. سلفتنا تعدل الحال Our loan betters your financial situation ***(silfatnah t'dil al-ḥāl)***

4. اوبر....أأمن لك OBR....it is safer for you ***(Obir…a'manlak)***

5. اكبر كمية طاقة بالعراق The largest amount of energy in Iraq ***(akbar kamīyat ṭāqah bil-'irāq)***

6. تركيبة جديدة لنجاحات كبيرة A new formula for huge successes ***(tarkībah jadīdah li-najāḥāt kabīrah)***

7. فخامة النوافذ العصرية The magnificence of the modern windows ***(fakhāmat al-nawāfidh al-'aṣrīyah)***

8. لاتنازل عن الجودة Never giving up on quality ***(lā tanāzul 'an al-jawdah)***

9. كن اقرب الى أحبائك Be closer to your loved ones ***(kun aqrab ilá aḥibā'ik)***

10. الريادة في صنع الأجيال We are the pioneers in education industry ***(al-rīyādah fī ṣun' al-ajyāl)***

11.احجز دارك ب4 مليون و قسط 350 الف Reserve a house with a down payment of 4 million plus an installment of 350 thousand ***(iḥjiz dārak bi 4 malyūn wa qsṭ 350 alf)***

12. نكوع...شربت اهلنا Niguu....the Iraqi traditional juice ***(Nghū'….sharbat ahalnā)***

13.سويت الفحص الشامل يم مختبرات النخبة؟ Have you had the full health checkup at Al Nukhba labs? ***(sawīt al-faḥṣ al-shāmil yam mukhtabarāt al-qimah)***

14.نحن الأصل We are number one in air conditioning business ***(naḥnu al-aṣil)***

15.سيارة العائلة المثالية The perfect family car ***(sayarat al-'ā'ilah al-mithālīyah)***

16. الطعم المفضل لديهم The favorite flavor for them ***(al-ṭ'm al-mufaḍal ladaīhum)***

17.قوطية الأسود الجديدة The new can of the lions made special for the lions of Mesopotamia lovers

(quṭīyat al-usūd al-jadīdah li-'ushāq usūd al-rāfīdaīn)

18. شكل جديد طازج أكيد A new packaging..definitely fresh ***(shakal jadīd ṭāzaj akīd)***

19. أصباغ لأشهر المعالم وأجمل البيوت Paints for the most famous features and the most beautiful houses

(aṣbāgh li'ashhar al-ma'ālim wa ajmal al-bīūt)

20. كن في المستقبل Join the future ***(kun fi al-mustaqbal)***

21. كن مختلف بأعلانك Let your ad be different ***(kun mukhtalif bi-i'lānik)***

22.كي...لحياة اسهل Qi...for an easier life ***(kī….liḥayāt ashal)***

23. استمتع بأقامة فريدة بأفضل سعر Enjoy a unique stay at the best price ***(istamti' bi-iqāmah farīdah bi-afḍal s'r)***

24. خفضنا الأسعار لتستمتع بالإنترنت We cut prices so you can enjoy the internet ***(khafaḍnā al-as'ār li-tastamti' bi-al-antarnat)***

25.تكلم الانكليزية مع سامي Speak better English with Sami ***(takalam al-ingilīzīyah ma'a Samī)***

Impact Factor:

ISRA (India)	= **4.971**	**SIS** (USA)	= **0.912**	**ICV** (Poland)	= **6.630**
ISI (Dubai, UAE)	= **0.829**	**РИНЦ** (Russia)	= **0.126**	**PIF** (India)	= **1.940**
GIF (Australia)	= **0.564**	**ESJI** (KZ)	= **8.997**	**IBI** (India)	= **4.260**
JIF	= **1.500**	**SJIF** (Morocco)	= **5.667**	**OAJI** (USA)	= **0.350**

Appendix D. Examples of American and Iraqi Billboards

Billboard 8

Billboard 7

Billboard 12

Billboard 21

Billboard 5

Billboard 11

Billboard 15

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COMPOSITIONAL FEATURES OF LYRICAL WORKS IN KARAKALPAK LITERATURE

Abstract: *The article is devoted to the study of the composition that organizes all parts of a work of art. The peculiarities of the composition of a lyric work are revealed in connection with other types of literature. The author pays special attention to the internal and external artistic units of lyrical composition, and reveals the significance of analyzing a lyrical work from the point of view of composition. The features of compositional techniques in a lyric work, the primacy of the artistic intention of poets in the construction of the composition of a lyric work are revealed.*
Key words: *composition, lyric work, internal composition, external composition, compositional techniques, artistic design, stanza.*
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КОМПОЗИЦИОННЫЕ ОСОБЕННОСТИ ЛИРИЧЕСКИХ ПРОИЗВЕДЕНИЙ В КАРАКАЛПАКСКОЙ ЛИТЕРАТУРЕ

Аннотация: *Статья посвящена изучению композиции, организующей все части художественного произведения. Особенности композиции лирического произведения выявлены в связи с другими видами литературы. Автором уделено особое внимание на внутренние и внешние художественные единицы лирической композиции, и раскрыто значение анализа лирического произведения с точки зрения композиции. Выявлены особенности композиционных приемов в лирическом произведении, главенство художественного замысла поэтов в построении композиции лирического произведения.*
Ключевые слова: *композиция, лирическое произведение, внутренняя композиция, внешняя композиция, композиционные приемы, художественный замысел, строфа.*

Введение

Художественное произведение – весьма сложное явление, где композиция на основе определенного идейно-эстетического принципа, исходя из содержания, формы и цели организует компоненты произведения в одно целое. Композиция лирического произведения имеет своеобразные особенности, что тесно связано с общими закономерностями литературной композиции и самой природой лирики как вида литературы. Ибо композиция лирического произведения – это «последовательность изображения чувства и мысли, выбор и расположение слов, повторы слов, фраз, синтаксических конструкций, стиль речи, деление на строфы или их отсутствие, соотношение деления потока речи на стихи и синтаксического членения, стихотворный размер, звуковая инструментовка, способы рифмовки, характер рифмы» [9, с. 7] и, исходя из специфики лирики, наличие в ней в той или иной мере таких категорий литературы, как сюжет, конфликт, образ, мотив, время и пространство обеспечивает своеобразие композиции.

В композиции лирического произведения в каракалпакской литературе нами отмечены следущие принципы:

1. Принцип ***ведущей роли творческого замысла***. При выборе композиции лирического стиха основное место занимает творческий замысел, художественное мастерство автора. Ибо «каждый стих, несмотря на различные приемы, использованные в нем, рождается со своеобразной композицией» [1, с. 45]. А значит, «рождение» композиции каждого стиха зависит от взаимосвязи формы, приемов и поэтической идеи автора, его взглядов.

2. **Принцип *взаимосвязи и гармоничности композиционных единиц лирического произведения* направлен прежде всего на выявление того,** как развивается мысль начиная с первых строк произведения и до последней строки, на раскрытие творческого замысла автора при построении строк. При этом учитывается деление стиха на строфы и логическая взаимосвязь между строфами.

3. Принцип ***художественной целостности строения лирического произведения*** способствует пониманию содержания целого строения стиха **и, в свою очередь, применяется при определении жанра лирического произведения.**

Ученые, исследовавшие композицию в семантическом аспекте, с учетом особенностей передачи содержания различают три части (ступени) композиции: зачин, разработка, концовка, также указывают на организацию передачи мысли в форме «тезис-антитезис-синтез». В каракалпакской лирике встречаются такие виды зачина трехступенчатой композиции, как назывной, риторический, обращение, вопросительный. Трехступенчатое композиционное строение имеет своеобразные особенности в зависимости от жанра лирики. Так, в пейзажной лирике не чувствуется логическая связь между ее тремя частями, тогда как в гражданской лирике при помощи риторических фигур передается возвышенные, торжественные чувства, в философских стихах поток мыслей однообразен, в любовной лирике преобладает эмоциональность, в юмористических или сатирических стихах преобладает скорость течения мысли, игривость.

Вместе с тем, иногда наблюдается отсутствие одной из частей трехступенчатого строения композиции:

Санмың ҳикметлерди оқып уқтым мен,
Гидир-будыр қосық тоқып уқтым мен –
Көзимде жас қалмай жылап түсиндим,
Көзимнен жас ағып күлип түсиндим:

«мен ерте келиппен мына дүньяға,
мен кешлеў келиппен мына дүньяға...» [2, с. 25]

Подстрочный перевод:

Я понял, прочитав тысячи притч,
Понял, сочиняя неровные стихи –
Понял я, плача до последней капли слез,
Понял я, смеясь сквозь слезы:

«Я рано пришел в этот мир,
Я немного поздно пришел в этот мир..»

Концовка, переданная в двух строках шестистрочного стиха, раскрывается через четыре строки, которые даются отдельно. Зачина нет. Автор сразу переходит к разъяснению заключительной мысли.

Стихи, построенные путем использования только последних двух частей трехступенчатой композиции, чаще всего встречаются в стихах с анафорой или с редифом. Ибо повторяющиеся одинаковые слова являются основным организующим центром, тогда как слова, передающие другие мысли, даны параллельно друг-другу в отношении к этому центру, вследствие чего в таких стихах зачин напрямую переходит к разработке и вступает в логическую связь с концовкой.

В лирических стихах малого объема (трехстишие, четверостишие, рубаи) трехступенчатое строение композиции выявляется на уровне строфы.

Большинством ученых способ передачи мысли в лирическом стихе «тезис-антитезис-синтез» анализирован в основном на уровне строфы, в редких случаях – на уровне целого стиха. Этот способ чаще всего встречается в строфе с двумя строками, в стихах с тремя строками и в трехстишии, в четверостишии, в стихах в форме терме и толгау[1], представляющие собой синтез фольклорных традиций. В каракалпакской лирике этот способ находит больше применения в стихах, передающих философские мысли, и наблюдаются его формы в виде ТТАС, ТТСТ, ТТАТ, ТСТС и др.

Пейзаж и сновидение выполняют особую функцию во внутренней композиции лирического произведения. Пейзаж в основном используется 1) для передачи противоречия внутреннего мира лирического героя и картины природы; 2) для отображения душевного состояния или переживаний лирического героя сообразно природным явлениям.

Общеизвестно, что в композиции произведения сновидение используется для психологической характеристики лирического

[1] Терме, толғаў – жанры каракалпакского фольклора.

героя, а также для передачи идейного содержания произведения. В современной каракалпакской лирике сновидение, во-первых, описывается в мельчайших подробностях и читатель начинает поиски для его интерпретации. Во-вторых, сновидение только характеризуется, часть мысли передается в открытой форме (т.е. объясняется автором), некая часть подразумевается посредством сна. В сновидении нет границ пространства и времени. И как результат, здесь при передаче мысли иные пространства соприкасаются с событиями прошлых веков в настоящем: *«Бағы Ирам киби ғайры журтларда, шорлаған бир елат түсиме енер» («В иных землях, как сад Ирама, мне снится некая соленая страна»)* [5, с. 16-17]. Вследствие чего передача мысли в лирике посредством сновидения является одним из значимых приемов.

Заглавие лирического произведения связывает стих с его содержанием, т.е. «основной признак темы либо основной смысл в лирических стихах переносится на заглавие произведения» [7, с. 12]. Заглавие стиха выполняет функцию пространства и момента соприкосновения читателя и произведения [4, с. 193]. Правильно подобранное заглавие стиха в некоторой степени является залогом его успеха. В современной каракалпакской лирике можно встретить такие виды заглавий стиха, как креативный, референтный, рецептивный. Если в заглавии креативная инициатива занимает ведущее место, авторская позиция, т.е. его отношение к событиям (оправдание, осуждение, его оценка) явно проясняется через заглавие произведения («Царь-самодур» («Ахмақ патша») Бердаха, «Сердце доброго человека» («Жақсы адамның жүреги») Т.Матмуратова). В том случае, когда в заглавии произведения преобладает референтное направление, то заглавие связано с именем героя произведения, событием, определенным условием (обстоятельствами), пространством или временем («Ерназар бий» Бердаха, «Бозатау» Ажинияза). В рецептивных заглавиях выступает слово или словосочетание, имеющее характеристику образности, символико-метафоричности, при этом проблемность осознания читателем заглавия произведения, заставляет читателя заниматься наравне с автором поиском логической связи между заглавием и внутреннимо содержанием произведения.

Композиция лирического произведения имеет тесную связь со строением стиха: делением стиха на строфы и строки, видами строф, порядком рифмования, количеством слогов.

В современной каракалпакской лирике можно встретить стихи, не имеющие устойчивую строфу, стихи, имеющие устойчивую строфу в 2,3,5,6,8 и 10 строчным строением, а также использование вперемежку не имеющих устойчивую строфу в 18, 22, 26 и т.д. строк, стихи с самой краткой стопой, трехстопный четырехстрочный стих, стихи с самой длинной 5-6 стопной строкой, имеющей 22 слога.

В строфах в форме четырехстрочных стихов можно наблюдать употребление прозаических строк. Традицию передачи в стихе прозаических строк можно объяснить как влиянием каракалпакских народных дастанов[2], так и композиционными исканиями поэтов. Использование прозаических строк в различных местах композиции стиха зависит от творческого замысла автора. В произведениях каракалпакских поэтов, таких как сборник «Бәлким – бул өмиримде мың биринши түн...» («Может – это тысяча первая ночь в моей жизни») С.Ибрагимова, стихотворение «Үшинши адам» («Третий человек») Б.Генжемуратова, произведение «Қарындасларыма» («Сёстрам») Х.Даулетназарова прозаические строки приведены для выразительной передачи душевного состояния лирического героя.

В то же время в лирике отдельных поэтов (например, в творчестве И.Юсупова) прозаические строки использованы в стихах с наличием сюжета, где прозаическими строками изложен сюжет или же передана вводная часть стиха, а в остальном – душевные переживания лирического героя относительного описываемого события изложены в стихотворных строках.

Известно, что художественная функция рифмы в композиции лирического стиха состоит в определении внешних границ стиха, высокой организации размера стиха. В современной каракалпакской лирике стихи со слабой рифмовкой выявлены в творчестве Ш.Сейтова, К.Каримова, Ж.Хошниязова, Ш.Аяпова, К.Реймова, С.Ибрагимова, Б.Генжемуратова, Б.Нурабыллаева и других поэтов, основные особенности композиции их лирических произведений представлены в следующем: не рифмующиеся стихи в основном пишутся в стихах со свободным размером; они не подчиняются полностью критериям традиционного стиха; функцию рифмы в создании ритма выполняют строфы, одинаковое количество слогов, повтор звуков и слов, интонация и инверсия, а функцию деления на строки выполняют слова, передающие основную идею. Так как в словах стиха преобладает символико-метафорический смысл, абстрактность, эмоциональное воздействие такого стиха очень сильное. В стихе главное место занимает не освещение внешнего мира, а

[2] Дәстан – эпический жанр каракалпакского фольклора.

отображение внутреннего мира человека, наблюдается преобладание содержания над формой.

Композиция лирического произведения имеет своеобразные особенности в соответствии с природой жанров лирики. В частности, в жанрах марсия, элегия, инвектива, айтыс (словесное состязание поэтов), касида, ода, пейзаж, романс, гимн и т.д. внутренняя композиция определяется по содержанию, а внешняя композиция – по строению строф. Жанры, различающиеся по форме: мустазад, сонет, мууашшах, газель, рубаи, маснави, фард, верлибр и т.д., а также жанры со строгим количеством строк: мусаддас, мурабба, мухаммас, мусаллас, мусабба, мусамман, четверостишие, хокку, октава и др. имеют свою устойчивую внутреннюю и внешнюю композицию, что определяет их жанровую природу.

В лирике при передаче мысли автором подбираются соответствующие композиционные приемы. В современной каракалпакской лирике наиболее часто используется повтор, начиная с малой ее формы – звуковых повторов, до лейтмотива – повтора образа и деталей. Повторы выполняют художественную функцию организации содержания (лейтмотив, анафора) и организации внешней композиции, т.е. со строением строфы (эпифора, аллитерация, редиф, припев).

Сопоставление также является приемом, часто используемым в современной каракалпакской лирике. Он состоит из двух частей, где первая часть – это объект, вторая часть выполняет функцию ее модели. Основным художественным средством сопоставления является параллелизм. В современной каракалпакской лирике в сопоставлении наблюдаются следующие особенности: 1) Прием сопоставления участвует в организации композиции лирического стиха. Здесь ведущее место занимает ритмико-синтактаксический и интонационный параллелизмы. 2) Лексико-морфологический и звуковой параллелизмы обеспечивают симметрическое созвучие художественных единиц композиции лирического произведения. 3) Сопоставление, использованное в форме одушевления, аллегории и антитезы выполняет стилистически-композиционную функцию. 4) Стилистико-композиционная функция сопоставления обеспечивается посредством параллельного отображения душевных переживаний лирического героя и явлений природы.

Противопоставление – композиционный прием, основанный на антитезе образов, изначально широко использовалось в сказках и других произведениях, имеющих сюжет, для изображения имеющих противоположные качества образов и эпизодов, и «с течением времени, от эпохи к эпохе, наряду с антитезами (персонажными и событийными) упрочивались и более диалектичные, гибкие сопоставления фактов и явлений как одновременно различных и сходных» [8, с. 310]. В современной каракалпакской лирике можно встретить такие формы противопоставления, как антитезная, образно-логическая, противоположная и скрытая.

Градация используется в том случае, если в строении лирического произведения простого повторения недостаточно, когда требуется усиление выразительности при использовании «однообразных» образов и деталей.

«Монтаж (от фр. «montage» - сбор) – прием построения <...> литературного произведении при котором преобладает прерывность (дискретность) изображения: в текстах соседствуют весьма разные предметы, прямую между собой не связанные, удаленные друг от друга в изображаемом времени и пространстве» [6, с. 586].· Монтаж, широко применявшийся в искусстве кино, обрел в литературоведческой науке еще более глубокое значение в качестве композиционного приема, когда расположенные рядом два элемента текста, два образа приобретают новое значение. В стихотворении «Я видел, как реки текли вспять» («Дәрьялардың терис ақканын көрдим») Б.Генжемуратова в каждой строке и в одном и том же ряду изображаются антагоничные понятия:

Дәрьялардың терис ақканын көрдим.
Көрдим булақлардың тасқа айналғанын,
аспанда бултлардың лаўлап жанғанын [2, с. 6].

Подстрочный перевод:

Я видел, как реки текли вспять.
Видел, как ручьи превратились в камень,
как на небе облака горели.

В данном стихе *река, текущая вспять; ручей, превратившийся в камень; облако, горевшее на небе* имеют внутреннее противоречие, и в каждой строке даны понятия, не связанные логически. Каждая строка имеет отдельное заключение. Посредством построения в один ряд понятий, полных внутренней противоречивости, достигнута передача основной мысли стиха «Что за жизнь воскресшего из мертвых» («*Өлип тирилгенниң күни қурысын*»). Кажущиеся на первый взгляд бессмысленными фразы в строках использованы на протяжении всего стиха для передачи душевного состояния лирического героя.

Анализ композиционных исканий в стихах каракалпакских поэтов позволяет нам прийти к выводу о ведущей роли творческого замысла автора. Например, в стихе И.Юсупова «Страдания Амиры» вполне оправдала себя композиция, выбранная поэтом для отображения главной темы, основанной на одиночестве души лирического героя, невосполнимой утраты им любимой [10, с. 176-178]. Ибо несмотря на то, что большой по объему стих имеет много строк, строф, разделение поэтом стиха на пять композиционных частей, где каждая часть в отдельности имеет завершенность, но все они по смыслу объединены в один композиционный центр, состоящей из повторения слова «боюсь», организация спиральной композиции путем повторения словом «боюсь» в различных частях стиха – все это (как части стиха в отдельности, так и целиком весь стих) отвечает требованиям, предъявляемым к содержанию и форме лирического произведения; вместе с этим, строгая организация внешнего и внутреннего строения композиции, наличие во всех композиционных частях (кроме заключительной части) стиха лирического отступления, выбор заглавия, эпиграфа и даты в тесной связи с содержанием произведения обеспечили успех произведения и превратили его в высокохудожественное творение, занимающее особое место в национальной литературе.

Изображение несколько эпизодических событий в форме, имеющей сильное эмоциональное воздействие и большую притягательность, создание сложного композиционного целого (при этом не заметного для читателя соединения сложных частей) являются одной из граней индивидуальности по-Ибрагимски.

При анализе стиха Б.Генжемуратова «Снег на вершинах гор снимет снег» («Қардың басын қар алар») [10, с. 45-46] с точки зрения композиционной целостности направленность композиционного центра, строфы, рифмы и ритма на передачу содержания обеспечивает правильное построение композиции данного произведения. Через передачу стиху в целом ритма народного толғаў путем внедрения первых двух строк, данных в кавычках («»), проявляются индивидуальные искания поэта в области композиции лирического произведения.

Для осмысления главной идеи стиха недостаточно объяснения о толғаў как образце наследия каракалпакского народа или же понятий, данных в последующих строках, воспринимаемых в прямом значении. Ибо стих основан на модернистском мышлении, в нем неспроста в каждой строфе приведены слова *снег, хан, раб, невольник, дух, незрелость (қар, хан, қул, бенде, руўх, қам)*. Кажется, что строки, где встречаются слова, не имеющие близости каждое в отдельности по смыслу, но каждое из которых включает в себя понятия, имеющее отношение к религиозному мировоззрению народа, философскому мышлению, миропониманию, мифологии, не связаны между собой логически.

Для их художественной организации в пятистрочной форме с одной строфой с целью передачи идеи, обеспечения логической связи слов и строк поэт придает им символико-метафорическое значение. Символический язык вбирает в себя синтез масштабных понятий, отражающий поиски человека в осмыслении самого себя, единства Мира, Человека, Танри (Создатель), стремлении к пониманию тайн мироздания, осознании созданных на его основе закономерностей жизни и следовании им. Отсутствие заглавия стиха, пропуск знаков препинаний и отсутствие обычного употребления заглавных букв можно оценить в качестве изысканий в области внешней композиции.

Таким образом, на основе анализа особенностей композиции лирических произведений в каракалпакской литературе мы пришли к выводу о том, что: 1) композиция лирического произведения зиждется на самой природе лирики как вида литературы и закономерностях литературной композиции; 2) литературная композиция в зависимости от природы эпического, драматического, лирического видов имеет своеобразные отличия в передаче мысли, в возможностях отображения во времени и пространстве, в создании образа, конфликта, типов художественной речи; 3) композиция лирического произведения имеет своеобразные особенности, зависящие от специфики лирики как вида (деление на строки и строфы), при этом основу композиции лирического произведения составляет субъективность изображения, обобщенность, ведущая роль медитативности; 4) принципы построения лирического произведения основываются на художественной функции компонентов композиции; 5) мысль в лирике передается посредством композиционных приемов.

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THE BOOK IS THE LIGHT OF THE HEART, THE WING OF THINKING

***Abstract**: This article provides information on the glorification of the book, the promotion of the basics of science and enlightenment among children, the work of our ancestors to instill in students a love for books.*
***Key words**: homeland, books, library, youth, students, reading, education, personality, reading.*
***Language**: English*
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Introduction

In our country, special attention is paid to the development of reading skills of students, the formation of a culture of reading among students, the formation of a reading culture of primary school students on the basis of a systematic approach. At the same time, the pedagogical conditions for the development of reading skills in primary school students, the improvement of the organizational-integrative model, the development of interactive technologies to cultivate interest in reading are gaining urgency. The Action Strategy for the Further Development of the Republic of Uzbekistan identifies such important tasks as "educating physically healthy, mentally and intellectually developed, independent-minded, loyal to the Fatherland, strong outlook on life, deepening democratic reforms and increasing their social activity in civil society." This requires the definition of theoretical and methodological bases of the formation of reading skills in primary school students, the development of criteria for assessing the level of formation of reading skills, the definition of the stages of formation of reading skills in primary school students.

Representatives of the Jadid movement also set an example in establishing a library to glorify the book and promote the basics of science and enlightenment among children. For example, one of the enlighteners from Namangan, Ishakhon Ibrat, established a library in his house called "Kutubxonai Ishaqiya". The library has literature in Uzbek, Russian, Turkish, Tatar and Persian-Tajik languages. Ishaq Khan Ibrat's library served not only the students he taught, but also the villagers. The books in the library are divided into several sections according to their character and direction. In particular, the section for school teachers includes textbooks and manuals by S. Saidazizov "Master first", Abdulla Avloni "The first teacher", "Turkish Gulistan or morality", R. Yusufbek Haji oglu "Leader of the account". The Ibrat library has been constantly enriched. The enlightener personally supervised the organization of library activities, the maintenance of notebooks recording the receipt and delivery of books by readers, as well as the reading of books by students.

Since its inception, the book has served humanity, its spiritual need, throughout its historical development. Over time, the type of raw material used in its preparation has changed steadily in shape, size, design and type, in line with social development. Due to the direct influence of human civilization, a system of manuscripts, printed and e-books emerged. Regardless of the shape, size, design, type and other features, books play a special role in ensuring the development of society, the maturity of the individual. In a person, reading a book and deciding a positive attitude towards reading does not happen by itself. To do this, it is necessary to acquaint everyone with books from preschool age, to create the necessary pedagogical conditions for them to understand their importance and practical value in society and human life. Primary classes have a special place in the acquaintance of a person with books - the first link of continuous education, which is carried out consistently, systematically and purposefully.

The book directs mankind to be a good person. A book is a miracle that helps a person to understand why he came to life, why he lives, who is good and who is bad. A person who reads a book will have a broad outlook, but at the same time, a patient, patient person. Moreover, the knowledge gained from the book is as solid knowledge as it is inscribed in stone. If our students and young people today are interested in fiction, if they love it, we should only rejoice in it. In order to live a meaningful life, one must first be able to understand existence, have a high level of intelligence and experience. The place of the book in this regard cannot be compared to anything. Man is a companion and companion of the book throughout his life. As life goes on, man enriches his spiritual world through these books, which are considered to be great discoveries, raises his mind and thinking, and directs his life towards meaningful and purposeful deeds. Anyone who loves the book and is acquainted with it will stop and find light in it. Books allow a person to understand himself, the world, the meaning of life. It is impossible to achieve intellectual depth without books. Much can be said about the book and its reading. First of all, it is necessary to have a sincere desire to learn from books and dive into the world of ideas in them.

Over the past two years, a number of practical measures have been taken in Uzbekistan for the comprehensive development of society, including the publication and distribution of books, the widespread promotion of reading among the population, the development of a culture of reading among young people. The basis of systematic work in this area is the Resolution of the President of the Republic of Uzbekistan "On a comprehensive program of measures to develop the system of publishing and distribution of book products, increase and promote the culture of reading and reading" (September 13, 2017).

