



MODERN EDUCATIONAL  
SYSTEM AND INNOVATIVE  
TEACHING SOLUTIONS

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**MODERN EDUCATIONAL SYSTEM AND  
INNOVATIVE TEACHING  
SOLUTIONS**

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ACCESS TO INTERNATIONAL STANDARDS OF FINANCIAL  
REPORTING

**Muxidinov Ayubbek Nuritdinovich**

All issues involved in the BHMS transition to international standards are in legislation reports prepared in accordance with the established laws of Uzbekistan according to the MHXS it depends to one degree or another on the modification to the standards. This change accounting provides for an amendment to its records, which is required under the Mhxs depending on the economic content to the level, each schet in the schet plan is defined as allows for evaluation and further evaluation. Making such a correction results in another that meets the MHXS system in terms of content and economic tasks financial statements and balances in the course of a new test are drawn up.

Of course, the most important from a methodological point of view, but at the same time the most the system of accounting for the financial activities of local organizations as a result of their problematic and productive work to the level in accordance with the requirements of the MHKS works related to transmitted corrective input records are considered. Complexity in particular, it is the formation of the correct professional opinions of the accountant who makes the records and, as mentioned above, the assessment of objects and it consists of differences in their accounting in BHMS or Mhxs. Otherwise so, on the basis of the report compiled in accordance with the rules of Uzbekistan, it is necessary to change it and as a result of the recognition of the assessment of the corresponding indicators, a new classification of schets and the preparation of reclassification provides for their value in international standards is achieved by reaching the level.

It is very important to analyze the quality of the accounting policy of the Joint-Stock Company because it adds to the disclosure of information in the financial report being formed it should reflect the requirements in such a way that the transition from national standards to international standards how organizations affect the main indicators of financial and economic activity let the display be understandable.

Local organizations international accounting policy rules and their implementation results of analysis of the consistency of the rules required by the standards corrective provocations are issued on and compatible working documents (worker tables) are formed. All of these records are accounting for the more recent the account included two new types of custom schetis and corrective provocations the case is carried out according to the plan of the schemes:

8710 - " correction to unsecured loss or unsecured profit in the reporting period input " (to reflect the current reporting period farm process);



8720 - " correction to unsecured loss or unsecured gain in past periods introduction " (to reflect the economic process of previous years).

Correction input provodka K1. Short-term during the reporting period of the Joint-Stock Company did not calculate interest for a bank loan. Hence, the proof of correction is as follows:

will look: 8710 " correction to unsecured loss or unsecured profit in the reporting period input " schet debit

6810 "short-term bank loans" (interest on loans) schet loan — to the sum of fizes to pay off the loan.

Correction provodkas K2 and K3. By employees of the Joint-Stock Company depreciation of the objects of the used Residential Fund of a joint-stock company the balance is calculated in sheets. Accommodation per reporting period for the same reason correction provodka K2 is formed, equal to the volume of the accumulated depreciation:

8720 " correction to unsecured loss or unsecured gain in past periods input " schet debit 02 schet credit "depreciation of fixed assets"

Correction provodka K3 to the amount of residential depreciation during the reporting period done:

8710 - " correction to unsecured loss or unsecured profit in the reporting period input " schet debit 02-schet credit "depreciation of fixed assets"

Correction input provodka K3. 5610-on account of monetary documents in the " monetary documents " scheme is obtained. In MHXS, however, such a concept is not foreseen. It follows that 5610- "Monetary documents" scheti saldo 3110 - "expenses of the next period" from the account to the scheti must be released.

8720 - " correction to unsecured loss or unsecured gain in past periods input "schet debit, 3110 -" expenses of the next period " schet debit, 5610 - "monetary documents" scheti credit to the amount of cash documents issued from the account.

Correction input provodka K4. 5110 - "accounting schet", 52 - " currency schet amounts of balances according to the schemes from the account to the costs of the corresponding periods it is necessary to issue, since they recognize assets in accordance with international standards and does not meet the requirements of interpretation. The correction entry K4 will be as follows:

8710 - " correction to unsecured loss or unsecured profit in the reporting period input " schet debit.

When all correction input entries are made, their on the basis of which the balance sheet of the new test strip is formed. In the history of such a test each item of the balance sheet is reclassified into sheets, which are compiled according to the Mhxs. Reclassification of schets is the closing step of change. For this new working scheme that meets all the requirements of international standards preparation is necessary. Schets in such a schet plan consist of a four-digit code, assets and liabilities

with separation of current and long-term liabilities capital, with the allocation of schemes of income and expenses, as well as schetiga divides because assets, liabilities, capital, income and expenses concepts are considered basic concepts in the MHXS system. After that, the balance sheet, report on financial results, Money forming a report and consolidated report on the movement of funds depending on the reflection of the main indicators, a model of grouping schets is formed. Such the model BHMS has a synthetic accounting schet with a schet plan compiled on MHXS provides a comparison opportunity.

Providing financial statements that meet the requirements of international standards for the organization schets plan on accounting report correction all included data to the proposed accounting scheme on MHXS must be transferred. This reclassification allows you to solve the following tasks:

Initial on accounting schemes, which are carried out in accordance with the mhxs formation and accounting of other financial statements taking into account saldo drawing up a balance sheet, as well as all necessary analytical in accordance with the requirements of international standards receive information.

Thus, a reclassification is carried out, that is, the accounting of Uzbekistan corrected data on balances from accounting charts according to Mhxs the developed schet plan is transferred to the schet. In other words, National schets in the schet plan are closed and schets that meet international standards new schemes will open in the plan.

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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS  
CLASSROOM MANAGEMENT THROUGH ESSENTIAL 21ST CENTURY  
PERSONAL AND PROFESSIONAL SKILLS

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**Annotation:** *In this article, personal and professional skills such as technology literacy, information literacy, media literacy as well as digital collaboration skills in the new way of teaching are discussed.*

*В этой статье обсуждаются личные и профессиональные навыки, такие как технологическая грамотность, информационная грамотность, медиа грамотность, а также навыки цифрового сотрудничества в новом способе обучения.*

*Ushbu maqola texnologiya savodxonligi, axborot savodxonligi, media savodxonligi va raqamli hamkorlik ko'nikmalari kabi shaxsiy va kasbiy ko'nikmalarni o'rganishning yangi usuli muhokama qilinadi.*

**Key words:** *technology literacy, information literacy, media literacy, digital collaboration skills*

**Ключевые слова:** *технологическая грамотность, информационная грамотность, медиа-грамотность, навыки цифрового сотрудничества.*

**Kalit so'zlar:** *texnologiya savodxonligi, axborot savodxonligi, media savodxonligi, hamkorlik ko'nikmalari.*

The world has seen rapid changes in the demand for talents in nurturing future leaders and fueling the necessary workforce is a major concern in the educational field. The professional development of teachers, namely education and training to enhance teachers' knowledge and skills, has thus become a top priority. In order to effectively foster students' development of 21st century skills, teachers themselves must have at least a good command of these skills, and be well prepared in their own capacity to impart such skills onto students. A quick search in the existing literature yields a less than satisfactory result for professional development specifically designed for 21st century skills teaching, especially for in-service teachers. This is a grave issue as teachers educated and trained under the old teaching model in past decades are neither adequately aware of nor ready with all the skills to create a 21st century teaching environment for their students' learning. The exact areas they are weak in have not received sufficient attention in the literature either. With the aims to provide stronger educational support to in-service teachers in their adoption and development of new skills in 21st century teaching, this chapter first highlights the skills and capacities that teachers lack, then suggests methods for teachers' reference



in their acquisition or strengthening of such skills to keep themselves in line with contemporary educational development. [6.233]

Getting teachers prepared for the launch of a new 21st century skills oriented teaching style is no easy task. It is proposed that most of the learning goals of 21st century skills can be taught within the context of scientific inquiry or project based learning, which requires “ambiguous” teaching. This teaching style calls for teachers to be able to engage students in self-directed strategies about their own learning, to organize activities that delegate learning decisions to students and monitor their progress, to facilitate learning activities such as collective problem-solving, and to guide students in thinking about complex problems by giving them feedback following assessment. In easing the “ambiguity” of such a novel teaching model, this section aims to explore areas that teachers need to polish their own skills in so as to effectively support the teaching of and help students develop 21st century skills, namely teachers’ attitudes towards and competencies of adopting 21st century skills, their pedagogical orientation and professional identity. [10.559-568]

Information technology (IT) literacy is the most fundamental among the set of digital literacies. IT literacy is the first skill teachers must acquire in order to master all the three skills under the umbrella of digital literacy, as the search for and organization of information is largely supported by technology nowadays, as well as the creation and utilization of media. There is an increasing trend for technology integration in the classroom, requiring teachers to incorporate technology into their pedagogy. [8.481-499]

Access to hardware and software is noted to be the basic criterion for technology utilization at school. Technology infrastructure available to teachers has to be reliable and useful to serve their purposes. If technology usage is time consuming or perceived not contribute to students’ learning process, teachers will be inclined not to use it. Besides, if hardware or software provided for teaching and learning is insufficient, it is difficult to fulfill the need of facilitating student-centered learning. In reality, compared to the past when teachers had to, for example, ask for computers to be installed directly in classrooms, technology is now more easily accessible for teaching and learning. The availability of technology infrastructure to teachers also boosts their confidence in using IT professionally, for example, in using word processing soft wares, and saving and accessing shared files. [9.203-219] This brings our discussion to the next point concerning attitudinal issues of teachers towards IT. Teachers’ beliefs in IT and confidence in their own IT skills are two prime attitudinal obstacles towards effective technology integration in their teaching. Specific concerns that teachers harbor include their worry that the syllabus cannot be completed on time should computers be used in teaching and learning, and their fear that computers may be broken, lost or damaged during use. Studies in the area have shown that teachers’ beliefs on IT are positively linked to their IT practices. If teachers feel uncomfortable



with the use of technological tools or are apprehensive that they may not be qualified to teach using IT, there are less likely to incorporate technology into their teaching, resulting in less interaction between students and technology.

Media education is most effective when teachers have clear expectations of students' media consumption habits and media awareness to be able to design a tailor-made media education program for their students' maximum benefit and to evaluate their improvement and that of the program itself. Since children in the present era are exposed to media content from a much earlier stage at a more frequent rate via the Internet and popular social media such as Facebook teachers may have the wrong assumption that their digital native students are having the same level of media literacy as they do, and that the conventional media education curriculum that worked for the teachers at their school age still fits their students now. This wrong estimation of students' media consumption habits and awareness may either waste students' time of learning something they have already acquired or lead to an inappropriate design and a misapplied and insufficient focus on media education. Teachers' realistic understanding thus plays an influential role in students' future development and learning outcomes. [3.210-230]

In order to develop and sharpen one's skills of collaborating with peers and becoming a team player, one very effective way is to learn through experience – to collaborate with fellow classmates in activities that encourage social interaction. In the course of collaborative learning, the traditional role of the teacher as the lecturer is replaced by that of a facilitator. With this change in the teacher's role from a knowledge deliverer to a mediator of students' knowledge development, new tools and pedagogies are needed to appropriately scaffold students' acquisition of collaboration and communication skills.

Various kinds of software and platforms, such as blogs, forums and wikis assist collaboration among teachers, groups of students as well as between the teacher and students. In particular, there is widespread recognition of the collaborative potential of wiki as substantiated by the rapidly growing number of its applications in group work across disciplines and levels of study. After taking the first step to adopt collaborative tools in teaching and learning, it is imperative that teachers take the necessary measures to ensure sufficient and effective communication among students on the chosen collaborative platform. Without the teacher's timely support and mediation, collaboration requires a lot more effort and becomes time consuming, leading to failure in task. But as students advance in their collaboration skills, they gradually require less guidance to complete their assigned group work. In order to design collaborative learning activities most suited to students' experience and level, teachers should be able to observe and judge the levels of student ownership of the inquiry mode. [7.126-142]

After reviewing the components of 21st century skills that teachers should possess for their own use and for them to pass on to students, we explore way of getting teachers to process, understand and internalize these necessary skills for modern teaching and learning.

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**XIZMATLAR EKSPORTINI MAMLAKAT IJTIMOY-IQTISODIY  
RIVOJLANISHIGA TA'SIRI**

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**Annotatsiya:** *Ushbu maqolada xizmatlar eksportini mamlakat ijtimoiy-iqtisodiy rivojlanishiga ko`rsatadigan ta`siri haqidagi fikrlar, muhokama, tahlil va natijalar aks ettirilgan.*

**Kalit so`zlar:** *Iqtisodiyot, jahon bozori, moliya tizimi, biznes va moliyaviy xizmatlar, inson kapitali, YaIM, iqtisodiy o`sinh, turizm, moliya, konsalting, axborot texnologiyalari.*

Xizmatlarni eksport qilish sektori xorijiy mamlakatlardagi mijozlar yoki mijozlarga mamlakat tomonidan taqdim etiladigan xizmatlarning keng spektrini o`z ichiga oladi. Ushbu xizmatlarni turli toifalarga ajratish mumkin, jumladan:

1. **Biznes xizmatlari:** Bu turkumga konsalting, buxgalteriya hisobi, yuridik xizmatlar, reklama, bozor tadqiqotlari, boshqaruv konsaltingi va boshqa professional xizmatlar kabi xizmatlar kiradi. Ushbu xizmatlar odatda ixtisoslashgan firmalar yoki mutaxassislar tomonidan taqdim etiladi va mamlakat eksport daromadiga sezilarli hissa qo`shadi.

2. **Turizm va sayohat xizmatlari:** Turizm va sayyohlik xizmatlari transport (aviakompaniyalar, kruiz liniyalari, yer usti transporti), turar joy (mehmonxonalar, kurortlar, dam olish joylari), turoperatsiyalar, sayyohlik agentliklari va tegishli xizmatlarni o`z ichiga olgan keng ko`lamli faoliyat turlarini o`z ichiga oladi. Turizm global xizmatlar savdosining eng yirik va eng tez rivojlanayotgan tarmoqlaridan biridir.

3. **Moliyaviy xizmatlar:** Moliyaviy xizmatlarga bank, sug`urta, vositachilik, aktivlarni boshqarish va boshqa moliyaviy faoliyat kiradi. Ushbu xizmatlar xalqaro savdo, investitsiyalar va iqtisodiy operatsiyalarni osonlashtirish uchun zarurdir.

4. **Axborot texnologiyalari va telekommunikatsiya xizmatlari:** Bu xizmatlar dasturiy ta`minotni ishlab chiqish, IT-konsalting, telekommunikatsiya xizmatlari, ma`lumotlarni qayta ishlash, bulutli hisoblash, elektron tijorat va boshqa raqamli xizmatlarni qamrab oladi. Raqamlashtirishning o`shishi ushbu sohadagi imkoniyatlarni sezilarli darajada kengaytirdi.

5. Ta'lim va ta'lim xizmatlari: ta'lim xizmatlari, jumladan, oliy ta'lim, kasbiy ta'lim, til o'rgatish va onlayn kurslar tobora muhim ahamiyat kasb etmoqda. Ko'pgina mamlakatlar xalqaro talabalarni jalb qiladi va ularning xizmat eksporti daromadlariga hissa qo'shadi.

6. Sog'liqni saqlash va sog'lomlashtirish xizmatlari: Sog'liqni saqlash turizmi, tibbiy xizmatlar, stomatologik xizmatlar, sog'lomlashtirish va tibbiy turizm xizmatlar eksporti sektorining bir qismidir. Odamlar ixtisoslashgan tibbiy muolajalarni izlash yoki sog'lomlashtirish xizmatlarini ko'rish uchun turli mamlakatlarga sayohat qilishadi.

7. Ko'ngilochar va ijodiy sohalar: Bu turkumga kino va televidenie ishlab chiqarish, musiqa, sahna san'ati, tasviriy san'at, nashriyot, dizayn va boshqa ijodiy sohalar bilan bog'liq xizmatlar kiradi. U filmlar, teleko'rsatuvlar, musiqa yozuvlari va boshqa madaniy mahsulotlar eksportini o'z ichiga oladi.

8. Atrof-muhit va yashil xizmatlar: Barqarorlik va atrof-muhit muhofazasiga e'tibor kuchayib borayotganligi sababli, qayta tiklanadigan energiya, atrof-muhit bo'yicha maslahatlar, chiqindilarni boshqarish va yashil texnologiyalar bilan bog'liq xizmatlar eksporti sohasida ahamiyat kasb etmoqda.

Shuni ta'kidlash kerakki, har bir xizmat toifasining tarkibi va ahamiyati ularning malakasi, resurslari va bozor talablariga qarab, mamlakatdan mamlakatga farq qilishi mumkin. Xizmatlar eksporti sektori butun dunyo mamlakatlari uchun iqtisodiy o'sishni, yangi ish o'rinlarini yaratish va madaniy almashinuvni rag'batlantirishda muhim rol o'ynaydi.

Xizmatlar eksporti mamlakatning ijtimoiy-iqtisodiy rivojlanishiga sezilarli ta'sir ko'rsatadi va bir qator ijobiy samaralar berishi mumkin. Mana ulardan ba'zilari:

1. Iqtisodiy o'sish: xizmatlarni eksport qilish mamlakat iqtisodiyotining o'sishiga hissa qo'shadi, chunki xizmatlar ko'rsatish kompaniyalar va jismoniy shaxslar uchun daromad manbai bo'lib, valyuta oqimining manbai ham bo'lishi mumkin. Turizm, moliya, konsalting, axborot texnologiyalari va boshqalar kabi xizmatlar iqtisodiy faollikni rag'batlantirishi va sarmoya jalb qilish mumkin.

2. Ish o'rinlarini yaratish: xizmatlar eksportini rivojlantirish bevosita xizmat ko'rsatish sohasida ham, turdosh tarmoqlarda ham yangi ish o'rinlarini yaratishga xizmat qiladi. Bu mamlakatda bandlik darajasini yaxshilash va ishsizlikni kamaytirish imkonini beradi.

. Hayot sifatini yaxshilash: xizmatlarni eksport qilish aholi turmush sifatini yaxshilashga olib kelishi mumkin. Bu mehnat va sog'liqni saqlash, ta'lim va turizm kabi ijtimoiy xizmatlar ko'rsatish uchun yangi imkoniyatlar yaratadi, bu esa ijtimoiy infratuzilmani rivojlantirishga va aholining bunday xizmatlardan foydalanish imkoniyatlarini yaxshilashga yordam beradi.

4. Texnologiya va bilimlar transferi: xizmatlar eksporti chet eldan eng yangi texnologiyalar va bilimlarni uzatish bilan bog'liq bo'lishi mumkin. Yangi



texnologiyalar va innovatsiyalarni joriy etish samaradorlik, raqobatbardoshlik va taklif etilayotgan xizmatlar sifatini oshirishi mumkin, bu esa butun iqtisodiyotni rivojlantirishga xizmat qiladi.

5. Investitsiyalar oqimi: Rivojlangan xizmatlar eksporti sektori mamlakatga xorijiy investitsiyalarni jalb qilishi mumkin. Xorijiy kompaniyalar va investorlar xizmat ko'rsatish sohasini rivojlantirishdan manfaatdor bo'lib, uni modernizatsiya va kengaytirishga sarmoya kiritishi mumkin. Bu esa boshqa tarmoqlarning rivojlanishi va yangi ish o'rinlari yaratilishini rag'batlantirishi mumkin.

6. Mamlakatning xalqaro imidjini rivojlantirish: xizmatlarning muvaffaqiyatli eksporti mamlakatning xalqaro imiji va obro'sini oshirishga yordam beradi. Bu ko'proq sayyohlar, investorlar va hamkorlarni jalb qilishi, shuningdek, ko'rsatilayotgan xizmatlar imkoniyatlari va sifati haqida ijobiy tasavvur hosil qilishi mumkin.

7. Mahalliy ishlab chiqarish va tadbirkorlikni rivojlantirish: xizmatlar eksporti mahalliy ishlab chiqarish va tadbirkorlikni rivojlantirishga yordam beradi, chunki xizmatlarga talab ortib borishi yetkazib berish va professional xizmatlarni rivojlantirishni talab qiladi, shuningdek, yangi korxonalar va kichik biznesning paydo bo'lishiga olib keladi.

8. Tashqi iqtisodiy aloqalarni kengaytirish: Xizmatlar eksportini rivojlantirish orqali mamlakat xalqaro iqtisodiy aloqalar va xizmatlar savdosida faol ishtirok etadi, bu esa uning jahon iqtisodiyotiga integratsiyalashuviga va boshqa davlatlar bilan hamkorlikni kengaytirishga yordam beradi.

Xizmatlar eksportini muvaffaqiyatli rivojlantirish uchun samarali boshqaruv, kadrlar tayyorlash, infratuzilmani rivojlantirishga sarmoya kiritish hamda biznesni rivojlantirish va innovatsiyalar uchun qulay sharoitlar yaratish talab etiladi.

Dunyo mamlakatlari tajribasi shuni ko'rsatadiki, xizmatlar eksporti mamlakat taraqqiyotiga hissa qo'shishi mumkin bo'lgan sezilarli iqtisodiy va madaniy jihatlarga ega. Quyida ushbu jihatlarga ba'zi misollarini keltiramiz:

#### 1. Iqtisodiy jihatlar:

- Iqtisodiy o'sish: xizmatlar eksportining rivojlanishi iqtisodiy o'sishga yordam beradi, chunki xizmatlar ko'rsatish ish o'rinlari yaratishni rag'batlantiradi va investitsiyalarni jalb qiladi.

- YaIMning o'sishi: xizmatlar eksporti mamlakat uchun daromad manbai bo'lib, yalpi ichki mahsulotni (YaIM) sezilarli darajada oshirishi mumkin.

- Savdo balansining yaxshilanishi: xizmatlar tashqi savdosining ijobiy saldosi tovarlar tashqi savdo taqchilligini kamaytirishga va mamlakat savdo balansini yaxshilashga yordam beradi.

- Sanoat va innovatsiyalarni rivojlantirish: xizmatlar eksporti xizmatlar ko'rsatish bilan bog'liq sanoat tarmoqlarining rivojlanishini rag'batlantiradi va mamlakatga yangi innovatsiyalarni olib keladi.

- Raqobatbardoshlikni oshirish: xizmatlarning muvaffaqiyatli eksporti mamlakatning xalqaro bozordagi raqobatbardoshligini oshirishga xizmat qiladi.

- xorijiy investitsiyalar oqimi: Rivojlangan xizmatlar eksporti sohasi mamlakatga xorijiy investitsiyalarni jalb qilishi mumkin, bu esa texnologik taraqqiyotga va yangi ish o'rinlari yaratilishiga yordam beradi.

## 2. Madaniy jihatlar:

- Madaniy qadriyatlarni tarqatish: kino sanoati, musiqa, san'at, adabiyot, sport tadbirlari va turizm kabi xizmatlar eksporti madaniy qadriyatlarni yoyish va dunyoda mamlakatni aniqlashga yordam beradi.

- Madaniy almashinuv: Xalqaro xizmatlar mamlakatlar o'rtasidagi madaniy almashinuvni rag'batlantiradi va turli madaniyatlarga ega bo'lgan sayyohlar va sayohatchilarni jalb qiladi.

- Xalqaro mutaxassislarni jalb qilish: xizmatlar eksportini rivojlantirish xalqaro mutaxassislar va mutaxassislarni jalb qiladi, bu esa madaniy-intellektual almashinuv va mamlakat madaniy sohasini boyitishga yordam beradi.

- Tan olish va obro'-e'tiborni kuchaytirish: xizmatlarning muvaffaqiyatli eksporti mamlakatning jahon miqyosidagi tan olinishi va nufuzini mustahkamlashi, uning madaniy, intellektual va iqtisodiy yetakchiga aylanishiga yordam beradi.

Xizmatlarni eksport qilishning iqtisodiy va madaniy jihatlarining ahamiyati xizmatlar eksporti sektorini faol rivojlantirayotgan va rag'batlantirayotgan Amerika Qo'shma Shtatlari, Buyuk Britaniya, Germaniya, Hindiston va boshqa ko'plab mamlakatlar tajribasi bilan tasdiqlanadi. Bu davlatlar xizmat ko'rsatish sohasi salohiyatidan o'zlarining iqtisodiy rivojlanishi va boshqa mamlakatlar bilan madaniy almashinuvini rivojlantirish uchun muvaffaqiyatli foydalanganlar.

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## RESEARCHING THE IMPORTANCE OF CULTURE IN PERCEPTION OF COLOUR

Usmonova Nilufar Ibragim qizi

**Annotation.** *Linguistic culture considers the concept of color as one of the important cognitive categories in the understanding of the world surrounding a person, a “cultural code” that reflects many things and phenomena, that is, “knowledge that allows to eliminate “cultural color blindness” as a result of the interaction of different peoples.” linguist A. Belov. Colors have their own expression (concept) in each nation, which is manifested in language in connection with non-linguistic factors, in particular, the nation's knowledge of the world, and each nation (the owner of the language) imagines certain events in the world through color. For example, green color represents “luck” in the USA, and “nobility” in Bashkirs, black color in Europeans, and white color in Japanese have symbolic meanings of mourning. Here, the perception of colors in different ways by each nation is reflected in associations, that is, associations are manifested differently depending on the national-cultural thinking of the owners of different languages.*

**Key words:** colors, color spectrum, culture, human morality, manuscripts.

**Introduction.** At the same time the types of colors and the number of color words are relatively connected the language we speak and name the color words. In this part of the paper I try to research this aspect of the culture in the understanding of color spectrum. In ancient Turkish language the color notion was not named as "rang" «it was called as “bod”. After the Turkish ethnic groups accepted the religion of Islam, it also effected their culture as well as the language they used. The Persian language entered the nation's culture, as a result of that the word "bod" went out of utilization and the Persian word “rang” took the possession of it completely. Nowadays the verb “bo'ya” and the noun "bo'yoq" goes back to the old notion “bod”. In ancient Turkish language there were some colour expressions like “qara” it meant black and it is accounted that it was used to indicate the gray.