The resolution identifies a number of tasks that highlight the importance of accelerating the development of reading culture in society, the population, especially young people, to decide on a positive attitude to reading and reading, to turn reading into a daily activity. For example:

- Improving the regulatory framework for the further development of the publishing and distribution of books, publishing and printing, government support for the publication of books of social significance, especially children's literature; formation of the main directions of the state order for book products, improvement of the system of publication and distribution of literary-artistic, educational-methodical, scientific-theoretical, scientific-popular and exhibition literature, development of specialized bookstores;
- Issuance of state orders for the translation of the best works of world literature into Uzbek, the establishment of a system of their high-quality publication and funding, further development of the book distribution system and the development of specific mechanisms for price formation and sales of book products;
- Strengthening information and library activities, enrichment of library funds of information and resource centers of educational institutions, "Spiritual rooms" of libraries, organizations and institutions with educational and methodological literature, literary, artistic, educational and popular science books, strengthening their material and technical base ;
- Improving the system of training, advanced training and incentives for specialists in the field of publishing and printing, art and technical editors, graphic artists, information and library staff; development of concrete measures to further increase the number of scientific, technical, literary, artistic and encyclopedic literature in the new Uzbek alphabet based on the Latin script;
- Formation of a single database of all types of information and library resources in the National Library of Uzbekistan and information and library centers and ensuring its use in other information and library institutions;
- Preparation of a draft action plan on measures to organize the system of library services to the rural population;
- Organization of production of eReader electronic educational devices, which allow to find and purchase the necessary literature on the Internet in our country, their database includes textbooks for secondary schools, academic lyceums and professional colleges, universities, textbooks, teaching aids, research and development. placement of theoretical sources, preparation of proposals for the establishment of mechanisms for the purchase of such products at low prices;
- take measures to prevent the production, publication and distribution of literature, the content of which is shallow, does not correspond to our national spirituality and values, moral norms, which may have a negative impact on the education of young people;
- Systematic and effective organization of advocacy work to improve the culture of reading and reading, in this regard, among readers, librarians and propagandists such competitions as "The most reading school", "The most reading neighborhood", "The most reading family", "The most active librarian" to organize the qualifying and republican stages of competitions at a high level.

It is known that the acquisition of a culture of reading by society and the individual is determined by the presence of libraries, information and resource centers in the territory of the state, the quality of their services, interest in reading in social subjects and participation in decision making. What is the situation of this industry in Uzbekistan?

If before 1991 there were only nine publishing houses in the republic, a quarter of a century later their number was 118. In the pre-independence period, there were 149 printing enterprises, but today the number of such enterprises has increased more than tenfold to 1,677.

As of 2018, there are 1,760 printing companies and 146 publishing houses in Uzbekistan. The National Library of Uzbekistan named after A.Navoi, 14 regional information-library centers, about 200 information-resource centers in educational institutions of districts and cities, "Kitob olami", "Sharq ziyokori", "Uzdavkitobsavdotaminoti" complexes provide services to young people. The fund of the National Library of Uzbekistan named after A. Navoi alone contains about 8 million books and book products, including more than 450,000 electronic versions of books, electronic textbooks and manuals. The database of the electronic library is created in Uzbek, Russian and English languages.

In accordance with the decision of the Cabinet of Ministers of the Republic, the Republican Children's Library was established in 1965 on the basis of the "Fund of the Department of Adolescent Services" of the National Library of Uzbekistan named after A. Navoi as a scientific and methodological center for regional children's libraries. With a stock of more than 220,000 books, the library covers everything from kindergarten-age children to high school students.

According to the director of the library D. Uralov, students can take their favorite book home and read it with a free subscription. Free English and drawing clubs have been set up for children.

In recent years, publishers have also taken the initiative to publish the best examples of national and world literature. As the leader of this initiative, Yangi Asr Avlodi Publishing House has published more than 50 rare samples of national and world literature under the heading "Kamolot Library".

Publishing and publishing houses of the Uzbek Agency for Press and Information in cooperation with the Uzbekiston Pochtasi launched a campaign "Book by mail." As part of the campaign, at least 2 modern social advertising banners dedicated to the promotion of books were placed on the streets, parks, markets, subways, bus stops, schools, lyceums, vocational colleges, universities and other populated areas in Tashkent, Nukus and regional centers. The banners in the "Recommended by the Press and Information Agency" section include "Give a book to your child!", "Read a book to your child!", "Read a book with your grandchild!" was promoted to promote a family reading culture.

The book is the light of the heart, the wing of contemplation. Because of the unique and pleasant smell that emanates from a printed book and cannot be found in an electronic edition, and the pleasure of reading a book and thinking about its contents with peers, the pleasure of reading the book is completely different, full of the mysterious rustling of miraculous pages.

In addition, parents should regularly take their children to the bookstore, ensure their participation in the library, and encourage them. The tradition of book donation, reading should be widely promoted.

In short, the tasks set by the President's decree, on the one hand, are aimed at creating a wide range of opportunities for our book-loving people, including our youth, to improve the reading culture, and on the other hand, in the near future Uzbekistan will become a literate country serves.

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THE USE OF ACTIVE EDUCATIONAL TECHNOLOGIES IN TEACHING THE SUBJECT «WORLD ECONOMIC AND SOCIAL GEOGRAPHY»

***Abstract**: This article stressed about the current issues of teaching the subject "World Economic and Social Geography". Peculiarities of the use of innovative technologies in the acquisition of science by students in secondary schools. Technologies that increase students' activity in the classroom are highlighted.*

***Key words**: World economic and social geography, course, topic, section, D.E.S, countries of the world, technology, "Star technology".*

***Language**: English*

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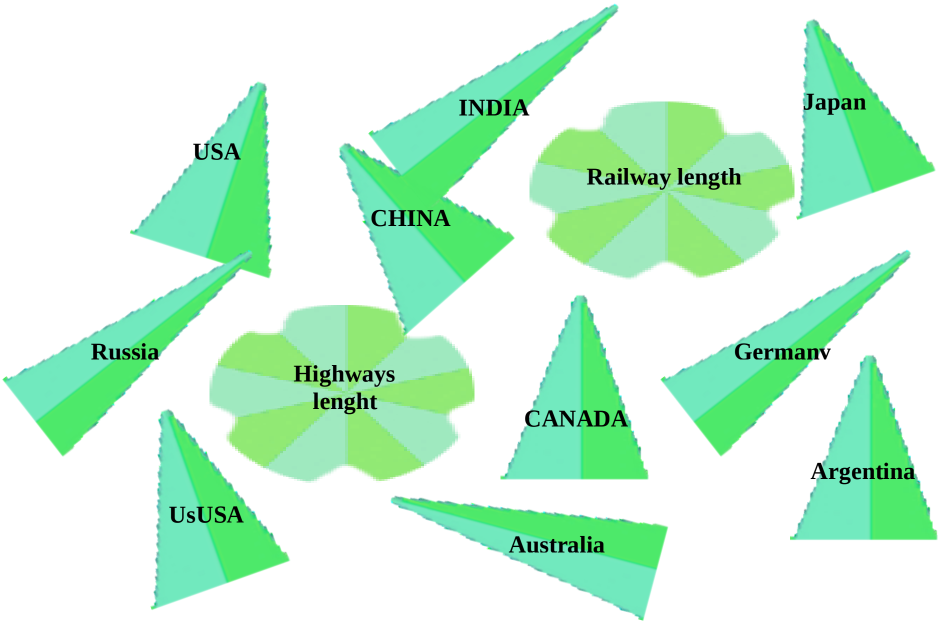
Introduction

The subject of "World Economic and Social Geography" has a place and prestige, as well as scientific and practical significance, among other disciplines.It explores what regions do, their economic capacity and specialization, and the geographical differences in people's social life.Another unique feature of this subject is that it requires an expert to be both a geographer and an economist at the same time, studying, evaluating and predicting everything through the region, from the point of view of the region. [97;3]. While acknowledging this feature, it should be noted that along with the development of the subject "Economic Geography", it is important to conduct geography education in accordance with modern requirements.We mentioned to the problems associated with the acquisition of the subject "World Economic and Social Geography" by secondary school students, the growing importance of geographical knowledge in preparing them for employment.World geography is now rapidly penetrating various areas of our lives. The importance of this science is that it is increasingly associated with the development of science and technology. No matter what profession students choose, it requires them to have a broad outlook, logical thinking, geographical insights, and the ability to apply it in their professional field.

Methods are selected depending on the geographical content of the subject, the course, topic, section, and specific learning objectives of the course.The task of the teacher is to take measures to eliminate the shortcomings identified in the learning outcomes of students, to form pedagogical skills. Because a large part of a teacher's success in teaching science depends on the teacher's performance.The main content of SES in teaching science is the study of economic indicators, statistics, their potential, international relations and the formation of knowledge, skills, competencies and competencies in students on the basis of the subject "World Economic and Social Geography".As a result, new innovative technologies in science teaching have been developed.The developed technologies focus on the individual components of students, including interest and teaching in geographical education, improving the geographical culture of students, the practical importance of the studied geographical materials, the need for education, the formation of the student's personality.

"Star" technology has been developed in teaching science. This technology was discussed on the example of "World Transport".In the process of getting acquainted with the topic, students develop knowledge and skills about the most developed modes of transport, the countries with the highest length of roads.The advantage of this technology is that students will be able to find the desired state from the handouts and create an asterisk shape based on these handouts.Parts of this asterisk fully cover the modes of transport, the world's leading countries in terms of development.For example, to find the leading countries in the length of the "Railways" and "Highways".



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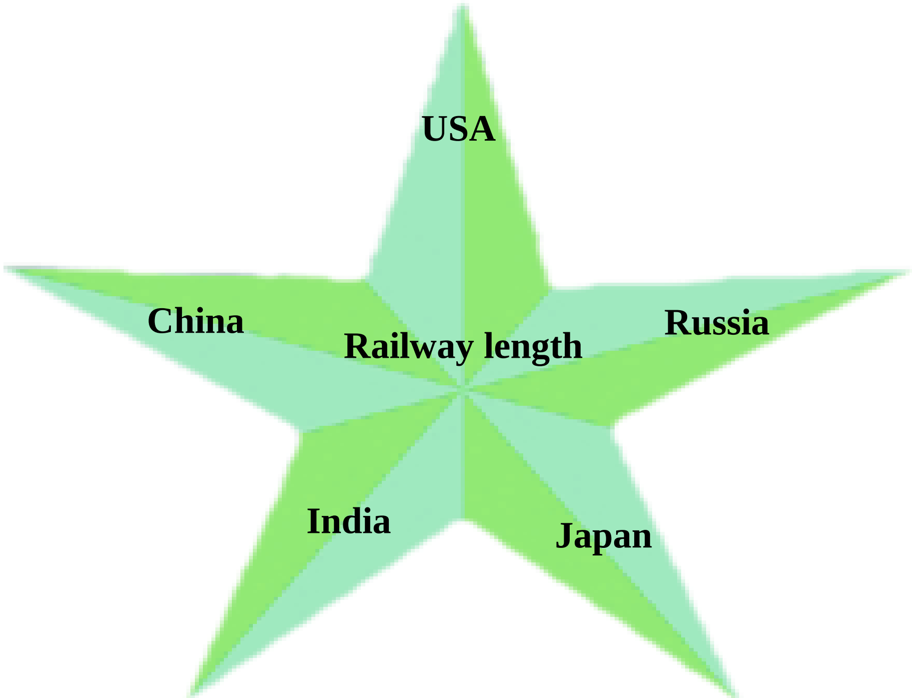

2) completion

Picture 1. Drawing and execution of "Star" technology

As a result of the use of "Star" technology, students will be able to determine the level of development of global transport networks at the national level and fully cover the topic.Students' activity in the classroom develops through competition, cooperation, mutual assistance. At this point, an emotional situation arises. Emotional knowledge and skills are imprinted in a person's memory for a lifetime.The application of "Yulduzcha" technology is effective not only in the teaching of "World Transport", but also in all subjects of "World Economic and Social Geography".

Important aspects of students' educational and cognitive activities are its independence, the effectiveness of their aspirations, and their focus on the geographical materials provided.Based on the above and other definitions, the stages of mastering educational and geographical materials are distinguished.The first stage is recognition, recognition of geographical concepts (objects), substantiation of differences and similarities;

The second stage - efforts to restore the educational geographical materials (object of study) at the level of memory;The third stage - improvement of educational geographical materials (object of study) at the level of comprehension (conscious repetition), description and analysis of the movement with the object of study;The fourth stage is the application of geographical knowledge in the modeled state, the implementation of actions with clearly defined rules, the application of knowledge on the basis of a generalized algorithm to solve new learning problems;

The fifth stage is the application of geographical knowledge (skills) in an unknown situation, solving new tasks, creative transfer of knowledge (independent use of previously acquired knowledge in a new situation, problem solving, problem solving and how to solve it, etc.). The following results are achieved through the effective and correct selection and use of innovative methods in teaching "World Economic and Social Geography":

- to engage students in the topic of the lesson;
- to achieve thorough mastery of knowledge;
- to develop the child's thinking, that is, to teach the student to think;
-creating conditions to ensure the active participation of all students in the educational process;
- creating a moderate psychological climate in the student group;
- the correct choice of methods used in the course and the clear formulation of the questions to activate the students give great effect.

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HISTORICAL ANTHROPONYMIS OF THE UZBEK LANGUAGE
(Based on Salohiddin Tashkendi's «Temurnoma»)

***Abstract**: This article describes the prospects for the development of historical onomastics of the Uzbek language, including anthroponymy, based on the work of Salohiddin Tashkendi "Temurnoma". In this article extensive research and give opinion on Uzbek nomenclature has enriched the field of Uzbek onomastics with a number of monographs, pamphlets, annotated dictionaries, numerous scientific articles, PhD and doctoral dissertations, achievements and problems of historical anthroponymy .. As you know, onomastics is the branch of linguistics that studies any famous names, the history of their origin and change, as well as the sum of all the famous names in the language. On the basis of onomastic principles, the work of Salohiddin Tashkendi was studied anthroponymically.*

***Key words**: Onomastics, anthroponyms, E. Begmatov, variability, onomastic system, onomastic material, appellatives.*

***Language**: English*

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Introduction

In the 60s and 70s of the XX century, a number of scientific directions appeared in Uzbek linguistics. For example: experimental phonetics, phonology, morphology, phraseology, stylistics, speech culture, social linguistics (sociolinguistics), areal linguistics, linguostatistics.. Uzbek onomastics is one of the new branches of linguistics that emerged at that time. Uzbek onomastics has become one of the most developed branches of linguistics since the second half of the last century. Extensive research on Uzbek nomenclature has enriched the field of Uzbek onomastics with a number of monographs, pamphlets, annotated dictionaries, numerous scientific articles, PhD and doctoral dissertations. It is well known that onomastics is the branch of linguistics that studies any famous names, the history of their origin and change, as well as the sum of all the famous names in the language. Most of the works on Uzbek nomenclature analyze only names, partial nicknames and father names, microtoponyms and macrotoponyms, ethnonyms. However, the anthroponymy of historical works in the Uzbek language and some types of famous names have not been studied or analyzed much so far. In glossaries, the term anthroponym (Greek: anthropos - anthropos + onoma-nickname) is a nickname (first name, last name, nickname, patronymic, etc.). It is interpreted as one of the famous name types. The collection of all the famous names of people in a certain language is called anthroponymy. Anthroponymy is the branch of onomastics that studies the origin, development, and function of anthroponyms.

The collection and study of Uzbek anthroponyms on a scientific basis began in the late 19th and early 20th centuries. First Y.T.Smirnov (1899), then N.S.Likoshin (1916) and other members of the Turkestan branch of the Russian Geographical

Society A. Samoylovich, etc. dealt with the collection of Uzbek names and their expression in Russian transliteration. In the works of N.Ostroumov (1910), A.Samoylovich (1911), S.Oldenburg (1928), V.Y.Nalivkin, M.Nalivkina (1897) some issues of etymology and ethnography of Uzbek names and nicknames were studied. was. N.S Malisky was involved in the names and customs of the local population in Tashkent (1928). S. Ibragimov and M. Rahmon made observations on the spelling of Uzbek names and surnames (1935). The scientific study of the linguistic features of Uzbek names began in the 1960s. During the same period, such scientists as D.Abdurahmanov (1960), U.Nosirov (1965), F.Abdullayev (1960, 1961), M.Shamsiyeva (1962), A.Ishayev (1961), H.Doniyorov (1960) Some scientific and popular scientific articles on Uzbek anthroponymy were published. The founder of Uzbek anthroponymy is undoubtedly EA Begmatov. During 1962-1965 he collected a very rich material on Uzbek anthroponymy and published a number of important articles on the linguistic, extralinguistic features of anthroponyms, names, nicknames, nicknames, surnames, lexicon, structure, grammatical features of fathers did. On this basis, in 1965, he defended his dissertation on "Anthroponymy of the Uzbek language." Then E. Begmatov's "Names and People" (1966), "Spelling of human names" (1970), "Spelling of Uzbek names" (1972), "Literary names and surnames of Uzbek authors in Russian transcription" (1981). , “Uzbek names” (1992, 2000, 2007), “The beauty of the name” (1994). The issues of semantics and etymology of Uzbek anthroponyms were discussed by Y. Menajiyev, H. Azamatov, D. Abdurahmanov and E. Begmatov "What is the meaning of your name?" sought a practical solution in his pamphlet entitled. S.Ibragimov (1961, 1967), N.Mamatov (1958), F.Kamolov, R.Jumaniyozov, Ya.Pinkhasov, T.Mirzaev, E.Begmatov (1962) devoted to the problems of spelling and spelling of Uzbek names in Russian articles by such scholars were published in the press. E. Begmatov's works such as "Spelling of human names" (Tashkent, 1970), "Spelling of Uzbek names" (Tashkent, 1972), "Literary names and surnames of Uzbek cars in Russian transcription" (Tashkent, 1981) are such practical problems of nomenclature. is notable for its dedication. With the formation of Uzbek nomenclature as an independent field in the 70s of the XX century, the scope of research on anthroponymy (nomenclature) expanded. Since that time, Uzbek anthroponymy has been studied in various directions.

In Uzbek linguistics, there are studies of human names, especially anthroponyms used in folklore, in the sociolinguistic and functional-semantic directions. D.Abdurahmonov, H.Bektemirov (1967), S.Yuldasheva (1974, 1975), B.Fayzullayev, S.Tursunov (1985), A.Ishayev (1973), I.Khudoynazarov (1998) The scientific research of such scientists is particularly noteworthy. Later, I. Khudoynazarov also defended his dissertation on folk anthroponymy. Another problem of Uzbek anthroponymy is related to poetic or artistic anthroponymy. That is, human names used in historical and artistic works, in general, famous names, serve to express not only a nominative function, but also a number of functional-stylistic features. This issue was later studied in Uzbek anthroponymy.

During the years of independence, the scope of research on Uzbek anthroponymy has expanded. For example, S. Rakhimov conducted observational work on the issues of regional anthroponymy on the example of the Khorezm oasis, on the basis of which he defended his dissertation. N.Husanov studied the lexical-semantic and methodological features of anthroponyms in the language of Uzbek written monuments of the XV century, created a two-part monograph and defended his doctoral dissertation on this topic. M.Tillayeva conducted a historical - linguistic study of the Khorezm onomastics system in a comparative direction with the onomastics of the work "Avesto" and achieved good results. According to the scholar, the names of people in the Avesto influenced the anthroponymy of not only the entire Iranian, but also the Turkic and Sami peoples. Therefore, among today's Uzbek names we find a number of Avestan anthroponyms, such as Jamshid, Isfandiyar, or the name of a person who came under the influence of the Avesto. The names (anthroponyms) also used in the Temurnoma date from the 10th to the 16th centuries, and are used to describe the rich history and anthroponymic aspects of our ancestors. However, the complete anthroponymy of the work has not been studied.

Research on Uzbek anthroponymy dates back to the 1980s, with a focus on the Turkic layer. For example, G. Sattorov defended his dissertation on "The Turkic layer of Uzbek names." He has also published several articles on the subject. The following valid conclusions are drawn from these works: “The national identity of Uzbek anthroponymy is provided by two linguistic materials. These are: original Turkic names and Uzbek names. The national-linguistic spirit is especially evident in the creation of Uzbek names. Most of the names belonging to the indigenous Turkic layer are names with a clear appeal. However, in this layer of names, there are three types of names according to their meaning: 1) names whose meaning is obvious; 2) names whose meanings are currently obscured; 3) names with dead meanings. Most Uzbek names belong to the first and second groups. Names belonging to the Turkic layer can be lexically and semantically divided into three groups: 1) nouns; 2) titles and comments; 3) names and wishes ... ”. It should be noted that the study of the all-Turkic layer in the structure of human names in Turkic studies has a long history. From the first years of the XXI century, research in Uzbek linguistics based on the anthropocentric paradigm began to emerge. This work was carried out mainly in the fields of sociolinguistics, cognitive linguistics, linguistic pragmatics, psycholinguistics. Although the research does not address the anthropocentric paradigm, it is the first work that reflects the principles of this paradigm. In particular, SMMuminov's doctoral dissertation on "Socio-linguistic features of Uzbek communication behavior" The peculiar communicative behavior of Uzbeks has been studied from a socio-linguistic point of view. [2,47] In Uzbek linguistics, the text was analyzed on the basis of anthropocentric paradigm.

It is well known that in world linguistics the text is initially approached mainly from a semantic and syntactic point of view. In recent years, especially since the beginning of the XXI century, the tendency to study the text on the basis of linguocultural, pragmatic, sociolinguistic, cognitive and psycholinguistic principles has increased. It began to be seen not only as a collection of semantically and syntactically related sentences, but also as a socially valuable form of communication, a mental device that reflected the knowledge, linguistic thinking, national psychology, and mentality of certain speakers. It should be noted that in Uzbek linguistics there is a certain research on the linguopoetic, pragmatic, derivational, communicative features of the text. However, texts written in Uzbek have not yet been studied in an anthropocentric way. The well-known Russian linguist YN Karaulov, in his foreword to a collection of articles on language and personality, emphasized that "behind any text is a certain person who possesses linguistic systems" [3, 3-8]. Indeed, the most important source in illuminating the relationship between language and personality is the text. After all, it is not only a speech structure that unites all levels of language, but also a phenomenon that fully reflects the linguistic potential of the speaker (writer). In Temurnoma, there are two names for famous names:

1. Names that have a clear meaning. The meaning of the famous names is clear. For example: Amir Temur, Bahodirshah, Muhammad, Jahangirshah, Saraymulkhanim, Abbas Bahodir, Azamshah, Malikshah

2. Names whose meanings are currently obscured. The meaning of famous names is a bit confusing to this day, and the meaning is difficult to understand. For example: Tegina begim, Suyurgatmish, Yoqun begim, Qazaqan, Oljoy Turkon and hok.

But it should also be borne in mind that 70-80% of the anthroponyms in the work are historical or archaic. More than 500 anthroponyms are used in the play. By combining several semantics around the lexeme of a single person, it is possible to create new semantic personality fields (antoponyms): the person, ie thematic groups of anthroponyms: names of relatives of Amir Temur, names of women, comrades-in-arms, servants, religious leaders, mythological personalities, the names of scientists, the names of enemies, the names of foreign ambassadors. For example, Alqissa, Taragay Bahodir's point was Karayur Nuyondin. [1,43] Kazankhan was so cruel that if he demanded a man, he would first bequeath it to his wife and children, and then go to Kazankhan. Amir Choku was a statesman in Barlos. [1,53]. But Malikshah Bahodir was a very rich man. Every ijnos had goods. [1.72]. There was no one great and brave among the people of Chigatay. From the above examples, it is clear that personal names are also grouped into thematic groups based on the context. And in turn, the groups are divided into subgroups and the chain example is studied in relation. It is important to use the "anthroponym system" in the study of anthroponymic units of the work, that is, the anthroponymic units of the work

Names.

Surnames (ibn, binni due to the nature of the period)

Father's names.

Nicknames.

It is advisable to study nicknames on the basis of thematic groups.

As mentioned above, each onomastic system is further subdivided into smaller systems. Like the onomastic system, anthroponyms are a system. It seems that anthroponyms have a certain place in the lexical system of the Uzbek language. It is also characterized by the presence of unique indicators. Similarly, anthroponyms differ from other lexical combinations in their semantic, methodological, and constructive features. Therefore, onomastic research should be carried out on a synchronous and diachronic basis on the basis of system - structural and historical - comparative method. Names have a social significance and reflect the cultural and social life of the society. Names also indicate the descent of a particular person and his or her place in society. Each name appears for a specific reason. It can be popular or less user friendly. They have a name, their own history, "biography" and "geography". Names can be linguistically realistic or fabricated. Thus, the anthroponymy of the work is a sufficient source for research.

Thus, onomastic material is a large part of the vocabulary of any developed language. Therefore, onomastic material requires special study, as well as sciences such as history, geography, and astronomy. General information about the onomastic units, onomastic scale and onomastic field of language, the meaning of the terms that express them and the study of the set of knowledge about them in world and Uzbek linguistics from a scientific, theoretical, practical and methodological point of view. studying it as a whole system is one of the current problems. Onomastics, including Uzbek onomastics, is closely related to such areas as linguistics, geography, history, ethnography, archeology, mythology, and folklore.

The forms of onomastic units in the language of Temurnoma are widely used, such as anthroponyms, toponyms, hydronyms, anthropoonyms, oronyms, ethnoiconyms, oikonyms, theonyms (theonyms), agonyms (agonymy), necronyms (necronymy). There are more than 500 anthroponyms alone

The use of such onomastic units in the language of epics is one of the rare sources that reflects the historical realities and conditions, as well as national traditions. They are closely connected with the destiny, language development and way of life of different peoples, which have their own ethno-territorial history and worldview due to their origin, development and functional characteristics.

Each language has its own long history and develops on the basis of its own internal laws. But to some extent, it is also influenced by other languages. Because not every nation can live in isolation from other nations. There are always economic, political and cultural ties between nations. These connections are also reflected in the language. Therefore, in the language, especially in its onomastic units, it is possible to find important linguistic facts about all historical periods.

The means of word formation in each language are also involved in the creation of onomastic units. However, when examining place names in terms of their construction, it is necessary to take into account a number of semantic and grammatical features of famous names. When lexemes become toponyms or hydronyms, they change categorically, have a certain functional sphere, the semantic scale is reduced, that is, there is a specialization of meaning. Due to this, their formal and grammatical features also change.

It seems that the achievements of Uzbek anthroponymy are significant, but there is a lot of work to be done in this area:

1. It is necessary to prepare a spelling dictionary, an annotated dictionary, a dictionary of Uzbek names and publish them in accordance with modern requirements.
2. In the structure of Uzbek anthroponyms it is necessary to study the assimilation layer, the oldest Sogdian, Mongol, Uyghur, Indian, Persian-Tajik, Arabic and Russian interstellar layers, etc.
3. The work should be analyzed onomastically.

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TRANSLATION IS A MEANS OF CROSS-CULTURAL COMMUNICATION

Abstract: *the article deals with the issues of transcoding text from one language to another, where translation is a means of cross - cultural communication. Different points of view about the primacy of the source text are analyzed. It is concluded that translation is a means of dialogue in the system of intercultural communication, reflecting the form, content, cultural and linguistic realities of the source language, as far as possible with the help of translation language equivalents.*

Key words: *text; translation; original language; translation language; cross-cultural communication; text encoding.*

Language: *Russian*

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ПЕРЕВОД – СРЕДСТВО МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Аннотация: *В статье рассматриваются вопросы перекодирования текста с одного языка на другой, где перевод - средство межкультурной коммуникации. Анализируются разные точки зрения о первостепенности исходного текста. Делается вывод о том, что перевод является средством диалога в системе межкультурной коммуникации, отражающим форму, содержание, культурные и лингвистические реалии языка исходного текста, насколько это возможно при помощи эквивалентов языка перевода.*

Ключевые слова: *текст; перевод; язык оригинала; язык перевода; межкультурная коммуникация; кодировка текста.*

Введение

В ходе современного процесса глобализации экономики, науки, образования международные контакты стали явлением повседневной жизни. Необходимость установления и укрепления международных связей обусловлена расширением культурных границ и приобрела статус насущной необходимости. Однако в процессе межкультурного взаимодействия деловой человек сталкивается с рядом трудностей, среди которых языковое различие является далеко не единственным. Несовпадения в восприятии окружающего мира носителями разных культур влечет за собой непонимание и конфликт.

Слово «культура» - из серии фундаментальнейших. По числу сочетаемых понятий оно занимает одно из главных мест в языках мира. «Философия культуры», «культура эпохи», «дворянская культура», «современная культура», «национальная культура», «культура Германии», «европейская культура», «агрокультура», «культура производства», «культура поведения», «культура торговли», «музыкальная культура», «культура чувств», «физическая культура»... ряд этот поистине неисчерпаем.

Сам термин «коммуникация» происходит от латинского слова, означающего «общее»: передающий информацию пытается установить «общность» с получающим информацию. «Поэтому «коммуникация может быть определена как передача не просто информации, а значения или смысла с помощью символов».

«Язык - орудие, инструмент культуры. Он формирует личность человека, носителя языка, через навязанные ему языком и заложенные в языке видение мира, менталитет, отношение к людям и т. п., то есть через культуру народа, пользующегося данным языком как средством общения». [Тер-Минасова, 2000]

Таким образом, язык — сокровищница, кладовая, копилка культуры. Он хранит культурные ценности - в лексике, в грамматике, в идиоматике, в пословицах, поговорках, в фольклоре, в художественной и научной литературе, в формах письменной и устной речи и он передатчик, носитель культуры, он передает сокровища национальной культуры, хранящейся в нем, из поколения в поколение ...

При общении у участвующих в нем представителей разных национальностей так или иначе проявляются ментальные различия. К ним можно отнести свойственные этносу речевую культуру и этикет, накопленные знания о традициях и обычаях, социальный статус, религиозные воззрения, особенности единого ментального мышления. В процессе осуществления межкультурной коммуникации значительно пополняются представления индивида о мире.

В узком значении термин «межкультурная коммуникация» возник в 70-е годы прошлого века. Впервые определение ему было дано в учебнике Л. Самовара, И.Портера «Коммуникация между культурами», вышедшем в 1972 г. В этот период начало выделяться научное направление межкультурной коммуникации, основанием чему послужила необходимость анализа неадекватных ситуаций, обусловленных непониманием языка в культурных отношениях между этносами, и их последствия.

Идеи межкультурной коммуникации развивались в различных направлениях. Главным направлением в становлении теории межкультурной коммуникации является лингвострановедческий подход, который рассматривался Е.М.Верещагиным и В.Г.Костомаровым в аспекте дихотомии «язык – культура». Они первыми научно обосновали объективность существования фоновых знаний и вскрыли накопительную функцию лексической семантики, установив содержание кумулятивной функции языка, согласно которой языковые единицы представляют собой «вместилище» знаний социальной действительности.

Е.М.Верещагиным и В.Г.Костомаровым разработав общетеоретические и методические аспекты лингвострановедения, открыли новые перспективы развития учебной лексикографии и лингвокультурологии.

Идею лингвострановедения продолжил развивать Г.Д.Томахин. Он предложил определенную градацию фоновых знаний и указал на то, что основным объектом лингвострановедения является знания, связанные с национальном культурой, присущие определенной этнической и языковой общности.

И.И.Халеева считает, межкультурная коммуникация межкультурная интеракция происходит между партнерами по взаимодействию, которые не только принадлежат к разным культурам, но при этом и осознают тот факт, что каждый из них является «другим» и каждый воспринимает попеременно «чужеродность партнера»

Затруднения и сложности, возникающие в процессе общения, в том числе представителей разных культур, получили название *барьеров* - проблем, возникающих в процессе взаимодействия и снижающих его эффективность. Одна из социологических трактовок коммуникативных барьеров может быть сведена к их определению через категории условий или факторов, затрудняющих интеракцию и препятствующих обмену информацией.

Существующие коммуникативные проблемы трансформируются в барьеры при их устойчивом воспроизводстве в течение определенного периода времени. Косвенным индикатором наличия барьеров может служить их отражение в сознании участников интеракции.

Традиционно выделяют следующие виды коммуникативных барьеров, возникающих в процессе межкультурного взаимодействия:

1. Представители разных культур используют различные модели

восприятия социальной действительности посредством символических систем, что находит отражение в используемых языковых конструкциях, стилях устной и письменной коммуникации – *языковые барьеры*.

2. Невербальное поведение выполняет важные функции в процессе межкультурной коммуникации, однако используемые символы могут иметь различное значение для участников взаимодействия – *барьеры в невербальной коммуникации*

3. Особенности национального и этнического сознания представителей разных культур часто выступают барьерами межкультурных взаимодействий – *стереотипы как барьеры в межкультурных взаимодействиях.*

Признание современной методикой *перевода пятым видом речевой* деятельности повышает его значимость как эффективного средства *«имплантации»* в сознание будущих специалистов в области перевода национально-культурно маркированных образцов мышления и способа восприятия действительности страны изучаемого языка.

Правильно сформированная переводческая компетенция переводчика как посредника в области межкультурной коммуникации предполагает не только знание иностранного языка, но и владение национально-культурной спецификой общения, правилами выражения социокультурных норм поведения носителей языка, отражённых грамматическими средствами в текстах исходного языка, а также умение устанавливать межъязыковые грамматические соответствия не на уровне корреляции формально сопоставимых единичных грамматических явлений, как это в большинстве случаев предлагается в пособиях по переводу, а на структурно-функциональном уровне, вскрывающем культурные различия родного и изучаемого языков. Примером может служить исследованная нами категория наклонения в узбекском, английском, французком и немецком языках.

В последующие годы стало публиковаться множество научных трудов по теории перевода, преподаванию иностранных языков, сравнительной культурологии, контрастивной прагматике и т.д., посвященных углубленному и всестороннему изучению понятия межкультурной коммуникации (Садохин А.П. Теория и практика межкультурной коммуникации: уч. пособие для вузов. - М., 2004; Петрова О.В. Межкультурная коммуникация в переводе. - М., 2003; Машанцева Н.В. Межкультурная коммуникация в процессе изучения языка. - М., 2008 и др.).

Процессы межкультурной коммуникации усиливаются не только в рамках экономических, профессиональных и культурно-социальных отношений, но и в контексте развития международных связей в образовании и науке, а также туризма. Такая практическая потребность стала толчком для формирования и развития новой дисциплины «Межкультурная коммуникация».

В узбекском языкознании труды, посвященные исследованию межкультурной коммуникации, взаимосвязи языка и культуры, национального менталитета, начали выходить в свет конце прошлого и начало XXI века (Дж.Дж.Джалалов, Х.Р.Рахимов, Г.Махкамова, Л.Т.Ахмедова, Ш.Н.Убайдуллаев, С.Сайдалиев). Регулярно проводятся научные конференции различного уровня на темы, связанные указанными проблемами.

По нашему мнению, в узбекском языкознании как предмет межкультурной коммуникаций задачи будет состоять в следующем: (1) анализе особенностей национальных культурных стереотипов в межкультурной коммуникации; (2) всестороннем анализе лингвистических особенностей выражения представителям других национальностей ментального характера культурной лексики и фразеологического дискурса узбекского языка в межкультурной коммуникации; (3) описании характера ментально-языковых особенностей представления национальной культуры в переводе, поскольку перевод имеет особое значение для восприятия культуры другой страны; (4) всестороннем рассмотрении средств выражения национальной культуры в узбекском языке в контексте межкультурной коммуникации; (5) определении путей совершенствования способов межкультурной коммуникации при обучении культурно-фоновой лексике и фразеологии узбекского языка в иноязычной аудитории.

При общении разноязычных людей необходим некий общий язык, который помог бы им понимать друг-друга. В таких случаях возможным способом осуществления коммуникации является перевод. Переводчик, владеющий не только обоими языками, но знающий и обе культуры, не только «двуязычен», но и «двукультурен». Переводчику необходимо анализировать культурные элементы при подготовке к переводу, как и водителю необходимо проверять уровень масла и незамерзающую жидкость перед поездкой.

Понятие перевода как межкультурной коммуникации вытекает из понимания языка как компонента культуры, как единого социально-культурного образования.

Термин «перевод» имеет множество значений, унифицированного определения понятия «перевод» не существует.

«перевод произведений художественной литературы, основная задача которого заключается в порождении на ПЯ речевого произведения, способного оказывать художественно-эстетическое воздействие на получателя перевода». [Комиссаров 1990: 97]

А.В. Фёдоров рассматривает перевод, прежде всего, как «речевое произведение в его соотношении с оригиналом и в связи с особенностями двух языков и с принадлежностью материала к тем или иным жанровым категориям». Автор поясняет, что «перевести - значит выразить верно и полно средствами одного языка то, что уже выражено ранее средствами другого языка» [Фёдоров, А.В. с. 10].

Я.И. Рецкер считает, что: «Задача переводчика - передать средствами другого языка целостно и точно содержание подлинника, сохранив его стилистические и экспрессивные особенности. Под «целостностью» перевода надо понимать единство формы и содержания на новой языковой основе. Если критерием точности перевода является тождество информации, сообщаемой на разных языках, то целостным (полноценным или адекватным) можно признать лишь такой перевод, который передаёт эту информацию равноценными средствами. Иначе говоря, в отличие от пересказа, перевод должен передавать не только то, что выражено подлинником, но и так, как это выражено в нём. Это требование относится как ко всему переводу данного текста в целом, так и к отдельным его частям» [Я.И. Рецкер. с. 10].

Переводчик должен учитывать не только особенности лексического, грамматического и синтаксического строя ЯО (языка оригинала) и ЯП (языка перевода), но и функционал художественного текста.

А.В. Алексеева детерминирует понятие «перевод» как «деятельность, которая заключается в вариативном перевыражении, перекодировании текста, порождённого на одном языке, в текст на другом языке, осуществляемая переводчиком, который творчески выбирает вариант в зависимости от вариативных ресурсов языка, вида перевода, задач перевода, типа текста и под воздействием собственной индивидуальности; перевод - это также и результат описанной выше деятельности» [Алексеева, И.С. с. 7].

Перевод - это акт не только лингвистический, но и культурный, акт коммуникации на границе культур. Процесс перевода всегда имеет два аспекта - язык и культуру, так как они неразделимы. Язык и культура взаимосвязаны: язык не только выражает культурную реальность, но и придает ей форму. Смысл перевода понятен только в том случае, если он согласуется с культурным контекстом, в котором употребляется.

При переводе знание особенностей культурных систем партнеров является условием результативности процесса перевода, так как «культура - это совокупность значений, ценностей и норм, которыми владеют взаимодействующие лица, и совокупность носителей, которые объективируют и раскрывают эти значения» [Сорокин, В.Н. с. 218].

Перевод - это процесс замещения текста на одном языке текстом на другом языке. Текст - это не простой набор элементов: слова и предложения, которые мы используем в процессе коммуникации, могут иметь различные значения, если менять их сочетания. Поэтому переводить необходимо текст целиком, а не отдельными предложениями и словами. При переводе коммуникативного текста необходимо сохранять его культурные особенности. Чтобы достичь адекватности перевода, лингвист должен быть знаком с культурой как исходного языка, так и языка перевода, знать цель коммуникации и целевую аудиторию. Необходимо помнить, что из-за разницы в культуре и языке точного перевода и быть не может. Единственное, на что можно надеяться, - приблизительность. Чем больше сходства между системами и культурами двух языков, тем более продуктивным будет перевод при межкультурной коммуникации.

Любое употребление языкового знака в речи, в том числе перевод как особый вид речевой деятельности, является потенциально либо непосредственно коммуникативным. В первую очередь перевод предназначен для осуществления межкультурной коммуникации. Для того чтобы коммуникация состоялась, необходим качественно перекодированный текст, понятный носителю языка перевода, отражающий основное содержание исходного текста.

Согласно И.С. Алексеевой, процесс перекодировки текста делится на три основных этапа [Алексеева 2004: 21]:

На сегодняшний день вопрос о том, какой перевод можно считать коррелирующим, остается открытым. Многие ученые пытались разработать объективные критерии оценки корреляции перевода с текстом оригинала (Мошкович В. П., Петрова О. В. и др.), некоторые из них утверждают, что это невозможно, так как «любая оценочная деятельность субъективна по своей природе» (Павлова А. В.). [Павлова 2012: 188]

Определение типа текста: какая информация является наиболее важной? Когнитивная (факты, научный текст), экспрессивная (эмоциональная, эстетическая), оперативная (воздействие, оказываемое на реципиента, реклама) [Алексеева 2004: 267].

Создание перевода, работа со словарями и справочниками, сопоставление двух языков на всех уровнях, от фонетики до синтаксиса и семантики, выработка потенциальных единиц эквивалентности [Алексеева 48-49].

Редактура созданного текста согласно грамматике, синтаксису и узусам языка перевода [Алексеева 2004: 130-132]. Перевод - сложный процесс. Как правило, переводчик имеет дело сдвумя самостоятельными языковыми системами, и это значит, что языковой знак не обязательно найдет своего двойника или эквивалент в другой системе, более того, полный эквивалент - большая редкость.

Об этом пишет В.С. Виноградов: «Степень сближения с оригиналом зависит от многих факторов: от мастерства переводчика, от особенностей сопоставляемых языков и культур, эпохи создания оригинала и перевода, способа перевода, характера переводимых текстов и т.п.» [Виноградов 2001: 24].

Согласно его классификации, существует 3 ступени соответствий от относительного до точного [Виноградов 2001: 24-27]:

эквивалентность - равноценные понятия; адекватность - равные понятия;

точность - полное совпадение понятий.

Эквивалентность - максимально возможное равенство содержательной, смысловой, стилистической, семантической и функционально-коммуникативной информации, содержащейся в оригинале и переводе [Виноградов 2001: 26].

Этьен Доле в своей работе «La manière de bien traduire d'une langue en autre: davantage, de la punctuation de la langue française, puis de ses accents» («О способе правильно переводить с одного языка на другой, затем о пунктуации французского языка, а также о его ударениях», 1540) обозначает несколько правил перевода. Второе из них гласит: необходимо мастерски владеть как языком оригинала, так и языком перевода [см: Грабовский 2004: 79-90]. «Каждый язык имеет свои особенности, переносы в речениях, способы выражения, едва уловимые тонкости и выразительную силу, свойственные только ему» [Гарбовский Н.К. Теория перевода. - М. : МГУ, 2004. - 224 с. Грабовский 2004: 88].

Носители разных культур думают по-разному, воспринимают окружающие их реалии по-разному, а значит, и создают различные означающие для одних и тех же явлений. Кроме того, у каждой культуры есть аутентичные черты: быт, история, окружение.

Переводчик - это человек, который сформировался в определенном языке и является продуктом определенной языковой и социальной среды. Данный факт не может не оказывать влияния на его стратегию. Рассматривая перевод как творческий процесс, связанный с особенностями иноязычной культуры нельзя забывать о том, что переводчик, также как и отправитель и рецептор - это самодеятельная языковая личность, полноправный участник межьязыковой коммуникации, который может быть носителем либо языка оригинала, либо языка перевода. Следовательно, рассматривая переводчика в первую очередь в качестве получателя текста оригинала, и учитывая при этом, что переводчик может быть носителем ИЯ либо ПЯ, можно справедливо предположить, что этот факт определенным образом влияет на стратегию переводчика в целом, и в частности на его стратегию при переводе реалий.

Как пишет С. Влахов, реалии - «это слова (и словосочетания), называющие объекты, характерные для жизни (быта, культуры, социального и исторического развития) одного народа и чуждые другому; будучи носителями национального и/или исторического колорита, они, как правило, не имеют точных соответствий (эквивалентов) других языках» [Влахов С., Флорин С. Непереводимое в переводе. - М. : Высшая школа, 1986. - 416 с.], а значит, требуют особого подхода при переводе.

Перевод реалии - перекодирование национального и исторического своеобразия языка оригинала в понятные для носителей другой культуры знаки. Для осуществления межкультурной коммуникации, с одной стороны, необходимо с помощью имеющихся концептов сделать нечитаемые знаки культуры исходного текста понятными, с другой стороны - при замене одних знаков другими есть риск совершенно потерять исходный культурно-исторический код. Таким образом невозможно сделать реалии одного языка понятными без потери, частичной или полной, семантического, стилистического, исторического плана.

Следует различать так называемый учебный перевод и профессиональный перевод. Учебный перевод связан с расшифровкой иноязычного текста с целью его понимания в процессе изучения иностранного языка. Это есть прием, который дает воз- можность постичь основы иностранного языка, методы и технику перевода, углубить знания в языке.

Профессиональный перевод - это особая языковая деятельность – переводческая деятельность, направленная на воссоздание подлинника на другом языке. Эта деятельность требует специальной подготовки, навыков и умения. Она предполагает совершенное владение иностранным и родным языком, знание не только своей, но и иноязычной культуры.

Редко использовалось слово *губы* и в эпической речи. Так, словарь онежской былинной лексики указывает на семь словоупотреблений. Авторы словаря отмечают особо: "губы в былине – знак греховности. Никаких определений они не имеют, и единственный управляющий глагол при лексеме *губы – отсечь* (единично – *не надобно)"* [Бобунова, Хроленко 2000: 27].

Немецкая лексема *Lippe* «губа» с её четырьмя словоупотреблениями частотностью тоже не отличается. Как субъект действия губы могут *«sein» frisch und gesund* «быть» свежими и здоровыми, *Dank wohlgefallen* «выражать благодарность». Губы можно *schliefien* «сжимать», *uberflieβen* «наполнять».

А вот в английских песенных текстах *lips* 'губы' – достаточно частотная лексема. 27 словоупотреблений для соматизма в фольклорной песне – это весьма высокий показатель. Почти во всех случаях существительное *lips* определяется прилагательными, которые можно классифицировать по группам: (а) цветовая характеристика (red *ruby* 'красные рубиновые', *ruby* 'рубиновые', *lily-white* 'белые как лилия'); (b) тепловые ощущения: *(cold* 'холодные', *cold clay* 'холодные, как глина', *lily cold* 'холодные, как лилия'); (с) вкусовые ощущения: *sweet* 'сладкие'; (d) оценка: *(dear* 'дорогие'); (е) комплекс признаков: *pale cold* 'бледные холодные', *pretty ruby* 'красивые рубиновые', *sweet rosy*' сладкие румяные'.

And then he kissed her *lily-cold lips*

Ten thousand times over, while she lied fast asleep *[Sh. I, 16A]*

'И потом он целовал её лилово-холодные губы десять тысяч раз, в то время как она лежала словно спящая'

Lips определяется с помощью существительных: *baby's cold lips* 'холодные губы ребёнка', *lips of my own sailor* 'губы моего морячка'.

Губы характеризуются и с помощью предикативных конструкций: *to be as cold as clay* 'быть холодными, как глина' , *to be blue* 'быть синими', <to *be*> *sweet* '<быть> сладкими', *to be so blue like the violets* 'быть, как фиалки, синие'.

Единственный управляющий глагол при существительном *lips* – это *to kiss* 'целовать'.

He kissed her sweet *lips* as she lay fast asleep

Переводчик должен не только переводить предложения, но и знать культуру страны иностранного языка. Он послужит посредником для обоих сторон, разъяснив им главные правила поведении и обычаи страны, а также именно переводчик должен будет подобрать эквивалент для языкового явления, которое непосредственно отражает чужую культуру. Основой для достижения взаимопонимания при межкультурной коммуникации служит эмпатия – подставление себя на место другого человека, попытка увидеть мир его глазами. Если это удается переводчику, то процесс перевода можно считать удачным.

Особенности переводческого билингвизма состоит, во-первых, в том, что переводческий билингвизм имеет, как правило, ассиметричный характер. У большинства переводчиков доминирует один язык и одна культура. Этот язык и эта культура подчиняют себе другие, с которыми переводчику приходится сталкиваться в переводе. Во-вторых, в процессе перевода оба языка присутствуют в акте речи и функционируют одновременно.

Через призму доминирующего языка и доминирующей культуры понимаются смыслы, заключенные в речевых произведениях на другом языке, воспринимаются факты другой культуры.

Переводчику постоянно приходиться преодолевать интерференцию языков и культур.

Чтобы достичь адекватности перевода, лингвист должен быть знаком с культурой как исходного языка, так и языка перевода, знать цель коммуникации и целевую аудиторию.

Межкультурная коммуникация предполагает преподавание иностранного языка не только на основе культуры этого языка, но и с учетом национальной культуры. Это означает, что в учебных планах должно быть усилено внимание преподаванию родного языка и культуры изучаемого языка.

Учеными не раз выдвигался тезис о том, что каждый язык адекватно обслуживает свою культуру и если в културе есть определенные реалии то в языке есть эффективные способы их наименования и обозначения. Например, понятие сутки для всех народов – это 24 часа, но оно передавается разным средствами. В немецком и узбекском языках эквивалент слову *сутки* отсутствует, но данное понятие существует в немецком языке как *(der) Tag und (die) Nacht*, а в узбекском языке как, *бир кеча кундуз*. Наблюдается и тот факт, что в двух контактируемых языках могут иметь место лакуны.

Заметим что специфической особенностью межкультурного взаимодействия является его стратегический характер. Именно стратегический замысел продуцента и стратегическая ответная реакция реципиента определяют выбор средств и приёмов реализации в виде речевой тактики. Под стратегией речевого общения зачастую понимают речевые образцы/паттерны, стереотипы коммуникативного поведения или культурные паттерны. Так, речевые модели поведения отчетливо прослеживаются в речеповеденческих тактиках, которые специфичны для каждой отдельно взятой лингвокультуры. В доказательство сказанного приведем следующий пример. В Узбекистане при встрече знакомых можно услышать примерно такой диалог:

- Ассалому алайкум!
- Ваалайкум ассалом!
- Ишларингиз яхшими? Уй ичи, бололар, ака-укалар, ҳаммалари соғ-саломат юришибдими?
- Раҳмат! Ҳаммалари яхши юришибди …

В немецкоязычной культуре:

- Hallo! Wie geht es Ihnen?
- Danke, gut. Und Ihnen?
- Danke. Es geht mir gut.

В немецкоязычной культуре считается неприличным спрашивать о семье, в то время как в узбекской, даже будучи незнакомым с семьей собеседника, как правило, спрашивают о членах семьи партнера по общению.

Изучение языка не есть чисто технический процесс, а широкое овладение культурой других стран, это наведение живых мостов между народами, формирование новой личности, способной к адекватному восприятию многовариантной картины мира. Вне языка не может сохраняться и развиваться культура, общение в мире, поэтому познать мир во всем его многообразии можно только через освоение языков и культур на основе методологических принципов межкультурной коммуникации.

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INTERCULTURAL COMMUNICATION AS A BASIS FOR LEARNING A FOREIGN LANGUAGE

Abstract: *the Article is devoted to modern problems of intercultural communication in the world linguodidactics. Cross-cultural communication is considered as a complex phenomenon. In cross-cultural communication, people's actions manifest themselves in various aspects. In communication acts that cover such functional areas as personal, social, group, professional, cultural, and others, separate cultural lexemes, phrases, and Proverbs are used.*

Key words: *education, culture, communication, intercultural communication, discourse, cultural linguistics, the problem.*

Language: *Russian*

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МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ КАК ОСНОВА ОБУЧЕНИЮ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация: *Статья посвящена современным проблемам межкультурной коммуникации в мировой лингводидактике. Межкультурная коммуникация рассматривается как сложное явление. В межкультурной коммуникации действия людей проявляются в различних аспектах. В коммуникативных актах охватывающих такие функциональные сферы, как личная, социальная, групповая, профессиональная, культурная и другие употребляются отдельные культурные лексемы, словосочетания, пословицы.*

Ключевые слова: *обучение, культура, коммуникация, межкультурная коммуникация, дискурс, лингвокультурология, проблема.*

Введение

Тесная связь и взаимозависимость преподавания иностранных языков и межкультурной коммуникации настолько очевидны, что вряд ли нуждаются в пространных разъяснениях. Каждый урок иностранного языка — это перекресток культур, это практика межкультурной коммуникации, потому что каждое иностранное слово отражает иностранный мир и иностранную культуру: за каждым словом стоит обусловленное национальным сознанием (опять же иностранным, если слово иностранное) представление о мире.

Сегодня все больше ученых обращается к теории и практике межкультурной коммуникации (МКК), поскольку стало ясно, что для разрешения проблем межкультурного общения необходимо объединить усилия представителей разных наук.

В науке проблемы организации межкультурной коммуникации исследуются как учеными-филологами (М.М.Бахтин, П.Грайс, Л.М Михайлов, Г.П.Немец), так и философами, физиками, социологами, антропологами, культурологами (И. Кант, Л. Витгенштейн, Ф. Шлейермахер, Г. Гадамер, Э. Сепир, Б. Уорф, Р. Якобсон, С. Г. Тер-Минасова, В. П. Кузовлев, В. Г. Костомаров).

Вся жизнь человека проходит в общении. Общение - одна из главных потребностей человека - связано с самой его сущностью: человек - существо общественное. Роль общения в нашей жизни чрезвычайно велика. Общение, или коммуникация, - одна из сторон взаимодействия людей в процессе их деятельности. Общение - необходимое и специфическое условие жизни человека в обществе.

В рамках теории коммуникации общение есть процесс циркуляции информации в обществе.

Коммуникация, как всякая деятельность, имеет свои мотивы и цели. Целью коммуникации является воздействие.

Итак ,«человеческая коммуникация есть процесс взаимодействия двух и более языковых личностей с целью передачи получения обмена информацией, т. е. того или иного воздействия на собеседника, необходимого для осуществления совместной деятельности».

Для достижения взаимопонимания коммуникантам необходимо обладать: 1) общностью знаний об используемом языке и 2) общностью знаний о мире в форме образов сознания. Другими словами, участникам коммуникации необходима общность знаковых средств и определенная общность социального опыта.

Понятия общение и коммуникация часто употребляются учеными как синонимы, хотя их содержание совпадает не полностью. С точки зрения лингвистической науки, термины общение и коммуникация мало различаются, под ними понимается обмен мыслями и информацией в форме речевых или письменных сигналов.

В психологии и социологии термин коммуникация используется для обозначения процесса передачи информации от человека к человеку, а также передачи и обмена информацией в обществе с целью воздействия на социальные процессы. Общение же - это межличностное взаимодействие людей, которое имеет моральную, информационную, духовную, практическую ценность.

В самом понятии межкультурной коммуникации заложено равноправное культурное взаимодействие представителей различных лингвокулыурных общностей с учетом их самобытности и своеобразия, что приводит к необходимости выявления общечеловеческих ценностей на основе сравнения иноязычной и собственной культур Расширение взаимодействия культур и народов делает особенно актуальным вопрос о культурной самобытности и культурных различиях Культурное многообразие современного человечества увеличивается, и составляющие его народы находят все больше средств, чтобы сохранять и развивать свою целостность и культурный облик. Изучение межкультурной коммуникации предполагает раскрытие таких понятий, как принципы коммуникации, основные функции культуры, влияние культуры на восприятие и коммуникацию в ее различных сферах и видах, параметры для описания влияния культуры на человеческую деятельность.