What are the colors found in human morality? It plays an important role in the formation of spirituality. Because color is for the soul every minute can have a positive or negative effect. Where there is light there will be color. For example, let's say that the light in your house went out in the evening everywhere seems to be deep darkness. You are depressed, you fall into stress, abstraction appears in a person. Pupils enlarge, heartbeat changes, this situation has a negative effect on people's health. When we look at the opposite, every spring when you go out for a tulip ride, fresh air besides, different colored flowers and grass on the hills, a clear sky seeing the white snow on the top of the mountain, your spirit will rise, to life and your love for nature will increase. Therefore, it is ancient as written in the manuscripts, our healers



travel to the hills in early spring recommended to do. Alisher Navai, Abu Rayhan Beruni, Ibn Sina, Kamaluddin Behzod, Firdavsi, Zahiriddin Muhammad Babur and other our famous ancestors in the world wrote a lot about the colour, its types, names, symbolic meanings, and the impact on human health along with they conducted different research on the theory. Husayn Vaiz Koshifi said about the color of the clothes: the colors are various. Each color represents its own meaning. If they ask what the white dress means, say: white cloth is the color of the day. That's why such a dress removes hatred and enmity from the heart, they give light to people. If they say what the blue dress means, then say: blue is the color of water. Therefore, people dressed in this color are generous and they must be lovers of life. Who likes this color they should be as clean and pure as water and close to every heart. If they say what the black dress means, say: black color is the night and the color eye's pupil, so the hearts of those who wear such clothes are full of secrets. If they ask about green clothes, say: green color is the color of sincere and mature people. Help someone who wears such clothes and it should help the needy people as much as possible. In Western countries, green is often related to the environment, progress, and luck. The color is safe and healthy, promoting growth and longevity. However, green brings up negative connotations in Indonesia, where it is regarded as a forbidden color, representing exorcism and infidelity. In China, green can also indicate infidelity, where the expression "wearing a green hat" means a man is being cheated on by his wife. (No self-respecting man wears a green hat in China.) Green is the national color of Mexico, where it stands for independence and patriotism. In South America, however, green is the color of death. The color also has strong associations with Islam, and green is currently used in several national flags as a symbol of that religion. Orange represents autumn, warmth, and harvest in Western cultures. However, in the Middle East, it is associated with mourning and loss. Many Eastern countries link orange to love, happiness, and good health. In Indian cultures, orange (specifically the yellow-orange hue) is considered sacred. For the Japanese, orange symbolizes love, courage, and happiness. Yellow is a bright, cheery color associated with happiness, optimism, and warmth in the U.S. However, yellow also has an array of negative connotations in other parts of the globe. In Egypt and much of Latin America, the color is linked to death and mourning. For Germans, yellow symbolizes envy and jealousy. Golden yellow hues are associated with money, status, and material success in many countries. In certain African countries, the color is worn only by those who rank highly in society, due to its connection with money and success. In the U.S, brown is an earthy color that is stable and dependable. Food containers are traditionally brown, and the color is used by delivery companies like UPS. In the Middle East, brown is also viewed as a comfortable color that is harmonious with the earth. However, in some Latin American countries, such as



Colombia and Nicaragua, the color can be met with disapproval. Eastern countries and India associate brown with mourning.

Conclusion. This source explains that some languages use fewer or more words for colors. Shown through a study, cognitive scientists have found that languages (more than 100 studied), tend to divide the “warm” part of the color spectrum into more color words, such as red, orange, and yellow, as compared to the ones, which include blue and green. This leads to a more consistent labeling of warmer colors by different speakers of the same language.

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RESEARCHING OF USING METHODOLOGY IN TEACHING A FOREIGN LANGUAGE

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**Abstract.** Nowadays, the issue of the application of modern technologies in high school is becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language. The study of methods concerns a detailed description and analysis of these processes. It includes evaluative aspects by comparing different methods. This way, it is assessed what advantages and disadvantages they have and for what research goals they may be used.

**Keywords:** modern technologies, teaching practices, roles of teachers, roles of learners.

**Introduction.** These descriptions and evaluations depend on philosophical background assumptions. Examples are how to conceptualize the studied phenomena and what constitutes evidence for or against them. When understood in the widest sense, methodology also includes the discussion of these more abstract issues. Methodologies are traditionally divided into quantitative and qualitative research. Quantitative research is the main methodology of the natural sciences. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. The dominant methodology in the natural sciences is called the scientific method. It includes steps like observation and the formulation of a hypothesis. Further steps are to test the hypothesis using an experiment, to compare the measurements to the expected results, and to publish the findings. A few theorists reject methodology as a discipline in general. For example, some argue that it is useless since methods should be used rather than studied. Others hold that it is harmful because it restricts the freedom and creativity of researchers. Methodologists often respond to these objections by claiming that a good methodology helps researchers arrive at reliable theories in an efficient way. The choice of method often matters since the same factual material can lead to different conclusions depending on one's method. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the



importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects.

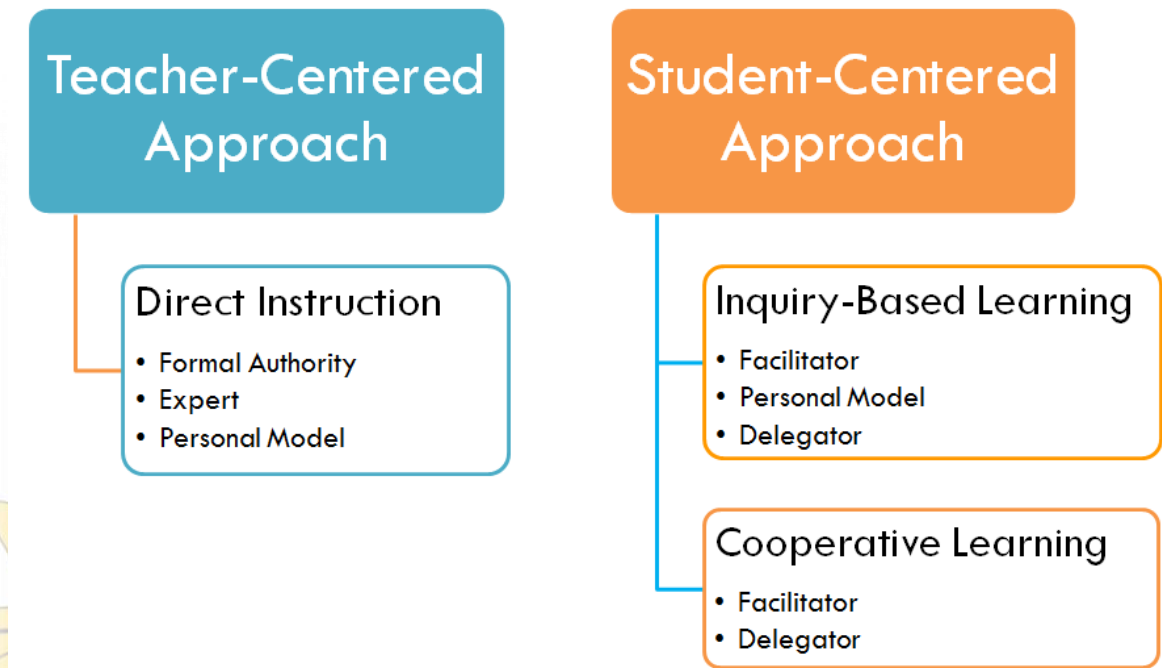


Figure 1. Teaching methodology system

Such kind of motivation - the desire to successfully develop theme of the project - is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks. Also, this approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills.

**Conclusion.** It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my

experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process. One of the most important demands for foreign language education reforms nowadays is the provision of up-to-date teaching materials. This requires joint efforts on behalf scholars in creating textbooks and manuals of a new generation that will be based on local content, take into consideration traditional cultural values, and provide essential input to cross-cultural issues in foreign language acquisition.

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**COMPARATIVE ANALYSIS OF TRANSITIVE AND INTRANSITIVE  
VERBS IN JAPANESE AND UZBEK LANGUAGES**

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**Abstract.** *The scientific research illustrates that for the most effective understanding and practice of the case forms of the Japanese language, a review and comparison of the Uzbek and Japanese conjugations will be made for the differences in their formation methods.*

**Key words:** *conjugations in Japanese, word groups, conjugations in Uzbek, conjugation.*

**Introduction.** The amount of agreement varies from language to language. There are 6 conjugations in the Uzbek language, they are head (without form), pointer (in the form of *of*), crop (in the form of *-ni*), subjunctive (in the form of *ga-ka-qa*), place (in the form of *-da*), exit (in the form of *-dan*) consists of. Of these, the demonstrative case is governed by the noun, and the governing word brings a possessive suffix: a page of the book. The remaining income, departure, place, exit is governed by a verb or an adjective: leafed through the book, looked at the book, written in the book, taken from the book. In such a sentence the subject connected with is placed at the beginning of the sentence. Japanese sentence when translating with, it's best to move the subject to the end of the sentence. Uzbek is a Japanese adverb, but even the Japanese sometimes can't tell you which preposition to use in a given context in the nominative case, they'll probably tell you that you can use *wa* and *ga*. Case is a group of words (usually a noun) that indicates its syntactic role in a sentence and connects the individual words of the sentence. Cases are the functions of words in a sentence, as well as the word forms that correspond to them. The Uzbek language has six cases: nominative, genitive, dative, accusative, instrumental and prepositional. In the Uzbek language, the formation of case forms of nouns is related to the change of the ending and depends on the declension of the noun. Last time, you tackled some advanced topics involving Japanese adjectives, such as “科(か)学(がく)に詳(くわ)しい人(ひと)” and “近(ちか)いカフェ VS. 近(ちか)くのカフェ.” Your knowledge of Japanese parts of speech is greatly increasing. In this lesson, you will also take on advanced topics in Japanese verbs. If you try to categorize intransitive verbs, there will be two groups: The first is volitional (actions with people's intention), such as “走(はし)る: to run” and “泳(およ)ぐ: to swim.” The second is non-volitional (actions without people's intention), such as “開(あ)く: to open,” and “落(お)ちる: to drop.” The latter group likely has equivalent transitive verbs. In English, you can use verbs

like “to open” as both an intransitive and a transitive verb, e.g. “The door will open,” and “I will open the door.” However, Japanese requires you to use different forms for intransitive and transitive verbs respectively. When you walk toward an automatic door, the door automatically opens. In such a situation, the door has to be the subject set by the particle は or が, and there is no object because the door alone will move. That is to say, intransitive verbs indicate automatic or natural actions. When you open a door, needless to say, the door is opened by you. In such situations, the door has to be the object set by the particle を, and there have to be subjects because someone will open the door. That is to say, transitive verbs indicate intentional actions.

As you already know, subjects can be omitted when the context clearly tells what or who you're referring to. In the second example, the subject: 私(わたし) is omitted. Don't be confused by the structure.

The second example sounds a little weird, but he/she may be a train driver or engineer. The point here is that the particle を can appear in sentences with intransitive verbs if it doesn't work as a direct object. Note: In the second example above, you may have noticed that the particle から is used with 駅(えき) while the particle を is used with 駅(えき) in the first example. This is because using the same particles multiple times in a single sentence may cause confusion and therefore is not recommended in Japanese grammar. Although the multiple forms are hard to memorize, there are several patterns in the conjugations. We will show you frequently used verbs below. Please do not try to memorize them all at once, but tackle them step by step. Even if you use intransitive verbs, you sometimes need to use the particle を. Take it easy. By understanding the particles' functions, you can easily figure out the meanings of sentences.

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## “MUBAYYAN” VA “HIDOYA” ASARLARIDA ZAKOT MASALASINING YORITILISHI

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**Annotatsiya.** *“Mubayyan” aslida “Hidoya”ga suyanib yozilganligi bois faqatgina farqli jihatlari emas, balki o‘xshash jihatlari ham talaygina. Jumladan, zakot kitobi bayonidagi zakot berish kerak bo‘lgan o‘rinlar haqidagi ma‘lumotlar bilan tanishib chiqsak, deyarli farqlar sezilmaydi.*

**Kalit so‘zlar:** *Mubayyan, Hidoya, zakot masalasi, Nazmning ma‘nosi, «Mabsut» asari.*

**Kirish.** Zakot beriladigan (haqdor) kishilarni Alloh ta‘olo (Qur‘oni karimda) sakkizta deb aytgan. Barchasini aytayin, eshiting. Biri faqir, ikkinchi miskin, yana uchinchi omil(i zakot)dir (ya‘ni, zakot, ushr va xirojni yig‘uvchi kishidir). Yana muallafatul-qulub (qalblari do‘st qilinadigan kishilar). Beshinchisi mukotab (ozod bo‘lishi haqida hojasi bilan ahdlashib, o‘z qimmatiga kafil bo‘lgan qul). Oltinchisi - qarzdor muhtoj; yana (Alloh yo‘lidagi) askarlar va hojilar (ya‘ni, fi sabil). Sakkizinchisi g‘ariblardir, bil. Barchasining sharhini aytayin, eshit. Faqir deb shari‘at ahli ul kishini aytadiki, uning moli nisob miqdoridan kamdir. U kasb qilmoqqa ham qodir bo‘ladi, lekin kirimi chiqimidan (xarjidan) kam bo‘ladi. Shari‘at ul kishini miskin deb atadiki, uning kasb qilishga qudrati (quvvati) bo‘lmaydi. Lekin unda dunyoning jinsi (narsasi) ham bo‘lmaydi, u hech narsaga molik (ega) emasdir. Bilki, u kishi molik(i zakot) deb ataladiki, u xiroj, ushr va zakotni yig‘adi (unga amali miqdoricha zakotdan beriladi). Bu zamonda muallafatul-qulub (qalbi do‘st qilinadigan kishilar) yo‘qligi uchun uning hukmini zikr qilmadim. Shari‘at qaysi kishini mukotab deb ataydi, bilib ol, men senga sharh etay, eshitg‘. Agar xoja bilan qul muayyan muddat uchun (kelishib) bir baho ustida qaror qilishsa, agar qul bu muddatda u bahoni ado qilganda u fursatda ozod bo‘ladigan bo‘lsa (ana shu qul mukotabdir). Ushbulardan birisi madyun, ya‘ni qarzdordir, lekin har bir qarzdorni ham (zakotga) haqdor deb sanama. Qarzdor ortig‘ini hisoblab chiq, agar u karzidan ortib qolgan moli nisobiga yetmasa, men ana shu sifatdagi kishini qarzdor deb atadim, bu qarzdorni zakotga haqdor deb bil. Yana (Alloh yo‘lidagi) hojilar bilan (Alloh yo‘lidagi) askarlardir, agar ular faqir bo‘lsalar, ularga zakot ber. Bil, (ibni sabil) g‘arib uldirki, gurbatda azob va qattiqchilik bilan kun kechiradi. (Uning moli bordir-u, ammo yonida emas). U o‘z vatanida har qancha ganiy-boy bo‘lsa ham, (g‘ariblikda muhtoj bo‘lgani uchun) uni zakotga haqdor deb bil.



Endi, “Hidoya”da kelgan matnni ko‘rib chiqamiz: “Quduriy rahmatullohi alayh aytadi: «Bu boradagi asos Alloh taoloning «Albatta, sadaqalar (ya’ni, zakotlar) faqat faqirlar, miskinlar, sadaqa yig‘uvchilar, ko‘ngillari (islomga) oshna qilinuvchilar, (pul to‘lab ozod qilinuvchi) qullar, qarzdorlar va Alloh yo‘lida (yurganlarga) hamda musofirlarga berish Alloh (tomoni) dan farz etildi. Alloh ilmli va hikmatli zotdir», degan so‘zidir. Ushbu oyati karimada zikr qilingan sakkiz toifa zakot olishga munosibdirlar. Ushbu sakkiz toifadan bir toifasi, ya’ni, «ko‘ngillari Islomga oshna qilinuvchi kishilar» bundan chiqarilgan, chunki Alloh taolo Islom dinini quvvatli qilib, bunday toifalarga ehtiyoj qolmadi va bunga barcha ulamolar ijmo‘ qilganlar. Faqir deb ozgina narsasi bor kishiga, miskin esa, hech narsasi yo‘q kishiga aytiladi. Bu me‘yor Abu Hanifa rahmatullohi alayhdan rivoyat qilingan. Bir rivoyatda buning aksi aytilgan. Bularning har birining ham o‘z fikrlariga asos va dalillari bor. Bularning ikkisi (ya’ni, faqir va miskinlar) ikki toifadagi odamlarmi yoki bir toifadagi odamlar bu haqda, inshaalloh, «Vasiyatlar» bobida bayon qilamiz”.

Agar tijoratchi kefir zimmiy bo‘lsa (islom panohidagi bedin bo‘lsa), ushrchi uning yigirmadan bir (qism) molidan (zakot) oladi”. Ana endi “Hidoya”da kelgan matn bilan tanishib chiqamiz: “Qanday mol bo‘lishidan qat’i nazar, tijorat mollarining qiymati tilla yo zarh qilingan kumush narxida nisobga yetsa, undan zakot berish vojibdir. Chunki Rasululloh sollallohu alayhi va‘allam: «Tijorat mollarini (kumushga) narxlab, har ikki yuz dirhamdan besh dirham zakot beradi», deganlar. Chunki bu mollar banda tomonidan ko‘paytirish maqsadida hozirlagandir. Shu bois ular shariat tomonidan hozirlangan (tilla va kumush singari) molga o‘xshab qoladi. Shuningdek, ushbu mollarni tijoratga hozirlangani isbotlanishi uchun tijorat niyati bo‘lishi shartdir.

Burhonuddin Marg‘inoniy rahmatullohi alayh aytadilar: Bu xukm Abu Hanifa rahmatullohi alayhdan qilingan rivoyat, «Mabsut» asarida, Abu Hanifa rahmatullohi alayh yuqoridagi masala bo‘yicha molning narxini belgilashda ixtiyorni mol egasiga berganlar, deyilgan. Chunki narsalarning narxini chiqarishda kumush bilan tillaning narxi barobardir. «Foydalirog‘i» degan so‘zning ma‘nosi, (tilla yoki kumushning qaysi biri) nisobga yetsa, shu bilan narx bichiladi, deganidir. Abu Yusuf rahmatullohi alayhdan qilingan rivoyatda, mol egasi (tijorat mollarini) pulga sotib olgan bo‘lsa, sotib olgan pul bilan narxlaydi, chunki molning qiymatini aniqlashda eng qulayi shudir. Agarda tijorat mollarni puldan boshqa narsaga sotib olgan bo‘lsa, ko‘proq iste’molda bo‘lgan pul vositasi bilan narxlaydi, deyilgan. Muhammad rahmatullohi alayhdan qilingan rivoyatda, tijorat molini qanday pulga sotib olgan bo‘lsa ham, ko‘proq muomalada bo‘lib turgan pul bilan narxlaydi, deyilgan. Buning hukmi tortib olingan va ishlatib yuborilgan mol hukmi kabidir.

Quduriy rahmatullohi alayh aytadi: «Nisob mukammal bo‘lishi uchun tijorat mollarining qiymati kumush va tillaga qo‘shib hisob qilinadi. Chunki bularning barchasida zakot vojib bo‘lishining boisi, tijorat maqsadida bo‘lganidandir, garchi



ulardagi tayyorlanish jihati farqli bo'lsa ham». Tillani kumushga qo'shib hisoblanadi, chunki ular pul bo'lgani e'tiboridan bir-biriga o'xshashdir (jinsi birdir). Bu e'tibordan (tilla va kumush) zakot berishga sabab bo'ldi. Abu Hanifa rahmatullohi alayhga ko'ra, tilla va kumushning qiymati bir-biriga qo'shiladi. Abu Yusuf va Muhammad rahmatullohi alayhga ko'ra esa, ularning miqdorini (vaznini) e'tiborga olib qo'shiladi. Va bu Abu Hanifa rahmatullohi alayhdan ham qilingan rivoyatdir. Ushbu fikrga ko'ra, kimning yuz dirham kumushi va besh misqol tillasi bo'lsa va bu tillaning qiymati yuz dirhamga yetadigan bo'lsa, Abu Hanifaga ko'ra, u kishiga zakot vojib bo'ladi. Abu Yusuf va Muhammad rahmatullohi alayhga ko'ra, zakot vojib bo'lmaydi. Chunki bu ikki Imom aytadilarki, tilla va kumushda qiymati emas, miqdor (ya'ni, ayni o'zi) e'tibor qilinadi. Zero, vazni ikki yuz dirhamdan kamroq, lekin qiymati ikki yuz dirhamdan yuqori bo'lgan bir idishda zakot vojib emas. Abu Hanifa rahmatullohi alayh aytadilarki, tillani kumushga qo'shilgani ularning (pullik nuqtai nazaridan) jinsi bir bo'lgani uchundir. Bu hamjinslik surat (shakl) e'tiboridan emas, qiymat e'tiboridan ro'yobga chiqadi. Alloh taolo bilguvchiroqdir”

Guvohi bo'lganimizdek, “Mubayyan” da “Hidoya”dagi hukmlar mo'jazroq uslubda yoritilgan. Masalan, tijorat moli bo'lgan tilla va kumushlarni Abu Hanifa rahmatullohi alayh hisoblashda ularning narxlari qo'shiladi, degan bo'lsalar, ikki imomlar vazni qo'shiladi, deb fikr bildirishgan. “Hidoya”da ushbu masala ixtilof nega yuzaga kelgani, sabablari bilan bayon qilingan bo'lsa, “Mubayyan”da faqatgina fatvo berilgan ikki imomning gapi bilan kifoyatlangan. Zero, yuqorida ham ko'p bora ta'kidlaganimizdek, Mirzo Bobur ushbu kitobni shariat ilmidagi “yangi” bo'lganlar uchun yozganligi sababli, bu kabi ixtiloflarning keltirilishi ham maqsadga muvofiq bo'lmas edi.

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АЛИШЕР НАВОЙНИНГ “СИРОЖ УЛ-МУСЉИМИН” АСАРИДА  
ТАҲОРАТНИНГ СУННАТЛАРИ БАЁНИ

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**Abstract:** *This article devoted to describe the sunnahs of ablution in Alisher Navoi's book named "Siroj ul-muslimin". Poetic verses were interpreted and compared to Islamic law books.*

**Keywords:**

Hazrat Navoi is an Uzbek poet and the sultan of Uzbek poetry due to the fact that the language he chose for his work is Uzbek. But if we look at the original sources of his works, if we inquire about their sources, it becomes clear that "Navoi is a great poet of Islam". The reputation of the poet was so high that artisans used Navoi's name to market their products. It is not for nothing that the Davlatshah of Samarkand called Alisher Navoiyn "Mir Nizamiddin", that is, "the law of religion". In almost all of Hazrat Navoi's works, especially in the prefaces of "Hamsa" epics, the presence of praise to Allah, praise of the Prophet, prayers and the praise of Rasulullah s.a.w. confirms this opinion, Alisher Navoi's books on Sufism, fiqh aqidah as a deep scholar and theoretician of Sharia sciences, shows. In particular, the great scientist's work "Siraj ul-Muslimin" ("Light of Muslims") is purely religious and is dedicated to clarifying the rules of Islam. reason, jurisprudence and dogmatic issues related to Islam include shame and khatima, after explaining the issues, the author goes on to the explanation of jurisprudential issues. Below, we will consider the explanation of the issue of the sunnah of ablution given in the work "Siraj ul-Muslimin" by Navoi with the help of comments:

Sharjah of the circumcisions of ablution;

There are twelve acts of circumcission in Wudu;

One is tasmia, the other is intention.

In the first stanza, the word "voodoo water" is "ablution". The meaning of the verse is that it has become Sunnah to do twelve things during ablution. In the second verse, it is explained that one of them is saying tasmiya - that is, saying "Bismillahir Rokhmanir Raheem" and another is Niyat - that is, intending to perform ablution.

Wash it three times, take it to the elbow,

This is another three-pot situation

In this verse, it is mentioned that it is sunnah to wash a slave three times, and in the next verse, it is said that it is sunnah to do it three times.



Chu Aldi Mazmaza is inevitable,  
Know that the desire is inevitable.

In this verse, it is stated that the next sunnah of ablution is to repeat the mazmazah three times..

I'm going to analyze it again.  
Feet and toes as well

In this verse, it is not stated that it is sunnah to tamlil the beard, that is, to insert the fingers between them, and to tamlil the fingers in the same way, that is, to insert the fingers between the slaves and toes.

Know how to wash the member three more times,  
Massage all over the head again.

In this verse, it is explained the Sunnah of washing the places where it is obligatory to wash three times during ablution, that is, washing three times. in the next line, it is said that it is a sunnah to mash all over the head (if it is obligatory to mash a quarter).

Again, order, that is, ulca editing,  
Don't let it be done.

In this verse, it is said that it is sunnah to wash the organs in a row while following the order of ablution, and it is forbidden to change this order.

Someone came to tell me,  
To wash, that is, to payopay the organ.

In this verse, all the parts to be washed in ablution come in sequence, and the Sunnah of washing these parts in a row is emphasized. The sequence of washing the azahs in ablution is the order described in the Qur'an, Surah Al-Maidah, verse 6: Allah Almighty says: "O you who believe, stand up for prayer, wash your faces and wash your slaves up to the elbows (including) and wipe your heads and your feet up to the ankles (including) wash," he said, (Surat al-Maida, verse b).

"Mukhtasa ul-Wiqaya", considered one of the most reliable sources of Hanafi jurisprudence, states the following:

"Starting with tasmiya, washing both hands three times up to the palms for a person who is asleep, doing miswak, washing mouth and nose with fresh water each time, analyzing fingers and beard, washing (each part) three times, massaging the whole head once, mashing the two ears with the water left over (from mashing the head), intention order, sequence". Ablution is the key to prayer, which requires strict attention to cleanliness in these prayers. Allah Almighty says: "Surely Allah loves those who repent and keep themselves clean" (Waqara - 222). In a hadith, the Messenger of Allah, may God bless him and grant him peace, said: Purity is half of faith. those who said (Narrated by Bukhari). To sum up, Alisher Navoi's work "Siroj ul-Muslimin" is still one of the most valuable and incomparable works that require deep study due to the fact that it is presented in the Turkish language in a simple

way, along with its relevance, it offers an unusual poetic method of learning the rules of Islam.

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## RESEARCHING OF FRUIT AND VEGETABLE DEHYDRATION DEVICES

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**Abstract.** *The faster the fruits are cooled, the development of harmful microorganisms and biochemical processes slow down, as a result, the shelf life of the product increases and the shelf life decreases. In freezing, the water in fruits and vegetables freezes for different periods of time. Free water, that is, intercellular water, freezes first, and then intercellular water. Fruit in small containers and stored in bulk usually freezes quickly. Fruits often die as a result of severe freezing, dehydration of cells, and irreversible coagulation of proteins and plasma and other colloidal substances. Mechanically damaged fruits increase their death from cold.*

**Key words:** *processing, freezing, temperature, humidity, heat and temperature transfer.*

**Introduction.** Thermal properties of fruits and vegetables are also important in their preservation. They are characterized by poor heat and temperature transfer. For this reason and because of their large porosity, they cool down and heat up very slowly. Due to the poor heat and temperature conductivity of fruits and vegetables, a spontaneous heating process occurs in warehouses, and as a result, a part of the stored product is lost. depends. The heat release property of fruits and vegetables depends on the rate of respiration, which is calculated based on the amount of carbon dioxide released. Because fruits and vegetables contain a lot of water, their heat capacity is high. Usually, when calculating the heat capacity of fruits and vegetables, the amount of water in it is taken into account. Knowing the heat capacity of fruits and vegetables and the amount of heat released from it, it is possible to calculate how much the temperature of the product in the warehouse has increased. For example, in a warehouse where potatoes are stored, heat release is equal to 570 kJ/kg per day at

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15 °C. The heat capacity is 850 kJ / kg if there is 85% water in the tank. In this case, the temperature increase in the pile of potatoes is  $570:850=0.67$  °C per day. By determining the increase in temperature of fruits and vegetables, we can know when ventilation is needed. Otherwise, the increase in temperature accelerates the process of heat release and respiration.