Язык – это летопись многолетних усилий человека познать мир, объяснить мир и себя в этом мире. Этим объясняется неразрывная связь языка и культуры, язык развивается внутри культуры и эксплицирует ее. Язык одновременно является условием существования культуры, ее важной составляющей частью и продуктом культуры.

В своей деятельности человек имеет дело не с самим миром, а с репрезентациями этого мира, с когнитивными картинами и моделями. Поэтому мир предстает для человека сквозь призму его культуры и языка.

Язык и культура – разные семиотические системы, хотя имеют много общего. Как считает В.Н.Телия, (1) культура, как и язык, – это формы сознания, отображающие мировоззрение человека; (2) культура и язык существуют в диалоге между собой; (3) субъект культуры и языка – это всегда индивид или социум, личность или общество; (4) нормативность – общая для культуры и языка черта; (5) историзм – одно из сущностных свойств культуры и языка; 6) культуре и языку присуща антиномия динамика-статика» [Телия В.Н. Русская фразеология. Семантический, прагматический и лингвокультурологический аспекты. – М.: Школа «Языки и культура», 1996. – С. 225-226.].

Язык – это то, что лежит на поверхности бытия человека в культуре, поэтому, начиная с XX века (Я.Гримм, Р.Раск, В.Гумбольдт, А.А.Потебня) и по сей день, проблема взаимосвязи, взаимодействия языка и культуры является одной из центральных в языкознании. Данной проблемой занимался и немецкий философ и просветитель И.Г. Гердер, полагая, что национальное – это часть общечеловеческого, что любая национальная культура – это своеобразная форма проявления общечеловеческой культуры [Herder I.G. Samtliche Werke. Bd. I-XXXIII. B/1877-1913. Bd.II. –P.24]. Истоки этой проблемы усматривают в трудах В. Гумбольдта [Гумбольдт В. фон. Избранные труды по языкознанию. – М.: Наука, 1991. – С.267.].

Происхождение понятия «культура» многократно описано. Известно, что слова cultio и culte латинского происхождения и в документах Древнего Рима означали возделывание и использовались применительно к сельскому хозяйству. Этимологически в латыни более древним словом считается глагол colere, первоначальное значение которого - «возделывать», «обрабатывать землю» позже дополняется смыслом - «почитать», «поклоняться». Уже у римских государственных деятелей культура расширяется, обогащаясь новыми смыслами. В последующие века речь идет уже не только о возделывании почвы, но о развитии ума, углублении образования и веры. Языческие культы заменяются в великих религиях мыслью о возможности человека воспитать душу и способности в любви к Богу. Философия и теология входят в культуру, поглощают ее и поглощаются ею. К понятию культура позже добавляется понятие цивилизация от латинского термина civils гражданский, государственный.

Культура как понятие было сформулировано немецким юристом XVII века Самуэлем Пуфендорфом (1632-1694), цивилизация - французскими просветителями XVIII века, мечтавшими о культуре нового общества, основанного на Свободе, Равенстве и Братстве. В России термин культура получил распространение с середины XIX века. До этого времени употреблялся термин цивилизация. Сегодня под словом цивилизация обычно понимается историческое воплощение культуры.

Лингвокультурология – комплексная научная дисциплина синтезирующего типа, изучающая взаимосвязь и взаимодействие культуры и языка в его функционировании и отражающая этот процесс как целостную структуру единиц в единстве их языкового и внеязыкового (культурного) содержания при помощи системных методов и с ориентацией на современные приоритеты и культурные установления (система норм и общечеловеческих ценностей). Лингвострановедческие исследования (Е. М. Верещагин, В. Г. Костомаров, Г. Д. Томахин, В. Н. Телия, В. И. Хайруллин, В. В. Воробьев, В. А. Маслова, М. А. Кулинич и др.) в большинстве своем носят прикладной характер и являются ценным источником информации, отражающей взаимодействие языка и культуры.

В.Н. Телия определяет лингвокультурологию как часть этнолингвистики, посвященную изучению и описанию корреспонденции языка и культуры в их синхронном взаимодействии (Телия В.Н. Роль образных средств языка в культурно-национальной окраске миропонимания иностранных языков. – М.: Знание, 1996. – С.82-89.). "Объект лингвокультурологии изучается на "перекрестке" двух фундаментальных наук: языкознания и культурологии" (Телия В.Н. Культурно-национальные коннотации фразеологизмов // Славянское языкознание. – М.: Наука, 1993. – С.31-67.).

В.А. Маслова выделяет следующие предметы лингвокультурологии:

1) безэквивалентную лексику и лакуны; 2) мифологизированные языковые единицы: архетипы и мифологемы, обряды и поверья, ритуалы и обычаи, закрепленные в языке; 3) паремиологический фонд языка; 4) фразеологический фонд языка; 5) эталоны, стереотипы, символы; 6) метафоры и образы языка; 7) стилистический уклад языков; 8) речевое поведение; 9) область речевого этикета (Маслова В.А. Лингвокультурология. – Москва: Изд. Центр «Академия», 2000. – С.36-37).

Лингвострановедение — это дидактический аналог социолингвистики, развивающий идею о необходимости слияния обучения иностранному языку как совокупности форм выражения с изучением общественной и культурной жизни носителей языка (Верещагин Е.М. Костомаров В.Г. Страноведение и преподавание русского языка как иностранного, –М., Наука 2001. –251с.)

Лингвострановедение как учебная дисциплина напрямую связана с методикой преподавания иностранных языков. Но только в отличие от методики преподавания, ориентированной на теоретические знания иностранного языка, больше связанные с грамматическим построением письменного текста, лингвострановедение ориентируется на изучение внеязыковых факторов, то есть на изучение социальных структур и единиц, которые лежат в основе любой национальной культуры.

Все вышеобозначенные области лингвистики направлены на изучение национально-специфических особенностей одной отдельно взятой лингвокультуры. Эти данные неоценимы для межкультурных исследований, предназначенных для сопоставительного анализа двух и более лингвокультур. Не менее важным для МК является рассмотрение взаимоотношений языка и культуры через призму психолингвистики (А. А. Леонтьев, А. А. Залевская, И. Н. Горелов, К. Ф. Седов и др.) и социолингвистики (А. Д. Швейцер, В. И. Карасик, Н. Б. Мечковская, В. П. Конецкая и др.), а также таких междисциплинарных областей, как этнопсихолингвистика и лингвосоциопсихология (Т. М. Дридзе).

Исследование механизмов понимания (В. З. Демьянков, Г. И. Богин, А. А. Залевская, В. В. Знаков и др.) позволяет делать выводы о том, каким образом осуществляются "состыковка" контактирующих лингвокультур и обмен информацией в процессе межкультурного общения. Огромное значение имеет описание национально - специфических особенностей языковой картины мира (Б. А. Серебренников, А. А. Уфимцева, С. А. Арутюнов, Т. В. Булыгина, А. Д. Шмелев, Н. Д. Арутюнова), а также соотношения языка и национального самосознания (Н. Д. Арутюнова, Н. В. Уфимцева, В. Г. Гак).

Кроме того, в мировой и узбекской лингвистической науке хорошо разработан ряд понятий, имеющих несомненное значение для теории МКК, но практически не известных западным исследователям. К их разряду принадлежат такие понятия, как языковая личность (Г.Нойнер, А.Вийерлахер, Ю. Н. Караулов, Ю. Д. Апресян, М. В. Китайгородская, Г.Х.Бакиева, Г.Т.Махкамова, Д.У.Хошимова), концепт и концептосфера (Д. С. Лихачев, Е. С. Кубрякова, Ю. С. Степанов, Ж.Ж. Жалолов, Л.Т.Ахмедова).

В рамках мировой и узбекской коммуникативной теории хочется особо выделить работы, посвященные проблемам речевого общения (А. Е. Войскунский, В. В. Богданов, О. Л. Каменская, Е. Ф. Тарасов, О. Я. Гойхман, Т. М. Надеина, Г. Г. Почепцов), взаимоотношению сознания и коммуникации (И. А. Зимняя, Б. Гаспаров, В. В. Красных, В. Я. Шабес), а также языка и коммуникативного поведения человека (Т. Г. Винокур, И. П. Сусов). Заслуживают внимания исследования, связанные с моделированием коммуникативного процесса (С. А. Сухих, В. В. Зеленская), коммуникативными стратегиями (Е. В. Клюев), невербальной коммуникацией (И. Н. Горелов, В. Ф. Енгалычев), компьютерной коммуникацией (Б. Ю. Городецкий), фатическими речевыми жанрами (В. В. Дементьев), культурой общения (Н. И. Формановская). В последние годы появились интересные работы, в которых анализируются типы, категории и структура дискурса, а также культурно обусловленные различия в его характере (В. Б. Касевич, В. И. Карасик, М. Л. Макаров, К. Ф. Седов, Е. И. Шейгал).

Б. С. Ерасов выделяет два основных научных подхода к проблеме МКК: инструментальный и понимающий. Первый нацелен на достижение практического результата (успешной адаптации индивидов в инородной среде и создание методики обучения эффективному межкультурному общению в конкретном контексте), второй дает возможность рассматривать изменения в культуре и личности, которые происходят в результате встречи с "иным", перспективы развития человеческой способности к МКК, формирования личности - посредника между культурами. Основой этого подхода является идея необходимости сохранения самобытности и в то же время взаимодействия культур. Видение динамики МК с этих позиций предусматривает непрерывное развитие и совершенствование качества общения, формирование позитивного отношения к различиям с целью роста взаимопонимания культур в разных сферах и на разных уровнях (Ерасов 1997: 443-444). Представляется, что именно такой подход к проблемам МКК является наиболее перспективным.

Межкультурная коммуникация – общение, осуществляемое в условиях столь значительных культурно обусловленных различий в коммуникативной компетенции его участников, что эти различия существенно влияют на удачу или неудачу коммуникативного события.

Основными функциями межкультурной коммуникации являются обеспечение межкультурного обмена материальными и идеальными ценностями, а также коопера- ции между представителями различных этносов, наций, государств и т.д. при решении тех или иных задач локального и глобального уровней.

Говоря о межкультурной коммуникации, следует говорить как о различии самого явления межкультурной коммуникации, так и об отрасли научного лингвистического знания, изучающего данное явление.

На современном этапе кроме практического овладения иностранным языком провозглашается развитие личности студентов, желающей и способной участвовать в межкультурной коммуникации, развитие умений критического мышления, культуры умственного труда, умений нешаблонно и быстро подходить к решению разнообразных проблем, умений самостоятельно трудиться над развитием собственной нравственности, интеллекта, культурного уровня. Метод проектов, будучи по сути своей комплексным методом, решает практически все перечисленные выше задачи. Преимущественно межкультурная направленность обучению устной речи может быть придана преобладанием культурно-бытовой тематики - в этом случае становится возможным регулярное проведение бесед о событиях из жизни учащихся. Естественно, что межкультурное содержание каждой темы (подтемы) требует соответствующего лексического обеспечения.

Прочность владения языковым материалом, необходимая для осуществления межкультурной коммуникации, достижима только при изначально-комплексном обучении всем видам речевой деятельности и усвоении языкового материала во взаимодействии всех анализаторов, т.е. в единстве говорения, слушания, чтения и письма. Необходимость этого вытекает из психофизиологического положения о неразрывном взаимодействии анализаторов коры головного мозга. Поэтому отрыв образов языковых знаков различных модальностей друг от друга отрицательно сказывается на прочности усвоения.

Существенную роль для достижения необходимой прочности может сыграть письмо. Поскольку в состав процесса письма входит разнообразный набор функциональных звеньев (слухового, двигательного, зрительного анализаторов) и поскольку оно невозможно, по крайней мере, на начальном этапе без внутреннего проговаривания, упражнения в письменной речи обеспечивают прочность запоминания в самом широком смысле слова.

Изначально-комплексное усвоение материала в единстве говорения, слушания, чтения и письма является залогом прочности усвоения языкового и речевого материала и в другом плане - в плане обеспечения подлинной сознательности обучения. Действительно, вне вышеуказанных условий имеет место глобальное восприятие и понимание фраз и предложений, исключающее слово отчетливость. Помимо того, что во многих случаях это приводит к неверному пониманию, такое глобальное восприятие исключает как понимание каждого компонента фразы, прежде всего слов, так и какую-либо эластичность в оперировании ими, что особенно важно в условиях реального общения. Напротив, овладевая материалом в единстве устной речи, чтения и письма, учащийся с самого начала неизбежно сталкивается с расчленением фраз и предложений на их компоненты.

В практическом плане работа показала, что современное преподавание иностранного языка невозможно без привития учащимся иноязычной культуры. Большинство методистов ставят во главу угла современное состояние теории и практики обучения иностранного языка с ярко выраженной коммуникативной направленностью, что способствует всестороннему развитию личности, развитию духовных ценностей учащихся.

Достижение результата требует создания дидактической системы интеркультурного языкового образования. Для этого важно понять язык не только как систему знаков, свод грамматических правил и синтаксических конструкций, но и как элемент национальной культуры, отражающий ее и, одновременно, позволяющий проникнуть в ее глубины. В связи с этим нами выделены следующие требования к отбору содержания обучения иностранному языку:

- культуроведческое наполнение (включение профессионально ориентированных текстов, отражающих профессиональные интересы представителей страны, а также культуроведческиориентированных познавательных текстов, содержащих изучаемые аспекты иноязычной культуры);
- соответствие профессиональным интересам студентов, их речевому опыту и создание условий для развития новых интересов и мотивации к дальнейшему изучению иностранного языка;
- диалогичность текста (возможность использования текста как источника культуроведческой информации, соотнесенность ее с подобным элементом культуры своей страны, и проблем для обсуждения, создания коммуникативных ситуаций).

Сформированность межкультурной компетенции позволяет участникам интеркультурного общения постичь чувства и мысли другого народа, помогает преодолеть негативное отношение к иной национальный культуре. Данное исследование в области методики преподавания иностранного языка показало, что обучение межкультурной коммуникации не может существовать без включения лингвострановедческого аспекта в процесс обучения. В свете современных требований целям обучения меняется статус и роль страноведческой информации, представленной таким образом, чтобы соответствовать опыту, потребностям и интересам учащихся и быть сопоставленной с аналогичным опытом их ровесников в стране изучаемого языка. Исследования также показали, что в современном образовании существует база, на которой можно основать коммуникативное обучение.

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IDEAS OF A REBELLIOUS SPIRIT IN MODERN UZBEK POETRY

***Abstract**: This article concerns the peculiar features of the representatives of the modern uzbek poetry. The article also analyzes the problems of rebellious ideas and harmony in Chulpan, X.Xudoyberdiyeva, X.Davron and M.Yusuf's works.*

***Key words**: poem, poetry, history of literature, poetic emblem, fiction, object of an image, poetic generalization, metaphor, poetic "I", poetic world, rebellious ideas.*

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Introduction

Twentieth-century Uzbek poetry confirms the existence of a poetic generation that entered the history of literature under the name “Generation of the 70s.” Every literary critic of the period understands that the poets of this generation, such as Khurshid Davron, Shavkat Rahmon, Usmon Azim, Muhammad Yusuf, had a sharp mind and fluent speech, while each of them tried to “sing” with his own words and voice.

Khurshid Davron in his poem “Kechir, asrim”(“Forgive me, my century”) refers to the period, the century. In this century, whoever strives for the light will be left in the darkness. The poet’s heart is devastated by the fact that “the birth of blind anger out of love that no one needs” is losing its appearance among people, and that “anger” is being born instead of “love”:

Қаттол аср,
Кимки “нур” деса
Зулмат аро қолди, бўғилди
Ва ҳеч кимга керак бўлмаган
Меҳрдан кўр қаҳр туғилди. [5,39.]

(Rude century, Whoever wants to have a ray, they were tripped in the darkness and the glimmer of ray came out of the kindness which was unnecessary for anyone)

Khurshid Davron’s poetic answer to the question “What is poetry?” is as follows:

Қафасдаги ғамгин қушни
Озод этмоқ – шеър битмоқ.
Болаликда кўрган тушни
Эсламоқ ҳам – шеър битмоқ. [6,16.]

(Writing a poem is like freeing a sad bird from a cage,

Writing a poem is also remembering the dream you had in your childhood)

The poet tries to express the problem of freedom in the image of a sad bird in a cage. And freedom is an eternal dream of mankind. Man always strives for freedom. It is natural that there will be struggles and hardships along the way. When he says, “To liberate is to end poetry,” the poet is referring to struggles. “Poetry is struggle.” When we fight, it is to fight in a spiritual way, says the poet. Remembering a childhood dream, as noted by the poet in the poem, is a sign of the strength of human memory, which means that everyone will never forget their past, the spiritual heritage left by their ancestors. Khurshid Davron likens the poetic image in the poem to a fighter in the form of a hyena and a lion, ready to bite his teeth at the enemy:

Ғазабингни яширолмай,
Мисли сиртлон, мисли шер,
Тишларингни ёвга санчмоқ –
Бу энг қутлуғ, улуғ шеър. [6,16.]

(It is a holy poem that you cannot hide your anger like a lion and can fight against a foe)

There are different ways to fight the wild. Wrestling through words is also a way. The outward expression of poetry is the word. The power of the word is omnipotent. The poet emphasizes that resistance to the savage by word is the most blessed, great poem among the forms of struggle. N. Afokova"s opinion on this poem sums up our attitude to the poem: "Life is a great ocean, an inexhaustible source of material for fiction. On top of that, there are many beautiful things in the world, passionate situations, for poetry, where the object of the image is mainly the delicate experiences of the soul. But why does the author talk about the bird in the cage, the anger that turns a hyena into a lion, the biting of a beast, the imprisonment of a prisoner? Naturally, such images were created by time, and the dictatorial society that lived the last years of his life (the poem was written in 1979) also turned poetry into one of the weapons of struggle."[2]

In Khurshid Davron's poem "Poetry is not a difficult task", one can see the continuation of the above thought:

Шеърият – бу қийин иш эмас,
Ёзсанг агар юракни асраб.
Бироқ шеърнинг бир сатрини деб,
Қон тупурган тунлари Машраб. [5,18.]

(Poetry is not a difficult task if you write a poem vy defending your heart. However, Mashrab spat blood because of one line of a poem)

Khurshid Davron emphasizes that poetry is "not a difficult task" but that Mashrab has spat blood for every line along the way. Indeed, the fate of poetry is a difficult, responsible, painful destiny. True poets have a sense of responsibility to the nation. They strive to shed light on his pain, his problems, to share his happiness. The poet Muhammad Yusuf also expressed his gratitude to him, saying that there were "hardships" and "sleepless days" on this path, and that he was not complaining about this fate, but:

Сен борсанки, заҳматларим бор,
Бу дунёда орттирган зарим –
Ухламай қон ютган кунларим
Учун сенга раҳматларим бор. [3,30.]

(Because you are alive, I have efforts
Thank you for the days on which I sat blood)

Although the two poets went two ways in terms of poetic toil, in fact both came to the conclusion that true poetry is the renunciation of living in all order, of being thankful for what you have, and of being accustomed to existence. It is not a matter of being cut off from life and society, but of living among people, opening the way to their hearts, caring for the nation's past, present and future, sympathizing with their sorrows and sharing their happiness. The fighter on this path must only move forward, fight, and be ready to take revenge when the time comes for freedom:

Шеърият – бу қийин иш эмас,
Етар топсанг қофия "ёз", "соз."
Шеърда баъзан ҳаводек зарур
"Эрк" сўзига қофия "қасос". [5,18.]

(Poetry is not a difficult task if you find a rhyme
Sometimes, it is very important to find a rhyme for words "freedom" and "revenge")

In fact, as the poet said, it is possible to write a poem by rhyming the word "yoz" (summer) with the word "soz" (good). However, poetry does not always emerge from a rhyming word. Second, the underlying meaning of these words gives a poetic generalization that the poet chooses the path of "revenge" for "freedom" if necessary, not just to write "soz" (good).

In the early twentieth century, Chulpon sang the motives of thirst for man, the struggle for freedom, rebellion in dozens of poems on high curtains. In the poet's poem "I and others" this idea is clearly expressed:

Кулган бошқалардир, йиғлаган менман,
Ўйнаган бошқалар, инграган менман.
Эрк эртакларин эшитган бошқа,
Қуллик қўшиғини тинглаган менман. [7,75.]

(The people who laughed are others, The one who cried is me

The ones who listened to "freedom" fairy-tales are others, the one who listened to the song of slavery is me)

Although these verses were recited on behalf of an Uzbek girl, they were indicative of the freedom in her life at that time. As for the "rhyme" of "freedom" and "revenge" mentioned by Khurshid Davron, the poet, as a singer of freedom, speaks in a completely different style, trying to reveal the current state of freedom through metaphor. We see that although the two poets went one way to tell the obvious truth and the other to express it "in a figurative way", the idea of the poem is the same: the poet should not be able to live indifferently in the face of freedom. These two different pictorial methods are related to the period in which both poets lived. In one of them the sword of the Soviets is slowly approaching the people, while the poet eagerly urges him to fight for freedom in order to save his people from the sword, while in the other this sword has done its job, aimed at raising the height of the people. Although the goal and the idea are close to each other, the way to achieve it is reflected in the uniqueness of the poet's style.

While the poet's emotions, intentions, goals and original image are reflected in the poem, the emotions such as enthusiasm, sincerity, rebellion in the lines of Khurshid Davron are embodied in his poetic "I":

Сен қўркувни қанчалик яшир,
Шеър қилади барибир ошкор.
Қўрқоқ бўлсанг, қўрқоқ бўлар шеър,
Мардман, деб жар солмоғинг бекор. [5,18.]

(Even you hide your fear, anyway, a poem reveals it

If you are scared, a poem will also be feared)

"Poetry is the social conscience of a poet", said Askad Mukhtor. The identity of the poet, the idea he is trying to convey to the reader, is clearly seen in the poem he wrote. The poet's attitude to society and people is expressed through the horns that run through his heart. Indeed, the above idea emphasized by Khurshid Davron proves how responsible poetry is. The path of poetry is to embark on a struggle, to pledge one's life, to put one's whole body in emotional bondage, and to sacrifice one's soul in this way. Halima Khudoiberdieva wrote about this creative path:

Шунчаки ёзмоққа кўнглим тўлмайди,
Шунчаки ёзмоққа бормайди қўлим.
Шунчаки ёзганга чидаб бўлмайди,
Шунчаки ёзмоқ бу – шоирга ўлим. [4,15.]

(Writing a poem for just in case is a death for a poet)

A true poet must always be ready for the spiritual needs of his people, for the future of his country. “Acting like an actor” is not suitable for him. The path of poetry is not a stage. A person who enters this path must admit that his life is a deposit and, if necessary, give his life:

Заҳар ичиб ўлган актёрдек
Пардадан сўнг тирилмоқ бекор.
Шоир шеърнинг олдида тирик,
Шеър сўнггида ўлмоғи даркор. [5,18.]

(It is not important to be re-alive after the curtain even if you drank poison

A poet is alive in front of a poem, but he/she must die at the end of a poem)

Those who are truly talented understand their duty to the nation and the Motherland and are ready to dedicate their entire lives to the aspirations of the people and the future of the country. The poet may think with the creators of this period in his time, have similarities and commonalities in terms of attitude to the period, society, but his perception of the world, the world of poetic worlds, is completely different from contemporary poets in terms of individual views. The ideas of rebellion in the nature of every poet can be expressed in different styles of expression.

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ON COMPARISON OF THE ROOT SETS OF FUNCTIONS BELONGING TO THE WEIGHT CLASSES BERGMAN

***Abstract**: This article provides a refinement of the theorem of the Israeli mathematician C. Horowitz on the properties of Bergman classes, based on a weight change.*

***Key words**: Bergman classes, analytic function, zero sets of functions of Bergman classes.*

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Introduction

Root sets of functions of the Hardy class H^p are well studied. The well-known theorem on the root sets of functions of the Hardy class says: a sequence $\{z_k\}_{k=1}^{+\infty}$ a sequence from the unit circle is the root set of a function from the class H^p for some $0<p<+\infty$ if and only if the Blaschke condition $\sum_{k=1}^{+\infty}(1-|z_k|)<+\infty$ is satisfied. However, a complete description of the roots of functions from the classes A_α^p, $0<p<+\infty$.

In 1974, the famous Israeli mathematician C. Horowitz obtained an unexpected property of these classes in [11]. It turns out that, in contrast to a class H^p, in Bergman classes A_α^p these sets differ significantly for different p and α : if $0<p<+\infty$ and $\alpha>\beta>-1$, then there is a function $f(z)\in A_\alpha^p$ a sequence from the unit circle, such that $f(z_k)=0$ $k=1,2\ldots$, $f(z)\neq 0$, at the same time for an arbitrary function $g(z)\in A_\beta^p$ from $g(z_k)=0$ $k=1,2\ldots$, follows that $g(z)\equiv 0, \forall z\in D$.

To formulate the main result, we introduce the following notation:

Let C be a complex plane;

$D=\{z=x+iy\in C:|z|\le 1\}$ - unit circle on a complex plane;

$H(D)$ - the set of all analytic functions in D.

Let us introduce the Bergman weight class (1) and (2).

$$A_{\omega_\alpha}^p=\left\{f\in \mathrm{H}(D):\|f\|_{A_{\omega_\alpha}^p}^p=\int_0^1\int_{-\pi}^{\pi}\left|f\left(re^{i\varphi}\right)\right|^p(1-r)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)rdrd\varphi<+\infty\right\} \quad (1)$$

and

$$A^{\frac{p}{n}}_{\omega_\alpha} = \left\{ f \in \mathrm{H}(D) \left| \int_D |f(z)|^{\frac{p}{n}} (1-|z|)^\alpha \omega\left(\ln \frac{1}{1-|z|}\right) dm_2(z) < +\infty \right. \right\} \quad (2),$$

where $\omega(x)$ - is an arbitrary positive function monotonically increasing on $(0,+\infty)$, $0 < p < +\infty, \alpha > -1$.

Theorem. *Let $\omega(x)$ - be an arbitrary positive monotonically increasing function on $(0,+\infty)$ satisfying the following conditions:*

$$\sup_{1<x<+\infty} \frac{\omega(2x)}{\omega(x)} < +\infty ;$$

$$\int_1^{+\infty} \frac{dx}{x \cdot \omega(x)} < +\infty .$$

Let also $\alpha > -1$, $0 < p < +\infty$

Then:

1. *For large enough $a \in \mathbf{N}$ the function*

$$f_a(z) = \sum_{k=m}^{+\infty} \frac{1}{(k \cdot \omega(k))^{\frac{1}{p}}} a^{\lambda k} z^{a^k} \in A^p_\alpha .$$

2. *If $h \in H(D)$, $b \in H(D)$, $M_\infty(b,r) = \max_{|z|\le r} |b(z)|$,moreover $M_\infty(b,r) = o\left((1-r)^{-\lambda}\right)$, $r \to 1-0$, then $\left(f^n + b\right) h \notin A^{\frac{p}{n}}_{\omega_\alpha}$, $\forall n \in \mathbf{N}.$*

Evidence.

Let us prove the first item of the theorem.
Consider (3).

$$f_a(z) = \sum_{k=1}^{+\infty} \frac{1}{(k\cdot\omega(k))^{\frac{1}{p}}} a^{\lambda k} z^{a^k} = \sum_{j=1}^{k-1} \frac{1}{(j\cdot\omega(j))^{\frac{1}{p}}} a^{\lambda j} z^{a^j} + \frac{1}{(k\cdot\omega(k))^{\frac{1}{p}}} a^{\lambda k} z^{a^k} + \sum_{j=k+1}^{+\infty} \frac{1}{(j\cdot\omega(j))^{\frac{1}{p}}} a^{\lambda j} z^{a^j} \quad (3)$$

We denote

$$S_k(z) = \sum_{j=1}^{k-1} \frac{1}{(j \cdot \omega(j))^{\frac{1}{p}}} a^{\lambda j} z^{a^j} ,$$

$$U_k(z) = \frac{1}{(k \cdot \omega(k))^{\frac{1}{p}}} a^{\lambda k} z^{a^k} ,$$

$$T_k(z) = \sum_{j=k+1}^{+\infty} \frac{1}{(j \cdot \omega(j))^{\frac{1}{p}}} a^{\lambda j} z^{a^j} .$$

Let's put $r_k = e^{-\frac{\lambda}{a^k}}$. Obviously, for $r_k \to 1$ at $k \to \infty$, then, considering that $1 - r_k \sim -\log r_k$,

We get

$$-\log r_k = -\log(1-(1-r_k)) \sim -(-(1-r_k)) = 1 - r_k,$$

from where

$$-\log r_k = -\log e^{-\frac{\lambda}{a^k}} = \frac{\lambda}{a^k} \text{ и } 1 - r_k \sim \frac{\lambda}{a^k}.$$

Let us show that there exist positive c_1 and c_2, such that

$$c_1 |U_k(z)| \le |f_a(z)| \le c_2 |U_k(z)|, \ |z| = r_k$$

We estimate $|S_k(z)|$ and $|T_k(z)|$ in terms of $|U_k(z)|$ for $|z| = r_k$.

$$|U_k(z)| = \left| \frac{1}{(k \cdot \omega(k))^{\frac{1}{p}}} a^{\lambda k} z^{a^k} \right| = \frac{1}{(k \cdot \omega(k))^{\frac{1}{p}}} a^{\lambda k} \left| e^{-\frac{\lambda}{a^k}} \right|^{a^k} = \frac{1}{(k \cdot \omega(k))^{\frac{1}{p}}} \frac{a^{\lambda k}}{e^{\lambda}} \quad (4)$$

$$|S_k(z)| = \left| \sum_{j=1}^{k-1} \frac{1}{(j \cdot \omega(j))^{\frac{1}{p}}} a^{\lambda j} z^{a^j} \right| \le \sum_{j=1}^{k-1} \frac{1}{(j \cdot \omega(j))^{\frac{1}{p}}} a^{\lambda j} \left| z^{a^j} \right| \le$$

$$\le \sum_{j=1}^{k-1} \frac{1}{(j \cdot \omega(j))^{\frac{1}{p}}} a^{\lambda j} \left(e^{-\frac{\lambda}{a^k}} \right)^{a^j} = \sum_{j=1}^{k-1} \frac{1}{(j \cdot \omega(j))^{\frac{1}{p}}} a^{\lambda j} e^{-\lambda a^{j-k}} \le \sum_{j=1}^{k-1} \frac{1}{(j \cdot \omega(j))^{\frac{1}{p}}} a^{\lambda j}$$

$$\left|S_k(z)\right| = \sum_{j=1}^{k-1} \frac{1}{(j\cdot\omega(j))^{\frac{1}{p}}} a^{\lambda j} = \sum_{j=1}^{\left[\frac{k-1}{2}\right]} \frac{1}{(j\cdot\omega(j))^{\frac{1}{p}}} a^{\lambda j} + \sum_{j=\left[\frac{k-1}{2}\right]+1}^{k-1} \frac{1}{(j\cdot\omega(j))^{\frac{1}{p}}} a^{\lambda j} = A_k + B_k$$

Estimate A_k and B_k separately

$$B_k = \sum_{j=\left[\frac{k-1}{2}\right]+1}^{k-1} \frac{1}{(j\cdot\omega(j))^{\frac{1}{p}}} a^{\lambda j} \le \frac{1}{\left(\frac{k-1}{2}\omega\left(\frac{k-1}{2}\right)\right)^{\frac{1}{p}}} \sum_{j=\left[\frac{k-1}{2}\right]+1}^{k-1} a^{\lambda j} =$$

$$= \frac{1}{\left(\frac{k-1}{2}\omega\left(\frac{k-1}{2}\right)\right)^{\frac{1}{p}}} \cdot \frac{a^{\lambda\left(\left[\frac{k-1}{2}\right]+1\right)} - a^{\lambda k}}{1-a^{\lambda}} \cdot \frac{\left|U_k(z)\right|}{\frac{1}{(k\cdot\omega(k))^{\frac{1}{p}}} \frac{a^{\lambda k}}{e^{\lambda}}} =$$

$$= \frac{(k\cdot\omega(k))^{\frac{1}{p}}}{\left(\frac{k-1}{2}\omega\left(\frac{k-1}{2}\right)\right)^{\frac{1}{p}}} \cdot \frac{a^{\lambda k}\left(1-a^{\left(-\frac{k}{2}+\frac{1}{2}\right)}\right)}{a^{\lambda}-1} \cdot \frac{\left|U_k(z)\right|}{\frac{a^{\lambda k}}{e^{\lambda}}}$$

Considering that

$$\lim_{k\to\infty} \frac{(k\cdot\omega(k))^{\frac{1}{p}}}{\left(\frac{k-1}{2}\omega\left(\frac{k-1}{2}\right)\right)^{\frac{1}{p}}} = 2^{\frac{1}{p}},$$

denote by

$$\varepsilon_{B_k}(a) = \frac{2^{\frac{1}{p}}\cdot\left(1-a^{\lambda\left(-\frac{k}{2}+\frac{1}{2}\right)}\right)}{e^{-\lambda}\left(a^{\lambda}-1\right)},$$

then $B_k \le \varepsilon_{B_k}(a)\left|U_k(z)\right|$.

We will do the same with

$$A_k = \sum_{j=1}^{\left[\frac{k-1}{2}\right]} \frac{1}{(j\cdot\omega(j))^{\frac{1}{p}}} a^{\lambda j}$$

$$A_k = \sum_{j=1}^{\left[\frac{k-1}{2}\right]} \frac{1}{(j\cdot\omega(j))^{\frac{1}{p}}} a^{\lambda j} \le \sum_{j=1}^{\left[\frac{k-1}{2}\right]} a^{\lambda j} \le \sum_{j=1}^{\left[\frac{k-1}{2}\right]} a^{\lambda\left[\frac{k-1}{2}\right]} = a^{\lambda\left[\frac{k-1}{2}\right]} \sum_{j=1}^{\left[\frac{k-1}{2}\right]} 1 \le a^{\lambda\frac{k}{2}} a^{-\frac{\lambda}{2}}\left(\left[\frac{k-1}{2}\right]-1\right) =$$

$$= a^{\lambda\frac{k}{2}} a^{-\frac{\lambda}{2}}\left(\left[\frac{k-1}{2}\right]-1\right) \cdot \frac{\left|U_k(z)\right|}{\frac{1}{(k\cdot\omega(k))^{\frac{1}{p}}} \frac{a^{\lambda k}}{e^{\lambda}}} = \frac{(k\cdot\omega(k))^{\frac{1}{p}}\cdot e^{\lambda}\cdot a^{-\frac{\lambda}{2}}\left(\left[\frac{k-1}{2}\right]-1\right)\cdot\left|U_k(z)\right|}{a^{\frac{\lambda k}{2}}} \quad (5)$$

Consider seperately

$$\frac{(k\cdot\omega(k))^{\frac{1}{p}}\cdot e^{\lambda}\cdot a^{-\frac{\lambda}{2}}\left(\left[\frac{k-1}{2}\right]-1\right)}{a^{\frac{\lambda k}{2}}} = \exp\left(\frac{1}{p}\ln k + \frac{1}{p}\cdot\ln(\omega(k)) + \ln\left(\frac{k-1}{2}\right) - \right.$$

$$-\frac{\lambda}{2}\ln a-\frac{\lambda k}{2}\ln a)=\exp(-k(-\frac{\frac{1}{p}\ln k}{k}-\frac{\frac{1}{p}\ln\omega(k)}{k}-\frac{\ln\left(\frac{k-1}{2}\right)}{k}+\frac{\lambda}{2k}\ln a+\frac{\lambda}{2}\ln a)\;;$$

$$\lim_{k\to\infty}\left(\exp(-k(-\frac{\frac{1}{p}\ln k}{k}-\frac{\frac{1}{p}\ln\omega(k)}{k}-\frac{\ln\left(\frac{k-1}{2}\right)}{k}+\frac{\lambda}{2k}\ln a+\frac{\lambda}{2}\ln a)\right)=0\,.$$

Denoting through

$$\varepsilon_{A_k}(a)=\frac{\left(k\cdot\omega(k)\right)^{\frac{1}{p}}\cdot e^{\lambda}\cdot a^{-\frac{\lambda}{2}}\left(\left[\frac{k-1}{2}\right]-m\right)}{a^{\frac{\lambda k}{2}}},$$

get

$$A_k\le\varepsilon_{A_k}(a)\left|U_k(z)\right|.$$

In this way,

$$\left|S_k(z)\right|\le A_k+B_k\le\varepsilon_{A_k}(a)\cdot\left|U_k(z)\right|+\varepsilon_{B_k}(a)\cdot\left|U_k(z)\right|=\varepsilon_1(a)\cdot\left|U_k(z)\right|,\ \ |z|=r_k\,,$$

moreover, when $a\to+\infty$, $\varepsilon_{A_k}(a)$ and $\varepsilon_{B_k}(a)\to 0$.

Let us now show that

$$\left|T_k(z)\right|\le\varepsilon_{A_k}(a)\cdot\left|U_k(z)\right|,\ \ |z|=r_k\,.$$

$$\left|T_k(z)\right|=\left|\sum_{j=k+1}^{+\infty}\frac{1}{\left(j\cdot\omega(j)\right)^{\frac{1}{p}}}a^{\lambda j}z^{a^{j}}\right|\le\sum_{j=k+1}^{+\infty}\frac{1}{\left(j\cdot\omega(j)\right)^{\frac{1}{p}}}a^{\lambda j}\left|z\right|^{a^{j}}=$$

$$=\sum_{j=k+1}^{+\infty}\frac{1}{\left(j\cdot\omega(j)\right)^{\frac{1}{p}}}a^{\lambda j}e^{-\lambda a^{j-k}}=\left|\begin{matrix}j-k-1=m\\ j=m+k+1\end{matrix}\right|\le\frac{1}{\left(k\cdot\omega(k)\right)^{\frac{1}{p}}}\sum_{p=0}^{+\infty}a^{\lambda(m+k+1)}e^{-\lambda a^{(m+1)}}=$$

$$=\frac{1}{\left(k\cdot\omega(k)\right)^{\frac{1}{p}}}a^{\lambda(k+1)}\sum_{p=0}^{+\infty}a^{\lambda m}e^{-\lambda a^{(m+1)}}=\frac{1}{\left(k\cdot\omega(k)\right)^{\frac{1}{p}}}a^{\lambda(k+1)}\sum_{p=0}^{+\infty}\left(\frac{a^{m}}{e^{a^{(m+1)}}}\right)^{\lambda}\le$$

$$\le\frac{1}{\left(k\cdot\omega(k)\right)^{\frac{1}{p}}}a^{\lambda(k+1)}\sum_{p=0}^{+\infty}\left(\frac{a^{m}}{e^{a(m+1)}}\right)^{\lambda}\le\frac{1}{\left(k\cdot\omega(k)\right)^{\frac{1}{p}}}a^{\lambda(k+1)}\frac{e^{-\lambda a}}{1-\frac{a^{\lambda}}{e^{\lambda a}}}=$$

$$=\frac{1}{\left(k\cdot\omega(k)\right)^{\frac{1}{p}}}a^{\lambda(k+1)}\cdot\frac{e^{\lambda}}{e^{\lambda}}\cdot\frac{a^{\lambda}/e^{\lambda a}}{1-\frac{a^{\lambda}}{e^{\lambda a}}}=\varepsilon_2(a)\cdot\left|U_k(z)\right|\qquad(6)$$

Where in (6), $\varepsilon_2(a)=\dfrac{a^{\lambda}/e^{\lambda a}}{e^{-\lambda}\left(1-\frac{a^{\lambda}}{e^{\lambda a}}\right)}$, $|z|=r_k$.

Then

$$\left|f_a(z)\right|\le\left|S_k(z)\right|+\left|U_k(z)\right|+\left|T_k(z)\right|\le$$

$$\le\varepsilon_1(a)\cdot\left|U_k(z)\right|+\left|U_k(z)\right|+\varepsilon_2(a)\cdot\left|U_k(z)\right|,$$

$$|z|=r_k$$

Since $\varepsilon_1(a)\underset{a\to+\infty}{\to}0$, $\varepsilon_2(a)\underset{a\to+\infty}{\to}0$ then for sufficiently large a the estimate will be correct

$$\left|f_a(z)\right| \le \frac{3}{2}\left|U_k(z)\right|,\ \ |z| = r_k .$$

Let us show, that the estimate will be correct

$$\frac{1}{2}\left|U_k(z)\right| < \left|f_a(z)\right|,\ \ |z| = r_k .$$

Since $f_a(z) = S_k(z) + U_k(z) + T_k(z)$, then

$$f_a(z) - S_k(z) - T_k(z) = U_k(z),$$

from where

$$\left|U_k(z)\right| \le \left|f_a(z)\right| + \left|S_k(z)\right| + \left|T_k(z)\right| \text{ and}$$

$$\left|f_a(z)\right| \ge \left|U_k(z)\right| - \left|S_k(z)\right| - \left|T_k(z)\right|.$$

Considering that

$$\left|S_k(z)\right| \le \varepsilon_1(a)\cdot\left|U_k(z)\right|$$

and

$$\left|T_k(z)\right| \le \varepsilon_2(a)\cdot\left|U_k(z)\right|,$$

one can choose a, such that

$$\left|f_a(z)\right| \ge \frac{1}{2}\left|U_k(z)\right|.$$

In this way,

$$\frac{1}{2}\left|U_k(z)\right| \le \left|f_a(z)\right| \le \frac{3}{2}\left|U_k(z)\right|,\ |z| = r_k,\quad k = 1,2,\ldots \qquad (*)$$

Let us now estimate the integral

$$\int_D \left|f_a(z)\right|^p (1-|z|)^\alpha\, dm_2(z) = \int_0^1\int_{-\pi}^{\pi}\left|f_a\left(re^{i\varphi}\right)\right|^p (1-r)^\alpha\, rdrd\varphi =$$

$$= \sum_{k=1}^{+\infty}\int_{r_{k-1}}^{r_k}\int_{-\pi}^{\pi}\left|f_a\left(re^{i\varphi}\right)\right|^p (1-r)^\alpha\, rdrd\varphi \le \sum_{k=1}^{+\infty}\int_{r_{k-1}}^{r_k}(1-r)^\alpha \int_{-\pi}^{\pi}\left|f_a\left(r_k e^{i\varphi}\right)\right|^p d\varphi dr \le$$

$$\sum_{k=1}^{+\infty}\int_{-\pi}^{\pi}\left|f_a\left(r_k e^{i\varphi}\right)\right|^p d\varphi \int_{r_{k-1}}^{r_k}(1-r)^\alpha\, dr \le \sum_{k=1}^{+\infty}\int_{-\pi}^{\pi} c\cdot\left|U\left(r_k e^{i\varphi}\right)\right|^p d\varphi \int_{r_{k-1}}^{r_k}(1-r)^\alpha\, dr =$$

$$= \sum_{k=1}^{+\infty}\int_{r_{k-1}}^{r_k} c\cdot\frac{1}{k\cdot\omega(k)}a^{\lambda pk}\left(e^{-\frac{\lambda p}{a^k}}\right)^{a^k}\cdot 2\pi(1-r)^\alpha\, dr == \sum_{k=1}^{+\infty} c_0\cdot\frac{1}{k\cdot\omega(k)}a^{\lambda pk}\int_{r_{k-1}}^{r_k}(1-r)^\alpha\, dr$$

Because

$$\lim_{r_k\to 1}\frac{\int_{r_{k-1}}^{r_k}(1-r)^\alpha\, dr}{(1-r_k)^{\alpha+1}} = \lim_{r_k\to 1}\frac{(1-r_k)^\alpha}{(\alpha+1)(1-r_k)^\alpha} = const$$

and

$$\int_{r_{k-1}}^{r_k}(1-r)^\alpha dr \sim (1-r_k)^{\alpha+1} \sim \lambda a^{-(1+\alpha)k},$$

then equality (7) is true.

$$\int_0^1\int_{-\pi}^{\pi}\left|f\left(re^{i\varphi}\right)\right|^p (1-r)^\alpha\, rdrd\varphi \le \sum_{k=1}^{+\infty} C\cdot\frac{1}{k\cdot\omega(k)}a^{\lambda pk}a^{-(1+\alpha)k} = \sum_{k=1}^{+\infty} C\cdot\frac{1}{k\cdot\omega(k)}a^{k(\lambda p-(1+\alpha))} = C\cdot\sum_{k=1}^{+\infty}\frac{1}{k\cdot\omega(k)} \quad (7)$$

Series $\sum_{k=1}^{+\infty}\frac{1}{k\cdot\omega(k)}$ - converges by condition. In this way, $f_a(z)\in A_\alpha^p$.

Let us prove the second part of the theorem, that is, we will show that

$$\left(f_a^n + b\right)h \notin A_{\omega_\alpha}^{\frac{p}{n}},\ \forall n\in\mathbf{N},\ \forall h\in \mathrm{H}(D),$$

$$b\in \mathrm{H}(D).$$

We introduce the function

$$g(z) = \left(f^n(z) + b(z)\right)h(z).$$

Consider

$$\frac{1}{2\pi}\int_{-\pi}^{\pi}\left|g\left(re^{i\varphi}\right)\right|^{\frac{1}{n}} d\varphi = \exp\left(\frac{1}{2\pi}\int_{-\pi}^{\pi}\ln\left|g\left(re^{i\varphi}\right)\right|^{\frac{p}{n}} d\varphi\right) == \exp\left(\frac{1}{2\pi}\int_{-\pi}^{\pi}\ln\left|\left(\left(f^n+b\right)h\right)\left(re^{i\varphi}\right)\right|^{\frac{p}{n}} d\varphi\right) =$$

$$=\exp\left(\frac{1}{2\pi}\int_{-\pi}^{\pi}\ln\left|\left(f^n+b\right)\left(re^{i\varphi}\right)\right|^{\frac{p}{n}}d\varphi+\frac{1}{2\pi}\int_{-\pi}^{\pi}\ln\left|h\left(re^{i\varphi}\right)\right|^{\frac{p}{n}}d\varphi\right)=$$

$$=\exp\left(\frac{p}{2\pi n}\int_{-\pi}^{\pi}\ln\left|\left(f^n+b\right)\left(re^{i\varphi}\right)\right|d\varphi+\frac{p}{2\pi n}\int_{-\pi}^{\pi}\ln\left|h\left(re^{i\varphi}\right)\right|d\varphi\right)\geq$$

$$\geq\exp\left(\frac{p}{2\pi n}\int_{-\pi}^{\pi}\ln\left|\left(f^n+b\right)\left(re^{i\varphi}\right)\right|d\varphi+\frac{p}{2\pi n}\ln h(0)\right)==c\cdot\exp\left(\frac{p}{n}\int_{-\pi}^{\pi}\ln\left|\left(f^n+b\right)\left(re^{i\varphi}\right)\right|d\varphi\right)$$

In the last inequality, we used the well-known Jensen inequality:

$$\ln\frac{1}{b-a}\int_a^b e^{f(x)}dx\geq\frac{1}{b-a}\int_a^b f(x)dx\Leftrightarrow\frac{1}{b-a}\int_a^b e^{f(x)}dx\geq\exp\left(\frac{1}{b-a}\int_a^b f(x)dx\right)$$

We use the estimate *(*)* and the inequality

$$\left|f^n\left(r_ke^{i\varphi}\right)+b\left(r_ke^{i\varphi}\right)\right|\geq\left\|f^n\left(r_ke^{i\varphi}\right)\right|-\left|b\left(r_ke^{i\varphi}\right)\right\|>\left|f^n\left(r_ke^{i\varphi}\right)\right|,$$

get

$$c\cdot\exp\left(\frac{p}{n}\int_{-\pi}^{\pi}\ln c_0\left|f^n\left(re^{i\varphi}\right)\right|d\varphi\right)\geq c\cdot\exp\left(\frac{p}{n}\int_{-\pi}^{\pi}\ln c_0\left|U_k\left(re^{i\varphi}\right)\right|^n d\varphi\right)=c\cdot\exp\cdot\ln\left|U_k\left(re^{i\varphi}\right)\right|^{\frac{p}{n}\cdot n}=c\cdot\left|U_k\left(re^{i\varphi}\right)\right|^p$$

Thus, we have shown that

$$\frac{1}{2\pi}\int_{-\pi}^{\pi}\left|g\left(re^{i\varphi}\right)\right|^{\frac{p}{n}}d\varphi\geq c\cdot\left|U_k\left(re^{i\varphi}\right)\right|^p.$$

Taking into account the obtained estimate for the module g, we have:

$$\int_D\left|g(z)\right|^{\frac{p}{n}}(1-|z|)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)dm_2(z)=$$

$$=\int_0^1\int_{-\pi}^{\pi}\left|f\left(re^{i\varphi}\right)\right|^{\frac{p}{n}}(1-r)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)rdrd\varphi=$$

$$=\sum_{k=1}^{+\infty}\int_{r_k}^{r_{k+1}}\int_{-\pi}^{\pi}\left|g\left(re^{i\varphi}\right)\right|^{\frac{p}{n}}(1-r)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)rdrd\varphi\geq$$

$$\geq\sum_{k=1}^{+\infty}\int_{r_k}^{r_{k+1}}\left|U_k\left(r_ke^{i\varphi}\right)\right|^p(1-r)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)dr\geq$$

$$\geq\sum_{k=1}^{+\infty}\int_{r_k}^{r_{k+1}}\frac{1}{k\cdot\omega(k)}\frac{a^{\lambda pk}}{e^{p\lambda}}(1-r)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)dr\geq$$

$$\geq\sum_{k=1}^{+\infty}\frac{1}{k\cdot\omega(k)}\cdot\frac{a^{\lambda pk}}{e^{p\lambda}}\int_{r_k}^{r_{k+1}}(1-r)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)dr.$$

Let’s estimate separately

$$\int_{r_k}^{r_{k+1}}(1-r)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)dr.$$

$$\int_{r_k}^{r_{k+1}}(1-r)^\alpha\,\omega\left(\ln\frac{1}{1-r}\right)dr\geq\int_{r_k}^{r_{k+1}}(1-r_{k+1})^\alpha\,\omega\left(\ln\frac{1}{1-r_k}\right)dr==(1-r_{k+1})^\alpha\,\omega\left(\ln\frac{1}{1-r_k}\right)(r_{k+1}-r_k)$$

Because

$$r_{k+1}-r_k=e^{-\frac{\lambda}{a^{k+1}}}-e^{-\frac{\lambda}{a^k}}=e^{-\frac{\lambda}{a^{k+1}}}\left(1-e^{-\frac{\lambda(a-1)}{a^{k+1}}}\right)$$ and

$1-e^{-\frac{\lambda(a-1)}{a^{k+1}}}\sim\frac{\lambda(a-1)}{a^{k+1}}$, then

$$r_{k+1}-r_k\sim e^{\frac{-\lambda}{a^{k+1}}}\cdot\frac{\lambda(a-1)}{a^{k+1}},$$

from where

$$(1-r_k)^\alpha\omega\left(ln\frac{1}{1-r_k}\right)(r_{k+1}-r_k)\sim\left(\frac{\lambda}{a^k}\right)^\alpha\cdot\omega\left(ln\frac{a^k}{\lambda}\right)\cdot\left(\frac{\lambda(a-1)}{a^{k+1}}\right)$$

Then

$$\sum_{k=1}^{+\infty} \frac{1}{k \cdot \omega(k)} \frac{a^{\lambda pk}}{e^{p\lambda}} \int_{r_k}^{r_{k+1}} (1-r)^{\alpha} \omega\left(ln \frac{1}{1-r}\right) dr \sim$$

$$\sim \sum_{k=1}^{+\infty} \frac{1}{k \cdot \omega(k)} \frac{a^{\lambda pk}}{e^{p\lambda}} \cdot \frac{\lambda^{\alpha+1}}{a^{k(\alpha+1)}} \cdot \omega\left(ln \frac{a^k}{\lambda}\right) \geq \sum_{k=1}^{+\infty} \frac{\omega\left(ln \frac{a^k}{\lambda}\right)}{k \cdot \omega(k)} \geq \sum_{k=1}^{+\infty} \frac{\omega(k)}{k \cdot \omega(k)} = \sum_{k=1}^{+\infty} \frac{1}{k} = +\infty$$

Consequently, $\left(f_a^n + b\right) h \notin A_{\omega_\alpha}^{\frac{p}{n}}$, $\forall n \in \mathbf{N}$, $\forall h \in \mathrm{H}(D)$, $b \in \mathrm{H}(D)$. The theorem is proved.

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HEALTH BENEFITS OF REGULAR PHYSICAL ACTIVITY: A LITERATURE REVIEW

Abstract*: Physical activity is an essential factor in defining both physical and psychological health. Regular physical activity has a positive impact on the emergence and progression of a number of chronic diseases, well-being and has a beneficial effect on communities and society. Unfortunately, more than 60 per cent of adults around the world do not achieve the recommended levels of physical activity. The purpose of the present study was to determine the relationship of physical activity levels and healthy lifestyle.*

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Introduction

Introduction and background

Physical activity is central to health, and its importance clearly extends beyond its role in achieving energy balance to prevent and treat obesity and overweight. Adequate daily physical activity improves cardiovascular health, metabolic health, brain and mental health, and musculoskeletal health - benefits that recent research shows are gained across the life span.

The term ‘physical activity’ can mean many different things to different people. For public health professionals, it is a health-enhancing behavior; others may see it as a phrase summing up a wide range of sports, leisure pursuits or active travel. But it is easy to forget that physical activity – or human movement – is actually one of the most basic human functions. The human body evolved to move, and our physiological systems are continuously working to balance the energy we expend through physical activity with the energy we take in as food. A century ago, obesity was rare, as people spent far more energy in manual work and walked more for transport, and energy-dense food was less easily available. However, in the twenty-first century, our lifestyles have changed beyond all recognition: so much physical activity has been removed from our lives that we have at last discovered how essential it is to human health and well-being. It remains the foundation of our health throughout life. The first steps a baby takes mark a critical milestone in that child’s development, as it sets off toddling into the world. Throughout childhood, physical activity offers opportunities to develop basic motor skills that are essential for healthy active living. And as we enter old age, physical activity becomes a critical component of a healthy, happy and independent life.

The main sources of health-enhancing physical activities encompass normal and simple activities such as walking, cycling, manual labor, swimming, skiing, hiking, gardening, recreational sport, and dancing. **Physical activity** is generally defined as any bodily movement produced by skeletal muscles that results in energy expenditure above resting level [1][2]. In this document, the concept of physical activity consequently comprises all forms of activity that conform to that definition.