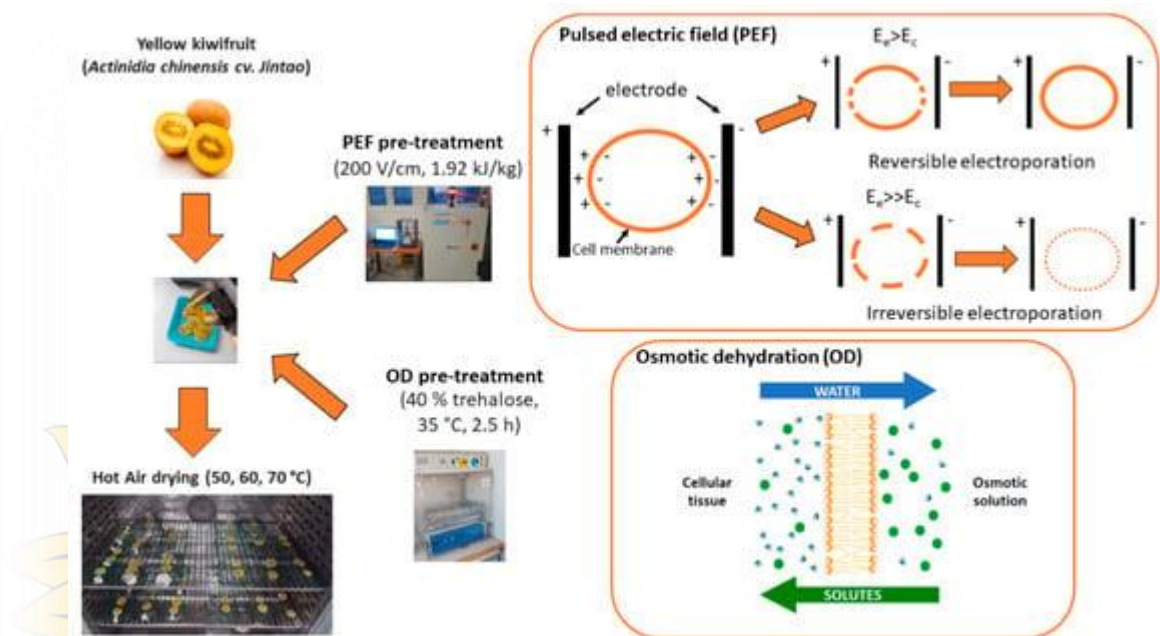


Figure 1. Processing fruits and vegetables

As a result, the process of spontaneous heating will increase. At the same time, it also accelerates the development of microorganisms. Air exchange between products during storage depends on their porosity. For example, potato and wheat have the same porosity, that is, about 40%. But the exchange of air between a pile of potatoes is much lighter than that of a wheat field. Porosity of fruits and vegetables depends on their size. For example, the porosity of beets is 50-55%, that of carrots is 51-53%, and that of potatoes is 37-55%. Thus, we have considered a number of physical properties of fruits and vegetables. Their sum constitutes the thermal and physical system of the product. In this case, an increase in air temperature and moisture of the product is observed. Therefore, the main task in storing the product is to take all measures to prevent it from overheating and sweating. Artificial cooling of warehouses, active ventilation and storage of products in containers are important in this regard. During the respiration of fruits and vegetables, 2824 kJ of heat is released



as a result of the decomposition of 180 g of carbohydrates. In this case, the tissues of fruits and vegetables heat up and the process of self - heating begins. During the ripening period, fruit respiration accelerates and reaches its peak when ripe enough for consumption. Then the breath decreases, which indicates that the fruit is ripe. The rate of breathing slows down as the temperature drops. If the products are frozen, but not all of the water in them is frozen , they will continue to breathe. During product storage, temperature rise due to metabolic heat leads to self-heating. In most cases, the temperature rises by 1-2 °C during spontaneous heating . Even a slight increase in temperature has a negative effect on the quality of the product. The ventilation surface of the warehouse is of great importance in reducing the temperature of fruits and vegetables. Wilting is mainly characteristic of apples, pears and grapes. Usually raw, overripe fruits wither quickly. Mechanically damaged, frozen and diseased fruits also tend to wither. Fruit blackening disease appears on the skin of apples, grapes and pears. As a result of the death of the bundle of tubes that nourish the skin of the fruit, the skin of the fruit turns brown. Don't confuse fruit darkening with sunburn. Sunburned fruits are not stored. The reason for the strong burning of the flesh of the fruits is the formation of alcohol and aldehyde as a result of the violation of the breathing process. Such fruits have a bitter taste. The brown color of the core of the fruit means that it contains a lot of carbonic acid.

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**ANALYSIS OF METHODS OF ACCOUNTING FOR FIXED ASSETS  
ACCORDING TO INTERNATIONAL STANDARDS OF FINANCIAL REPORTING**

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**Abstract.** *The International Financial Reporting Standards (IFRS) are a set of accounting rules for public companies with the goal of making company financial statements consistent, transparent, and easily comparable around the world. Fixed assets should be recorded at cost of acquisition. Cost includes all expenditures directly related to the acquisition or construction of and the preparations for its intended use. Such costs as freight, sales tax, transportation, and installation should be capitalized. The standard requires a complete set of financial statements to comprise a statement of financial position, a statement of profit or loss and other comprehensive income, a statement of changes in equity and a statement of cash flows. Fixed asset information helps in the valuation of the business and forming accurate financial reports with the help of financial analysis.*

**Keywords:** *standard requirements, reporting standards, international reporting, financial statements.*

**Introduction.** Using such reports financial health of a company can be determined by the Investors and creditors that help them to decide when to buy shares or give a loan to the business. Without international reporting standards, investors could have less trust in the financial statements and other data presented to them by companies. Without that trust, we might see fewer transactions and a less robust economy. You can use serial numbered asset tags to manage fixed assets. Asset tags are labels with bar codes that contain information about each asset. You can keep track of your assets by using a mobile bar code reader and creating reports. Fixed asset management software can help you manage business property. Fixed asset accounting is the process of capitalizing the purchase cost, allocating the cost over the asset's useful life via depreciation, testing the fixed asset for impairment, and removing the fixed asset from the books following a disposal.





Figure 1. International financial reporting standards

International Financial Reporting Standards (IFRS) began as an attempt to harmonize accounting across the European union but the value of harmonization quickly made these concepts attractive around the world. These standards were issued by IASC (the predecessor of ASB) are still in use today and go by the name of international accounting standards (IAS). The need for IFRS arises from the fact that businesses and investors operate in an increasingly globalized economy. With the expansion of international trade and investment, there is a growing need for a common global language for financial reporting. IFRS provides this common language by establishing a single set of accounting standards that can be used by companies in different countries. International Financial Reporting Standards (IFRS) are a set of accounting rules for the financial statements of public companies that are intended to make them consistent, transparent, and easily comparable around the world. IFRS specify in detail how companies must maintain their records and report their expenses and income. They were established to create a common accounting language that could be understood globally by investors, auditors, government regulators, and other interested parties. IFRS fosters transparency and trust in the global financial markets and the companies that list their shares on them.



Figure 2. Composition of IFRS

If such standards did not exist, investors would be more reluctant to believe the financial statements and other information presented to them by companies. Without that trust, we might see fewer transactions and a less robust economy. Accountants commit to applying the same standards throughout the reporting process, from one period to the next, to ensure financial comparability between periods. Accountants are expected to fully disclose and explain the reasons behind any changed or updated standards in the footnotes to the financial statements. When a company holds investments such as shares, bonds, or derivatives on its balance sheet, it must account for them and their changes in value. Both GAAP and IFRS require investments to be segregated into discrete categories based on asset type. The main differences come in recognizing income or profits from an investment; under GAAP it's largely dependent on the legal form of the asset or contract; under IFRS the legal form is irrelevant and only depends on when cash flows are received. The reason why this variant is the best, is the fact, that costs are the most important criterion. Not only preparation of financial statements but also keeping accounts during the accounting period is easier in comparison with IFRS. The problem of this variant is a low quality and credibility of the accounting and financial statements compared to IFRS. Because the IFRS standards are transnational, the financial statements prepared in accordance with this system are more comprehensible than just financial statements in accordance with national accounting standards.



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## PROSPECT OF PROPER METHODS IN TEACHING FOREIGN LANGUAGES

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**Abstract.** *During last two decades the question of foreign language teaching received a closer attention in Uzbekistan. Resolution “On measures for further improvement of the study of foreign languages” has been adopted just recently. According to the new document, the study of foreign languages, mainly English, gradually will start in elementary schools in the form of gaming lessons and lessons in speaking in the first grade, and in the form of learning the alphabet, reading and spelling in the second grade. At the current stage of societal development, it is important for academia to educate the personality of a student aiming at the maximum of his/her educational potential opened to the perception of new experience, capable of informed and responsible choices in different life situations.*

**Key words:** *methodologies, modern technologies, teaching practices, roles of teachers, roles of learners.*

**Introduction.** In future, teaching special subjects in universities, especially in engineering and international specializations, will be conducted in foreign languages. In order to raise such an individual, first of all, it is necessary to teach students to solve certain communication problems in different areas and situations with different linguistic means, i.e. form their communicative competence. Educated in such conditions one should ultimately reach the level defined as the level of the "linguistic personality". As a result of the transformation taking place in the Republic of Uzbekistan, the process of language teaching today can evolve to meet the needs of people and gain more tangible practical and communicative orientation. Preparation of a person to communicate in target foreign languages is equivalent today to preparation for intercultural dialogue. Such a situation can be generally noted as a positive development because it indicates an increase in people's interest in foreign languages. On the other hand, society itself is interested in such university graduates who could be recognized by the international community. Accordingly, the practice of language teaching should respond to this situation and to work out best solutions to emerging problems. The process of foreign language teaching takes place in different ways in different countries. Within the post-Soviet area, this process has its own specific characteristics. In particular, the main problem of foreign language teaching is the lack of rhetoric classes in schools and colleges in several countries.





Figure 1. Method of foreign language teaching

This approach to language learning and teaching has developed due to the abolition of rhetoric classes in Russian schools in the late nineteenth century. From ancient times, the teaching of the native language was conducted simultaneously in two directions – education of rhetoric skills and the study of the theoretical foundations of the language. In the twentieth century methods of foreign language teaching in schools were based on techniques of teaching of the native (Russian) language in Russian schools. This fact has led to a tangible difference in the approaches to the problems of language teaching in our country and in other European countries. This was proved with the excessive grammatical focus of the process of foreign language teaching in our methodology. This situation, no doubt, was reflected in the practice of foreign language teaching, since for a long-time foreign language teaching copied main rules of native language teaching. In the end it appeared that many graduates, having a large amount of theoretical knowledge, were helpless in communicating in studied language. It continued until the end of the twentieth century. A promising orientation in the development of the direction in communicative methodology of foreign language teaching is text centrism. In the methodology for foreign language teaching, which has the aim of linguistic personality formation, it is necessary to introduce an organic component aimed at developing students' skills of perception of the text, work with the text, and the text formation. Significant changes are taking place in the methodology of foreign language teaching. From this point of view the identification of new ways in developing the technique of language teaching becomes an important problem of

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modern methodical science. We believe that the development path of methodical science requires deep analysis and reflection. Special attention should be given to the question of incorporation of the effective, constructive and rational innovative teaching techniques in the process of education. It should be noted that there is a gap in the literature devoted to this subject. Innovations in foreign language teaching can be associated with changes not only in the objectives, content, methods and techniques, forms of organization and management system, but also in the styles of teaching activities and the organization of educational and informative processes. Based on the understanding of the process, we identify innovations in techniques, tools, and methodology of foreign language teaching. Consequently, the identification of the best ways to implement the innovative practices in the process of education becomes one of the urgent problems of modern methodology. Consideration of the above-mentioned issues in the organization of the process of foreign language teaching satisfies demands of people as well as general social needs. Successful solutions to these problems can lead to the optimization of the process and increase of its effectiveness.

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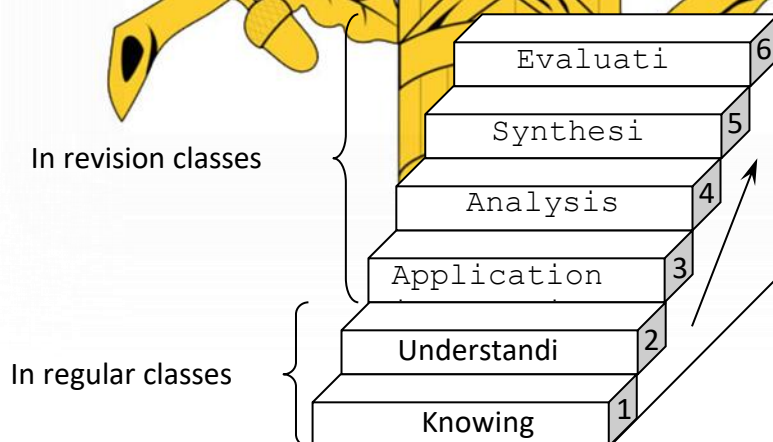
## USING OF INTERACTIVE METHODS IN MATHEMATICS REVIEW LESSONS

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**Abstract.** *Repetition classes are different from other types of classes. While regular classes focus on theoretical knowledge, refresher classes focus on acquiring practical skills and abilities to solve specific case studies. In theoretical classes, some students can master the material by rote, but in revision classes, students need acquired theoretical concepts and practical skills, not memorized knowledge.*

**Introduction.** It is known that Bloom's taxonomy is widely used as a pedagogical measurement tool in pedagogical technologies. According to Bloom's taxonomy, the student can achieve the following levels based on the results of the lesson: 1 - knowledge (acquiring information, remembering, memorizing), 2 - understanding (interpreting, reducing or expanding information in another form), 3 - practical application (according to the acquired theoretical knowledge practical skills, the ability to perform certain actions), 4 - analysis (the ability to divide and divide the acquired knowledge and concepts into components), 5 - synthesis (creating new knowledge and concepts from the components, being able to create a new one), 6 - evaluation (as an expert on the problem assessment).



Taking into account the above, it can be said that in regular lessons, we try to achieve 1-2 levels, while in refresher classes, we aim to achieve 3-6 levels.

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Levels of knowledge and understanding can be achieved through lectures and hands-on activities, but levels of mastery above the level of practical application can only be achieved by engaging students, that is, by using interactive methods.

When using interactive methods, it is necessary to be very careful, connecting the lesson materials to the game without the students noticing. To achieve this, first of all, it is necessary to strictly adhere to the principles of pedagogical technologies:

- ✓ It is better to do it once than to see it a hundred times. That is, it is necessary to create an opportunity for students to solve problems together.
- ✓ The task of the teacher is not to teach, but to organize the learning of students. That is, along with the teacher, students should also actively participate in the lesson.
- ✓ Students learn better from a peer than from a teacher.
- ✓ In the lesson, the main attention should be focused first of all on education, and only then on imparting knowledge.

Based on the above, one can say the following conclusion - the goal of interactive methods is to provide quality education through good education. In this case, the student of Bloom's taxonomy can not only apply previously acquired theoretical knowledge in practice, but it can rise to the level of expert evaluation.

In all schools and academic lyceums in our republic, great attention is paid to the teaching of mathematics in order to prepare the ground for the achievement of sufficient professional qualifications. Especially after the completion of the basic materials in the program, the students' interest in acquiring practical knowledge will increase in the revision classes. Based on this, a number of interactive methods were used as an experiment, and the following interactive methods were found to be very effective in teaching mathematics.

#### Method of small groups .

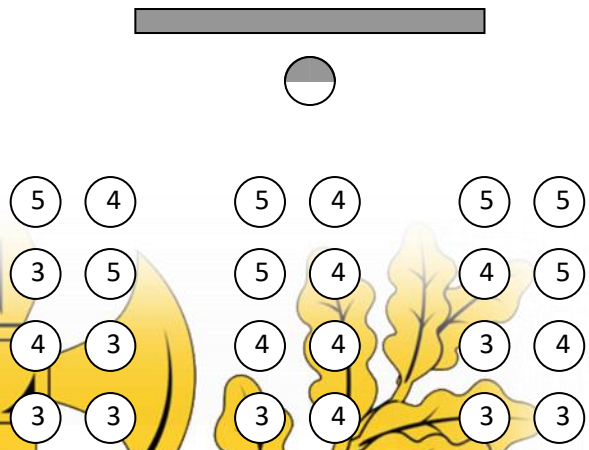
In this method, students in the class are divided into groups of 5-8. The problem is the same for all groups. This creates a competitive environment. The grade is given equally to all students in the group according to the answer given by the leader of the group (of course, it is necessary to pay great attention to the active participation of all students). The advantage of this method is that students develop respect for excellent students. Uniform grading encourages excellent students to teach poor students (so



that not all students in the group receive low grades). All students develop a desire for knowledge.

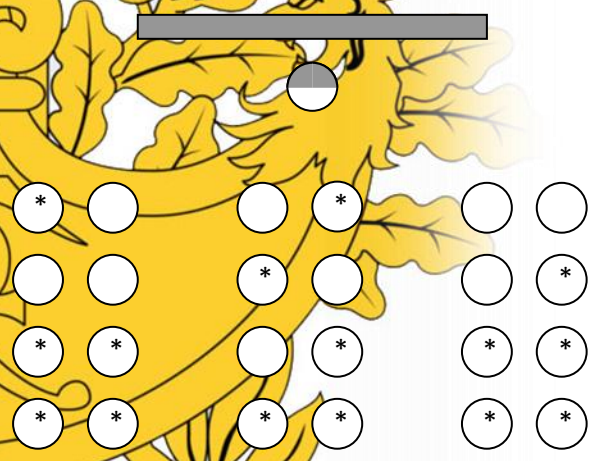
Credit assessment method.

At the beginning of the lesson, the teacher informs the students that he wants to give credit at the beginning of today's lesson and not at the end of the lesson (provided that the students justify the assigned grades at the end of the lesson). If the student fails to meet the grade, the credit will be removed. In fact, students always have a desire to get good grades, but in most cases, teachers are "jealous" of it. When this method is used, students' desire to learn increases, which is what is most needed in the education system. If the student has a desire, then the effectiveness of the lesson will increase.



Method of teaching using cards.

In this case, the teacher distributes the didactic materials (in the form of cards) prepared in advance according to the lesson process to the students (especially the slow learning students). During the lesson, the teacher can create various problem situations, ask questions to the class, but if no one in the class answers these questions, students with cards will say the correct answer. This increases the students' activity in the class, because no one knows why the teacher "disturbed" the student with the card. A "correct" answer by a slow reader with flashcards is much more "interesting" to other students in the class. Slow learners tend to answer on their own next time. This method is very effective in working with slow learning classes.



When using interactive methods in mathematics and similar natural sciences, it is necessary to pay attention to the fact that the activity of students in the lesson should not be formed only on the basis of emotions. Otherwise, such an interactive method will have negative consequences. It is necessary to pay attention to the fact that students' knowledge is primary, and emotion is secondary. Also, using the same interactive method all the time leads to a loss of interest in students. Therefore, it is necessary to update and increase the types of interactive methods.

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## PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS

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**Abstract.** *One of the main characteristics of the student period is the rapid realization of social maturity. It is known that social maturity (maturity) requires a person to acquire the necessary mental abilities and various roles performed in social life (building a family), raising children, participating in useful work (working in a responsible role).*

**Key words:** *psychological characteristics, adolescence experiences, activity.*

**Introduction.** *The student period consists of the second stage of adolescence, includes 17-22-25 years of age, and has a number of unique features and contrasts. characterized by resistance. Therefore, the period of adolescence begins with the realization of a person's social and professional status. At this stage, adolescence experiences a kind of mental crisis or stress.*

*The psychological characteristics of being a student are so amazing that you can feel like the richest and the poorest person during this period. Living with strangers in a place you don't know, seeing people with different characters, getting along with them and even liking them is actually quite difficult. Therefore, during the student period, you will begin to acquire new skills so that you do not stumble in life, taking certain experiences for your future work. The most emotional period of being a student occurs when the student is living in the student residence of the university. During this period, many students grow up with other peers, exchange ideas, or create a time to create a new world for themselves. A student is such a person that if he has a million money, he will manage to spend it in a day, but even if he has little money, he will be able to spend it for months . learns information about During this period, young men between the ages of 18 and 25 live in student housing without family, and during this period, they feel mature and do not want to receive financial support from their parents, and they are slow to start working or provide a small amount of money for a longer period of time. It is a period of thinking. This creates a psychological conflict, the student thinks that there are two ways: should I go to 25 under the care of my parents, or should I earn money on my own? It is natural that in this situation, some teenage boys are happy to work, dress well and buy good products, but unfortunately, at this time, the process of distancing themselves from university life is in full swing. They focus most of their attention on work. Later, in this period, the person will work harder to prove to his parents that he can control everything and that he can provide for himself. . Now the student seems to have set himself the dream of getting a diploma and getting a higher grade. There is a huge psychological*

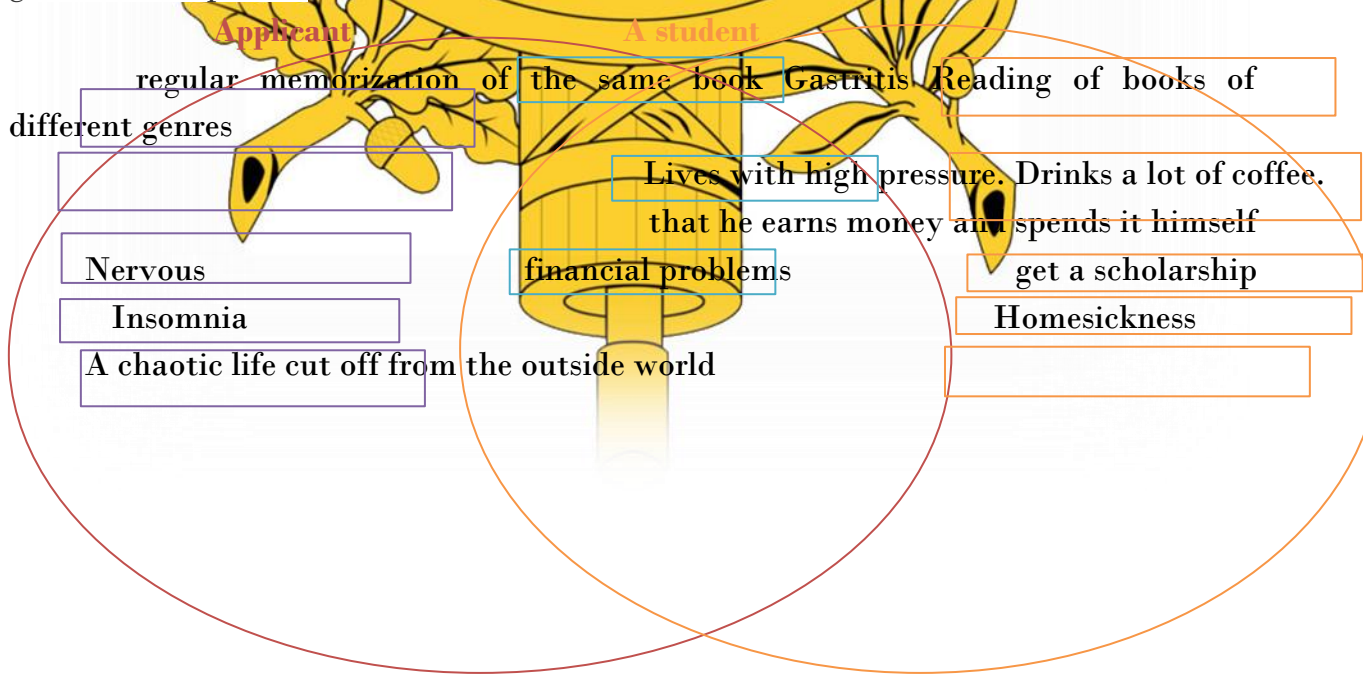
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impact here, of course, the parents' lack of trust in the child, waiting for the boy to ask for money, may be the reason for this.

During the student period, there are periods of great crisis, for example, adapting to urban conditions while living in the village is scientifically called a state of cultural shock, and now the young man is adapting to urban conditions. In this situation, wherever a person goes, the process of slowly adapting to the dialect of that place and its people takes place.

Another crisis of the student period is that during this period, girls and boys are surrounded by their peers, away from their parents, and they naturally develop hidden feelings when they meet with members of the opposite sex, and these feelings also affect students in different ways starts the influence of a girl child on a boy and the influence of a girl child on a boy, because they are close to each other for a long time, they get used to being together, and then it leads to very difficult consequences for them until the time of separation approaches. It is natural that students spend most of their life and time in such useless activities during this period, and it is natural that they have to seriously destroy the foundation for their future. If we take a broader view, an average person spends 15 years of his life to get knowledge, and with this, people go to work after completing education, and then 40 years are spent on work. It can be seen from this that we spend only 4 years of university life in a meaningful and orderly manner, which is a proof that it should be a solid foundation for our 40-year future ahead of us.

**Methods :** We analyze the student period by plotting Enrollment and Studentship in a Venn diagram to determine whether the student period is generally a good and hot period.





In the diagram below, we have tried to describe the characteristics of applicants in a yellow circle. Student characteristics are classified in the green circle. blue four corners at the intersection of both tables. Inside, the characteristics of both have been described. It follows that the applicant has his own problems and achievements, for example, the applicant spends most of his time at home in front of his parents. He eats home-cooked meals, has an angel who washes and irons his clothes, the applicant has two problems: lack of time and lack of a study contract.

Students may study far away from home (in other regions or cities), travel far from their families, earn money independently, and spend money. It is as if a student spends his hard-earned money in an instant and is left with only one light meal or bread. is a person who spends his day.

If we compare a person to a car, until a person becomes a student, all the internal parts of the car will be eaten. He embarks on a journey to walk his ways. It is not for nothing that the student's golden age is called the golden age of a student. Legal, social, psychological and biological aspects of a person are revealed.

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REPETITION AS A MEANS OF COHESION IN THE WORKS OF MODERN  
AMERICAN WRITERS

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**Abstract.** *In this thesis analyzing of essential features of repetition, cohesion and repetition as a means of cohesion in the works in modern American writers are planned. And some stages of the theme are organized.*

**Key words:** *aspect, cohesion, coherence, repetition, peculiarities, features.*

The theme can be analyzed in several steps, e.g. the scientific and theoretical aspects of the repetition as means of cohesion, repetition and the links between cohesion and coherence in text linguistics, the role of repetition as the means of cohesion, stylistic repetition, its peculiarities and types in the works of modern American writers, the types of repetition and its main functions in literature, the semantic and stylistic features of artistic repetitions based on the works of modern American writers, the practical aspects of the translation of repetition and working with the lexical level in the English and Uzbek languages, the main issues of the translation of repetition and the purpose, the usage of it, special aspects of working with repetition in discourse texts in the English and Uzbek languages. Repetition is not intuitive. People don't generally want to repeat themselves, and yet, some of history's most famous speeches—from Martin Luther King's "I Have a Dream" to Winston Churchill's "We Shall Fight on These Beaches"—contain repetition. Used intentionally in the right context, repetition can be a powerful tool to make an audience savor words, understand a point, or believe in a cause. Repetition is a literary device that involves using the same word or phrase over and over again in a piece of writing or speech. Writers of all kinds use repetition, but it is particularly popular in oration and spoken word, where a listener's attention might be more limited. The repetition of key words and phrases is an important part of cohesion. In order to improve their cohesion in writing, writers can consider a number of elements. Tools such as transitions, framing devices, parallelism, repetition, linking words, and point of view can all be employed to increase cohesion. When revising a piece of writing, such as an essay or research paper, writers should evaluate the relevance of each sentence and paragraph. Superfluous or distracting text can be replaced with one of the following devices that improve cohesion. The repetition of key words and phrases is an important part of cohesion. If a text is intended to teach the reader new terms or concepts, it is necessary to repeat those words and phrases. In addition,



repetition ties the sections of a text together. Repetition of important words can replace the excessive use of pronouns, especially when the pronoun's antecedent is unclear. Synonyms provide an additional tool to maintain the impact of repeated ideas while avoiding redundancy. If a text is intended to teach the reader new terms or concepts, it is necessary to repeat those words and phrases. In addition, repetition ties the sections of a text together. In such circumstances, it can add emphasis and catchiness. Writers and speakers also use repetition to give words rhythm. Repetition is when a single word or phrase is used multiple times in short succession for effect. It can help emphasize a point. For example, 'I have to practice my times tables over so I can teach them' vs 'I have to practice my times tables over and over and over again so I can learn them. As with other devices such as rhyme, consonance, and assonance, repetition adds musicality to a piece of text and makes it more pleasing to listen to.1

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**RESEARCHING OF DRUGS USED FOR CORONARY HEART DISEASE  
REGISTERED IN THE REPUBLIC OF UZBEKISTAN**

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**Annotation.** *Clinical trials have found that more intensive blood pressure targets reduce PVR compared with standard blood pressure control in middle-aged and older adults. Health policies that create an enabling environment to make healthy lifestyle choices acceptable are essential to motivating people to make and maintain them. Identifying people at highest risk for cardiovascular disease and providing them with appropriate treatment can prevent them from dying prematurely. Access to medicines for noncommunicable diseases and essential health technologies in all primary health care settings is essential to ensure that those in need receive timely treatment and consultation [1].*

**Key words:** *content analysis, assortment, drugs for coronary heart disease, pharmaceutical market.*

**Introduction.** For the treatment of severe, rapidly progressing and drug-resistant -ischemic heart disease, which is a key factor leading to disability and mortality, the most promising combination of rational pharmacotherapy with myocardial revascularization is recognized as the most promising today. It is important to emphasize that the potential for improving the quality of life and prognosis of patients is realized in the postoperative period. In this regard, a prospective study of the outcomes, quality of life of cardiac surgical patients at the rehabilitation stage, as well as the assessment of pharmacotherapy strategies that determine the effectiveness of the medical technologies used and justify their socio-economic effectiveness, seems relevant at the present time. Lowering blood pressure is a particularly important strategy for slowing the progression of heart failure in individuals at risk. Intensive blood pressure control is predicted to increase life expectancy by up to 3 years if started in middle age. The traditional stepwise sequence of drug therapy may lead to treatment inertia and delay early effective blood pressure control. It has been proven that a preliminary combination of 4 drugs in the form of one tablet in fixed ultra-low doses (irbesartan 37.5 mg, amlodipine 1.25 mg, indapamide 0.625 mg and bisoprolol 2.5 mg) provides an earlier and more sustainable reduction in blood pressure compared to the beginning taking 1 drug [2]. Dietary risks account for 6.58 million



deaths from CVD and 8 million deaths overall in 2021. Dietary risks include undernutrition (fruits, vegetables, legumes, whole grains, nuts and seeds, milk, fiber, calcium, omega-3) and overconsumption of certain foods (red and processed meats, sweetened drinks, trans fatty acids and sodium) [1,2]. Excess dietary sodium is a major contributor to hypertension, and moderate dietary sodium restriction of 3 grams per day is predicted to significantly prevent the risk of PWS [2]. Today, the drug market of the Republic of Uzbekistan is characterized by a steady increase in the product range. The increase in the product range is largely due to the registration on the pharmaceutical market of the Republic of Uzbekistan of a large number of generic drugs from foreign and domestic manufacturers. This has significantly increased the possibility of choosing the necessary medications, taking into account modern approaches to pharmacotherapy of pathological conditions of the heart, individual characteristics of the course of diseases, and consumer preferences of end consumers. As can be seen from the data in Table 1, in the State Register of Medicines of the Republic of Uzbekistan in 2023, 649 names of drugs for ischemic heart disease were registered: of which 26.34% were "C09. Drugs affecting the renin- angiotensin system", 21.57% - "C01. Drugs for the treatment of heart diseases", 15.1% - "C10. Lipid-lowering drugs", 14.48% - "C05. Angiotensin II receptor antagonists", 11.86% - "C07. Beta-blockers", 9.24% - "C03. Diuretics.", 8.93% - "C08. Calcium channel blockers", 8.47% - "C04. Peripheral vasodilators" and 5.08% - "C02. Antihypertensive drugs." An analysis of drugs used for ischemic heart disease registered in the Republic of Uzbekistan under the INN showed that the largest number of drugs are foreign - 136 drugs - 46.74%. 86 medicinal products are represented from manufacturers in the CIS countries - 29.55% and 69 drugs from domestic manufacturers - 23.71% (Table No. 1).

table 1

**Analysis of drugs used  
for ischemic heart disease, registered in the Republic of Uzbekistan under the INN**

No.	A country	Quantity	Share, %
	Domestic drugs	69	23.71
	CIS countries	86	29.55
	Foreign drugs	136	46.74
	TOTAL	291	100.00

As can be seen from Table 3, an analysis of drugs used for coronary artery disease registered in the Republic of Uzbekistan by dosage forms showed that these drugs are produced in various dosage forms.

Table 2.

**Analysis of medicines used  
for ischemic heart disease, registered in the Republic of Uzbekistan by dosage forms of  
release**

No.	Dosage form	Domestic drugs	CIS countries	Foreign drugs	Total	Share, %
	Tablet	79	91	262	432	66.56
	Capsule	2	9	16	27	4.16
	Solution	87	51	40	178	27.42
	A drop	2	4	5	eleven	1.71
	Medicinal plant raw materials	1	-	-	1	0.15
	Total	171	155	323	649	100.00

The largest percentage falls on such dosage forms as tablets 66.56% (432 items) and solutions – 27.42% (178 items). And the least for capsules is 4.16% (27 items), drops – 1.71% (11 items) and medicinal plant raw materials – 0.15% (1 item). Range of drugs used for ischemic heart disease in the State Register for 2023, is represented by 649 assortment items, taking into account trade names, international nonproprietary names, dosage forms, doses and manufacturers of dosage forms such as tablets, capsules and solutions. Health policies that create an enabling environment to make healthy lifestyle choices acceptable are essential to motivating people to adopt and maintain them.

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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS  
SIMILARITIES OF ENGLISH AND UZBEK PROVERBS IN TERMS OF  
SUBJECT MATTER

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**Abstract.** *Despite the fact that a lot of scientific work has been done on the grammatical, semantic, and methodological aspects of proverbs in Uzbek and English languages, the linguistic, cultural, and semantic features of proverbs in English and Uzbek languages are still incomplete in terms of comparative, linguistic, cultural, and pragmatic aspects. Accordingly, in this article the main goal is to study the linguistic-cultural and semantic features of English and Uzbek proverbs from a comparative, linguistic, cultural and thematic point of view.*

**Introduction.** There are many synonym words and phrases in a language, proverbs can be synonymous to one another. Sometimes their meanings are similar and they can substitute one another in a context. However, many of synonym proverbs cannot be absolute synonyms even they resemble one another semantically. Because the expressiveness in their meanings differs in some degree from each other, consequently they are used in different situations- so they own different pragmatic and sociolinguistic features: some of them are mostly applied in formal cases while some of them in informal conversations.

-A man is known by the company he keeps. -Do'sting kimligini ayt, sening kimligingni aytaman. (Tell me your friend, I shall tell who you are);

English version: Birds of a feather flock together. - Q'xshatmasdan uchratmas. (They do not meet who do not look like each other).

In these proverbs it is said that man's qualities are determined by what kind of friends he has. In semantic point of view, these two proverbs seem identical, but their pragmatic features are different: The English proverb is usually used in more formal and literary styles, in its turn the Uzbek is mostly applied in colloquial speech.

-A friend in court is better than a penny in purse. -Boylik boylik emas, birlik boylik. (Wealth is not wealth, solidarity is wealth);

Uzbek version: It is good to have some friends both in heaven and hell- Do'sting yoningda bo'lsa, ishing oson bitadi. (When your friend is with you, you solve your problems fast); the proverb in Uzbek has more simple structure and literal meaning in comparison with the English one that owns figurative meaning.

Here are given some examples:

Uzbek form: "Yalqovga eshik ostonasi ham tog' tepasidek ko'ribadi".

English form: "For the lazy man a man threshold becomes a mountain pass"

Uzbek form: "O't degan bilan og'iz kuymas"

English form: "If someone says "Fire" his mouth does not catch fire. This is coined about someone who apologizes for something bad.

Uzbek form: "Tulki o'z uyasiga qarab irrilasa qo'tir bo'ladi"

English form: "When a fox yelps at its den he becomes angry". This is coined about someone blames his own tribe, to rebuke him and his fault finding.

Uzbek form: "Og'iz yesa, ko'z uyalar".

English form: "When the mouth eats, the eye is ashamed". This is coined about someone who has eaten another person's gift and then ashamed for failing to do what he should in return.

Uzbek form: "Qush qanoti bilan, er oti bilan".

English form: "The bird by wing, the man by horse" [5; 88p]

I want to talk about the translation and analysis of proverbs found in the work of Utkir Hoshimov's "The between of Two Doors". [6; 245p] While translating, we have come to realize that the art of translation is infinite, but also very interesting. Especially the translation of words, phrases, and texts that are unique to one nation has become even more appealing to us.

Jon omon bo'lsa mol topiladi. - You can find wealth, if you are healthy. Some of the components in this Uzbek proverb, which are of great significance and wisdom, are interpreted in terms of meaning and stylistic functions, without having to be understood.

Haqiqat osmonda kaliti yerda. - All doors are open for everyone. If we translate this wise word as "The truth is in the sky, but the sky is in the land," it will break the meaning and stylistic functions.

Mehr ko'zda. - Out of sight-out of mind. We can translate this two word-proverb neither word by word nor literally. We only translate using the alternative versions available in English. Both languages have both meaning and stylistic harmony.

Oyning o'n beshi yorug' o'n beshi qorong'u. - Every cloud has a silver lining. It is desirable to translate using alternative options to keep the content relevant. The bright and darkest nights in the proverb are used as antonyms, and the good and bad aspects of each job are described. This is expressed by the "cloud of silver" in a language that is comparable.

Shirin yolg'ondan achchiq haqiqat yaxshi. - Unpalatable truth is better than sweet lie. We translate each other with the meaning, lexical composition, function, and numerically equivalents of the word order.

Chuchvarani xom sanabsan. - Do not sell the bears before you have caught! The translation has been preserved with the help of alternative variants. If the Chuchwara in Uzbek is a meal, the word translated "sell the uncut bear skin" is literally interpreted as the translation of this proverb. However, the interpreter should translate it into the Uzbek-language equivalent, which means that the reader will be able to understand it.



Birov birovning ko'ziga cho'p soladi- To give a lemon to someone. In the translation using the alternative options, the phrase "pinch in the eye" in English is in line with the term "give a lemon" in English. The alternative option in both languages is stylistic, but it is similar in meaning.

Omadi ketganning tovug'i kurk qoladi, omadi kelganning xo'rozi tuxum qo'yadi- Misfortunate never comes alone! Nobody can avoid from misfortunate! At the same time, word by word translation leads to errors. So, based on the above theoretical considerations, I tried to translate it into the English version.

Sabrning tagi sariq oltin- Deligance is the mother of success!

Ikki kemani tutgan g'arq bo'ladi- If you run after two hares, you will catch none. Between two stools you fall to the ground.

Suv toshsa to'pig'iga chiqmaydi- As cool as cucumber. Having preserved national color, they are translated to each other by the stylistic and essential equivalents. The term "cool as cucumber" is used in English if the word "not water goes out to the ankle" is used in the Uzbek language against "indifferent", "careless".

Mol egasiga o'xshamasa harom o'ladi- Like master like man. Alternatively, alternative versions of the translation have been preserved in the translation of the human form by using an image of a human being's character in English and a human expression in English. They look stylistic in appearance.

Bo'sh qop tik turmas -Empty sack cannot stand upright! The translation of this article can be made literally. This proverb has the same meaning in two languages. In the theory of translation and practice, these phraseological units are fully compatible with translation.

Ot aylanib qozig'ini topadi- Every bird lives its own nest! In this proverb, you may find that translations are made using alternate variants. Here, though, the meaning and stylistic functions of each language are different. The proverb is illustrated by the figurative expressions of both languages.

Bo'rini yiqilasang qulog'i ko'rinadi- Talk of the devil and he will appear. In this proverb, we translate in two languages with alternative variants that are similar in two languages, while preserving national color. In English, the word "kurt" is used equally in the English word "devil". In both languages, these two images are described as terrible, evil, frightful. That is why we can be equivalently.

Conclusion. The translator will need not only the foreign language, but also the grammar, lexicology, and stylistics of his own language. The issue of translation of the national identity in art is the most widely studied field of translation. National identity is defined as realities representing a particular nationality, its concepts of living conditions, outlook, culture, clothing, home decoration. Such a feature is reflected in the behavior of the person, his thoughts, words, proverbs, jokes, and the attitude of the author to the events. These views have different goals that have been persuaded with different techniques, so they provide us with different information.

Proverbs have and remain the most powerful and effective instrument for the transmission of culture, social morality, manners and ideas of a people from one generation to another. Translators should avoid the literal translation that makes it meaningless one and they should translate proverbs as one unit not to translate the words separately.

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RESEARCHING TECHNOLOGICAL SYSTEMS OF EVAPORATING  
TOMATO PULP

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**Abstract.** *Some of the assorted equipment that will be available includes the ultrasonic washer, stainless steel kettles and tanks, dicers, micro-cut machine, pH meters, refractometers, and tools such as buckets, spoons, and ladles. Put them in boiling water for 3 to 4 minutes. Remove and immerse them in cold water for some time. When the tomatoes are cool, peel and discard the skin and seeds. Chop roughly and blend in a mixer to a smooth pulp. Spread the tomato slices on a clean, raised platform to sun dry. Use a solar dryer for a better-quality product. To prevent contamination during open sun drying, cover with mosquito netting. For commercial-scale production, drying tomatoes using a hot-air dryer is advisable.*

**Key words:** *evaporation, water vapor, concentration, extraction, processing.*

**Introduction.** During tomato paste processing the tomato fruit is crushed and subjected to an initial heat treatment for the inactivation of the endogenous tomato enzymes that degrade pectic substances; the resulting juice is then exposed to further prolonged heating during concentration. Grafting: In this method, a twig or bud plant called scion is inserted or tied over the stem part called stock. Wax is applied to stop the infection. The tissues of the stock and scion join together to form one new plant. Plants like tomato, mango, watermelon, are grown by grafting method. The acid method of seed extraction is the best method for tomato seed extraction. In this method, the fruits are to be crushed into pulp and taken in a plastic containers (or) cement tank. And then add 30 ml of commercial Hydrochloric acid per kg of pulp, stir well and allow it for ½ hour. The food mill is a terrific tool for creating tomato sauces, by removing the skin, pulp, and seeds, while collecting all juices. It can be used for mashing potatoes or for grinding up apples to make applesauce without the headache of picking out seeds. Tomato concentrate, paste or puree are products produced by evaporating tomato juice. For this production, it is extremely important to keep the processing lines work without expensive shutdowns, process the tomatoes without delay to preserve their taste and quality properties, and comply with stringent sanitary and hygiene standards. Tomato concentrate is produced by removing water content with the help of single or multiple-stage evaporation. The juice is moving inside the evaporator through different stages until the required concentration level is

achieved. Here, the tomato paste is automatically extracted via a pump controlled by the process refractometer. An evaporator is fed with 10000 kg/hr of a solution containing 1% solute by weight. It is to be concentrated to 1.5% solute by weight. The feed is at a temperature of 37°C. The water is evaporated by heating with steam available at a pressure of 1.34 atm absolute, corresponding to a temperature of 108.3°C. The operating pressure in the vapor space is 1 atm absolute. Boiling point elevation and other effects can be neglected. The condensate leaves at the condensing temperature. All the physical properties of the solution may be taken to be same as that of water.

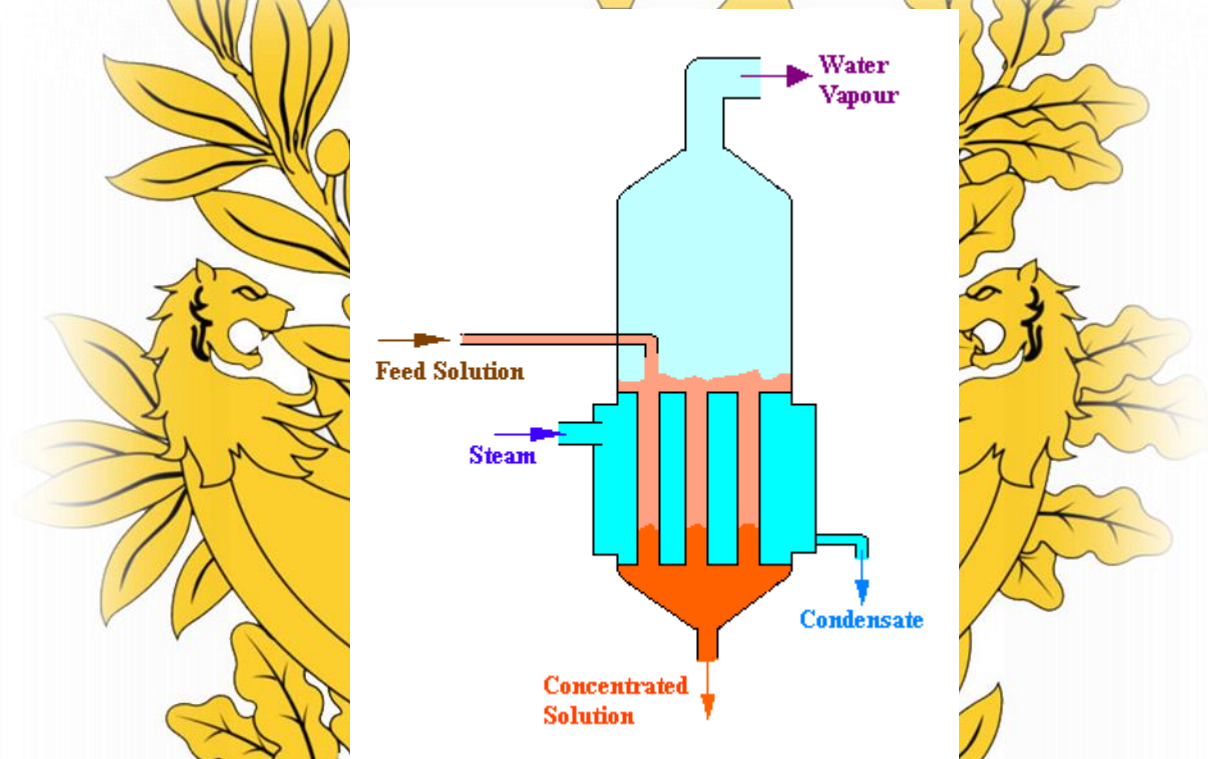


Figure 1. Steam Requirement for Evaporation

Evaporation differs from distillation in that the concentrated solution, rather than the condensed evaporate, is typically the valuable product. A common exception is the evaporation of solutions with a high mineral content, where the vapor is condensed as the product and the concentrated brine is discarded. This process is commonly referred to as water distillation, although the process is more akin to a thermally driven liquid-solids separation operation. Evaporation may be carried out as a batch or continuous process. This article focuses on evaporation as a continuous process, in which the feed and product streams are continuous and their concentrations remain constant. All evaporators are comprised of two sections: a heating section (called a steam chest) and a vapor/liquid separation section. These sections can be located within a single vessel (body), or the heating section may be external to the vessel that houses the vapor/liquid separation section.



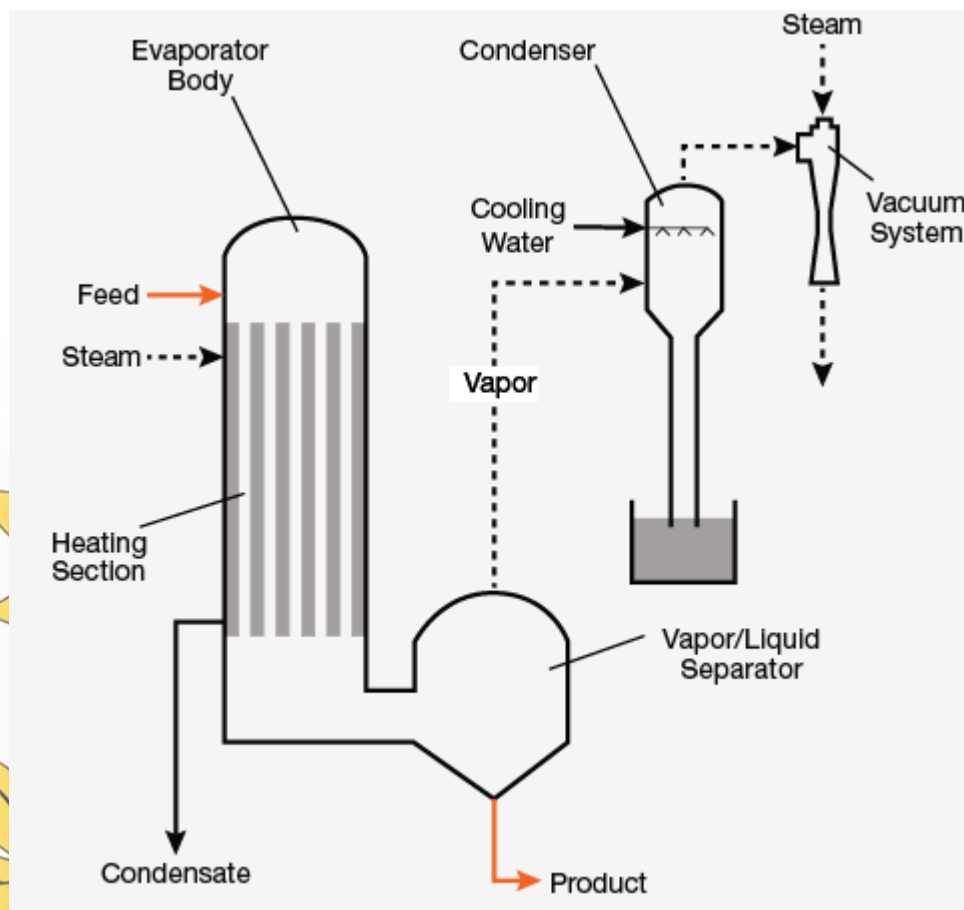


Figure 2. The heating and vapor and liquid separation sections are separated

Evaporators may be composed of one or more effects, where an effect is defined as one or more bodies operating at the same boiling temperature. In a multiple-effect evaporator, vapor from one body heats a second body at a lower boiling temperature. The first effect is heated directly with steam, and the additional bodies are ordered based on descending boiling temperature and pressure. Evaporator bodies are typically operated under vacuum to reduce the temperature of boiling  $85^{\circ}\text{C}$ . Steam ejectors or mechanical vacuum pumps are often used to create a vacuum. Depending on the level of vacuum required for the last effect, which has the lowest boiling temperature, a single pump or a series of pumps may be used. Vacuum systems also remove nonconsensual gases that originate as dissolved gases in the feed or from air leaking into the evaporator body. Most evaporation systems include either a direct or indirect water-cooled condenser to condense the vapor leaving the last evaporator effect. This increases the vacuum of the system. Evaporators that use mechanical vapor recompression do not need an external condenser because the vapors generated are fully condensed within the heating section of the evaporator. If the water vapor from the first effect of a multiple-effect evaporator can be introduced into the steam chest of a second effect operating at a lower boiling point, the latent heat in the water vapor can be reused. Lowering the vapor pressure of the second effect relative to the first effect lowers the boiling point of the second effect. This arrangement of reusing vapor latent heat is called multiple-effect evaporation.

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## DIFFERENCES AND SIMILARITIES OF STRUCTURAL-SEMANTIC ANALYSES OF UZBEK AND ENGLISH NEOLOGISMS

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**Abstract.** *There exist various definitions of such a linguistic notion, as neologism, and every of them expresses the gist of this notion taking into the consideration one of the numerous aspects of neologism. The most general are: «Neologism: Neologisms are «words that have appeared in a language in connection with new phenomena, new concepts, but which have not yet entered into the active vocabularies of a significant portion of the native speakers of the language». The common thing in these both definitions is that neologism is not yet registered in dictionaries and in most cases, it is a colloquialism for the time being. If we consider the cultural acceptance, we can reckon that after being coined, neologisms invariably undergo scrutiny by the public and by linguists to determine their suitability to the language.*

**Key words:** *globalization, technology, influence, neologism*

**Introduction.** Many are accepted very quickly, others attract opposition. Language experts sometimes object to a neologism on the grounds that a suitable term for the thing described already exists in the language. Non-experts who dislike the neologism sometimes also use this argument, deriding the neologism as «abuse and ignorance of the language». Some neologisms, especially those dealing with sensitive subjects, are often objected to on the grounds that they obscure the issue being discussed, and that such a word's novelty often leads a discussion away from the root issue and onto a sidetrack about the meaning of the neologism itself. Proponents of a neologism see it as being useful, and also helping the language to grow and change; often they perceive these words as being a fun and creative way to play with a language. Also, the semantic precision of most neologisms, along with what is usually a straightforward syntax, often makes them easier to grasp by people who are not native speakers of the language. Neologisms as a linguistic phenomenon can be seen from different aspects: time (synchronic), geographical, social and communicative. Thus neologism is a unit of the lexicon, a word, a word element or a phrase, whose meaning, or whose signifier-signified relationship, presupposing an effective function in a specific model of communication, was not previously materialized as a linguistic form in the immediately preceding stage of the lexicon of the language. This novelty, which is observed in relation to a precise and empirical definition of the lexicon, corresponds normally to a specific feeling in speakers. According to the model of the lexicon chosen, the neologism will be perceived as belonging to the language in general or only to one of its special usages; or as belonging to a subject-specific usage which

may be specialized or general. Neologisms can be either loan words in the form of direct loans and loan translations, or newly coined terms; either morphologically new words or by giving existing words a new semantic content. For the individual, some words may be unknown without necessarily being neologisms. A special term that the interpreter does not understand is not automatically a neologism. It is part of the linguistic competence and general knowledge of the interpreter that she or he is able to determine whether a term is new or just unknown to him or herself. A neologism can also refer to an existing word or phrase which has been assigned a new meaning. Neologisms are especially useful in identifying inventions, new phenomena, or old ideas which have taken on a new cultural context. A neologist is a person who develops a neologism and neology is the act of introducing a neologism into a language. Neologisms tend to occur more often in cultures which are rapidly changing, and also in situations where there is easy and fast propagation of information. Neologisms are often created by combining existing words or giving words new and unique suffixes or prefixes. Neologisms often enter the language through mass media, the Internet, or through word of mouth especially, many linguists suspect, by younger people. Virtually every word in a language was, at some time, a neologism, though many are quite ancient. Neologistic words or phrases themselves are borrowed from the older word, when required, to define the new concepts. Neologistic words or phrases which are combined are often shortened or lengthened. In these cases, strange new words succeed because the idea behind them is especially memorable or exciting. When a word or phrase is no longer new, it is no longer a neologism. Neologisms can also be created through abbreviation, acronym, by intentionally rhyming with existing words, or simply through playing with sounds. Acceptance by linguistic experts and incorporation into dictionaries also plays a part, as does whether the phenomenon described by a neologism remains current, thus continuing to need a descriptor. It is unusual, however, for a word to enter common use if it does not resemble another word or words in an identifiable way.