The terms exercise and physical fitness are closely related to, but distinct from, physical activity. **Exercise** is a subset of physical activity, defined as planned, structured, and repetitive bodily movement done to improve or maintain one or more components of physical fitness. **Physical fitness** is a set of attributes that people have or achieve that relates to the ability to perform physical activity [1].

Physical activity refers to any bodily movement that is produced by the skeletal muscles and results in energy expenditure; whilst exercise is a subset of physical activity since it is a planned, structured and repetitive process that aims to maintain and improve physical fitness [1]. There is a growing body of interest that physical activity and exercise confer favorable health outcomes across the lifespan. In addition, physical activity has been consistently linked to decreased all-cause mortality rates, probability of late survival [3][4][5], good health and function during older age [6] as well as to cognitive performance [7].

Physical activity can vary widely in intensity: the amount of effort made by an individual. Intensity varies according to the type of activity and the capacity of the individual. For example, running is usually of a higher intensity than strolling, and a young, fit person is likely to walk at a given pace more easily than an older, less fit person.

At the Asian Games in Indonesia, held in August-September, our country's athletes won 21 gold, 24 silver and 25 bronze medals, 70 medals in total. The fifth place by our country in terms of the number of gold medals was the best result in the history of Uzbek sports.

This year, at the expense of the Fund for the Development of Physical Culture and Sports, it is planned to build 56 sports facilities with the allocation of 362 billion soums for this. However, as of September 10, construction and installation work was completed for only 113 billion soums. There is a lag in this respect in the Syrdarya, Navoi, Tashkent regions and the city of Tashkent. [18]

Research methodology

For this study used a review of the narrative literature to describe and analyze the impact of exercise (physical activity) and healthy eating on the physiological, mental and social well-being of the population. The articles were obtained from Science Direct and Scopus database searches, the results were categorized according to the keywords used.

Results

The most recent prevalence data summarizing global physical activity patterns indicate that a third of all adults and four fifths of youth/adolescents are physically inactive (Table 1). The prevalence of physical inactivity is consistent across high, middle, and low income countries. What's even more alarming is that more than half of the world's adults are not participating in the minimal amount of physical activity necessary to obtain some health benefits

Table 1. Prevalence of insufficient physical activity in 2016

	Overall percentage of insufficient physical activity (95% UI)	**Percentage of men with insufficient physical activity (95% UI)**	**Percentage of women with insufficient physical activity (95% UI)**
All countries	27·5% (25·0–32·2)	23·4% (21·1–30·7)	31·7% (28·6–39·0)
Central Asia, Middle East, and north Africa	32·8% (31·0–35·2)	25·9% (23·7–28·7)	39·9% (37·9–42·7)
Central and eastern Europe	23·4% (20·9–28·0)	22·0% (18·6–28·8)	24·7% (21·7–33·9)
East and southeast Asia	17·3% (15·8–22·1)	17·6% (15·7–23·9)	16·9% (14·9–25·7)
High-income Asia Pacific	35·7% (34·4–37·0)	33·0% (29·4–33·6)	38·3% (37·4–42·6)
High-income Western countries	36·8% (34·6–38·4)	31·2% (28·5–32·6)	42·3% (39·1–45·4)
Latin America and Caribbean	39·1% (37·8–40·6)	34·3% (32·5–35·5)	43·7% (42·9–46·5)
Oceania	16·3% (14·3–20·7)	12·3% (11·2–17·7)	20·3% (18·8–28·7)
South Asia	33·0% (23·0–51·7)	23·5% (14·4–54·3)	43·0% (29·6–74·9)
Sub-Saharan Africa	21·4% (19·1–23·3)	17·9% (15·1–20·5)	24·8% (21·8–27·2)
Low-income	16·2% (14·2–17·9)	13·4% (11·3–15·6)	18·8% (15·9–21·4)
Middle-income	26·0% (22·6–31·8)	21·9% (18·9–31·3)	30·1% (26·0–39·5)
High-income	36·8% (35·0–38·0)	32·0% (29·8–33·1)	41·6% (39·1–43·9)

Source: The Lancet Global Health, 2018 https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(18)30357-7/fulltext

A general consensus has been reached in recent years on the amount and type of physical activity recommended to improve and maintain health. While there is no official recommended level of physical activity, international expert opinion has supported the accumulation of at least half an hour of moderate-intensity physical activity on most days of the week. These are general guidelines only, and are likely to be modified to suit the needs and circumstances of individuals, and to reflect the values and cultures of different countries. **Table 2** lists examples of health-enhancing physical activity for people of all ages.

Table 2. How people of all ages could reach the recommended levels of physical activity

Person	Activities
Young child	Daily walk to and from school Daily school activity sessions (breaks and clubs) 3–4 afternoon or evening play opportunities Weekend: longer walks, visits to park or swimming pool, bicycle rides.
Teenager	Daily walk to and from school Daily school activity sessions (breaks and clubs) 3–4 afternoon or evening play opportunities Weekend: longer walks, visits to park or swimming pool, bicycle rides.
Teenager	Daily walk to and from school Daily school activity sessions (breaks and clubs) 3–4 afternoon or evening play opportunities Weekend: longer walks, visits to park or swimming pool, bicycle rides.
Adult with paid job	Daily walk to and from school Daily school activity sessions (breaks and clubs) 3–4 afternoon or evening play opportunities Weekend: longer walks, visits to park or swimming pool, bicycle rides.
Adult working in the home	Daily walk to and from school Daily school activity sessions (breaks and clubs) 3–4 afternoon or evening play opportunities Weekend: longer walks, visits to park or swimming pool, bicycle rides.
Adult, unemployed	Daily walk to and from school Daily school activity sessions (breaks and clubs) 3–4 afternoon or evening play opportunities Weekend: longer walks, visits to park or swimming pool, bicycle rides.
Retired person	Daily walking, cycling, home repairs or gardening Taking all small opportunities to be active: using stairs, doing manual tasks Weekend: longer walks, cycling or swimming.

Source: Adapted from [8].

Physical activity has major beneficial effects on most chronic diseases (Table 3). These benefits are not limited also extremely important for people who are already overweight or obese [9].

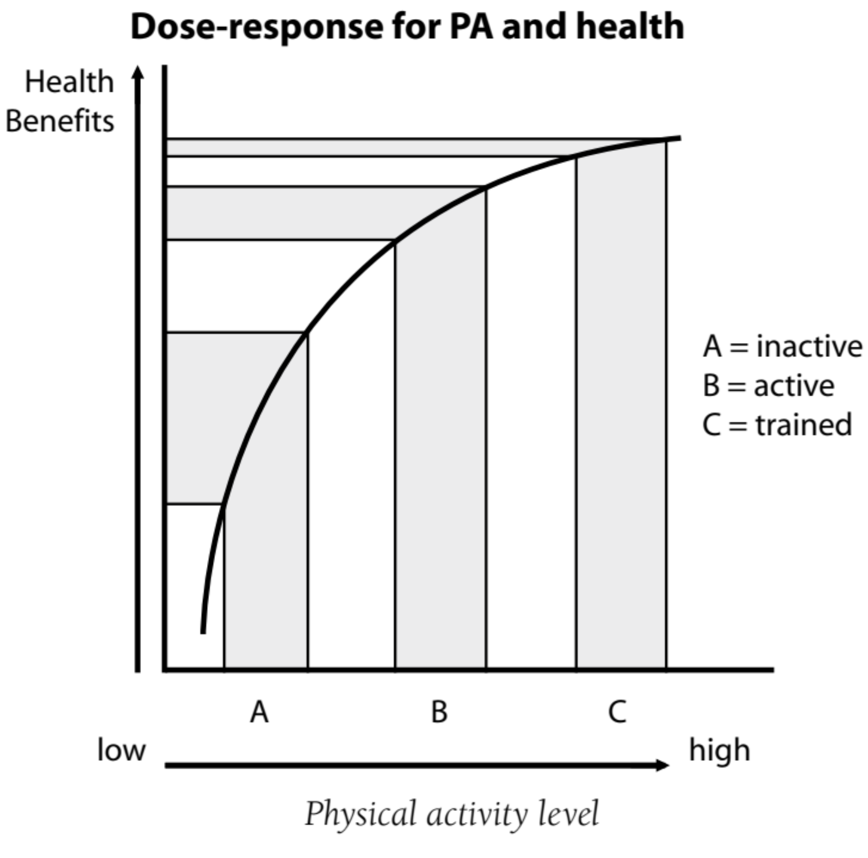
Table 3. Summary of the health effects associated with physical activity

Condition	Effect
Heart disease	Reduced risk
Stroke	Reduced risk
Overweight and obesity	Reduced risk
Type 2 diabetes	Reduced risk
Colon cancer	Reduced risk
Breast cancer	Reduced risk
Musculoskeletal health	Improvement
Falls in older people	Reduced risk

Psychological well-being	Improvement
Depression	Reduced risk

During the past decade, several assessments of the available scientific evidence have shown the powerful potential of physical activity to benefit health [10]. A recent review [11] states that there is now strong evidence showing that physical activity has beneficial effects on the pathogenesis of all important metabolic syndrome-specific disorders (insulin resistance, type 2 diabetes, dyslipidemia, hypertension and obesity), all important heart and vascular diseases (coronary heart disease, chronic heart failure, intermittent claudication), and osteoporosis. There is also strong or moderate evidence illustrating the positive health effects on the disease-specific symptoms of all these diseases and those of chronic obstructive pulmonary disease, osteoarthritis, fibromyalgia, chronic fatigue syndrome, certain types of cancer and depression. Additionally, in virtually all disease states, there exists strong or moderate evidence to show that physical activity improves functional capacity and quality of life.

Mortality rates from non-communicable diseases increase with high body weights and are markedly increased at levels designated as obese (body mass index above 30). Regular physical activity is a protective factor against unhealthy weight gains [12]. The role of physical activity in the management of overweight and obesity is threefold: 1) prevention of weight gain; 2) prevention of health consequences of obesity; and 3) weight reduction [13]. From the public health perspective, areas 1 and 2 are the most important.



Picture 1.

As shown in the dose-response curve above [14], most health benefits from a given increase in physical activity are achieved through moderate increases in physical activity for inactive persons (section A). Promotional efforts should focus on regular moderate-intensity lifestyle activities. Additional health benefits are achieved by practicing more and profitably diverse activity.

Recommended levels and modes of physical activity

Based on physiological, epidemiological, and clinical evidence, international experts agree that, to produce substantial health benefits, the adequate level of physical activity for adults can be expressed as follows: Every adult should accumulate 30 minutes or more of moderate-intensity physical activity on most, preferably all, days of the week [14]. Moderate-intensity physical activity corresponds to quick or brisk walking. Cycling, swimming and gardening with moderate effort are other modes of moderate-intensity physical activity.

The recommended duration of 30 minutes can be split up into shorter periods, ideally no less than 10 minutes [15], but even shorter bouts contribute to substantial health benefits. A good example of this is using stairs instead of elevators. Adults who do not meet the recommended level of activity should increase their participation in different ways.

Those who do not engage in regular physical activity should begin by incorporating a few minutes of increased activity into their day, building up gradually to 30 minutes per day. Those who are active on an irregular basis should strive to adopt a more consistent activity pattern [14].

All movement contributes to energy expenditure and is important for weight management. However, it is likely that for many people, 45–60 minutes of moderate-intensity physical activity per day is necessary to prevent weight gain or reduce overweight. This figure is influenced by individual metabolic rate, food intake and type of diet.

To improve or to specialize in different forms of fitness (e.g. respiratory fitness, muscular strength, and different sports), a selection of various types of fitness-adapted activities is needed. If such more or less specialized and repeated activities are added to the basic recommended amount of moderate-intensity physical activity, improvements in both fitness and health will be achieved.

The recommendations for adults are also appropriate for older adults. Older people should take particular care to keep moving and retain their mobility and their lean body mass through daily activity. Additionally, specific activities that promote improved strength, coordination and balance are particularly beneficial for older people [16].

Current physical activity recommendations for children and young people are: All young people should participate in physical activity of at least moderate intensity for 60 minutes per day. At least twice a week some of these activities should help to enhance and maintain muscular strength, flexibility, and bone health [16]. The activity may be divided into shorter periods throughout the day, and should be as versatile and inspiring as possible.

A recent study suggested that physical activity levels in children should be about 30 minutes higher than the current international guidelines of at least 60 minutes per day of physical activity of at least moderate intensity, to prevent clustering of cardiovascular disease risk factors.

Another important issue concerning childhood health is weight control. Regular physical activity can help prevent and reduce obesity or maintain a healthy weight.

Arthritis

Regular physical activity such as ordinary weight bearing activities done on daily basis is necessary for maintaining normal muscle strength, joint structure and joint function. These qualities help to protect joints from injuries, abnormal movements and limited range of motion, and secure nutrition of the joint cartilage and lubrication of joint surfaces. Regular physical activity also helps in maintaining healthy weight. All these effects contribute to maintenance of healthy joints. In patients with degenerative and rheumatic arthritis physical activity programs consisting of parts aiming at cardiovascular conditioning, improvement in strength, added flexibility and increased joint mobility have resulted in better function and less symptoms. Occupational or recreational activities that expose a joint to excessive impacts, pressure, range of motion or injuries increase the risk of developing osteoarthritis.

High blood pressure

Regular moderate physical activity as well as good physical fitness prevents the development of hypertension in mild to moderate degree and that type of activity lowers elevated blood pressure in male and female patients of various ages having mild to severe hypertension. The mechanisms include attenuation of adrenergic sympathetic activity, increased cellular insulin sensitivity and decreased level of circulating insulin, decreased peripheral resistance, increased baroreflex sensitivity, changes in renin-angiotensin-aldosterone system and reduction in body fat. Improved relaxation/decreased tension and anxiety are examples of indirect mechanisms. In patients with severe hypertension physical activity may lead to decrease of left-ventricular mass. The effects on blood pressure of physical activity and some dietary factors and drugs are additive.

Weight management

Low levels of physical activity are a significant factor in the dramatic increase in obesity prevalence in the Central Asian Region. Obesity occurs when energy intake (dietary intake) exceeds total energy expenditure, including the contribution of physical activity.

Body weight normally increases with age, but habitual, lifetime physical activity can reduce weight gain. Participation in appropriate amounts of activity can support healthy weight maintenance or even weight loss. It is also extremely important for people who are already overweight or obese.

Physical activity is recommended as part of a comprehensive weight loss therapy and weight maintenance program because it modestly contributes to weight loss, may help with maintenance of weight loss, increases cardiorespiratory fitness and appears to have an independent beneficial effect on several commodities of obesity. Physical activity contributes to two parts of energy expenditure. First, it is essential in the development and maintenance of lean body mass that determines in major part the size of resting energy expenditure (approximately 60% of total energy expenditure). Physical activity is especially important to counteract the loss of muscle mass particularly in men after age 50. Physical activity also may influence favorably distribution of body fat. Secondly, physical activity itself increases the non-resting energy expenditure (about 30% of the total) during the activity. Even non-exercise activity, activities of daily living, fidgeting, spontaneous muscle contraction, and maintaining posture, may make a significant contribution to energy expenditure and be an important factor in the prevention of weight gain. Thus, all kinds of physical activities of daily life are important for weight control. The potential importance of physical activity for health through its effect on body weight can be estimated by the number, prevalence and severity of obesity-caused or related diseases.

Immune function and infections

A bout of physical activity causes clear responses in several indices of the immune system. In general mild to moderate physical activity causes stimulation and hard (volume, intensity) activity suppression have been tried in athletes to counteract the immune suppression but so far the results have been inconclusive. Continuous physical training seems not to cause long-lasting adaptive changes in the immune system but rather summation effects from acute responses to frequently repeating activity bouts. A possible exception is the significant elevation in the natural killer cell activity as a result of training. However, a few studies and experiences from competitive athletes suggest that very heavy acute or chronic exercise may increase the risk of upper respiratory tract infection, while moderate physical activity may reduce the symptoms of this condition. These findings have led to the `Inverted J Hypothesis' in exercise immunology. As a whole, the area of exercise immunology is relatively new, and there are inconsistent findings on the immune responses and it is not yet clear whether some of the observed changes are beneficial or detrimental [17].

Mental health and health-related quality of life

The effects of physical activity on mental health and psychological well-being are less thoroughly studied than those related to biological health. Physical activity appears to decrease symptoms of depression, anxiety and tension, and to improve mood. Regular physical activity may reduce symptoms of clinical unipolar depression and the risk of developing depression, although further research is needed on this topic. Physical activity appears to improve health-related quality of life by enhancing psychological well-being (e.g., self-concept, self-esteem, mood, and affect) and by improving physical functioning, especially in persons compromised by poor health. Engagement in physical activity may increase the psychological well-being independently of changes in cardiorespiratory fitness. Several plausible, partly biological mechanisms to explain the psychological effects of physical activity have been suggested but more research is needed for their verification. The effects appear to depend strongly on individual and circumstantial factors, and thus they are less predictable than the biological effects. Thus, beneficial activities on individual level are currently to a large extent a matter of personal experimentation.

Psychological well-being

Physical activity can reduce symptoms of depression and, possibly, stress and anxiety. It may also confer other psychological and social benefits that affect health. For example, it can help build social skills in children, positive self-image among women and self-esteem in children and adults, and improve the quality of life. These benefits probably result from a combination of participation itself and the social and cultural benefits of physical activity.

Finally, physical activity tends to be associated with other types of positive health behavior, such as healthy eating and nonsmoking, and can be used to help make other behavioral changes. Overall, it is such a positive health behavior – with so much potential to improve public health and so few risks – that it deserves to be central to any future public health strategy.

Conclusion

There is empirical evidence implicating physical inactivity in several lifestyle disorders such as diabetes, obesity and hypertension. Based on this evidence, it is recommended that lifestyle interventions such as promotion of physical activity in populations would result in significant improvements in health outcomes. This paper describes how physical activity substantially reduces the risk of chronic disease, and its importance for overall health and wellbeing.

In summary, regular physical activity causes numerous and substantial physiological performance improving and health-enhancing effects. These effects are seen especially in organs and functions primarily involved in physical activity, i.e. neuromuscular, cardiorespiratory and metabolic functions. Most of these effects are dose-dependent, highly predictable and generalizable to a wide range of population groups. Many of the biological effects of regular physical activity translate into decreased morbidity and mortality. This is especially true concerning degenerative diseases of the organ systems mentioned above and include some of the most common morbid or premorbid conditions of the populations of industrialized countries, such as coronary heart disease, cerebrovascular disease, hypertension, maturity onset diabetes, overweight and obesity, osteoporosis, and poor physical and health-related fitness. In these conditions causal link to lack of physical activity has been established with great certainty, and increased physical activity has been shown to decrease the risk of most of these conditions. The risk caused by physical inactivity is of the same order of magnitude as that of other modifiable risk factors of these conditions. The amount and type of physical activity that is needed to decrease the risk substantially is moderate in both absolute and relative terms, but only a minority and decreasing part of the populations in industrialized as well as in other countries is sufficiently physically active. All these facts taken together mean that the burden to population health caused by physical inactivity is very great and the potential to improve population health by increased physical activity is also great. Because sufficient physical activity for health is feasible to practice and very widely accepted among most population groups, a substantial part of the health potential of physical activity is likely to be realizable. However, there are a number of real and perceived individual and environmental obstacles hindering regular engagement in health-enhancing physical activity. Most of these obstacles can, however, be decreased by developing and implementing effective policies [19-26].

Nutrition and physical activity, two of the essential conditions of daily living, have strong, simultaneous and continuous influences on health. Adequate nutrition and physical activity improve health synergistically and partly additively, but inadequacies in one or the other lead to deleterious consequences. The basic metabolic pathways influencing health in positive or negative ways either through nutrition or physical activity are largely the same. It is obvious that policies and measures aimed at improving health have to include both nutrition and physical activity as strong components in order to be effective. Currently, development of nutrition policies are emphasized in most nations and international organizations, on legitimate grounds, but for the next adequate weight should be given also to develop and implement effective policies and measures to offer opportunities and incentives for health-enhancing physical activity for all population groups.

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2D AND 3D PROFILES OF FLAT SURFACES AFTER HIGH-SPEED MILLING

Abstract: *The profiles of the flat surfaces after milling the billet made of aluminum alloy are presented in the article. The most optimal cutting mode, taking into account the high milling performance and low roughness of the machined surface, was determined by varying the rotational speed of the end milling cutter, the cutting depth and the feed rate of the billet. The machining modes were taken based on the technical characteristics of the DMC 635 V ecoline (DMG MORI) high-precision numerically controlled milling machine.*

Key words: *the billet, the end milling cutter, the surface roughness, the machining mode, the experiment.*
Language: *English*
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Introduction

The surface quality affects the operational properties of the machines parts. The machined surface of any geometric shape is characterized by the values of roughness, waviness, hardness, residual stresses, and deformation of the crystal lattice of material. The surface roughness is an aggregate of irregularities with the relatively small steps on the reference length [1]. The low surfaces roughness ensures reliable coupling of two or more machines parts and high accuracy of measurements. Machining the billet surface must be performed at the high cutting speeds and the low feed rates for achieving low roughness. The cutting depth should be minimal for elimination of heat in the cutting zone. However, the machining performance is reduced in the conditions of the mass production.

Machining is the most commonly used method for manufacturing the machines parts. Milling is removing allowance from the billet by means of the various milling cutters. The roughness formation of the machined surface of the part when milling on the machine with the computer numerical control (CNC) is presented in the number of the scientific works [2-9]. Since milling takes place in the conditions of removing variable allowance and constantly cutting the teeth into the billet material, it is necessary to increase rigidity of the cutting tool and the billet for reducing the surface roughness.

The optimal milling modes for the certain range of the cutting tool rotational speeds, the cutting depths, and the billet feed rates can be determined after the complex data processing of the multi-factor experiment, which includes the analysis of the high-quality three-dimensional images of roughness and waviness of the surface.

Materials and methods

The experiment consisted in machining the billet with the milling cutters and subsequent studying the surface roughness on the microscope. The plate made of aluminum alloy was used as the billet, since the experiment was performed at the high milling speeds. The billet was pre-machined on the universal milling machine for ensuring the necessary dimensions, the geometric shapes and the surfaces arrangement. The billet dimensions are presented in the Fig. 1.

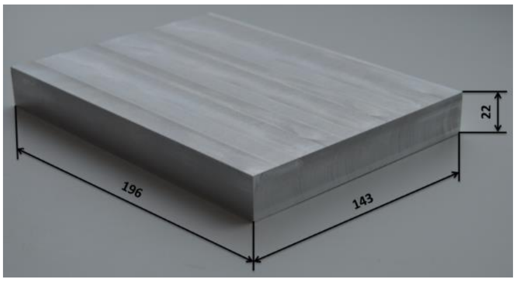

Figure 1 – The billet dimensions.

The open grooves were machined by the high-speed and carbide end milling cutters with the diameter of 10 mm on the wide flat surfaces of the billet. Three cutting teeth were used for the high-speed milling cutter, and two cutting teeth were used for the carbide milling cutter. The tools for milling the open grooves on the billet are presented in the Fig. 2. Machining was carried out on the DMC 635 V ecoline CNC milling machine. This machine allows to perform high-speed machining of the parts made of steels and non-ferrous alloys. The DMC 635 V ecoline CNC machine has the following technical characteristics: moving along the *X*-axis – 635 mm; moving along the *Y*-axis – 510 mm; moving along the *Z*-axis – 460 mm; the maximum spindle rotational speed – 12000 rpm; the drive power – 13 kW; the torque – 83 N×m; the feed force – 5 kN; the feed rate – 24 m/min; positioning accuracy – ISO 230-2; the tools number – 30; the maximum tools weight – 6 kg; the maximum tool length – 300 mm; the maximum tool diameter – 80 mm; the table load – 600 kg; the power consumption at 100% power-on duration – 17 kVA; the control system – 15" DMG MORI SLIMline® with Operate on SIEMENS. The technological equipment for performing the experiment is presented in the Fig. 3.

Figure 2 – The tools for milling: the high-speed end milling cutter with the diameter of 10 mm (left); the carbide end milling cutter with the diameter of 10 mm (right).

A *B*

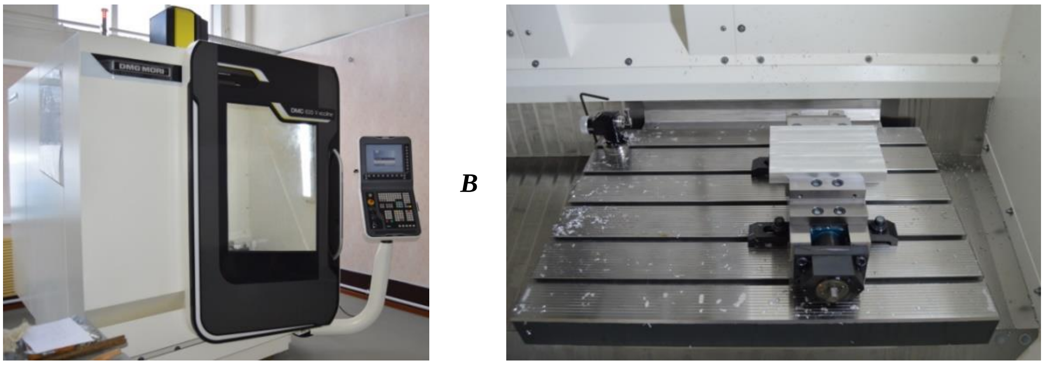

Figure 3 – The general view of the DMC 635 V ecoline CNC milling machine (*A*) and the installation scheme of the billet on the machine table for performing the experiment (*B*).

Machining was carried out using the ECOCOOL 68 CF3 universal water-miscible coolant. The coolant was supplied to the cutting zone under pressure of 3.7 bar.

The experiment was implemented on the various milling modes. The minimum and maximum values of each mode were accepted: the rotational speed of the cutting tool n – 2000 and 10000 rpm; the cutting depth t – 0.25 and 1.5 mm; the billet feed S – 300 and 1500 m/min. Since the number of the accepted factors was three and the levels number was two, it was necessary to perform eight tests in accordance with the planning matrix [10] for conducting the complete multi-factor experiment. The planning matrix of the multi-factor experiment is presented in the table 1.

Table 1. The planning matrix of the experiment.

Test number	*n*, rpm	*t*, mm	*S*, m/min
1	2000	0.25	300
2	10000	0.25	300
3	2000	1.5	300
4	10000	1.5	300
5	2000	0.25	1500
6	10000	0.25	1500
7	2000	1.5	1500
8	10000	1.5	1500

The laboratory studies of the profile of the machined surfaces of the billet were performed using the 4XB metallographic microscope. The equipment is equipped with the digital video camera for taking microphotographs. The microscope has the following technical characteristics: the magnification – 100x-1250x; the length of the mechanical tube – 160 mm; the adjustment range (the microfocus) – 7 mm; the discreteness (the microfocus) – 0.002 mm; the rough adjustment range – 7 mm; the mechanical table – 75×50 mm; the illuminating lamp – 6 V, 12 W (the bromine-tungsten lamp). The general view of the 4XB digital metallographic microscope is presented in the Fig. 4.

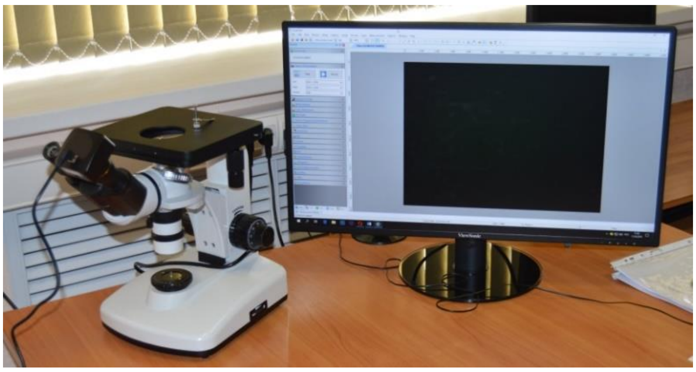

Figure 4 – The 4XB metallographic microscope, connected to the computer, for studying roughness of the machined surfaces of the billet.

Results and discussion

The machined surfaces of the billet on the various milling modes are presented in the Fig. 5. The images show the visual presentation of the quality of the machined billet surfaces. The numbers on the billet are the numbers of the tests performed in accordance with the planning matrix of the multi-factor experiment. The more detailed image of the macrostructure of the machined surfaces of the billet was obtained at the 100x magnification on the microscope.

A

B

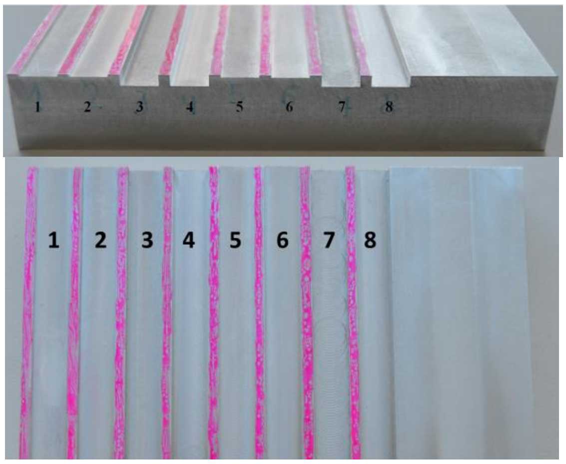

Figure 5 – The machined surfaces of the billet: *A* – the side view; *B* – the top view.

Roughness of the machined surfaces of the billet was measured at the reference length of 15 mm in the longitudinal direction. The step (through which the surface image was captured) was accepted 1 mm. 15 images of the machined surfaces of the billet were stitched into one panoramic image. The panoramic image of the machined surface was presented in the 2D and 3D formats. The 2D and 3D images of the machined surfaces of the billet on the different milling modes are presented in the Figs. 6-21.

Increasing the machining performance by increasing the billet feed must be implemented in compliance with the necessary requirements for the quality of the machined surface. The best result is provided when high-speed semi-finishing machining with the high-speed milling cutter (the eighth milling mode). High-speed machining with the carbide milling cutter leads to a decrease in the surface quality. However, reducing the billet feed at the high rotational speed of the tool and removing the maximum accepted layer of material from the billet allow to get low roughness of the machined surface (the fourth milling mode). The waviness value of the machined surface depends on the feed rate of the billet. The waviness value is shown by the boundaries of the color scheme on the machined surfaces. The most complete profile of the flat surface is observed after machining with the carbide milling cutter on the first and fourth modes.

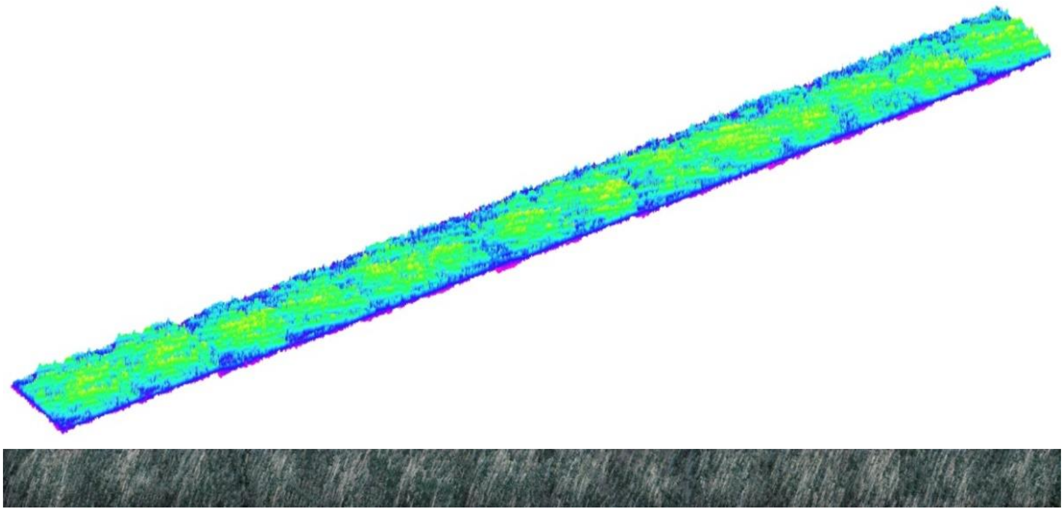

Figure 6 – The 2D and 3D images of the surfaces machined with the high-speed milling cutter (the first mode).

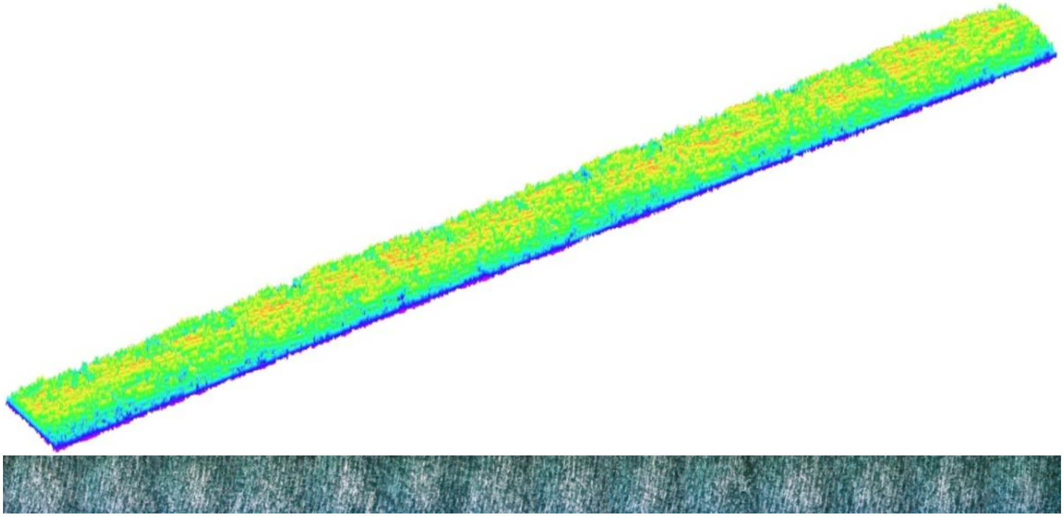

Figure 7 – The 2D and 3D images of the surfaces machined with the carbide milling cutter (the first mode).

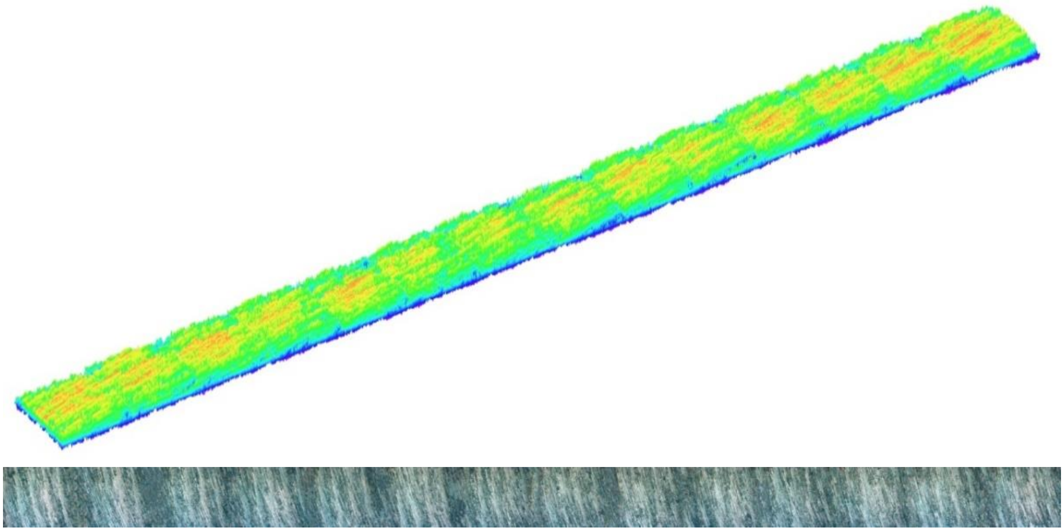

Figure 8 – The 2D and 3D images of the surfaces machined with the high-speed milling cutter (the second mode).

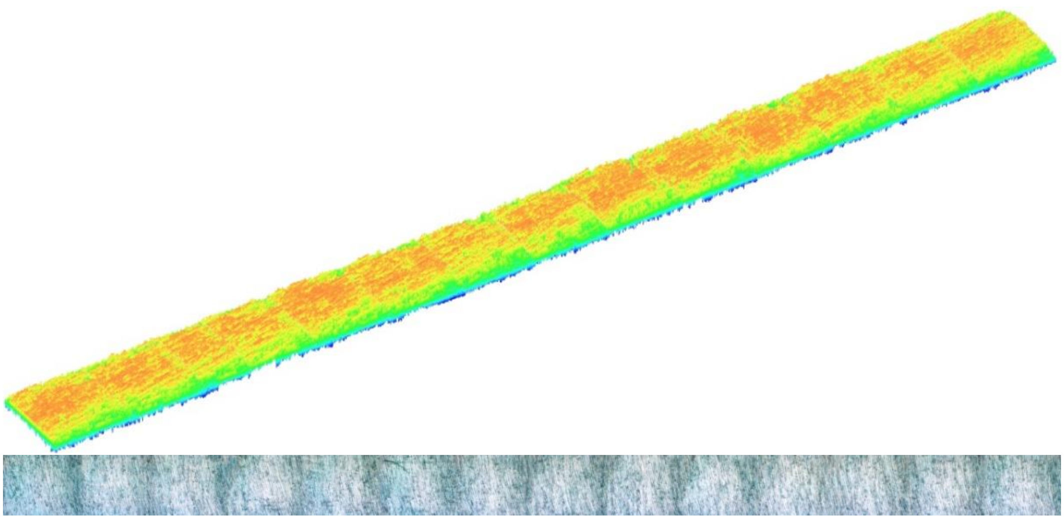

Figure 9 – The 2D and 3D images of the surfaces machined with the carbide milling cutter (the second mode).

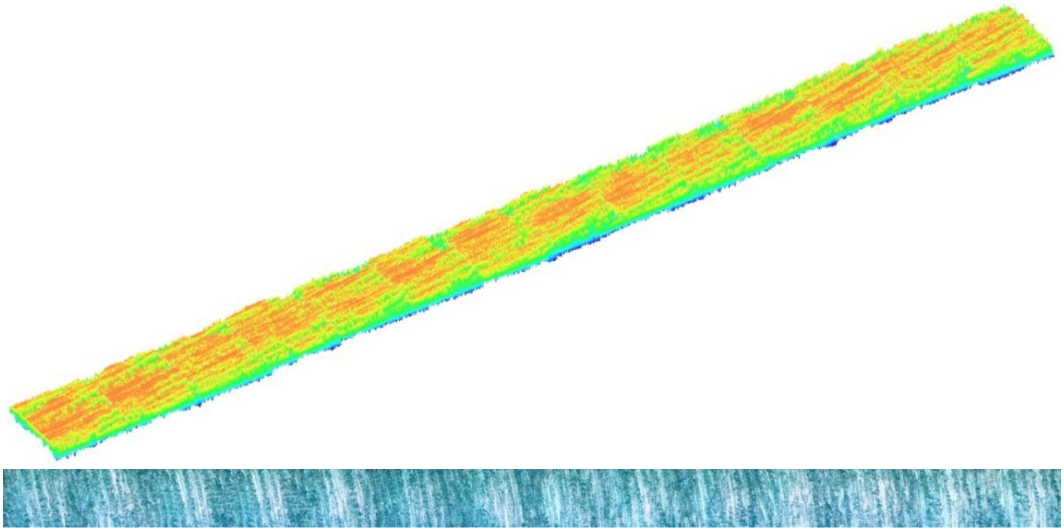

Figure 10 – The 2D and 3D images of the surfaces machined with the high-speed milling cutter (the third mode).

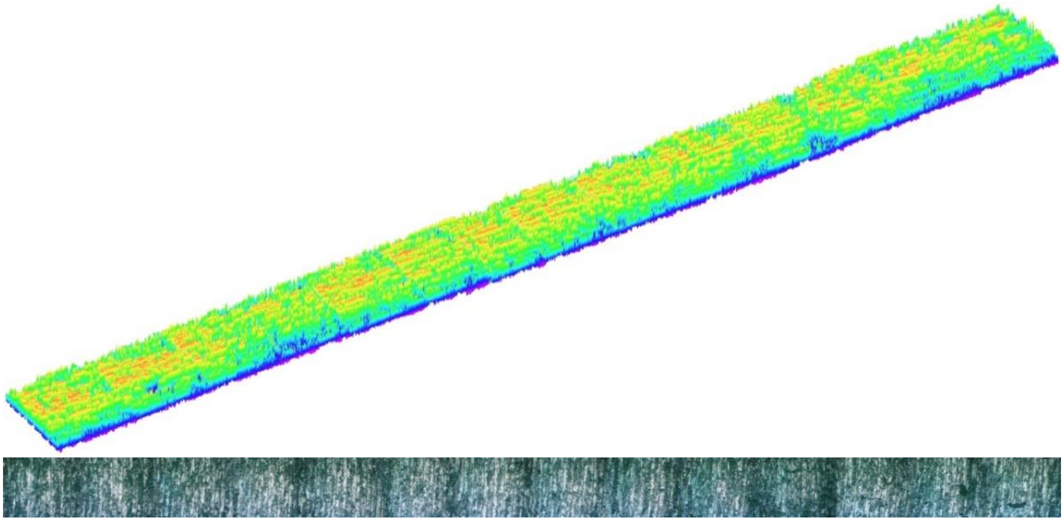

Figure 11 – The 2D and 3D images of the surfaces machined with the carbide milling cutter (the third mode).

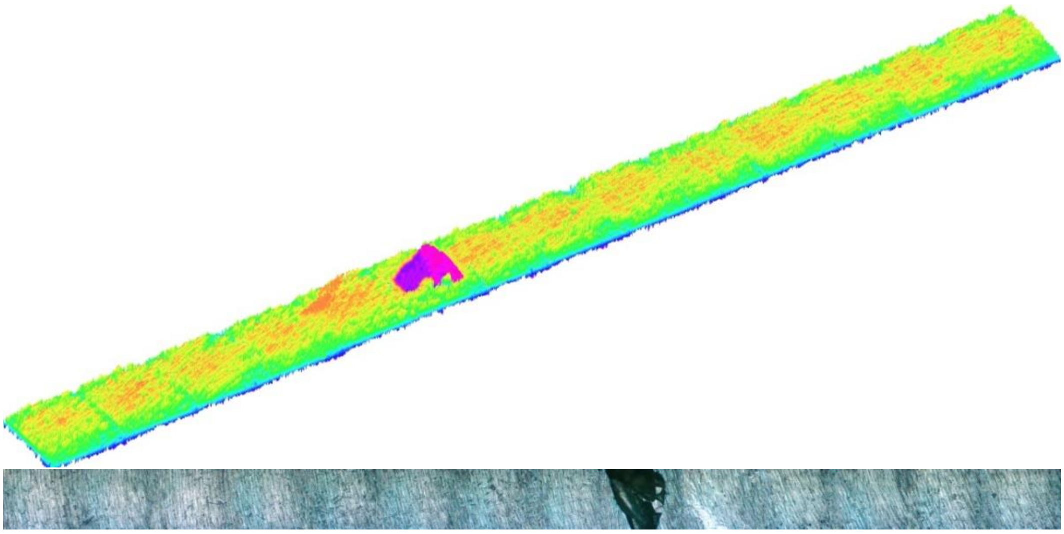

Figure 12 – The 2D and 3D images of the surfaces machined with the high-speed milling cutter (the fourth mode).

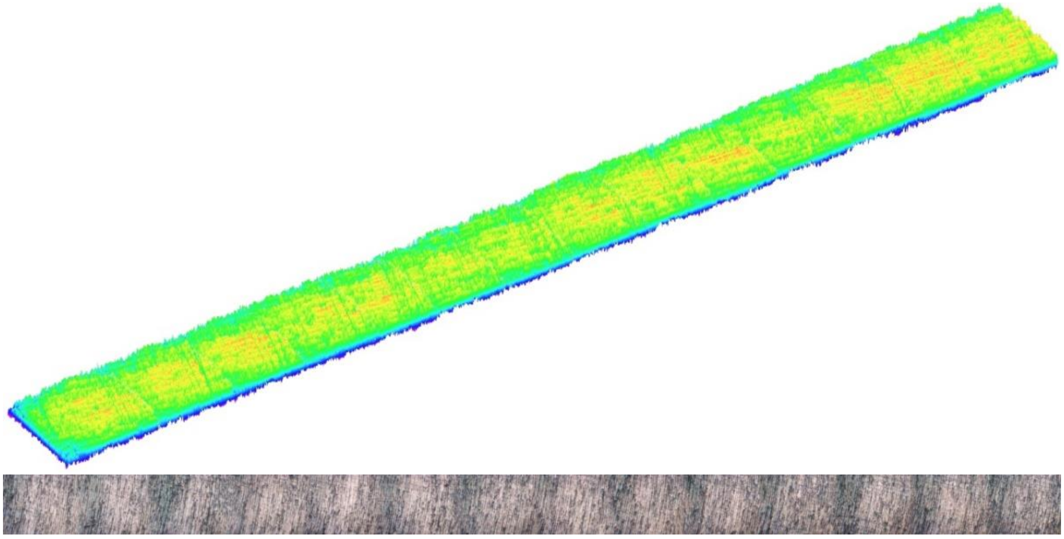

Figure 13 – The 2D and 3D images of the surfaces machined with the carbide milling cutter (the fourth mode).

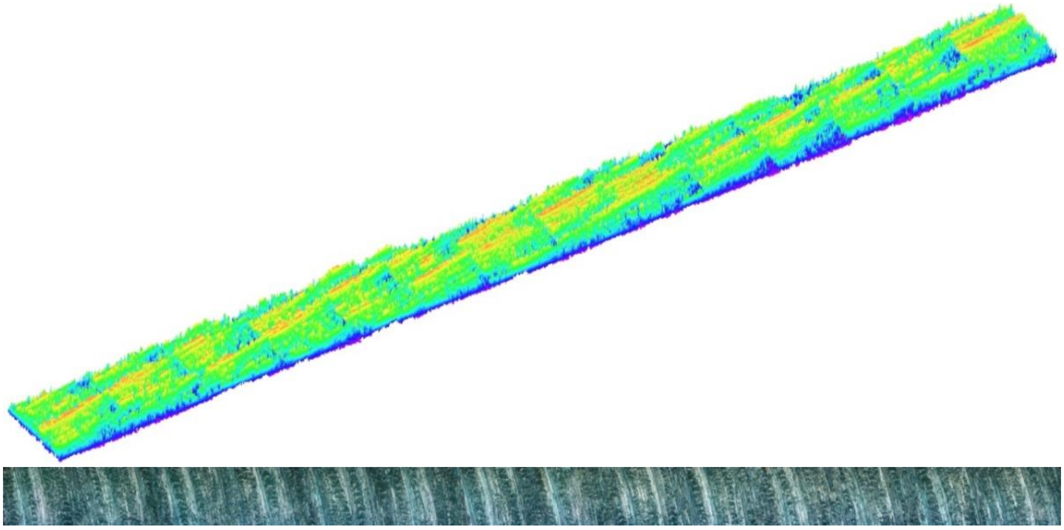

Figure 14 – The 2D and 3D images of the surfaces machined with the high-speed milling cutter (the fifth mode).

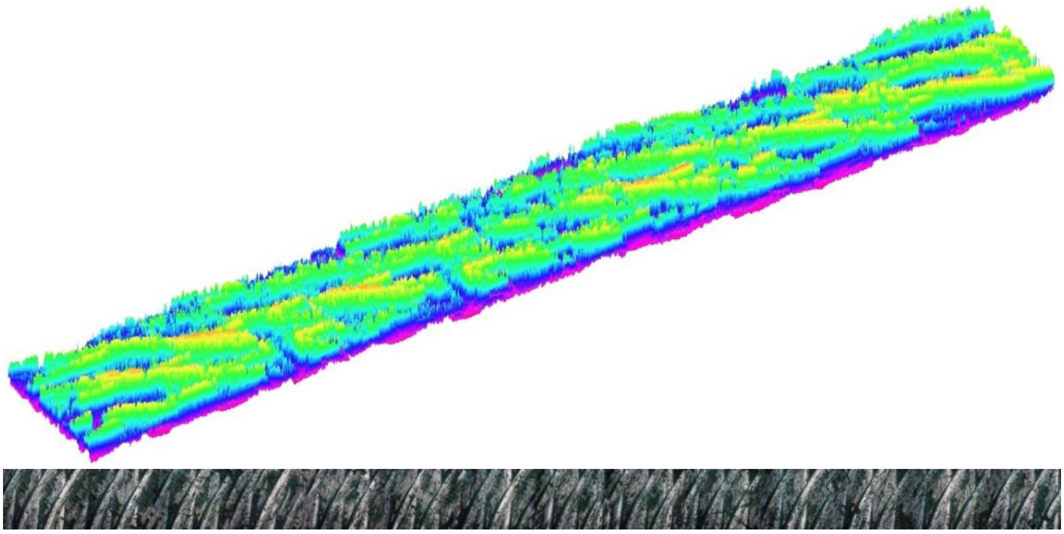

Figure 15 – The 2D and 3D images of the surfaces machined with the carbide milling cutter (the fifth mode).

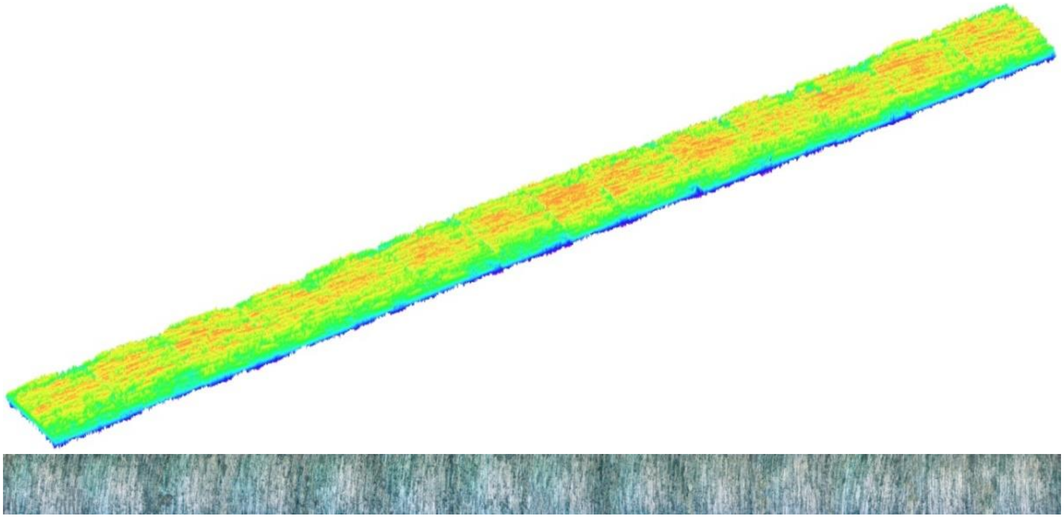

Figure 16 – The 2D and 3D images of the surfaces machined with the high-speed milling cutter (the sixth mode).

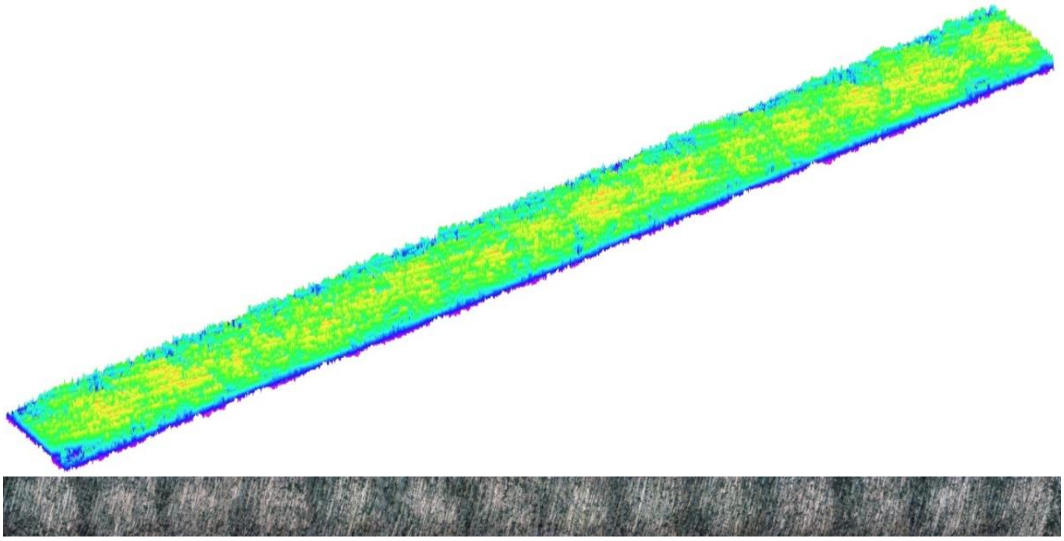

Figure 17 – The 2D and 3D images of the surfaces machined with the carbide milling cutter (the sixth mode).

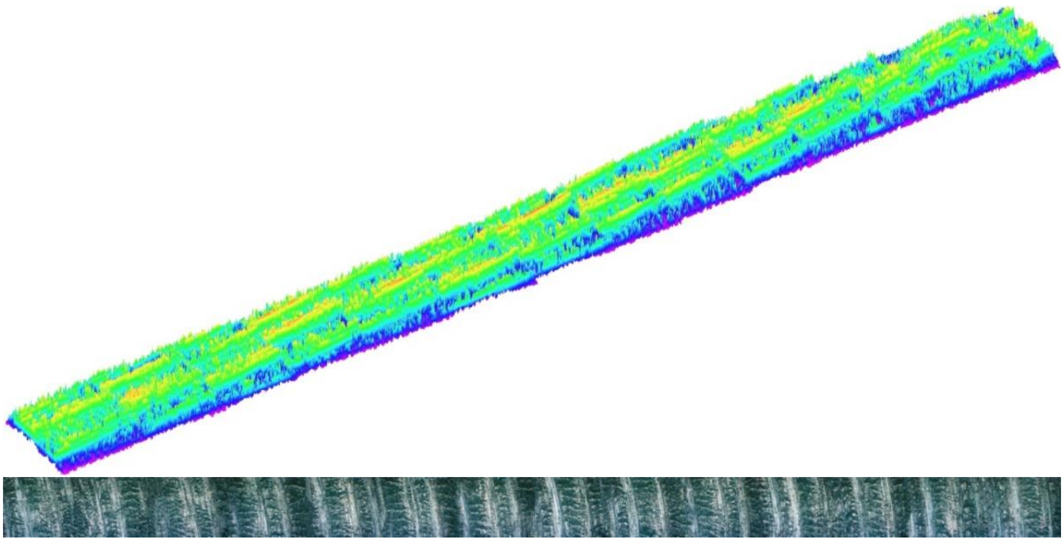

Figure 18 – The 2D and 3D images of the surfaces machined with the high-speed milling cutter (the seventh mode).