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## RESEARCHING OF PHYSICAL DEVELOPMENT AND FORMATION OF A HEALTHY LIFESTYLE IN PRESCHOOL CHILDREN

Xamrayeva Sharora Rustambek qizi

**Abstract.** *Physical activity is a vital part of staying healthy. Encouraging healthy habits in your child is one of the best things a parent can do to try to guarantee a healthier life. Being active can help kids and adults have healthier weights, less fat, and stronger muscles and bones. Activity can help prevent heart disease, cancer, and stroke. It can also lessen feelings of depression, and boost confidence. As children get older, they often reduce their physical activity. Because of this, making activity a family focus is key. In this regard, the theme of the formation of a value attitude towards a healthy lifestyle in children is of particular importance. The most promising age category in the education of a healthy lifestyle are preschoolers. In childhood, the assimilation of basic information, the development of life stereotypes, various ideas are formed.*

**Key words:** *healthy life-style, senior preschool age, physical health, physical health.*

**Introduction.** It is children of older preschool age who learn knowledge well in the process of class or conversation. Their thinking is predominantly visual - figurative in nature. As psychologists and teachers note, in the senior preschool age the foundations of the moral, mental, and physical development of a person are laid, as well as health is formed, and a stereotype of lifestyle is formed. [1] Teaching children of senior preschool age involves the formation of their ability to make observations and conclusions, the development of logical thinking, work on thought processes and operations in general. Thus, thanks to purposeful learning, a child at this age opens up the possibility of developing logical forms of thinking, mastering the general concepts of knowledge from all fields of science.

Functional status was determined by measuring the heart rate at rest, lung capacity and sample Rufe. It was established that the children surveyed index indicator corresponds to the level of physical development is above average. Determined that the parameters of the functional state of preschool children meet the age norm. It is established that the determination of physical performance in preschool children 5-year life of the average level detected, and the children of the 6th year of life – satisfactory [2]. It is shown that the average anthropometric measures sex-age groups correspond to the performance of preschool children surveyed, except for girls 6 years. Results of examination of cardio-vascular system's functional state of senior pre-school children are an important characteristic, which is included in evaluation of physical health and, therefore, children's physical condition. Functional state of children's cardio-vascular system is not only central indicator of health; it is important for adaptation of organism to physical loads and is one of main indicators



of functional abilities. All this suggests that it is necessary to begin to form ideas about a healthy lifestyle in children of senior preschool age at this preschool stage. [3] Concern for the health of children is primarily the responsibility of society. Without the influence of an adult, a child will not have the desire to lead a healthy lifestyle. Health care needs to be taught. The most difficult thing is to create conditions under which the child himself wants to take care of his health. Work towards a healthy lifestyle should be started with children in the family and in preschool educational organizations, because it is here that all the necessary conditions are available that can make it possible to inculcate the habits of the basics of a healthy lifestyle. It should be noted that the formation of children's responsibility for their health is an important pedagogical problem. The formation of skills, abilities and knowledge in children should be included in the activities that are accessible and interesting to him. Physical education is such an activity. They are aimed at the formation of a value attitude in children of senior preschool age to a healthy lifestyle. Children will have fun, enjoy participating in motor activities, empathize in the process of interaction and communication with other children, and assert themselves. It is necessary to form in children the skills and habits of healthy life, motivation for health, so that there is an interest in physical activity. In these classes, children will gain an understanding of physical, social and mental health, the structure of the human body and the work of the main organs and systems of the body, the relationship between the environment and the state of human health, they will also learn the skills to care for their bodies, gain skills communication, self-control, master the techniques of protection and the rules of behavior in various situations, and a value attitude to a healthy lifestyle will be formed. We have identified the most interesting and accessible forms of games aimed at developing a healthy lifestyle among preschoolers, which beginner educators can use in their work. One of the forms that combines all possible types of physical activity is a game-journey. When designing such a game, the teacher must first of all formulate the goal of the game for himself, then he develops the storyline and must take into account the summing up at the end of the game. The exercises that will be used by the teacher during the game must be previously worked out by the teacher himself and aimed at solving the tasks. A positive mood among the pupils causes a game self-massage. it is he who is the basis for the hardening procedures. The systematic performance of self massage forms in children a sense of conscious desire to lead a healthy lifestyle. Microplastics can be considered an interesting direction. Her methodology is based on elements of yoga. Children can perform exercises aimed at stretching various muscle groups, which help to strengthen muscle strength and flexibility. It is the game form of these events that allows you to quickly and easily give children an idea of the basics of a healthy lifestyle. The educator in the storyline must quickly change the exercises performed, adhering to the desired pace for a particular exercise. In a preschool educational organization, an important place



should be given to activities aimed at maintaining a healthy lifestyle: thematic excursions, conversations, games, cultural and hygienic, hardening procedures, sports and recreational entertainment.

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## EXPULATORY PROPERTIES OF GLASS MATERIALS.

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**Annotation.** Glass is an amorphous material. In the area of the crack, there are solid bodies where no sign of crystals can be seen. If ordinary glass is broken by impact, its fracture is distinguished by flat and rough, oval planes compared to the cracks of crystals [1].

**Key words:** properties of glasses, elasticity, chemical composition, deformation. Properties of glass.

**Additivity property.** The properties of glass depend on its chemical composition. They can be calculated according to the rule of additivity or addition. It affects the individual properties of glasses, where individual oxides and dioxides are represented by some numerical coefficients. The higher the level of dioxide and oxide, the greater its share in the glass. If we denote the amount of individual dioxides and oxides in the glass by  $R_1, R_2, R_3, \dots, R_n$  in %, and the corresponding property coefficients (factors) by  $C_1, C_2, C_3, \dots, C_n$ , then the glass property  $S$  is as follows can be expressed by the equation:

$$G = C_1 \cdot \frac{P_1}{100} + C_2 \cdot \frac{P_2}{100} + C_3 \cdot \frac{P_3}{100} + \dots + C_n \cdot \frac{P_n}{100}$$

Glass density is from 2.2 to 8 g·cm<sup>-3</sup> around will change. Most heavy bottles in the composition a lot of lead oxides, light in bottles while to a small atomic weight have oxides (lithium, beryllium, boron) are present. The density of quartz glass is 2.2 g·cm<sup>-3</sup>.

**Elasticity.** Hard bottles are not plastic. Elasticity property elastic modulus  $E$  value with is expressed. How much is  $E$ ? a lot if, of the body deformation that's all small will be:

$$\Delta l = \frac{Pl}{ES'}$$

this on the ground  $\Delta l$  -  $l$  in length and  $S$  surface,  $R$  force effect under of the stern elongation ( deformation ). Various The modulus of elasticity of the glass composition  $E$  is around 45-98 GPa will be

Bottle in stretching consistency limit  $P_{\text{t}}$  is equal to 35-100 MPa is in compression  $P_{\text{s}}$  10-15 times from 588-1176 MPa less \_

**Fragility.** Glass elasticity to the limit of deformation reach as soon as breaks \_ Glass brittleness him one in the moment to the blow resistance with is expressed .



Fragility bottle shape, dimensions and especially the thickness depends will be Thickness increase with blow resistance increases. Also to the shock resistance An increase of Rs with too increases, the bottle find it 5-6 times increases. To fragility bottle the surface and one sexuality, exactly in it unusual - hard of additives existence big effect shows.

Heat expansion linear coefficient The value is mainly the temperature sharp to change depends will be From this except, most of the time in technique the bottle another with composition glass, ceramics and metals with to quarrel right will come If to each other quarreling materials different heat expansion have if, then strong capricorn (place), take will not: item when cooled a lot out of place cracked goes Heat expansion linear coefficient is between  $5 \cdot 10^{-7} \text{ } ^\circ\text{S}^{-1}$  (quartz glass) and  $200 \cdot 10^{-7} \text{ } ^\circ\text{S}^{-1}$  changes, his the value of the glass content depend.

Thermal stability, that is bottle of temperature sharp to change without breaking against stand up opportunity usually small. Glassware to the heat tolerance bottle from the composition except bottle shape, dimensions and thickness effect does. Most thermal stable into bottles quartz, boron silicate and non-alkali bottles enters. Various glass samples endure giving temperature the difference is from  $80^\circ\text{C}$  (simple industry bottles) in the range of  $1000^\circ\text{C}$  (quartz). changed stands. Equal distributed compressive stress of the item to the heat tolerance by 1.5-2 times increases. On the surface of the glass defects loser fiery polishing and chemical processing to give to the heat tolerance strengthens.

Optical properties. Ordinary silicate glasses of the spectrum all to see part good passes and almost ultraviolet and infrared the rays does not pass. Bottle chemical composition and its color change through this in the fields bottle light transfer property adjust can. Optical properties according to transparent, painted, colorless and distributor into bottles is separated.

Chemical stability. Bottle chemical stability his chemical composition and effect to the nature of the reagent being used depend. For example, silicate glass engraving characteristic and from phosphoric acid another many to reagents relatively high tolerance have. Window windows as used a glass with leaves how many ten years during full satisfactory service does. Alkaline oxides content increase Listed bottle chemical stability reduces, introducing  $\text{Al}_2\text{O}_3$  while him increases.

Mechanical processing of glass of giving main from the type one is abrasive grinding [2,3].

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**SPECIAL ASPECTS OF WORKING WITH REPETITION IN DISCOURSE  
TEXTS IN THE ENGLISH AND UZBEK LANGUAGES**

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**Annotation.** *The original reference is retained as much as possible through being repeated in the target language. However, this strategy risks a rise in the exotic character of the culturally specific items and therefore, may promote alienation of the target language readership of the original text. A noteworthy point underlined by this problem is that something absolutely identical might, in effect, be absolutely different in its collective reception<sup>1</sup>. Consequently, the method stresses verbal refracting through repetition and rote learning in association with the language.*

**Key words:** *emotional and expressive functions, create emotional and uplifting forms of speech, synonymous repetition.*

**Introduction.** This view of language learning is predicated on the belief that foreign language acquisition mirrors first language acquisition processes. This unit deals with the means of artistic imagery, syntactic and stylistic means, their emotional and expressive functions in the artistic text, skillfully used in the work of English and Uzbek poets and writers. A verse is a repetition of an anaphora at the beginning of a passage. Writers use anaphora to create emotional and uplifting forms of speech. For example:

*For want of a shoe, the horse was lost,  
For want of a horse, the ride was lost,  
For want of a rider, the battle was lost,  
Always in Rome,  
Always with the girls  
Always with the carabinieri.*

The fact that a certain word at the end of the first verse is repeated at the beginning of the second verse is called linking repetition or reduplication<sup>2</sup>. For example: *Freedom and slave. Slave... carried on an uninterrupted now hidden now open fight, a fight that each time ended. (D.Cusack) Living is the art of loving Loving is the art of caring Caring is the art of sharing Sharing is the art of living (W.A.Davies) In Uzbek: The cradle shakes the child, the child shakes the world. There are also repetitions in the language that increase the meaning of repetitive*

<sup>1</sup> Umarova N.R., and Yigitaliyeva S.I. A.Q. Concept as a basic unit of cognitive linguistics. *Theoretical and applied science Учредители: Теоретическая и прикладная наука*, (9), 2021. 701-704.

<sup>2</sup> Novateur publications JournalNX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 - 4230 VOLUME 8, ISSUE 1, Jan. -2022 89 | Page



words, which is called chain repetition. For example: *A smile would come into Mr. Pickwick's face: the smile intended into a laugh, the laugh into a roar and the roar become general* (Ch. Dickens) Example for linking repetition: *And a great desire for peace, peace of no matter, what kind, swept through her.* (A. Benkett) In Uzbek language: *Soatlar kunlarni, kunlar haftani, haftalar oylarni tug'dirganidek a'lochi nomini also bo'shatma.* (G'.G'ulom)

There are also repetitions that do not have a definite place in the sentence, they are used in different situations, to express both meaning and emotional states. Such repetitions are called ordinary repetition. For example: "Why can't we be friends now?" said the other, holding him affectionately." It's what I want. It's what you want." But the horses didn't want it—they ran apart; the earth didn't want it, sending up rocks through which riders must pass single file: the temples, the tanks, the jail, the palace, the birds, the Guest House, that came into view: they didn't want it, they said in their hundred voices," No, not yet "and the shy said "No, not there". (E.M. Forster) There are also synonymous repetitions that exist in the language. Synonymous repetition adds, expands and details the main content of an idea in the expression of a single meaning. For example: "The poetry of earth is never dead, The poetry of earth is ceasing never". (J. Keats) Down with the English anyhow. That's certain clear out you fellows, double quick, I say. You may hate one other, but we hate you most. If I don't make you go, Ahmed will, Karim will, if it's fifty-five hundred years we shall get rid of you. Yes, we shall drive every Englishman into the sea and then" – he rode against him furiously – "and then" – he concluded half kissing him;" you and I shall be friends"<sup>3</sup>

There is also a repetition of words consisting of the same stem, which is called half repetition in English. For example: It is my love that keeps mine eyes awake, My own true love that doth my rest defeat, To play the watchman ever for my sake: For the watch I whilst thou dost wake elsewhere, From me far off, with others all to near. In Uzbek Language: *Inson qalbi bilan o'ynashma, Inson qalbi bilan sen qilma hazil, Inson qalbi oftob aks etgan chashma, Goh bulutday yengil, goh tog'day zil.*

When thinking about synonymous repetition, it is important to think about pleonasm. In pleonasm, not only is the word or tool repeated, but the content is also repeated. It's like an exaggeration but it doesn't add any meaning to the acknowledged idea. Pleonasm is a lack of speech. Pleonasms are synonymous repetitions that are not based on artistic aesthetics. The phenomenon of pleonasm is almost non-existent in the language, especially in Uzbek, but it is transmitted in English. For example: And the books –they stood on the shelf, The wound –it seemed both sore and sad. In both cases, the words pleonasm are replaced by rhymes. The books- they The wound- it The most common type of word-based art is tasdir. The

<sup>3</sup>Fattohov, K. K., and Umarova, N. R. The use of arabicism in the works of navoi. *Theoretical and Applied Science*, (4), 2021. 426-428.



essence of this art is that the word that begins the verse of the poem is repeated at the end of it. In language, speech consists of phonetic units of different sizes. These phonetic units consist of a phrase (sentence), a phonetic word, a word (morpheme), a syllable, and a sound. The above units form a speech chain. A phrase (sentence) is often equivalent to a sentence and the intonational unity between the pauses of speech.

To take a more concrete example Uzbek argumentative text achieves persuasive force through the rhetorical device of repetition when translating this into English, a language where repetition is regarded as stylistically weak learners will have to cut out the redundancy in the Uzbek in order to achieve the same persuasive force. The refrain is a versatile literary device that takes many forms and has many purposes. Writers, musicians, and orators use refrains in songs, speeches, and poems in order to drive a point home, aid a reader or listener's memory, establish central themes, and create structure.

In conclusion repetition especially, phonetic repetition gives the work a deep emotional and emotional meaning. It evokes delicate feelings in the heart of the reader and the listener the works of art show the maturity of euphonicity and serve as the main phono-stylistic means in the creation of beautiful examples of literary language.

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## SHUKRONALIK- FAROVON HAYOT ASOSI

Sultonova Dilovar Ne'matillo qizi

*Jo'ybori Kalon ayol-qizlar o'rta maxsus**islom ta'lim muassasasi o'qituvchisi*

**Annotatsiya:** *Maqolada shukur nima ekani, u qanday amalga oshirilishi, uning turlari, hayotimizda qanchalik zarur va foydali ekani oyatlar va hadisi shariflar asosida ochib berilgan.*

**Аннотация:** *В статье на основе аятов и хадисов объясняется, что такое благодарность, как она реализуется, ее виды, насколько она необходима и полезна в нашей жизни.*

**Annotation:** *the article explains what gratitude is, how it is implemented, its types, how necessary and useful it is in our lives based on verses and hadiths.*

Alloh taolo insonni mukarram qilib yaratib, unga sanoqsiz ne'matlarni, tuganmas yaxshiliklarni ato qildi, bu ne'mat va yaxshiliklari bilan uni boshqa yaratilganlardan afzal qildi. Agar bandalar shukur qilsalar, ularga ne'matlarini ziyod qilishini va da qildi va itoat qilsalar bu ne'matlar davomiyligi va boqiyligining kafolatini berdi. Alloh taoloning bandalariga bergan hadya va in'omlari biz uchun ko'rinib turgan ochiq va zohiriy yoki biz ko'ra olmaydigan botiniy va yashirindir, ular bizga ma'lum va yoki hali noma'lumdur. Alloh taoloning Odam bolasiga ko'rsatgan eng avvalgi ikromi bu uni go'zal xilqatda, a'zolarini mutanosiblikda va chiroyli ko'rinishda yaratgani, unga halol va haromni, yaxshi va yomonni, hidoyat va zalolatni, foyda va zararni o'rgatgani, buning uchun ko'z, quloq va aql bilan fazl ko'rsatganidir.

Ba'zi ne'matlar haqida Payg'ambarimiz alayhissalom bizga xabar berganlar. Ibn Abbas raziyallohu anhu rivoyat qiladilar: «Nabiy sallallohu alayhi va sallam: «Ikki ne'mat mavjud bo'lib ko'pchilik odamlar uni qo'ldan boy beradirlar. Bu — tansihatlik birlan bo'sh vaqtdir», - der erdilar». Yana hadisi sharifda "tinchlik va xotirjamlik ikki ulug' ne'matdirki, bundan ko'p odamlar mahrumdirlar" deyiladi.

Ba'zan biz anglab yetmagan, e'tibor ham bermagan ne'matlarimiz haqida Rabbimiz o'zi eslatib turadi. Hadisi qudsiyda keladi: "Ey Odam farzandi! Sen ikki ne'mat orasida tong ottirding. Ulardan qay biri senga zararliroq ekanini bilmaysan: odamlardan bekitilgan gunohlaringmi yoki sen haqli bo'lmagan holda eshitgan maqtovlaringmi? Agar odamlar sen haqingda Mening bilganlarimni bilganlarida, senga salom ham berishmas edi. O'sha berganlarimdan ham ulug'rog'i ofiyat, odamlarning hojati senga tushib turganida sening odamlardan behojat bo'lishing, ularning ozoridan himoya qilinishingdir. Menga hamd ayt, ne'matimning qadriga yet, amalingni riyodan xalos et".



Demak, bandalariga bu turli xil ikrom va ne'matlar berilishining hikmati, insonlarning Alloh taolaga shukr qilishlari, U zotga taslim bo'lib, hamd aytishlari va U zotga hech narsani sherik qilmay ibodat qilishlari uchundir.

Alloh taolo bizlarga ato etgan ne'matlarning shukri qanday amalga oshiriladi? Qanday qilsak shukr qilguvchilardan bo'lamiz?

Ne'matlarning shukri ushbu uch ish bilan amalga oshadi:

1. Ne'mat beruvchi – mun'im zotni e'tirof etish.

2. Qalb bilan Alloh taolaga muhabbat qo'yish.

3. Ne'matlarni Alloh taolo yaxshi ko'radigan narsalarga, rozi bo'ladigan ishlarga sarflashdir.[2,187]

Shukrning yana bir ifodasi ne'matlarni til bilan gapirishdir. "Rabbing ne'mati haqida so'zlar oyatiga binoan, Allohning ne'matlari haqida so'zlash shar'an matlubdir. Rabbingiz ne'matlarini eslang oyatidan uni shukrini ado qiling, uni ta'sirini ko'rsating deyilgan holda, buyuk bir odob ta'lim berilmoqda. U ham bo'lsa ne'mat haqida gapirish va uni ko'rsatish, olijanoblik, sahiylik kabi go'zal axloqlar bilan xulqlanishga qiziqtirilmoqda. Shuning uchun banda o'ziga berilgan ne'matlarni eslatma va ibrat uchun gapirish turishi ma'qul sanalgan.

"Karamli zotlar Alloh taolo ularga o'z fazlidan ato qilgan narsalarni sarflaydilar, ularga bu narsalarni yetkazgan Zotga hamd aytadilar". Imom Qurtubiy bu oyat tafsirida shukr va sano bilan Alloh taoloning ne'matlarini yoying, gapiring, shukr bilan uni e'tirof qiling deganlar. No'mon ibn Bashirdan Imom Sha'biy rivoyat qilishicha, Payg'ambar alayhissalom: "Kim o'ziga shukr qilmasa, ko'piga ham shukr qilmabdi. Kim insonlarga shukr qilmasa, Alloh taolaga shukr qilmabdi. Ne'matlarni gapirish shukrdir. Uni tark qilish esa kufrdir" dedilar.

Molik ibn Nazl al-Xushamiy: "Bir kuni Rasululloh sollallohu alayhi vasallamning oldilarida yirtiq kiyim bilan o'tirgan edim, moling bormi dedilar. Ha, Yo Rasululloh! dedim. Modomiki, Alloh senga mol ato qilgan bo'lsa, uning asari sening ustingda ko'rinsin dedilar". Bu haqida Abu Sa'id al-Xudriy roziyallohu anhudan Rasululloh sollallohu alayhi vasallam: "Alloh taolo go'zaldir, go'zallikni yaxshi ko'radi va bandasida o'z ne'matlarining asarini ko'rmoqni yaxshi ko'radi" dedilar.

«Agar shukr qilib, iymonli bo'lsangizlar, Alloh sizlarni nega azoblasin?! Axir Alloh (bandalarining toat-ibodatlariga savob ato etish bilan) shukr qilguvchi va bilguvchi bo'lgan zot-ku?!» (Niso, 147). Shukrning hikmatlari nimadan iborat?

Qur'oni karim oyatlariga teran nazar solsak, Alloh taolo O'z kalomida ne'matlarga shukr keltirishni iymon bilan bog'laydi. Alloh taolo Yer ahliga yuborilgan avvalgi payg'ambarlardan Nuh alayhissalomni shukr sifati bilan maqtaydi. Alloh taolo tomonidan Muso alayhissalomga nubuvvat va risolatni ato qilingan va gaplashilgan vaqtida ham dastlabki amrlardan shukr qilishga buyuriladi. O'zining do'sti Ibrohim alayhissalomni ne'matlariga shukr keltiruvchi ekanini aytib,

madh qiladi. Dovud alayhissalomni ham shukr qilishga buyuradi. Sulaymon alayhissalom Rabbidan shokirlardan bo'lishini so'rab duo qilsa, Luqmon alayhissalom ham, payg'ambarimiz Muhammad alayhissalom ham shukrga buyurildilar. Bizning Payg'ambarimiz alayhissalom barcha yaratilganlar ichida eng shukrlisi edilar. Ochlikdan qornilariga tosh bog'ladilar, u zotning oldingi va keyingi gunohlari kechirildi, shunga qaramay oyoqlari shishib ketgunlaricha qiyomul laylda turdilar va shukr qiluvchi banda bo'lmayinmi dedilar. Payg'ambarimiz alayhissalom shunday degan bo'lsalar, hozirgi to'kinlik-farovonlik davrida biz faqat shukrimizni ziyoda qilishga e'tibor qaratishimiz lozim bo'ladi.

Rabbimizning insonlarga qilgan eng avvalgi vasiyati O'ziga va ota-onasiga shukr keltirish haqida bo'ldi. Shuning uchun barcha payg'ambarlar o'z qavmlarini shukrga buyurgan edilar. Shukr ahli bandalar orasida yaxshiliklar bilan xoslangan bo'lib, ularga turli fitnalari ta'sir ko'rsatmaydi. Iblis alayhilla'na shukr maqomining qadrini, ibodatlarni asosi va a'losi ekanini bilganidan ham asosiy maqsadini insonlarni shukrdan to'sishga qaratdi. Oyatlarga binoan qachonki, Saba' qavmi o'zlariga berilgan ne'matlarni inkor qilganlarida Alloh taolo ularni bu ne'matlardan mahrum qildi va ularga turli azoblarni yubordi.

Shukr barcha mavjud ne'matlarni saqlovchisi va yo'q ne'matlarni jalb qiluvchisidir. Ali ibn Abu Tolih roziyallohu anhu aytadi: Ne'mat shukrga bog'langandir, shukr ziyodalikka ta'liq qilingandir, shukr kesilmaguncha, ziyodalik kesilmaydi. Ya'ni, kimki shukr bilan rizqlangan bo'lsa, ziyodalik bilan rizqlanibdi: "Yana Rabbingiz e'lon qilgan (bu so'zlar)ni eslangiz: qasamki, agar (bergan ne'matlaringa) shukr qilsangiz, albatta, (ularni yanada) ziyoda qilurman. Bordi-yu, noshukrlik qilsangiz, albatta, azobim (ham) juda qattiqdir". Demak, Alloh taologa iymon keltirib, taqvo qilish, shukr qilish va itoat etish dunyo va oxirat eshiklarining ochilishiga sabab bo'ladi.

Alloh taologa shukr keltirish amalda qanday bo'ladi?

Alloh taologa shukr keltirish qalb, til va a'zolar bilan bo'ladi. Qalb bilan shukr – ne'matni Boriysiga bog'lash bilan bo'ladi. Til bilan shukr – hadya qiluvchiga hamdni ko'paytirish bilan bo'ladi. Payg'ambarimiz alayhissalom "Alhamdulillah tarozini to'ldiradi" dedilar. Allohga hamd aytish shukrning avvali va asosidir. U Qur'oni karimning birinchi oyati hamdir: Olamlarning Rabbi Allohga hamdlar bo'lsin. A'zolar bilan shukr qilish esa Alloh taolo rozi bo'ladigan ishlarga yordam berish va g'azabiga xizmat qiladigan ishlardan qaytarish bilan bo'ladi. Masalan, ko'z shukri u bilan harom qilingan narsalarga qaramaslik, til shukri u bilan faqat haqni gapirish, sidqdan boshqasiga ishlatmaslik, quloqlar shukri u bilan g'iybat, bo'hton va boshqa muharromotlarni eshitmaslikdir. Shuningdek, Alloh taolo insonni ota-onasiga shukr qilishga buyuradi. Ota-onasiga shukr qilish – ularga yaxshilik va ehson qilish, haqlariga duo qilish, roziligi uchun lutf va mehribonlik



ko'rsatish hamda kamtarlik qanotini tutishdir, buyurgan ishlariga quloqsiz bo'lish, norozilik, itoatdan og'rinishlar isyon hisoblanadi.

Rabbimiz shukr sifati bilan sifatlangandir, yaratilganlaridan uning uchun eng sevimlisi ham shukr sifati bilan sifatlanganlardir. Ya'ni, U zot shakurdir, shokirlarni yaxshi ko'radi. Agar Sen birovga yaxshilik qilsang, lekin unda shukrni ko'rmasang, savobini Allohdan izlagin, qanoatli bo'l, insonlarning shukrlisi bo'lasan. Oziga shukr qilmagan, ko'pga ham shukr qilmaydi. Abu Mug'iyradan qanday qilib tong orttirdingiz deb so'ralganida, ne'matlarga ko'milgan, lekin shukridan ojiz holda degan ekanlar. Shuning uchun insonlar ofiyat paytida qanchalar shukrli ekanini, balolar paytida qanchalar sabrli ekanini ko'rishlari mumkin bo'ladi.

Qur'oni karimda shukr qilishga undash uslublari quyidagicha:

1) Amr (buyruq ohangidagi) uslubida:

Baqara, 172

يَا أَيُّهَا الَّذِينَ آمَنُوا كُلُوا مِن طَيِّبَاتِ مَا رَزَقْنَاكُمْ وَاشْكُرُوا لِلَّهِ إِن كُنتُمْ إِيَّاهُ تَعْبُدُونَ

Ey iymon keltirganlar! Sizlarga rizq qilib berganimiz pok narsalardan yenglar va Allohga shukr qilinglar, agar Unga ibodat qiladigan bo'lsalaringiz [1,26]

Nahl, 114

فَكُلُوا مِمَّا رَزَقَكُمُ اللَّهُ حَلَالًا طَيِّبًا وَاشْكُرُوا نِعْمَتَ اللَّهِ إِن كُنتُمْ إِيَّاهُ تَعْبُدُونَ

Bas, Alloh sizga rizq qilib bergan narsalardan halol pok holda yeng. Va agar Unga ibodat qiladigan bo'lsangiz, Allohning ne'matiga shukr qiling. [1,280]

Saba' 15

لَقَدْ كَانَ لِسَبَإٍ فِي مَسْكِنِهِمْ آيَةٌ جَنَّتَانِ عَنْ يَمِينٍ وَشِمَالٍ كُلٌّ مِّن رِّزْقِ رَبِّكُمْ وَاشْكُرُوا لَهُ بَلَدَةٌ طَيِّبَةٌ وَرَبِّ غَفُورٌ

Batahqiq, saba'liklar uchun o'z maskanlarida oyat-belgi bor edi-o'ng va chapdan ikki bog' bor edi. «Robbingiz rizqidan yeng va Unga shukr qiling! Ne go'zal yurtingiz va o'ta mag'firatli Robbingiz (bor)», (dedik). [1,430]

Saba'liklar Yaman janubida yashab o'tgan qavmdir. Bobolari Saba' ibn Yaxshab ibn Qaxoton ismi bilan «Saba' qavmi», «saba'liklar», deb nomlanganlar. Ular juda ham osildor yerga ega bo'lganlar. Sulaymon alayhissalom bilan qissasi o'tgan malika ham shu yurtdan bo'lgan. Oyatda o'sha qavm haqida xabar berilmoqda.

Baqara, 152

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونَ

Bas, Meni eslangiz, sizni eslayman. Va Menga shukr qilingiz, kufr qilmangiz.

Ankabut 17

إِنَّمَا تَعْبُدُونَ مِن دُونِ اللَّهِ أَوْثَانًا وَتَخْلُقُونَ إِفْكًا إِنَّ الَّذِينَ تَعْبُدُونَ مِن دُونِ اللَّهِ لَا يَمْلِكُونَ لَكُمْ رِزْقًا فَابْتَغُوا عِنْدَ اللَّهِ الرِّزْقَ وَاعْبُدُوهُ وَاشْكُرُوا لَهُ إِلَيْهِ تُرْجَعُونَ

Albatta, sizlar Allohni qo'yib, butlarga ibodat qilmoqdasiz va uydirmalar to'qimoqdasiz, xolos. Albatta, Allohdan o'zga ibodat qilayotgan narsalaringiz sizga rizq berishga molik emaslar. Rizqni Allohning huzuridan istanglar. Unga ibodat va shukr qilinglar. Ungagina qaytarilursiz», dedi. [1,398]

## 2) Qiziqtirish uslubida:

Alloh taolo iymonda sobit turib, ne'matlarga shukr qilgan bandalarini eng yaxshi mukofotlar bilan mukofatlashini va'da qiladi.

Ibrohim, 7

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِن كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

Va Robbingiz sizga: «Qasamki, agar shukr qilsangiz, albatta, sizga ziyoda qilurman. Agar kufr keltirsangiz, albatta, azobim shiddatlidir», deb bildirganini eslang.[1,256]

Batahqiq Robbingiz ta'kid o'laroq bildirdiki, agar ne'matlariga shukr qilsangiz, albatta ushbu ne'mat ustiga ziyodalar qiladi.

## 3) Maqtov uslubida:

Isro,3

ذُرِّيَّةَ مَنْ حَمَلْنَا مَعَ نُوحٍ إِنَّهُ كَانَ عَلِيمًا شَكُورًا

(Ey) Nuh bilan birga ko'targanlarimizning zurriyotlari! Albatta, u o'ta shukrli banda edi.[1,232]

Nuh (a. s.) o'ta shukrli banda edi. Unga iymon keltirganlar ham o'ta shukrli bandalar edilar. Sizlar ham shukrli bo'linglar.

Ularga najot bergan va kemada Nuh alayhissalom bilan birga kemada ko'targan kishilarimizning zurriyotlari Allohga ibodatlarida sherik qilmanglar. Uning ne'matlariga shukr qiluvchi bo'linglar. Nuh alayhissalomga ergashuvi bo'ling. Albatta u Allohga qalbi, tili va a'zolari bilan shukr qiluvchi banda bo'lgan edi.

## 4) Istifhom uslubida:

Anbiyo,80

وَعَلَّمْنَاهُ صَنْعَةَ لَبُوسٍ لَكُمْ لِنُحْصِيَكُمْ مِنْ بَأْسِكُمْ فَهَلْ أَنْتُمْ شَاكِرُونَ

Biz unga sizlar uchun sizni yomonlikdan saqlaydigan kiyim qilish san'atini o'rgatdik. Endi shukr qilarsizlar?![1,328]

Alloh subhanahu va taolo xabar berib aytadiki, Dovud alayhissalom sovut yasash kasbi bilan xoslangan edi.

Istifhom ma'nosi o'z ichiga buyruq ma'nosini ham o'z ichiga oladi. Ya'ni Allohga sizga bergan ne'matlariga shukr qiling.

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**“COMPARATIVE ANALYSIS OF PHRASEOLOGICAL UNITS IN  
COGNITIVE ASPECTS”**

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**Abstract.** *Phraseological units can be classified into three principle groups according to the degree of motivation: phraseological combinations, phraseological unities, and phraseological fusions. The communicative function of phraseological units consists in their ability to serve as a communicative or message means. Communication presupposes a mutual exchange of statements, and message presupposes the transfer of information without a feedback with the reader or the listener. Teaching and learning phraseological units helps to disclose the cognitive processes of the mind in creative thinking. At the same time, it facilitates the emergence of the other language skills: speaking and reading.*

**Key words:** *concept, comparative, cognitive, analysis, linguistics, units, aspect.*

**Introduction.** Thus, the main features of phraseological units can be: phraseological unit should contain at least two words, several independent words in phraseological units can serve as a part of speech or a sentence, in phraseological units the components as a whole are stable for a long time, as well as phraseological units. The actual meaning of a phraseological unit is figurative (transferred) and is opposed to the literal meaning of a word-combination from which it is derived. The transference of the initial word-group can be based on simile, metaphor, metonymy, and synecdoche. A “Phrase” is a sequence of two or more words arranged in a grammatical construction and acting as a unit in a sentence. It also means a way of speaking, mode of expression, or phraseology. An “Idiom” is a language, dialect, or style of speaking peculiar to a people.

The mental lexicon is regarded as an operational meaningful unit in memory. In the human spiritual realm, the thought serves as the primary unit of culture. They are the focus of emotions, loves and dislikes, and occasionally disputes. S Stepanov gave past. As can be seen from the above points, so far no cognitive definition has been given and is in the process of learning. We, both based on these points, believe that the concept is both general and individual, and each person is a concept that follows the world, his feelings, the task, based on his personal mental world. Analyzing and studying the concept, linguists divide it into different parts. It is common knowledge that phraseology is the area of linguistics that deals with expressions. If we use the language of linguistic terms, phrases are phrase ologism's. Phrase ologism, which meaning frasis-phrase, logos-concept, doctrine, is taken from the ancient Greek language. It is necessary to take into consideration the phrase

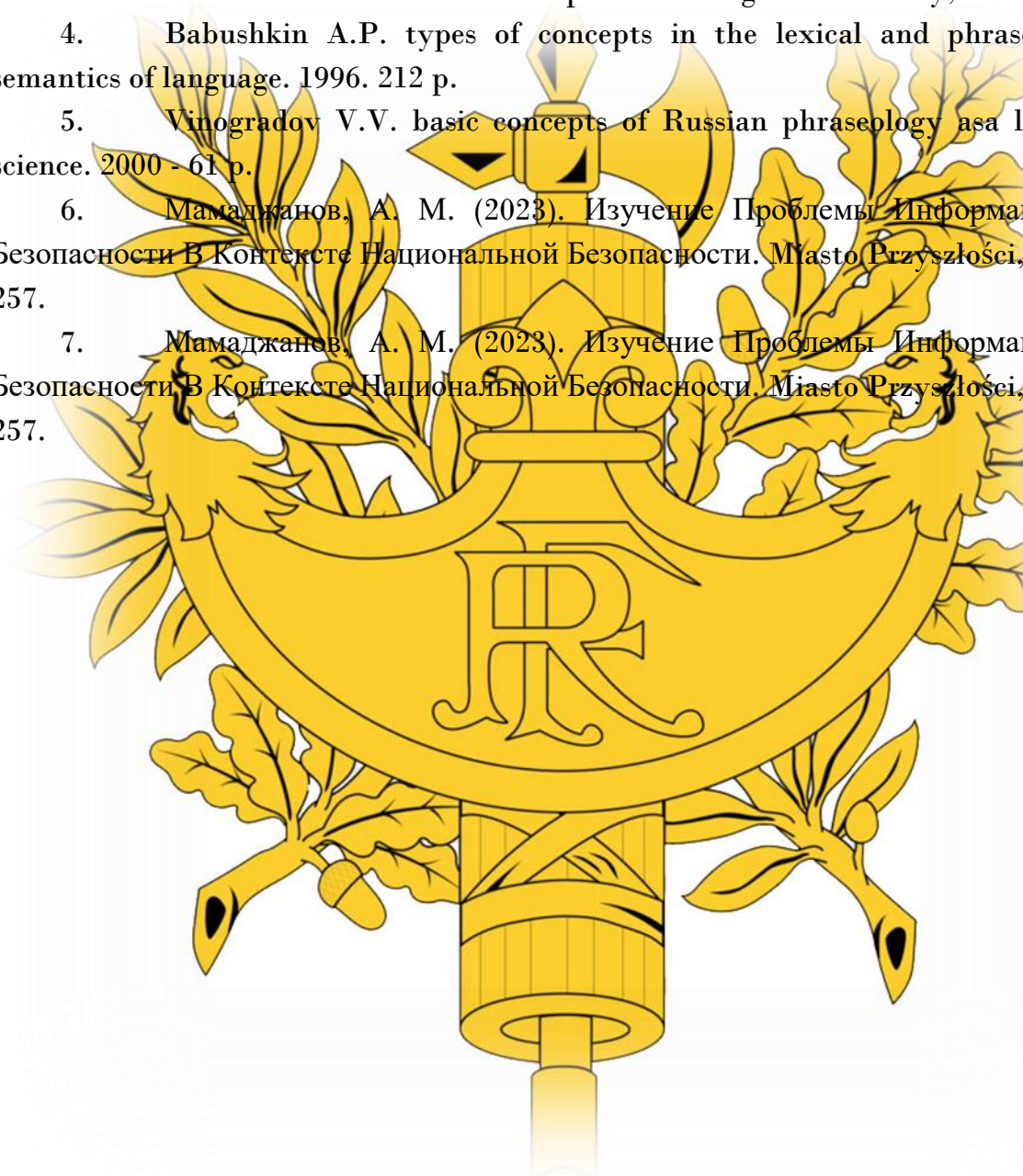
ological norm, among other norms of the literary language, in order to define phraseologism as a discrete level-specific unit that differs from the lexical-semantic and syntactic levels of a language. That is why it is accepted practice in linguistics all across the world to even record phraseologism's in explanatory dictionaries. When determining the phraseology's object, there are many theories to consider. Only stable compounds can form the object of phraseology. According to its definition, phraseology is the study of the spiritual structural characteristics of phraseological units, as well as their appearance in the language system and application to defects. The highest level of linguistic knowledge, phraseology, provides a precise explanation of how language and culture interact. Phraseology has its own internal structure and has been established as a distinct field of linguistics with research difficulties, despite the fact that acknowledgment of phraseology as a separate science passed through various stages. Current phraseological concerns are explored one after another in modern linguistics, despite the fact that many of its problems have not yet found solutions. Phraseology is an integral and richest part of any language. In idioms we see historical signs of language formation, find unique features of culture and education, which significantly influenced the development of language. Idioms have an original character, it is very difficult to find analogues in the language of translation. For example, along with purely national idioms in English and Uzbek phraseology, there are many international idioms that help to find appropriate meaning in translation. Phraseological translation involves the use in the translation text of stable units of varying degrees of proximity between a unit of English language and the corresponding unit of Uzbek - from full and absolute equivalent to approximate phraseological correspondence. In order to talk further about this method of translation, we will give a definition of the phraseological equivalent. We consider idioms as nominative unit of both languages related to the word in semantic and grammatical way with specific formability, stability and reproducibility.

**Conclusion** It is a combination of two or more words expressing a single meaningful concept. In any language, phraseological units are distinguished, having one type of semantics - a value of work. The category of paper is one of the basic cultural universals, which reflects the picture of each nation as a whole, and the linguistic picture of the national language in particulars. Comparison of language tools reflecting the universals of different languages, will allow comparing language structures, discovering similarities and differences.



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## ANALYSIS OF FLOW STRUCTURE IN HEAT EXCHANGERS

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**Abstract.** *A heat exchanger is a system used to transfer heat between a source and a working fluid. Heat exchangers are used in both cooling and heating processes. The fluids may be separated by a solid wall to prevent mixing or they may be in direct contact. They are widely used in space heating, refrigeration, air conditioning, power stations, chemical plants, petrochemical plants, petroleum refineries, natural-gas processing, and sewage treatment. Shell and tube heat exchangers consist of a series of tubes which contain fluid that must be either heated or cooled. A second fluid runs over the tubes that are being heated or cooled so that it can either provide the heat or absorb the heat required. There are three primary classifications of heat exchangers according to their flow arrangement. In parallel-flow heat exchangers, the two fluids enter the exchanger at the same end, and travel in parallel to one another to the other side. In counter-flow heat exchangers the fluids enter the exchanger from opposite ends. The counter current design is the most efficient, in that it can transfer the most heat from the heat (transfer) medium per unit mass due to the fact that the average temperature difference along any unit length is higher. See countercurrent exchange. In a cross-flow heat exchanger, the fluids travel roughly perpendicular to one another through the exchanger.*

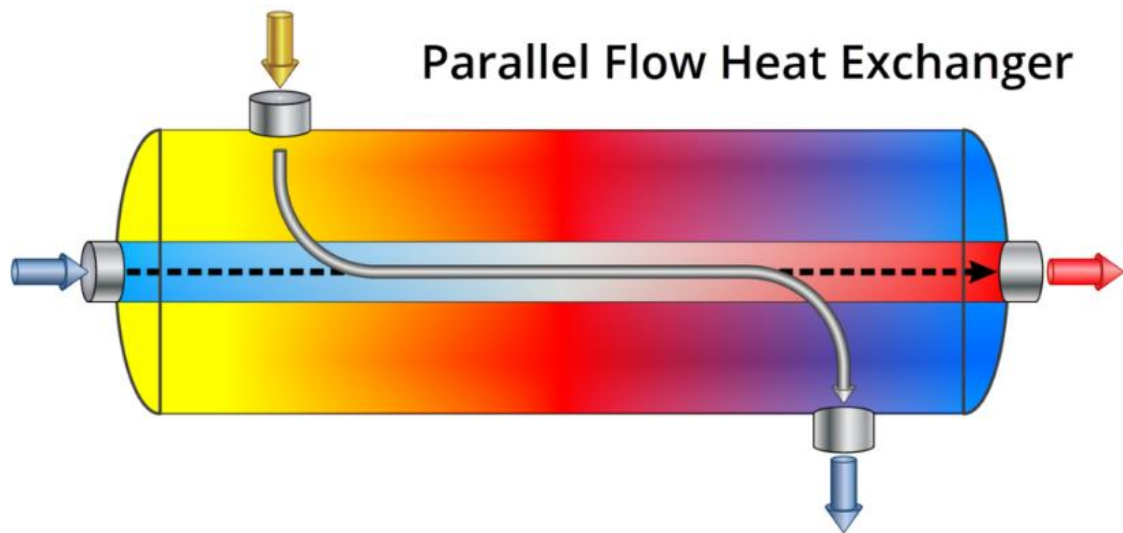
**Key words:** *heat exchanger, parallel-flow heat exchangers, counter-flow heat exchangers, cross-flow heat exchanger, temperature difference, flow resistance, flow speed.*

**Introduction.** As an important equipment in industrial cooling and heating process, shell and tube heat exchangers are widely used in refrigeration, chemical industry, air conditioning, petroleum, pharmaceutical industry, natural gas treatment and wastewater treatment because of their reliable operation, simple structure and easy maintenance. The baffle is a key structural part of heat exchangers. On the one hand, it can affect the flow resistance and heat transfer performance of the heat exchanger by changing the flow curve of shell side fluid. On the other hand, baffles can support the tube bundle and play a significant role in the stress and stability of the solid structure of a heat exchanger. Segmental baffle heat exchangers are the most adaptable and most widely used heat exchangers, which are simple in structure and convenient in manufacturing. However, it has shortcomings such as fouling, high pressure drop, large flow dead zone, and serious vibration caused by high-speed flow, which seriously affect its performance.



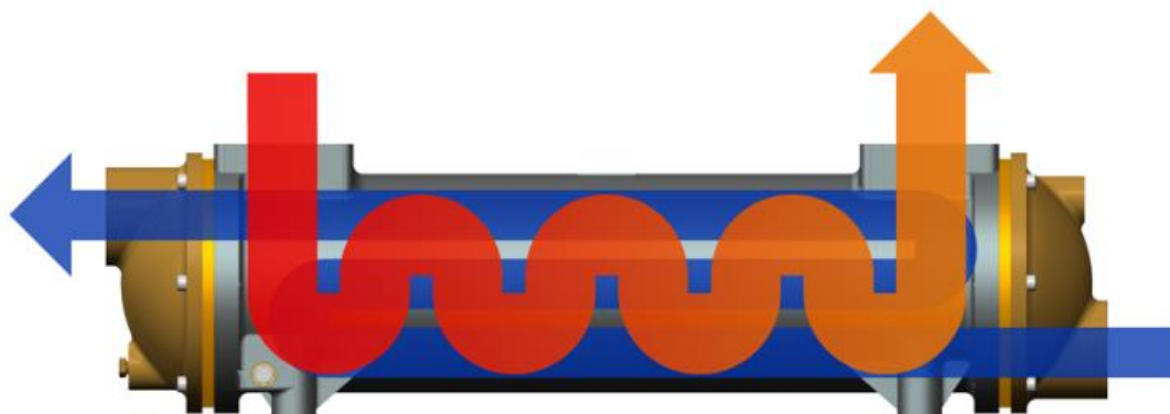
The purpose of a heat exchanger is to transfer heat energy from one fluid to another, with the two fluids existing initially at different energies and temperatures. What it means to be a parallel is that the two fluids enter and leave from the heat exchanger in the same directions. Heat exchangers are widely used across the world, from homes to giant industrial buildings, and as we will see parallel exchangers are not the only type, but are best for certain situations.

In its most basic form, a heat exchanger consists of tubes with one type of fluid moving through them, and a second fluid flowing around the outside of the tubes. The



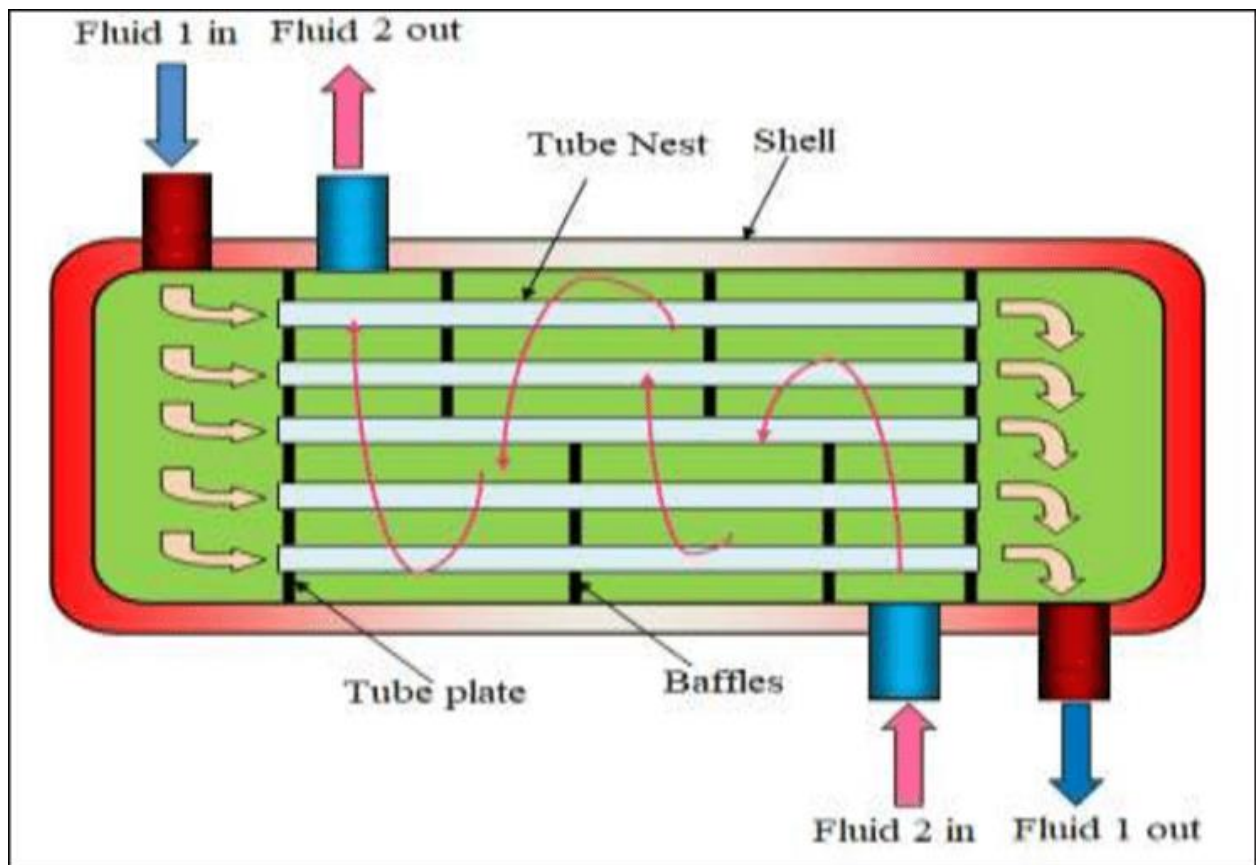
other main type of heat exchanger is called a counter-flow heat exchanger, in which the two fluids move in opposing directions.

Counter flow heat exchangers use flows in the opposite direction of each other. Shell and tube, and double pipes heat exchangers are examples of common exchangers using counter flow configurations. The best design for shell and tube and double-pipe exchanger is counter flow configuration, and the heat transfer between the fluid is the maximum. In counter flow, the efficiency is higher than the parallel, and temperature in the cooling fluid outlet can exceed the warmer fluid inlet temperature. In the figure below, we can see the position of inlets and outlets. As it is illustrated in the counter flow heat exchanger, the fluids flow in the opposite direction, and at the heads, there is a maximum temperature difference between them. We have an inlet for hot fluid and the exit pipes of cold fluid at the left head, while cold fluid inlets and the hot fluid



outlet are on the right head. For understanding what the counter flow is, we should know the differences between counter flow and parallel flow.

Counter flow heat exchangers have three noticeable advantages over parallel exchangers. As it is shown in the diagram, we have a uniform temperature difference



along the heat transfer area that minimizes the thermal stress in the system. The second one is the output temperature, which can have a higher value compared to the hot fluid. The final benefit of this type is uniform heat transfer between the fluids and larger LMTD (LMTD will be discussed in the next section). Whether we use parallel or counter flow heat exchanger, we have both convection and conduction. The heat transfer along the exchanger varies, and it is all because of the different temperatures at each point of view. Heat flows from the hot side to the cold side, and we have convection heat transfer between the fluids and the solid on both sides, while the heat transfer process is conduction in the solid part.

As can be seen in the figure, the temperature difference in counter flow is greater, and it causes a larger amount of heat transfer in the exchanger. The heat transfer can be calculated by the equation of  $Q = UA\Delta T_{LM}$ . it is the same for all the exchangers and the parameters are:

$U$  = Average thermal transmittance from one fluid to the other one ( $W \cdot m^{-2} \cdot K^{-1}$ )

$A$  = Heat transfer area in the exchanger.

$\Delta T_{LM}$  = Logarithm mean temperature difference between fluids.