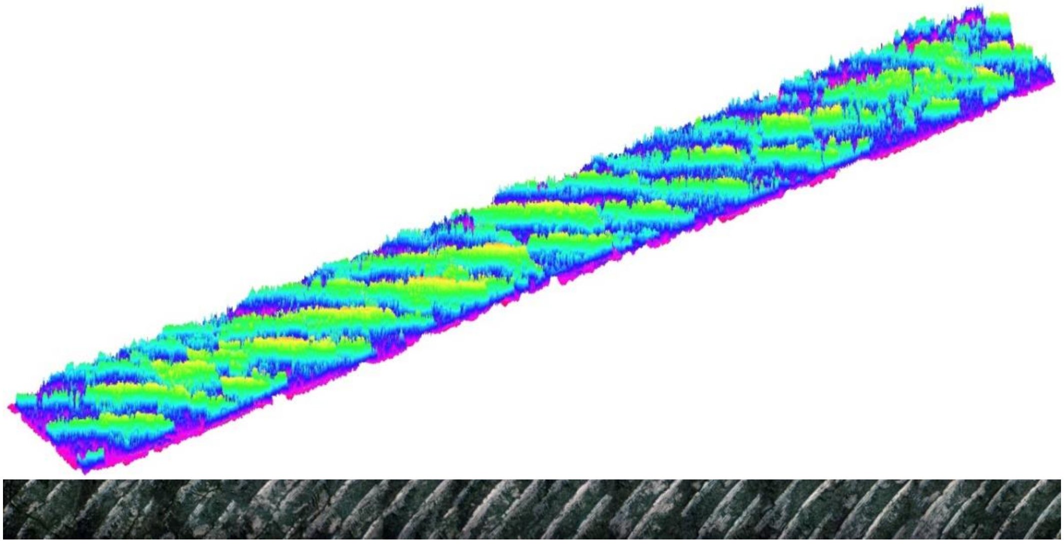

Figure 19 – The 2D and 3D images of the surfaces machined with the carbide milling cutter (the seventh mode).

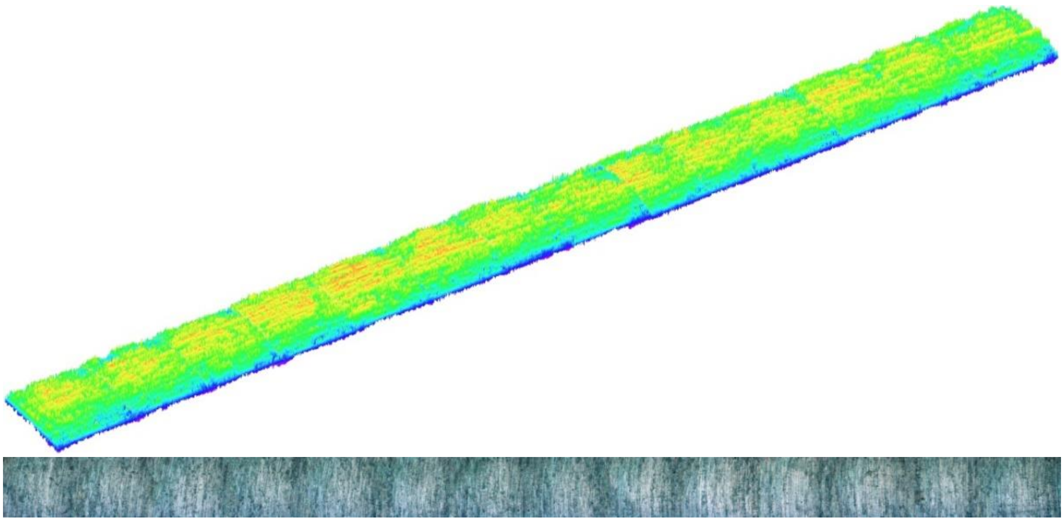

Figure 20 – The 2D and 3D images of the surfaces machined with the high-speed milling cutter (the eighth mode).

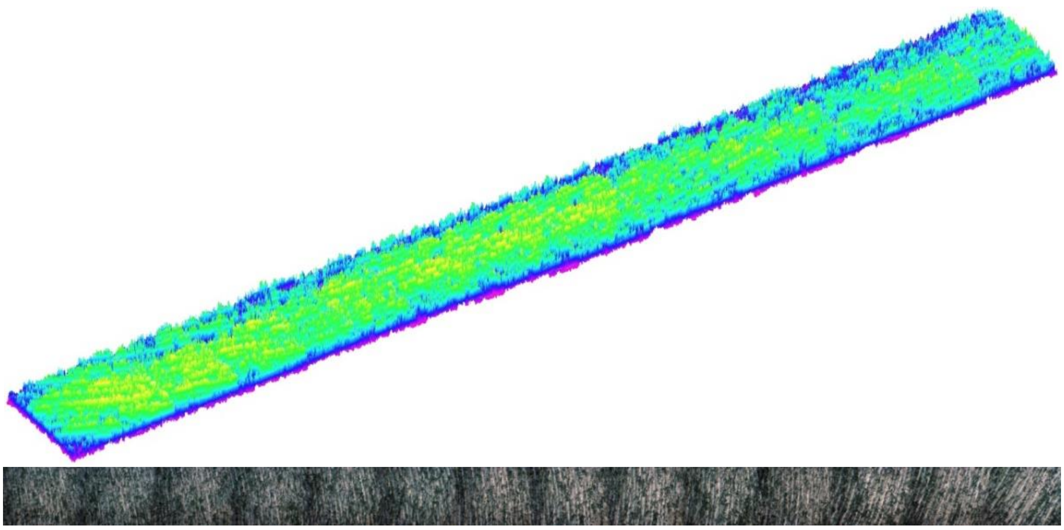

Figure 21 – The 2D and 3D images of the surfaces machined with the carbide milling cutter (the eighth mode).

Conclusion

The formation of required roughness and waviness of the machined surface is associated with a rational choice of the cutting tool material and the milling modes. For increasing the performance of machining with the formation of the desired profile of the flat surface, it is preferable to choose the high-speed milling cutter and the high speeds of semi-finishing milling. Similar low roughness of the machined surface can be obtained by reducing the feed rate of the billet. These recommendations are correct in the conditions of short-term finishing and semi-finishing milling of aluminum alloy.

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CONFLICT MANAGEMENT IN THE LABOR COLLECTIVES OF UZBEKISTAN ENTERPRISES

Abstract: *The article discusses some of the measures and strategies to prevent and reduce conflict and conflict situations in the work community. To this end, the article describes a detailed and comprehensive analysis and study of the impact of conflict in the community and its causes - the consequences on the activities of the enterprise, reveals, assesses the situation and considers some areas of its consequences, draws conclusions.*

Key words: *work team, conflict, conflict situations, manager, psychological environment, prevention and resolution, strategy, employee, measures*

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Introduction

Leadership is not just a title, it's a talent. The leader must be innovative, creative and take into account human factors he must be able to develop high human qualities in the team, such as cooperation, mutual assistance, work discipline, responsibility to the team, to work in a successful team. Should create a healthy spiritual state.

Conflicts, of course, are one of the factors that worsen the morale of the team, negatively affect people's mood and reduce their ability to work, and increase staff dissatisfaction. Therefore, the leader should always pay attention to these issues, effectively manage the team, and use all the opportunities to prevent conflicts in the company as one of the conditions for staff stability.

However, one of the most serious mistakes of managers in today's Uzbek enterprises is that they do not recognize conflicts in the community, do not develop measures to prevent them, and reduce their importance in the production process. In management practice, most conflicts are open, so the manager needs to have a good understanding of the subject matter of the dispute, the organizer, and the technology for resolving disputes rationally [4,11,12,13].

This is because a community, as an object and a subject of governance, cannot exist in a conflict-free environment, because conflict is a social form of resolving conflicts that arise in its life activities.

It is clear that in team management, the focus of leaders on resolving conflict and the conflicts that arise in its life activities is the most serious and urgent issue.

In this regard, the prevention of conflict situations leads to a moderate socio-emotional environment in the community and, based on it, to the economic stability and competitiveness of the enterprise.

LITERATURE REVIEW

A number of studies and researches on the management of conflict and conflict situations in labor communities conducted and also being held today. According to many experts, the improvement of the labor management system is one of the most important issues today.

Conflict management in enterprises and organizations, like any other management activity, has its own methodological framework and conceptual pragmatism. In this regard, it is important to take a comprehensive approach to identifying and resolving conflicts that affect the organization's operations. As an integral element of enterprises and organizations, the development of techniques and technologies for conflict management is of particular importance.

At the same time, scientists from around the world and Uzbekistan are studying various conflicts and disputes that arise in enterprises and organizations with different forms of ownership.

The above analysis of the scientific research work in the field of conflict management in traditional enterprises and organizations to check for conflicts, disputes, appears to be the nature of the properties, dynamics, optimization of technologies dedicated to the analysis of the theoretical and methodological framework.

Now, it has become necessary for managers to move to the problem of identifying the factors and conditions affecting the emergence of conflicts in labor communities in enterprises and organizations of different forms of ownership, the study of different strategies for conflict prevention and resolution.

In this regard, one of the most important issues for a leader is conflict resolution. It is well known that conflicts arise in all places that unite people - in social institutions, in social groups, in the family, between people. Conflicts can occur in different places. One such conflict is the conflict that can occur in the work community where you and we work. There will be specific features of conflicts that may occur in the community. Conflicts that occur in a team inevitably affect all employees who work in that team.

ANALYSIS OF RESULTS

To someone who has never thought about the nature and nature of conflict, conflict may seem like an obstacle to survival, disrupting relationships between people, negatively affecting work, health, causing intolerance, stress, tension, and more. That’s why most people don’t like conflict and are afraid of them to some degree. In fact, a person’s personality arises according to the level of acceptance of the conflict. However, such a conclusion suggests the complexity of the conflict relationship, the versatility and diversity of the conflict.

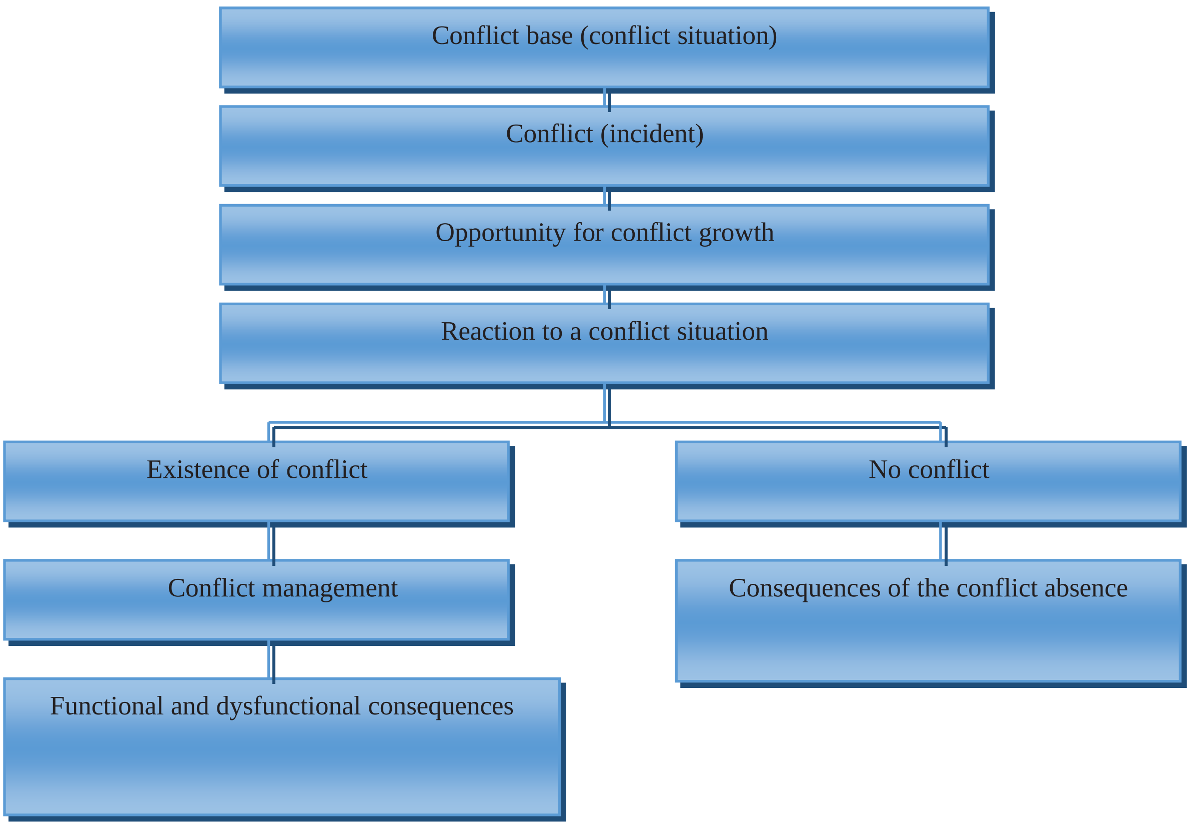

Figure 1. Conflict models

In order to understand the conflict clearly, it is necessary to pay special attention to the key concepts - opposition and desire. However, not all contradictions lead to conflict, only the following can lead to conflict:

• compels the individual (or group) to realize that the interests that create the conflict are incompatible;

• determines some level of motivation and action appropriate to the conflict.

It is at this point that the conflict arises, which manifests itself as confrontation between the conflicting parties, and the conflict itself, says N.V. Grishina [1] goes through the following levels:

• in the joint activities of individuals and groups;

• in interpersonal relationships;

• in the person of the parties to the conflict.

Another important factor that can lead to any conflict is the irrational organizer. It's the kind of community some critics call artificial looking.

From a psychological point of view, the situation that has the most devastating effect on people is not the conflict itself, but its consequences. Conflict can lead to negative emotions, such as fear, panic, and animosity. If these experiences are strong and last a long time, the person may develop and strengthen a protective reaction.

It has been found that post-conflict mood swings in working communities and the time it takes to calm down are three times longer than during the pre-conflict preparation period [2]. This is because negative situations as a result of a conflict can lead to certain changes in a team member's feelings, behavior, thinking, and even character. These changes are reflected in the employee's behavior, spread to other situations in which the subject is involved, and begin to take over a wider range of relationships. From this point of view, in all cases, the causes of the conflict and the circumstances that led to it should be carefully analyzed by the manager. The causes of conflict situations in team activities can be divided into 3 groups.

1. Deficiencies in the organization of production.

2. Inability to place employees in accordance with their qualifications and mental characteristics, shortcomings in the field of management that arise behind the administration.

3. Deficiencies in interpersonal relationships within the team (conflicts between progressives and backward people, conflicts between older and new employees)

The outcome of a dispute depends on how the leader manages it. So he needs to know not only its nature but also the types of conflict.

There are many types of conflicts in a leader's work team, and each one is confronted with a conflict. On the basis of Table 1 below, we provide information on conflicts that occur in the management of Uzbek enterprises and should be taken into account by the management.

Table 1. Conflicts in team management that need to be considered by the leader and their psychological organizers

№	Types of disputes	Psychological conflict of the recipients
1	Constructive and destructive conflicts	On the fundamental problems arising from labor activity
2	Personal	Internal conflicts of the person
3	Interpersonal	Unbalanced character of employees, non-compliance with management methods, communication disorders, low qualification of employees
4	Between an individual and a group	Deviation from the norms of interaction, labor activity and behavior within the group
5	Between groups	The existing problems between formal and informal groups in the community are the presence of social competition in the organization
6	Social	The goals and interests of classes, nations, states, social institutions and communities, the traditional methods of action
7	Hidden or open poten-tial, grounded	Two persons in conflict
8	Structural	Between organizational departments (for example, production departments-accounting and development planning)
9	Innovative	Related to the development and structural changes of the organization
10	Conditional	Emerging in the field of interests of one or another social entity within the organization
11	Resourceful	Emerging in the processes of allocating and using resources
12	Dynamic	Occurring in the process of socio-psychological changes in the activities of the organization

13	Vertical	Occurs between a manager and an employee, which at a glance is the result of a claim to leadership, pressure from above, merging around other employees or forces from below, selection
14	Horizontal	It occurs as a result of the opinions of some members among the staff being accepted by some with objections
15	Spontaneous and periodic, provocative	Intentional unscrupulous act committed by the initiator
16	The situation of innovation, and value	Conflicts in inter-form and inter-group relations
17	Organizing - Texnologik	Theimbalance of jobs, careers distribution
18	In the administrative - economic system	Organizational - technological and economic reasons, the structure of contractual obligations, inaccuracies in the information
19	Informal institutions associated with the	Conflicts in the interests of formal and informal systems, incompatibility of formal and informal solutions to management problems
20	It is related to the functioning of the system of socio-psychological relations	The struggle for group leadership, the conflicts for group interests, values and goals
21	Socio-economic in the organizational system	Wage protests, delays in payment, increase in labor standards and reduction of wage rates; organizational management errors

What causes different conflicts in labor communities.

There are several reasons for this:

• incompatibility of individual and public interests;

• the behavior of individual team members contradicts social and group norms (disorder, discipline, product defects, inefficiency, etc.);

• inconsistencies in the views of team members;

• differences in work organization and attitude to work [3];

• inadequate distribution of responsibilities among employees, etc.

A research to identify the causes and factors that lead to conflict situations in a team shows that a manager's lack of respect for the individual in employee relationships, a manager's lack of understanding of employees, and a manager's failure to act based on interpersonal norms lead to conflict in the team. In order to work effectively with team members, a leader needs to know the psychology of each member and the psychology of the group, its needs, because knowing the psychology of others is the only way to dominate them" the British scholars wrote [14,15,16].

In fact, leaders have become accustomed to avoiding conflict and, in particular, not looking for its causes. In fact, in any unresolved conflict, the leader forgets that one end of the conflict is in the leader himself. The point is that the leader must know exactly which conflicts will lead to the development of the team and which will lead to a crisis of spiritual and social status, and that the conflict will be able to manage the conflict.

The manager should not say that any conflict that arises in the team can damage the reputation of the enterprise and its management. After the conflict, the efficiency of the staff decreases sharply, the team has an unhealthy moral environment, which undermines the efficiency and stability of the enterprise.

No matter what the causes and factors of the conflict, no matter what its nature and how big it is, in all cases the causes of the conflict and the circumstances that led to it must be carefully analyzed by the leader.

In the process of analysis, it is advisable for the manager to identify the causes and factors of conflict and conflict situations, the presence of conflict situations in the team, the characteristics of their manifestation, to use methods to study the views of team members

Using these methods, we also tried to draw attention to the existence of conflict situations in the community in our research, as well as the issue of studying the views of team members on these aspects (Figure 1).

Research to identify the causes and factors that lead to conflict in a team shows that the manager has little respect for the individual in the relationship between the employee, the manager rarely understands the employee, and the manager does not act based on the rules of behavior in the relationship. causing conflicts. It is clear that the leadership should seriously consider this issue. Because these situations cause resentment between the employee and the manager, which in turn is more likely to lead to the conflict situations listed above [20-28].

This shows that the attitude towards the leader in the work team is not the same for everyone, and there are dissatisfaction in the team. It can be concluded from this that highly qualified employees of a joint-stock company demand independence and freedom, without restricting their interests. At the same time, it is clear that the situation is likely to escalate if the management strictly monitors each case.

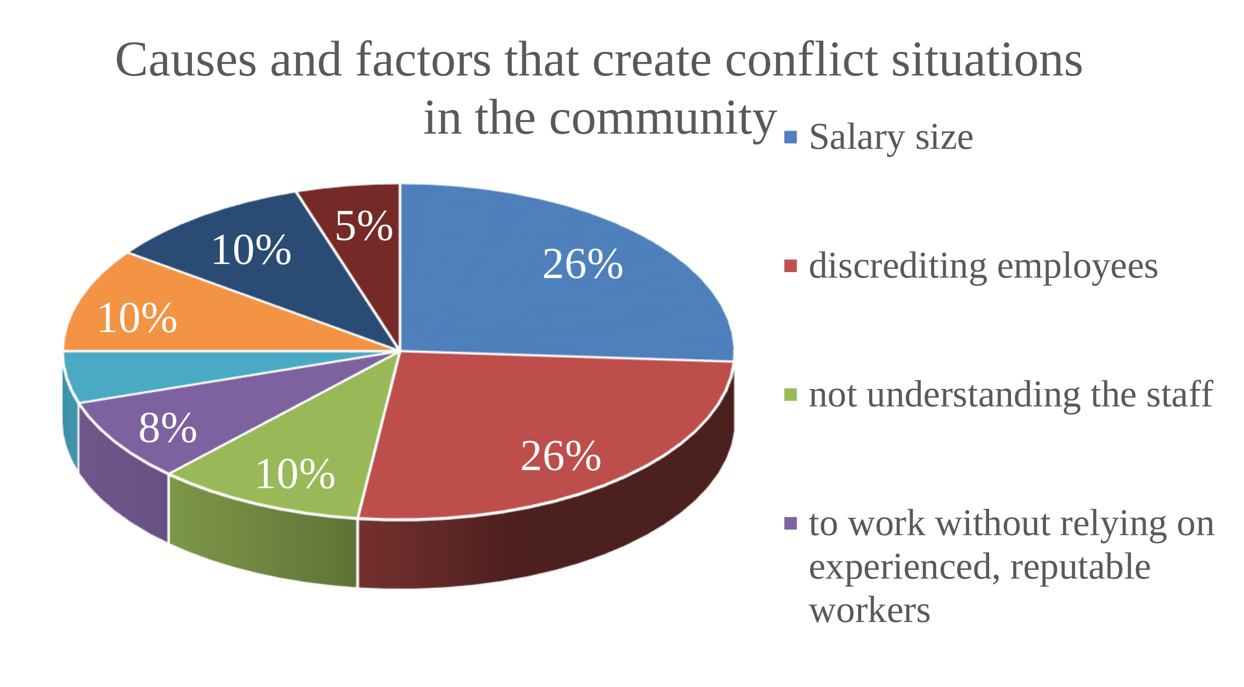

Figure 2. Causes and factors of conflict in the Uzbek business community

The results of the survey show that the employee pays more attention to the material and moral rewards of team members (5%). This makes it necessary to meet the secondary needs rather than the primary needs of the workforce operating in the joint stock company.

In the second place, the causes and factors of the conflict are the incorrect distribution of work among employees. It is well known that the lack of a clear definition of the responsibilities of each department or employee can lead to conflicts between departments and individual employees. The presence of multiple sources of conflict increases the likelihood of a conflict situation in the community. Conflicts arise in the process of socio-psychological changes in the dynamics of the organization, as a result of which one party tells the other that his point of view is correct [24-25].

The results of our observations show that in the enterprises of our country, the leader of the labor collective is mainly a conflict of socio-psychological changes in the dynamics of the organization, conflicts between individuals and groups, conflicts of value type, interpersonal vertical in the team, "person-group" type. conflicts are required to pay special attention to socio-economic conflicts in the organizational system. This is because the development of measures to prevent such conflicts by the leader develops the personal activity of subordinates, stabilizes a healthy spiritual and psychological environment in the community and creates a business environment.

The results of research to identified the causes and factors of conflict in the community by age group (Table 2).

Table 2. Causes and factors of age-related conflict

Young employee (25-40 years old)	Middle- aged employee (40-55 years)	Employee' s age (55 and above)
The imbalance of jobs, careers distribution	Leaders of the group for the benefit of the group, carried out for the purpose, values and conflicts	Staff nature of bilateral asymmetry,
The adequacy of the staff 's poor	Problem management - have not be suitable for formal and informal methods of resolution	Non- compliance with management methods
Salary for protests	Disruption of communications	Imbalances in the skills of workers
The time delay payment of wages	An increase in the norm of labor and a decrease in the wage tariff	Not relying on experienced, reputable workers

Disproportions in the qualifications of workers	Arrogance in group members	Arrogance in group members
The difference between imagination and values	A feeling of dissatisfaction with not being able to do the work due to the large volume of work	The difference between imagination and values
Conflicts in family life, disagreements	Most of the staff in subverting	Most of the staff in subverting
Employees of an arrogant thing is for the concept	Good relationships with employees	Good relationships with employees
Awarding the material's low	Low material and spiritual reward	Low moral reward
Do distribute the right job	The distribution of work - up	Misallocation of work
The leader should not treat everyone equally		
The lack of a healthy environment, full of - stable		

The data in the table show that the causes and factors that lead to conflict situations in the team are mainly the product of the needs and requirements of the employee. Therefore, it is advisable for managers to organize management taking into account the characteristics of the needs of employees in the team [27-28].

The results of the above study describe the following problems for JSC "Fergana Oil", which significantly increase the efficiency of management in the enterprise and have a significant impact on the occurrence of conflicts:

• reproducibility and regularity of work;

• low level of authority and trust from management;

• insufficient recognition and praise;

• lack of open and constant feedback from managers

• low use of psychological methods in personnel management;

• the motivation system is not well developed;

• the adaptation process is not implemented in the adaptation system;

• low level of career guidance in the enterprise in the vocational guidance system;

• insufficient funds to implement social programs aimed at improving the welfare of their employees [4].

CONCLUSION

Based on the above problems and the analysis, we put forward the following proposals that will be effective in preventing and reducing conflicts in the management of employees in the enterprises of the republic:

• it is necessary to differentiate the forms and methods of corporate governance of the employee on the basis of functional responsibilities, to act together and to identify issues individually;

• encourage employee confidence and resolve personal issues within the organization. Social self-confidence has a direct effect on confidence in the production process, and vice versa. In either case, self-confidence increases efficiency;

• supporting high innovation activity of employees, which serves as an incentive to demonstrate the creativity of the employee [5,14];

• formation of a stable corporate spirit, the formation of creative teams responsible for production tasks and management [6];

• create a flexible personnel management system, thereby forming stable, effective specialized teams for specific production and management issues [23];

• creating an institutional framework governing the social and labor relations of all participants in the labor process. Develop norms and rules that take into account the participation of employees in the production process, continuous improvement, revision of existing ones;

• technical and technological modernization of industries in the Republic of Uzbekistan and the introduction of modern quality management methods in enterprises based on the experience of Japanese companies will have a positive impact on the development of enterprises [7,12,28];

• the application of IBM's experience in establishing fair relations between management and all employees in the corporate governance system in our country can lead to the successful development of enterprises [8];

• the use of common forms and types of social protection in German enterprises, such as ensuring the participation of employees in the company's income and capital, has a positive effect on the social protection of employees [9];

• in order to fully demonstrate the potential of employees in large enterprises of the country, it is necessary to increase funding for training and retraining and attract the most qualified specialists [10];

• continuous introduction of innovations in the activities of enterprises is one of the key factors in their development [11].

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