Logarithm mean temperature difference or LMTD can be calculated as below:

$$\Delta T_{LM} = \frac{\Delta T_A - \Delta T_B}{L_N \left( \frac{\Delta T_A}{\Delta T_B} \right)}$$

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## CHET TILINI O'QITISHDA PEDAGOGIK TEXNOLOGIYALARNING XILMA XILLIGI, RAQAMLI TEXNOLOGIYALAR, 3D INTERAKTIV TEXNOLOGIYASI

**Xoliqova Lutfiya Umurzoqovna**

**Annotatsiya:** *Ushbu tezisda pedagogik texnologiya haqida fikr yuritiladi. Mavzuning kirish qismini ochib berishga harakat qilinadi. Dolzarb mavzu haqida tilshunoslarning ma'lumotlaridan iqtiboslar keltiriladi.*

**Kalit so'zlar:** *raqamli texnologiya, 3D interaktiv texnologiya, pedagogik texnologiya, texnologiya*

Hozirgi jadal rivojlanayotgan gadjetlar zamonasida yashar ekanmiz, zamon bilan hamnafas tarzda yangi yangi pedagogik texnologiyalarni chet tilini o'qitish jarayonining har bir bosqichlarida munosib qo'llash dolzarb muammo bo'lib kelmoqda. Pedagogik texnologiya tushunchasi ta'lim-tarbiya amaliyotini rivojlantirish ehtiyojlari asosida kelib chiqqan, va hozirda pedagogika, psixologiya fanlarida o'z o'rniga ega bo'lgan keng ko'lamlı serqirra tushunchadir. Pedagogik texnologiyada ishlab chiqarish sohalaridagi turli texnologiyalardan farqli ravishda ishlov beriladigan material o'quvchi (ta'lim oluvchi)ning aqliy, ruhiy, axloqiy sifatlari bo'lib, ularga o'qituvchi, tarbiyachi tomonidan ma'lum maqsadlarga erishish yo'lida har turli ta'sirlar o'tkaziladi. Pedagogik texnologiya tushunchasi dastlab XX asrning o'rtalarida AQSHda paydo bo'lib, 1940-50 yillar o'rtasigacha «Ta'lim texnologiyasi» deb yuritilib kelgan va bu ibora texnika vositalaridan foydalanib o'qitishga nisbatan qo'llanilgan. 50-60 yillarda programmalashtirilgan ta'lim nazarda tutilgan, 70- yillarda «pedagogik texnologiya» iborasi qo'llanilib u avvaldan loyihalashtirilgan va aniq belgilangan maqsadlarga erishishni kafolatlovchi o'quv jarayonini bildirgan. 1979 yilda AQSHning Pedagogik kommunikatsiyalar va texnologiyalar assotsiatsiyasi tomonidan Pedagogik texnologiyani kompleks, integrativ jarayon deb asoslangan va 80- yillarning boshidan esa pedagogik texnologiya deb ta'limning kompyuterli va axborot texnologiyalarini yaratishga aytilgan. Hozirda bu tushunchaga quyidagi turli ta'riflar berilgan:

Texnologiya – biror ishda, san'atda, mahoratda qo'llaniladigan usullar, yo'llar yig'indisi. (Izohli lug'at). Texnologiya – ishlov berish, ahvolni o'zgartirish san'ati, mahorati, qobiliyati metodlar yig'indisi. (V.M.Shepel). Pedagogik texnologiya – Bu o'qituvchi (tarbiyachi)ning o'qitish (tarbiya) vositalari yordamida o'quvchi (talaba)larga muayyan sharoit va ketma-ketlikda ta'sir ko'rsatish va bu faoliyat mahsuli sifatida ularda oldindan belgilangan shaxs sifatlarini shakllantirish jarayondir. (N.Saydaxmedov). Pedagogik texnologiya – o'qitishning, ta'limning shakllari, metodlari, usullari, yo'llari, tarbiyaviy vositalarning maxsus yig'indisi va



komponovkasi (joylashuvi)ni belgilovchi psixologik tartiblar (ustanovka)lar majmuasi;u pedagogik jarayonning tashkiliy-uslubiy vositalaridan iborat ( B.T.Lixachev). Pedagogik texnologiya – texnika resurslari, odamlar va ularning o`zaro ta`sirini hisobga olgan holda ta`lim shakllarini optimallshtirish vazifasini qo`yuvchi o`qitish va bilimlarni o`zlashtirishning hamma jarayonlarini yaratish, qo`llash va aniqlashning tizimli metodi. (YUNESKO). Pedagogik texnologiya – bu o`qitishga o`ziga xos yangicha (innovatsion) yondashuvdir.U pedagogikadagi ijtimoiy-muhandislik tafakkurining ifodalanishi, texnokratik ilmiy ongning pedagogika sohasiga ko`chirilgan tasviri, ta`lim jarayonining muayyan standartlashuvi hisoblanadi.( B.L.Farberman)1

Pedagogik texnologiyalarning xilma xilligi esa zamonaviy jihatlari xususan, 3D interaktiv texnologiyasi til o'rganuvchilarning (o'quvchilarning) diqqatini tortadi. Ayniqsa boshlang'ich sinflarda 3D interaktiv texnologiyasi asosida ingliz tilini o'qitish anchayin murakkab va shu bilan birga qiziqarli jarayon bo'lib, bir necha bosqichda amalga oshirishni talab etadi. 3D — uch o'lchamli, ya'ni kengligi, balandligi va chuqurligi (uzunligi) bo'lgan narsani anglatadi. Hozirgi kunda 3D texnologiya raqamli texnologiyalarning zamonaviy turi bo'lib, uning vositasida ta'lim berilsa ta'lim oluvchilarga ta'lim olish osonlashmoqda, ya'ni oddiydan qiziqarliroq, murakkabdan soddaroq bo'lib qulaylik tug'dirmoqda. Bu texnologiya har qanday yosh, jins, ijtimoiy qatlam va aqliy qobiliyat egalarini birdek qamrab olish xususiyatiga ega.

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## SOCIAL FOUNDATIONS OF PROFESSIONAL TERMS IN SPEECH ETIQUETTE PROCESSES

Shokirova Muhayyoxon Hasanboy qizi

**Abstract.** *We Advocate Truthfulness, Accuracy, Honesty, and Reason as Essential to the Integrity of Communication. As public speakers, one of the first ethical areas we should be concerned with is information honesty. Social communication refers to the use of verbal (spoken language) and nonverbal (eye gaze, facial expression, gestures) communication in social situations, to tell other people what you want, express feelings, relate to other people and develop meaningful relationships. Public speaking is a valuable skill that can help you communicate effectively, persuade others, and boost your confidence. However, it also comes with certain etiquette rules that you should follow to respect your audience, your hosts, and yourself. In this article, we will discuss some of the most important public speaking etiquette rules and how to apply them in different situations. Professional etiquette is about presenting yourself with polish and professionalism that demonstrates you can be trusted and taken seriously. Professional etiquette means being comfortable around people and making them comfortable around you.*

**Key words:** *verbal, nonverbal, etiquette, social communication, individuals, a professional audience.*

**Introduction.** Etiquette is important because it establishes a set of social norms and expectations that help individuals interact with each other in a respectful, considerate, and appropriate manner. Etiquette provides a framework for courteous and respectful behavior, which can help prevent misunderstandings, conflicts, and social awkwardness. It also creates a sense of decorum and professionalism in social and professional settings. Having good etiquette shows respect for others and their cultures, values, and beliefs. By being mindful of others' feelings, beliefs, and expectations, we can create more positive and harmonious relationships. Before you prepare and deliver your speech, you should have a clear idea of what you want to achieve and how you want to impact your audience. Your purpose will guide your choice of topic, tone, language, and structure. It will also help you avoid irrelevant or inappropriate content that might confuse or offend your listeners. For example, if your purpose is to inform, you should focus on facts, evidence, and examples. If your purpose is to persuade, you should appeal to emotions, values, and beliefs. Another essential rule of public speaking etiquette is to know your audience and tailor your speech accordingly. You should research your audience's background, interests, expectations, and needs before you design your speech. You should also adapt your speech to the context, occasion, and setting of your presentation. For example, if you are speaking to a professional audience, you should use formal language, avoid jargon,



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and cite credible sources. If you are speaking to a casual audience, you should use conversational language, humor, and stories. Respecting your time limit is a sign of professionalism and courtesy. You should practice your speech beforehand and time yourself to ensure that you can cover your main points within the allotted time. You should also check with your host or organizer about the schedule and the format of your presentation. For example, if you are part of a panel or a Q&A session, you should leave some time for interaction and feedback. If you are the only speaker, you should avoid going over or under your time limit. There are some general etiquette rules that apply to any public speaking situation. You should dress appropriately for the occasion, audience, and venue. You should arrive early and check the equipment, the lighting, and the seating arrangement. You should greet your audience, introduce yourself, and state your topic and purpose. You should maintain eye contact, use gestures, and modulate your voice. You should avoid distractions, such as fidgeting, reading from notes, or checking your phone. You should thank your audience, your host, and anyone who helped you prepare or deliver your speech. Public speaking can be challenging for many reasons. You might face technical difficulties, unexpected questions, hostile reactions, or nervousness. You should prepare for these challenges and handle them with grace and confidence. You should have a backup plan in case of equipment failure, such as a printed copy of your slides or notes. You should anticipate possible questions and objections and prepare clear and concise answers. You should acknowledge and respect different opinions and perspectives and avoid arguments or confrontations. You should practice relaxation techniques, such as breathing, stretching, or visualizing, to calm your nerves and boost your energy. One of the best ways to improve your public speaking skills is to seek and accept feedback. You should ask for feedback from your audience, your host, your peers, or your mentors. You should listen to their comments, suggestions, and criticisms with an open mind and a positive attitude. You should identify your strengths and weaknesses and work on them for your next speech. You should also give feedback to others who speak in public and share your insights and experiences. Always greet people with a smile and a hello. If you're not sure what to say, a simple "Hello, how are you?" will suffice. When meeting someone for the first time, it is also important to introduce yourself and make eye contact while shaking hands. Be clear and concise when communicating with others. Avoid using slang or jargon that may be unfamiliar to the other person. Be mindful of your non-verbal communication, such as body language, as it can convey a lot of information about your intentions and emotions.

**Conclusion.** Good manners and a professional attitude is an important intangible skill in the work environment. Employers want to hire and your peers will want to work with friendly, pleasant, and polite people. These intangible skills are called Business Etiquette. Business etiquette refers to the expected behaviors and norms governing how individuals conduct themselves professionally. It goes beyond social

gatherings and encompasses various aspects of professional interactions, including how individuals present themselves, communicate, and behave in the workplace. office etiquette is an important aspect of professional behavior that contributes to a positive work environment and helps employees establish strong relationships with their colleagues.

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## CONTENT BASED INSTRUCTION IN TEACHING ENGLISH

Qilichova Zarifa Xayrullo qizi

**Abstract.** *Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Content-Based Instruction is an approach in which the teaching is organized around the content. Likewise, the principles of Content-Based Instruction are heavily rooted on the principles of communicative language teaching since they involve an active participation of students in the exchange of content. Teachers in content-based programs may be content specialists who use the target language for instruction, or language specialists who are using content for language instruction.*

**Key words:** *content-based programs, visual learners, immersion, motivation, engagement.*

**Introduction.** To be effective in their roles, they will need the knowledge, skills and concepts required for content delivery in a second/foreign language. There are many different ways to approach learning, as different people learn best in different ways. Some people are visual learners while others prefer hands-on learning, and some people learn best alone while others learn best in a group. Although it has existed since the 1980s, content-based learning is a method of education that has been gaining popularity in recent years. Content-based instruction is defined as a method of learning language through meaningful content. Students have the flexibility to study different languages in the context of unique subject matter. In theory, studying the language around content that is interesting to the student increases immersion, motivation, and engagement. This comes in contrast to traditional educational styles which rely on rote memorization. This lesson covers the three different methods of content-based instruction: theme-based, sheltered, and adjunct. Traditional language education focuses entirely on the study of the language. A traditional language lesson typically would involve learning and memorizing vocabulary and grammar. A teacher would present the content and students may participate in activities or complete worksheets. But a lesson using content-based instruction could be anything; for example, a language lesson could be learning how to cook French cuisine, studying the history of the Spanish-American War, or examining the geography of Europe. Listed below are other examples of potential "content" for content-based learning. The purpose of CBI is to increase student immersion, engagement, and motivation. This can be approached in a number of different ways. The three main models of content-based instruction are the theme-based language instruction model, the sheltered content instruction model, and the adjunct language instruction model. I



can unquestionably confirm, with the experience that I have teaching different content-based activities within my classroom, that student motivation does seem to increase for the majority of students, and their focus and engagement in class is much improved. Moreover, I find that as the instructor my focus, motivation, and enthusiasm are also increased when teaching through content. Public speaking is a valuable skill that can help you communicate effectively, persuade others, and boost your confidence. However, it also comes with certain etiquette rules that you should follow to respect your audience, your hosts, and yourself. In this article, we will discuss some of the most important public speaking etiquette rules and how to apply them in different situations. Professional etiquette is about presenting yourself with polish and professionalism that demonstrates you can be trusted and taken seriously. Ewert supports my claim and states that incorporating new readings and new materials based on content and/or student interest not only increases student motivation but also teacher motivation. If an instructor's job is to teach students to the very best of our ability, then it would be beneficial to steer away from grammar-focus-driven classrooms and attempt to integrate more content-based activities whenever possible. Teachers in content-based programs may be content specialists who use the target language for instruction, or language specialists who are using content for language instruction. To be effective in their roles, they will need the knowledge, skills and concepts required for content delivery in a second/foreign language. Before you prepare and deliver your speech, you should have a clear idea of what you want to achieve and how you want to impact your audience. Your purpose will guide your choice of topic, tone, language, and structure. It will also help you avoid irrelevant or inappropriate content that might confuse or offend your listeners. For example, if your purpose is to inform, you should focus on facts, evidence, and examples. If your purpose is to persuade, you should appeal to emotions, values, and beliefs. Another essential rule of public speaking etiquette is to know your audience and tailor your speech accordingly. You should research your audience's background, interests, expectations, and needs before you design your speech. You should also adapt your speech to the context, occasion, and setting of your presentation. For example, if you are speaking to a professional audience, you should use formal language, avoid jargon, and cite credible sources.



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1. Greater flexibility and adaptability in the curriculum can be deployed as per the student's interest.
2. Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content and are engaged in appropriate language-dependent activities. Languages are not learned through direct instruction, but rather acquired "naturally" or automatically.
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## MODERN METHODS OF TEACHING HISTORY BASED ON 3D TECHNOLOGIES

Koshanova Shahlo Maxsudovna

**Abstract.** *3D models provide a visual and tactile learning experience that can help students who struggle with traditional lecture-based learning. For example, students who are visual learners may find it easier to understand complex scientific concepts when they can see them in 3D form. There are three major types of 3D modeling that fall under the rubric of CAD software: solid modeling, wireframe modeling, and surface modeling. These three types are further divided into subtypes based on specific features. 3D models are great educational resources as they allow students and teachers not only to see objects — but also to rotate and look at them from different angles. They are highly interactive and more engaging than traditional flat 2D images. One of the key benefits of 3D immersive learning is enhanced visualization and understanding of complex concepts. The immersive environments allow students to visualize and interact with 3D models, simulations, and virtual worlds that bring abstract ideas to life.*

**Key words:** *visual, lecture-based learning, 3D modeling, solid modeling, complex concepts, simulations, abstract ideas.*

**Introduction.** We present findings from four case studies describing how teams of middle school level preservice and in-service history studies teachers incorporated 3D modeling and printing into lesson planning and instructional practices. The case studies included classes in world geography and history. In these case studies, 3D modeling and printing were used as part of the study of the following required curriculum topics: Oil and water in the countries and economies of Central and South Asia; interactions between native people and European settlers in colonial America; use of memorial and memory in building civic understandings; and events leading to the American Revolution. These case studies offer classroom-based examples of how 3D technology can be used in history studies teaching. None of the participants—teachers or students—had experience with 3D modeling or 3D printing before the study, so their reactions were unfettered by past experience. Although the 3D activities were of short duration (i.e., parts of 2- to 3-weeklong instructional units) they offer lessons and insights for classroom teachers and teacher educators using this new technology in their schools and teacher preparation programs. Three-dimensional printers are machines that construct physical objects from 3D digital content. To create a physical 3D model, a teacher or student must first design, import, or modify a digital model using 3D modeling software. Online repositories provide access to free 3D models that can be printed or modified by anyone. These online repositories are fueling the adoption of 3D printing. Some history studies educators embrace instant





access to online resources, while other teachers worry that technology is reducing students' capacities for in-depth thinking and critical analysis. In general, teachers believe technology will make their teaching more effective, motivate students to learn, promote positive classroom behavior, and teach important real-world skills. New technologies, like 3D printers, can promote more open-ended, student-centered learning experiences. In student-centered settings, "students exercise a substantial degree of responsibility for what is taught and how it is learned". Many teachers find it difficult to imagine giving class time to students so they can develop 3D design projects. Teachers and students found it challenging to imagine how to use 3D printed physical objects to represent historical events or social science concepts. For some students, 3D printing projects were a positive, fulfilling way to show their ideas that transcended talking and writing about situations and concepts. In most history/social studies classes, students express themselves using spoken and written words. For some learners, this expectation makes history or social studies one of their least favorite classes—they do not enjoy inserting their ideas into classroom discussions and interactions. Through 3D modeling and printing, in contrast, students had an opportunity to generate a tangible object that communicated their thinking. Designing an object rather than writing or talking in class was an inspiring change to classroom learning, a way to express their imagination and creativity naturally. Teachers may mitigate these concerns by creating a low-tech makerspace where students construct physical objects to represent their designs before using the 3D program. Moving from a hands-on maker activity to a computer-based design activity enabled teachers to focus on their ideas rather than be discouraged by the unfamiliarity of software and technology. At the same time, creating physical objects, followed by 3D modeling on the computer, enabled participants to gain confidence in their design skills. Including a low-tech makerspace in a lesson plan may help students overcome some of the challenges that are experienced when using 3D modeling for the first time.

**Conclusion.** Three-dimensional learning is an approach to science teaching that focuses on disciplinary core ideas, crosscutting concepts and scientific practices examining phenomena. 3-D learning helps students build their research, communication, and analytical thinking skills. Academic fields of study that engage with artifacts, specimens, and anatomical structures can benefit from 3D content. 3D models also offer new ways to engage with materials—using features like cutaway visualization, surface curvature measurement, and multispectral analysis. Only students with high spatial ability benefited from the presence of 3D models, while low spatial ability students got fewer points when learning this way.

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**FUNCTIONAL STYLISTIC FEATURES IN ENGLISH AND UZBEK  
LANGUAGES AND TRANSLATION ISSUES**

**Nurmuamedova Dilshodaxon Murodjon qizi**

**Abstract.** *Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalization, alliteration, metaphor, and lexical choice. Functional Style is a system of interrelated language means, which serves a definite aim in communication. Each style is recognized as an independent whole. The peculiar choice of language means is primarily dependent on the aim of the communication, on the function the style performs. The methodological component is teaching students a rational method of teaching, learning a new language for them and forming the ability to practically use it for communication. A project management methodology is a system of principles, techniques, and procedures used by those who work in a discipline. Not only do the top methodologies differ in how they're structurally organized, but they also require different deliverables, workflows, and even project management software development. Projects are student-centered, following standards, parameters, and milestones clearly identified by the instructor. Foreign language proficiency is the mastery of a system of speech skills. The more functional language you know, the more real-life situations you can interact in. You can learn different expressions for different contexts.*

**Keywords:** *nominalization, alliteration, metaphor, lexical choice.*

**Introduction.** The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. Project method forms students' communication skills, culture, communication, the ability concisely and audibly formulate thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract

information from a variety of sources, to process it with the help of modern technologies. All these factors create language environment that - results in the appearance of the natural need to interact in a foreign language. Project-based learning does not contradict the traditional ways of learning.

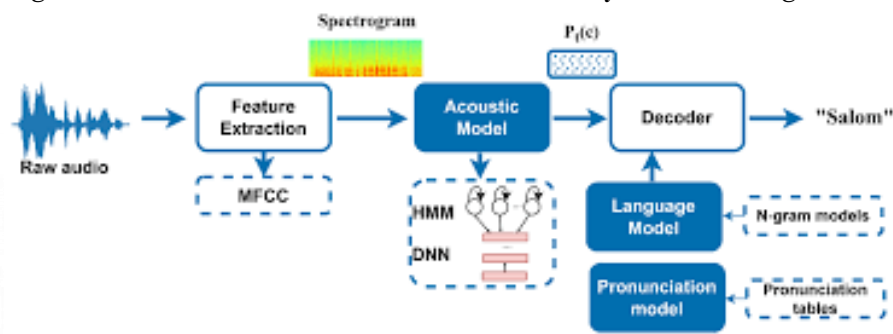


Figure 1. Language Teaching Methodology

It helps to activate students since most of them have an interest for new knowledge. Such kind of motivation - the desire to successfully develop theme of the project - is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks. Also, this approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills. The work on the project can be carried out either individually or in groups. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. Project work begins in the classroom as a teacher-supervised activity. Projects may be short-term or long-term.



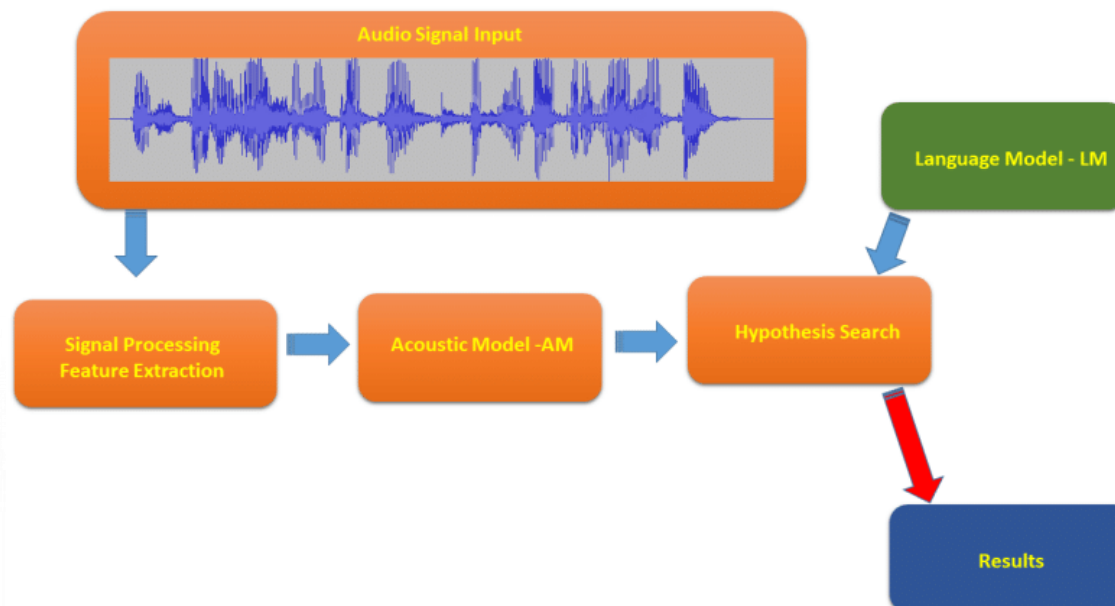


Figure 2. A typical architecture of an ASR system

At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. Project-based learning has changed students' attitude to the computer: computer has been transformed into a source of information and one of the ways of presentation the material. Furthermore, the teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. Another high priority issue for the current foreign language education development in Uzbekistan is professional capacity to implement the reforms. The major policies in this respect should focus on teacher training (retraining), sharing and dissemination of best experiences through establishing foreign language teacher networking, diversification in areas of specialization (level- and content-based), innovative technologies, modern textual and soft-ware resource provisions, and incentives for teachers. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process. One of the most important demands for foreign language education reforms nowadays is the provision of up-to-date teaching materials. This requires joint efforts on behalf scholars in creating textbooks and manuals of a new generation that will be based on local content, take into consideration traditional cultural values, and provide essential input to cross-cultural issues in foreign language acquisition.

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## EFFECT OF PLANTING METHODS ON SEED MULTIPLICATION COEFFICIENT OF EARLY POTATO CULTIVARS

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Toshmurodova Sohiba

Shodiyeva Feruzabonu Foziljon qizi

**Abstract.** *First early or 'new' potatoes are so-called because they are the earliest to crop, in June. They take 10-12 weeks to mature. Plant 30cm apart, with 60cm between rows, around 12cm deep. To obtain fast and uniform germination of potato plants, the tubers should be planted in moist soil or irrigated after planting to stimulate root development and more active germination of tubers in moist soil. Second early potatoes take 14-16 weeks to mature. As with first earlies, plant them 30cm apart, in rows 60cm apart, 12cm deep. Early, or new potatoes are fast and easy to grow. Dig fresh from the garden, they're a melt-in-the-mouth delight that taste so much better than shop bought ones. They also require much less space to grow than later varieties, so are ideal for small gardens. Try growing in the ground, in large containers or potato growing bags. January is the time to buy seed potatoes, but with so many varieties out there, it's worth knowing which ones have the best flavour and biggest harvests.*

**Key Words:** *potato plants, agro-ecological zones, diseasefree, minitubers, aeroponics, suboptimal agronomic practices.*

**Introduction.** There are a number of production problems. The major ones are unavailability and high cost of seed tubers; lack of well-adapted cultivars to the major agro-ecological zones; suboptimal agronomic practices; the prevalence of diseases and insect pests; and inadequate storage, transportation, and marketing facilities. To address these problems, the Ethiopian Institute Agricultural Research (EIAR)—the then Institute of Agricultural Research—in collaboration with the International Potato Center (CIP), initiated potato research. The research had as its main objectives to develop adaptable and high-yielding potato cultivars with good resistance to biotic and abiotic stresses; identify the best agronomic practices and storage systems; adopt the use of botanical seed as an alternative propagation method; develop seed production system in the country; and train farmers and other stakeholders. Shortage of seed potato has been recognized as one of the most important factors limiting potato production in developing countries. The production of clean seed is very crucial to sustain high production and productivity of potato in the country. Currently, the common method for propagation of important potato cultivars is through tubers. However, this propagation method has encouraged accumulation of tissue-borne viruses, fungi, and bacteria in subsequent seasons. This has led to significant losses in yield and tuber quality over the seasons. Therefore, the

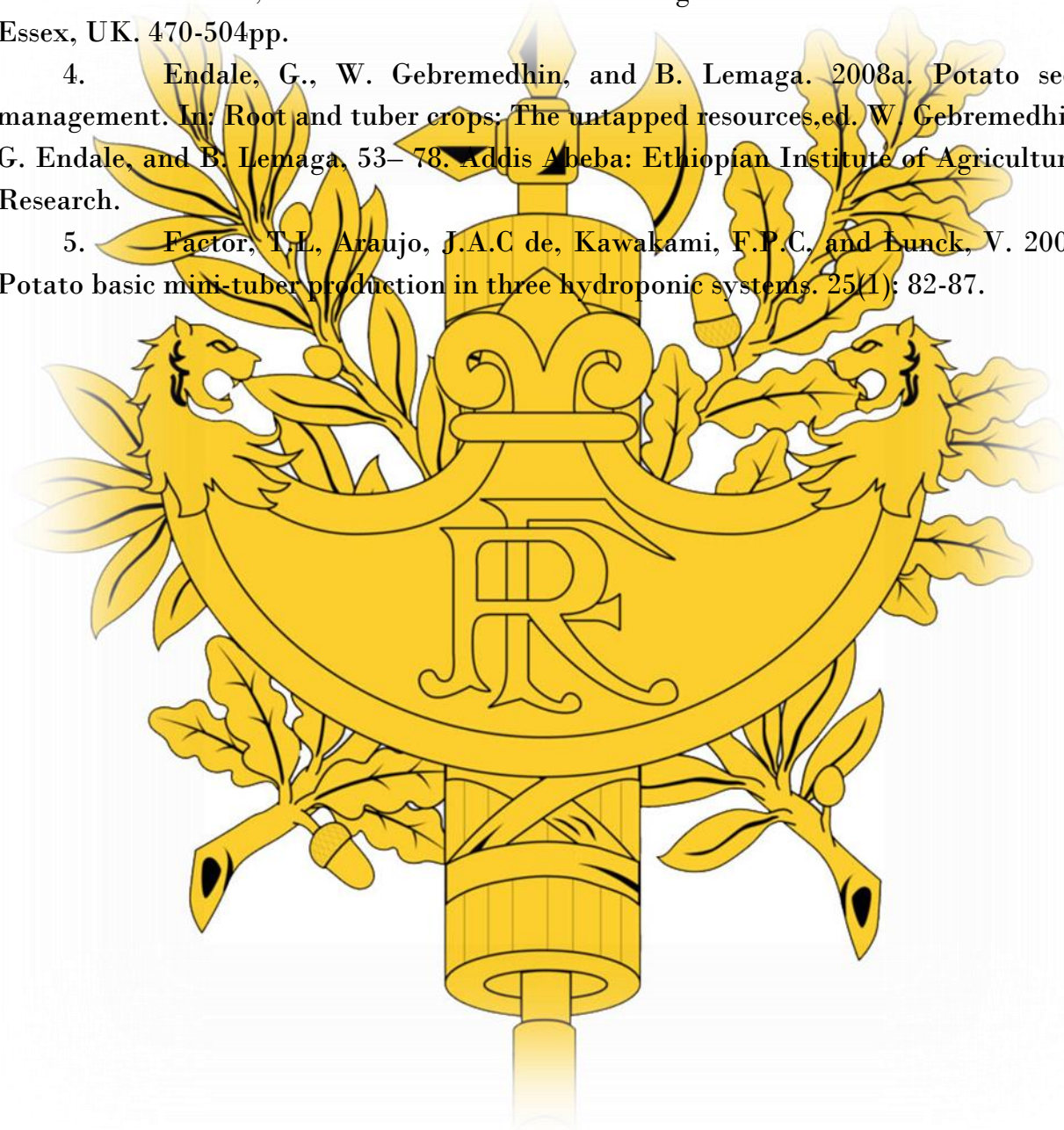
multiplication of clean tuber seed is an essential part of a strategy for organizing a potato seed program and involves different methodologies and approaches. A prerequisite to a successful and sustainable seed scheme is a continuous supply and maintenance of pathogen-free seed. Quality seed of an improved potato variety is key to increasing the productivity of a potato crop. The genetic potential and other traits of a variety are determined by the use of healthy and improved seed. This is true because the usual method of potato propagation throughout the world is using the vegetative seed tuber. The TC technique employed in the micropropagation of potatoes consists of the aseptic cultivation of cells or fragments of plant tissues and organs in an artificial medium under controlled temperature and light conditions. Vigorous and diseasefree potato plantlets can be obtained in the laboratory using this method, and then transferred to screen house in pots and aeroponics conditions for the production of minitubers. Moreover, the seed materials should be free of disease-causing pathogens. Clean stocks are first obtained by meristem culture, then these plantlets are transferred to seed beds, screen house in pots, and aeroponics to produce minitubers. Minitubers are commonly used in seed potato production to increase seed tubers. One of the advantages of this method is the maintenance of genotype identity, as meristem cells preserve their genetic stability more uniformly. Aeroponics is the process of growing plants in an air or mist environment without the use of soil or an aggregate media. Aeroponics refers to the method of growing crops with their roots suspended in a misted nutrient medium. This is an alternative method of soil-less culture in growth-controlled environments. Minitubers are those progeny tubers produced on in-vitro-derived plantlets.

**Conclusion.** At most of the places, Kufri Khyati yielded higher than the other early maturing cultivars. An important feature of this variety is that, unlike most of the early maturing varieties, it possesses moderate resistance to late blight. This variety performs well both under very early (60 days) and early (75 days) harvests. Best for roast potatoes – undoubtedly King Edward, although Maris Piper, Kerr's Pink and Setanta are very good too. Best for chips – Kerr's Pink and Casablanca are good choices. Best for jacket potatoes & mash – King Edward, Maris Piper. Best for fun factor – Pink Fir Apple produces funny looking tubers. When to Plant Potatoes. Potatoes grow best during cooler weather. Plant potatoes 2-4 weeks before the last frost in the spring, when the soil temperature is at least 40 degrees F. In warm climates, potatoes are planted from January to March and harvested between March and June.



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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS  
CORPUS-BASED APPROACHES TO CONTRASTIVE LINGUISTICS AND  
TRANSLATION STUDIES

Mirzayeva Maftuna Baxtiyor qizi

**Abstract.** *During analysis phase linguistic analysis is performed on the input source sentence in order to extract information in terms of morphology, parts of speech, phrases, named entity and word sense disambiguation. During the lexical transfer phase, there are two steps namely word translation and grammar translation. In word translation, source language root word is replaced by the target language root word with the help of a bilingual dictionary and in grammar translation, suffixes are getting translated. In generation phase genders of the translated words are corrected and it will be followed by short distance and long-distance agreements performed by intrachain and the inter-chain module. These ensure that the gender, number and person of local groups of phrases agree as also the gender of the subject's verbs or objects reflect those of the subject.*

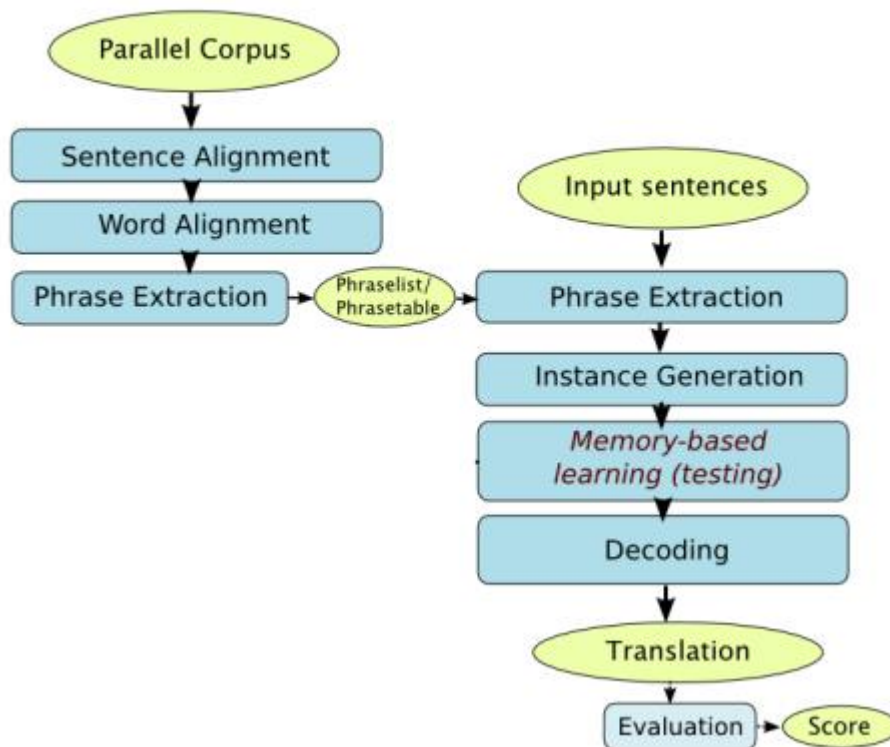
**Key words:** *translation studies, contrastive linguistics, Conceptual and semantic studies.*

**Introduction.** Corpus-based Approaches to Contrastive Linguistics and Translation Studies presents readers with up-to-date research in corpus-based contrastive linguistics and translation studies, showing the high degree of complementarity between the two fields in terms of research methodology, interests and objectives. Offering theoretical, descriptive and applied perspectives, the articles show how translation and contrastive approaches to grammar, lexis and discourse can be harmoniously combined through the use of monolingual, bilingual and multilingual corpora and how contrastive information needs to inform translation research and vice versa. The notion of contrastive linguistics adopted here is broad; thus, alongside comparisons of Malay/English idioms and the French imparfait and its English equivalents, there are articles comparing different varieties of French, and sign language with spoken language. This collection should be of interest to researchers in corpus linguistics, contrastive linguistics and translation studies. In addition, the section on corpus-based teaching applications will be of great value to teachers of translation and contrastive linguistics.



TRAINING:

TESTING:



Conceptual and semantic studies can be based on introspection. Studies which take the context into consideration, and even more so, studies which attempt to investigate usage, are, by definition, only feasible if access is available to real data, and, in the case of usage. Apart from the decline of the semantic view of translation, another, and very exciting, development has been the emergence of approaches which undermine both the status of the source text vis-à-vis the translated text and the value of the very notion of equivalence, particularly if seen as a static relationship between the source and target texts. One such development is the decline of what we might call the semantic view of the relationship between source and target texts. For a long time, discourse on translation was dominated by the idea that meaning, or messages, exist as such and can, indeed should, be transferred from source to target texts in much the same way as one might transfer wine from one glass to another. The traditional dichotomy of translating word-for-word or sense-for-sense is a product of this view of meaning. At about the same time that the notion of equivalence began to be reassessed, or perhaps a little earlier, new ideas began to develop about the nature of meaning in translation. The importance of this change in orientation, from a conceptual to a situational perspective and from meaning to usage, is that it supports the push towards descriptive studies in general and corpus-based studies in particular. The move away from source texts and equivalence is instrumental in preparing the ground for corpus work because it enables the discipline to shed its longstanding obsession with the idea of studying individual instances in isolation (one translation compared to one source text at a time) and creates a requirement which can find

fulfilment in corpus work, namely the study of large numbers of texts of the same type. This constant state of flux suggests that no literary system or sub-system is restricted to the periphery by virtue of any inherent limitations on its value.

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## TASKS OF IMPROVING THE SPEECH OF CHILDREN OF SMALL GROUP AGE IN PRESCHOOL EDUCATION

**Khabibullayeva Sayorakhon Makhamadali qizi**

**Abstract.** *Many children in preschool have speech and language disorders and a poor communication development, and the need for support is extensive. The aim was to find out if and how reading aloud and storytelling could enhance children's communication development, the study was interactionist. From 2 to 3 years, sentences extend to 4 and 5 words. Children can recognise and identify almost all common objects and pictures, as well as use pronouns (I, me, he, she) and some plurals. Strangers can understand most words. From 3 to 5 years, conversations become longer, and more abstract and complex. Preschoolers love to chat. At 3-5 years, children usually go from short sentences to complex questions and detailed stories. Play ideas to develop preschooler talking include chatting together, reciting nursery rhymes, reading and telling stories, and playing rhyming games. Talk with children, sing, and encourage imitation of sounds and gestures. Read to children. Start reading when your child is a baby. Look for age-appropriate soft or board books or picture books that encourage kids to look while you name the pictures.*

**Key words:** *Preschoolers, imitation of sounds, gestures, identity and creativity, passive vocabulary.*

**Introduction.** Concurrently with the rapid development in the digital society, the demand for a functional communication is evident already in childhood. All children, despite mother language or social background, have the right to get equal opportunities to acquire the language. Preschool and school have a key role in these respects and constitute the basis for children's language development. The goals for children's language learning and development in preschool are in short: to be able to differentiate shades of meaning in concepts, to develop the ability to listen, reflect and express their own views, to develop their use of spoken language, vocabulary and concepts, ask questions, and argue and communicate with others, to develop an interest in written language, understand symbols, pictures, texts and different media, and to develop their creative abilities. The goals are not intended to be used for assessment of children's development or learning. They are primarily directed to the preschool staff and are goals to strive for. Communication and speech and language development have been on the research agenda long time ago. It started with discussions related to heredity and environment, about the relationships between thought and language and the importance of experiences for meaningful thinking. Communication is a wide concept that includes both speech and language, and as it appears from the preschool curriculum, communication is a vital and thus prioritized goal area. The importance of being able to talk to people around, to understand what



they want to express, and to share their own experiences is stressed. Communication is a social activity based on interaction and means to share experiences, feelings and activities. It is based on participation and mutuality. The need for a functioning communication is decisive for a child's health and wellbeing. The interaction between the parents and the child (mother-child and father-child) starts already at birth. To conclude, early interaction is decisive for child development. The main reason for this is that there is no other period in childhood that contains that much learning as the first five years in life. However, many children need support to develop their communication, identity and creativity, and the stress should be on oral language experiences, which will help children learn and understand the relationship between the spoken and written language. A concept often used when talking about speech and language development is literacy. Briefly, literacy means the ability to read and write, but in this concept also other aspects of communication are included, such as interpretation of what people say and to interpret and understand a message. Literacy is thus a concept that is included in communication in a broader perspective. Today it is necessary to be able to express feelings, thoughts and preferences (what we feel, think and like), and consequently everybody needs a well-developed communication and a rich language. There is a variety of methods that can be used to stimulate children's language development. In this article, we focus on reading aloud and storytelling as a tool to stimulate communication. In congruence with many researchers, social play including reading aloud and storytelling is one of the most essential ways to stimulate children's literacy, speech and language development. It is well known that children with poor communication skills can develop both their active and passive vocabulary if they get the right kind of support. The study has an interactionist approach, where the social and cultural interaction between the children develop their communication and language in a natural setting, the preschool. The children had also started to make up stories and told their peers and they got opportunities to express themselves with their own words. This turned out to support the development of their fantasy and creativity.

**Conclusion.** Study shows that reading aloud and storytelling can be a pedagogical tool for child development. With a well-thought-out strategy reading aloud and storytelling will work as a tool. The preschool teachers said that they were aware of the fact that reading aloud and storytelling was effective to support communication and language development but they did not have a know-how strategy to conduct the idea, until they understood the meaning of research results and practice. It is, however, important to state that reading aloud and storytelling is not the only method that can be used to support.



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## RESERCHING PROCESS METHODS FOR THE PRODUCTION OF ACETYLENE

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**Abstract.** *Acetylene is a highly flammable gas which is colorless, lighter than air and has a garlic-like odor. Being colorless and inflammable gas, it is employed as a fuel and a chemical building block. It remains unstable in pure form so it is usually handled as a solution. The chemical compound with the formula  $C_2H_2$  a compound of carbon and hydrogen. It is not only a hydrocarbon, but also the simplest alkyne. Lumps of calcium carbide are placed on the layer of sand in conical flask fitted with a dropping funnel and delivery tube. Water is dropped from the dropping funnel whereby ethyne (acetylene) is formed. It is passed through the acidified solution of  $CuSO_4$  for the purification.*

**Key words:** *hydroxide, Calcium acetylide, calcium carbide, chemical reaction, acetylene, chemical compound, molar mass.*

**Introduction.** Calcium carbide is not volatile and not soluble in any known solvent, and reacts with water to yield acetylene gas and calcium hydroxide. Its density is  $2.22 \text{ g/cm}^3$ . Its melt-ing point is  $2160 \text{ }^\circ\text{C}$ , and its boil-ing point is  $2300 \text{ }^\circ\text{C}$ . Since the acetylene that forms upon contact with water is flammable, the substance is listed. Calcium acetylide was first obtained by German chemist Friedrich Wöhler in 1862 when he heated an alloy of zinc and calcium with coal. The scientist described the reaction of calcium carbide with water. Calcium carbide reacts vigorously with even mere traces of  $H_2O$ , releasing a large amount of heat. If there is an insufficient quantity of water, the resulting acetylide spontaneously combusts. Calcium acetylide reacts violently with aqueous solutions of alkalis and diluted nonorganic acids [1]. These reactions release acetylide. With its strong reductive properties,  $CaC_2$  reduces all metal oxides to pure metals or turns them into carbides. It is easier to obtain calcium carbide from its oxide than from calcium itself, as the oxide is reduced at temperatures above  $2000 \text{ }^\circ\text{C}$ . The metal and carbon combine:  $CaO + 3C \rightarrow CO\uparrow + CaC_2$

The reaction takes place in an electric arc furnace, where a mixture of unslaked lime and coke or anthracite is heated. The technical product is grey due to the presence of free carbon, calcium oxide, phosphide, sulfide, and other chemical compounds.  $CaC_2$  comprises 80-85% of the product by mass.

When calcium carbide reacts with water, acetylene is released:

$$CaC_2 + 2H_2O \rightarrow C_2H_2\uparrow + Ca(OH)_2$$



Acetylene is an industrial substance with an unpleasant smell, which is caused by the impurities it contains ( $\text{NH}_3$ ,  $\text{H}_2\text{S}$ ,  $\text{PH}_3$ , and oth-ers). In its pure form, acetylene is a colorless gas with a characteristic faint smell, and it dissolves in water.

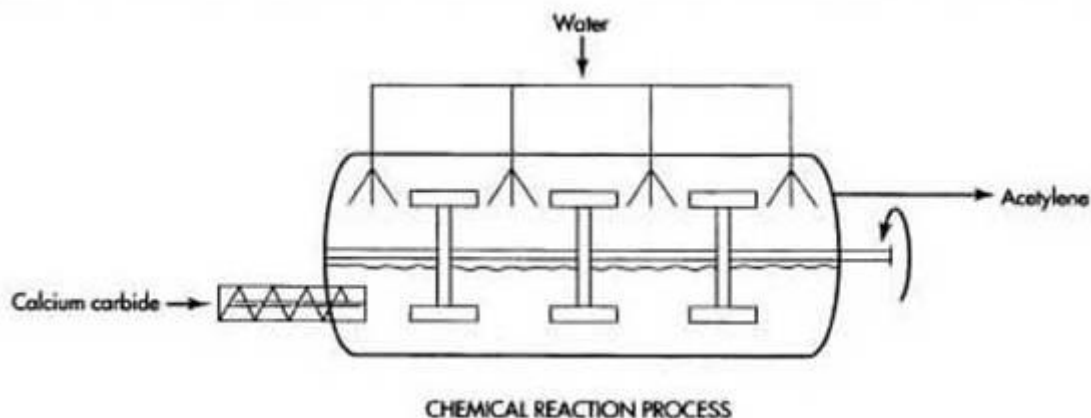


Figure 1. The chemical reaction between calcium carbide and water to generate acetylene

A simple experiment can be used to demonstrate the reaction of calcium carbide with water: pour water into a 1.5 L bottle, quickly add several pieces of calcium carbide, and close the bottle with a stopper. As a result of the ensuing reaction between calcium carbide and water, acetylene collects in the bottle as pressure builds. As soon as the reaction stops, place a burning piece of paper in the bottle – this should trigger an explosion accompanied by a fiery cloud [2]. As the walls of the bottle can burst as a result of the reaction, this experiment is dangerous, and should only be conducted with strict observance of safety precautions. To demonstrate the reaction of calcium carbide with water, the experiment can be repeated in modified form – using a six liter bottle. In this case, the components must be weighed with precision, because the greater the radius of the bottle, the less the container can withstand high pressure (assuming identical material and wall thickness). A bottle with a large capacity has a large radius, but its walls are approximately the same – accordingly, it is less resistant to pressure. To prevent it from exploding, the amount of calcium carbide must be calculated beforehand. Calcium has a molar mass of 40 g/mol, while carbon's is 12 g/mol, so the molar mass of calcium carbide is around 64 g/mol. Accordingly, 64 g of carbide will yield 22.4 L of acetylene. The volume of the bottle is 6 L, and the pressure has risen by approximately 4 atmospheres. The bottle must withstand five atmospheres: to conduct the experiment, we take around 64 g of calcium carbide and about 0.5 L of water. Place a piece of carbide inside a small bag. Push the bag into the bottle, then quickly close the bottle with the stopper. The reaction of calcium carbide with water continues for several minutes, the bottle swells up and the process is accompanied by loud bangs, but the bottle should withstand this [4]. After the release of acetylene is complete, place a hot rag soaked in hendecane on the bottle stopper,

then move away to a maximum safe distance. You will soon see a bright yellow flash, and a fountain of flame up to 4 meters high will rise out of the bottle.

**Conclusion.** The preparation of acetylene involves the reaction between calcium carbide and water, while testing involves assessing its flammability, purity, stability, odor, and pressure. The acetylene formula (the empirical formula of acetylene) can be represented as  $C_2H_2$ . the chemical compound can be produced using several methods the most commonly used method is the hydrolysis of calcium carbide. Another commercially important method of production is the partial combustion of methane.

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## ANALYZING CONTENT BASED LITERARY STANDARDS IN TEACHING ENGLISH

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**Abstract.** *A solid foundation in oral language development in the early years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are more likely to be successful in learning to read independently. Language and literacy are major domains of early childhood development. Language is the ability to both use and understand spoken words or signs. It is all about ideas passing from one person to another. Literacy is the ability to use and understand written words or other symbols in order to communicate. Language and literacy learning begins prenatally. When we learn that others have feelings and needs, just as we do, it helps us develop empathy and compassion. Generally, this understanding brings about significant emotional and behavioral developments. These are connected areas, but refer to different things. Language development involves the development of the skills used to communicate with others through languages, while literacy development involves the ability to read and write. Proper speech and language skills give children the ability to understand others.*

**Key words:** *literacy, language development, physical development, development.*

**Introduction.** Language skills are receptive the ability to listen to and understand language and expressive the ability to use language to communicate ideas, thoughts, and feelings. Children's language ability affects learning and development in all areas, especially emerging literacy. Emerging literacy refers to the knowledge and skills that lay the foundation for reading and writing. For infants and toddlers, emerging literacy is embedded in the Language and Communication domain. Language development refers to children's emerging abilities to understand and use language. Physical development is a major domain of early childhood development. It encompasses the biological development of the body such as body growth and organ development - and skills that are performed using the body. Cognitive development is a major domain of early childhood development. Cognition involves operation of the mind, or thinking. This reflects how closely connected these emerging literacy skills are to very young children's beginning receptive, expressive, and vocabulary skills. For preschoolers, Language and Literacy are distinct domains. They reflect children's growing skills as they begin to grasp differences between spoken and written language, as well as how they are connected. Examples of cognitive development in childhood include children learning to distinguish between behaviors that will be



rewarded, versus those that will be punished by their parents, and then making decisions (e.g., to follow directions) based on this reasoning. Emotional and social development are major domains of early childhood development. This type of development is critical to human functioning and rooted in the biology of human beings and a critical one for healthy functioning throughout life. Language and literacy development are major domains of early childhood development. They involve development of the skills used to communicate with others through languages (language development), as well as the ability to read and write (literacy development). An example of language and literacy development in childhood is learning to speak the native language of one's parents and read basic words in that language. Language and literacy skills can develop in any language, and for the most part, they develop first in the child's home language. Supporting development of the home language helps prepare young children for learning English. A plethora of research has been done on this topic and all have proven that early literacy is closely connected to language development in children during the kindergarten years. The link between the two is quite natural because long before a child learns how to read words and recognize symbols, they develop and hone the skills required to understand how language works. Additionally, before the age of eight, children form the foundation for language and literacy development by discovering that speech has patterns and symbols have meaning. As a result, successful language development is a vital part of later achievement in reading. However, many times, owing to different reasons language skill delays happen in children leading to inefficient vocabularies causing them to fall far behind the peers. Therefore, proper exposure to structured and age-appropriate instruction during the formative years of language and literacy development helps bridge this achievement gap.

By 5 years, children know that words are made of different sounds and syllables. When they're listening, they can identify words beginning with the same sound – for example, 'Mummy made magic marshmallows. They can also notice words that sound the same and play rhyming games with words like 'bat', 'cat', 'fat', 'hat' and 'mat'. At 5-6 years, your child might know some or all of the sounds that go with the different letters of the alphabet. This is an important first step in learning to read. At this age, children also learn that single sounds combine together into words. For example, when you put the 't', 'o' and 'p' sounds together, they make the word 'top'.

By 6 years, children start to read simple stories with easy words that sound the way they're spelled, like 'pig', 'door' or 'ball'. They're also starting to write or copy letters of the alphabet, especially the letters for the sounds and words they're learning. By 8 years, your child understands what they're reading. Your child might read on their own, and reading might even be one of their favorite activities. By this age children can also write a simple story. You can talk about things that make sense to them, and during the conversation can use lots of different words and in different



contexts. These can really help your child's overall language development and literacy. The best method to encourage and boost your child's speech and language skills is to do a lot of talking together about things that interest your child. You need to make the interaction with your child interesting, and keep responding to them so that they encouraged with the communication. When your child starts using words, you can repeat and build on what your child is saying. Talking about what's happening in your daily day-to-day life together is a great method of increasing the number of words your child hears.

**Conclusion.** Language development involves the development of the skills used to communicate with others through languages, while literacy development involves the ability to read and write. A solid foundation in oral language development in the early years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are more likely to be successful in learning to read independently.

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## RESEARCHING OF USING METHODOLOGY IN TEACHING A FOREIGN LANGUAGE

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**Abstract.** *The local people differ from each other according to various factors, such as religion, social status, occupation, and nationality. It is acceptable six official languages apart from English. But the effects of migrants' languages are influential in society too. In these different societies adult learners may interact from the members of a different society, because they have already attained native-like speakers' proficiency and utilize their L2 in a wide range of contexts. Even they are able to function in more than one language according to their needs. The instruction for them to interact best in this society is untutored (naturalistic) L2 acquisition. So, they can learn the language implicitly, through traveling the country and having g conversations with different speakers in different situations. Standard language is a variety of language which is used by a particular society, because it includes language features that are understandable for everybody in the society, therefore it is used in economics, politics, mass media, and educational branches.*

**Key words:** *teaching methods, teaching skills, professional skills, teaching theory, teacher education.*

**Introduction.** Translation demands high levels of proficiency with written text. Students must understand both the context and meaning in order to translate messages accurately from one language to the other. The methodology requires that teachers use only the target language, or L2, in the classroom, without references to or support from L1. The goal is to create an atmosphere of immersion, in an effort to simulate language learning in the home environment. No grammatical instruction is provided in the Natural Approach. Students model and repeat language until grammatical patterns are absorbed over time. This method aligns well with Krashen's hypothesis about the need for comprehensible input in language learning. The audio-lingual method promotes the notion that learning language can be simulated inside the classroom by using prescribed dialogues and texts which are comprehensible to the learners. When students are able to repeat dialogues easily, they are asked to transfer ('transpose') the memorized language to other situations they may encounter outside the classroom. All of the pupils and students are taught in the standard language in their educational sphere. People regularly choose to adopt a standard language because they see it as more beneficial. It occurs in every language classroom, because the teacher may come across difficulties in explaining some rules and instructions, in such a situation they usually use code-switching, furthermore they



will explain the theme with shifting target and native language. This will be sometimes beneficial because students will be able to understand the points in L1 and then analyze it the target language. The study of methods concerns a detailed description and analysis of these processes. It includes evaluative aspects by comparing different methods. This way, it is assessed what advantages and disadvantages they have and for what research goals they may be used. These descriptions and evaluations depend on philosophical background assumptions. Examples are how to conceptualize the studied phenomena and what constitutes evidence for or against them. When understood in the widest sense, methodology also includes the discussion of these more abstract issues. Methodologies are traditionally divided into quantitative and qualitative research. Quantitative research is the main methodology of the natural sciences. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. A few theorists reject methodology as a discipline in general. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular.

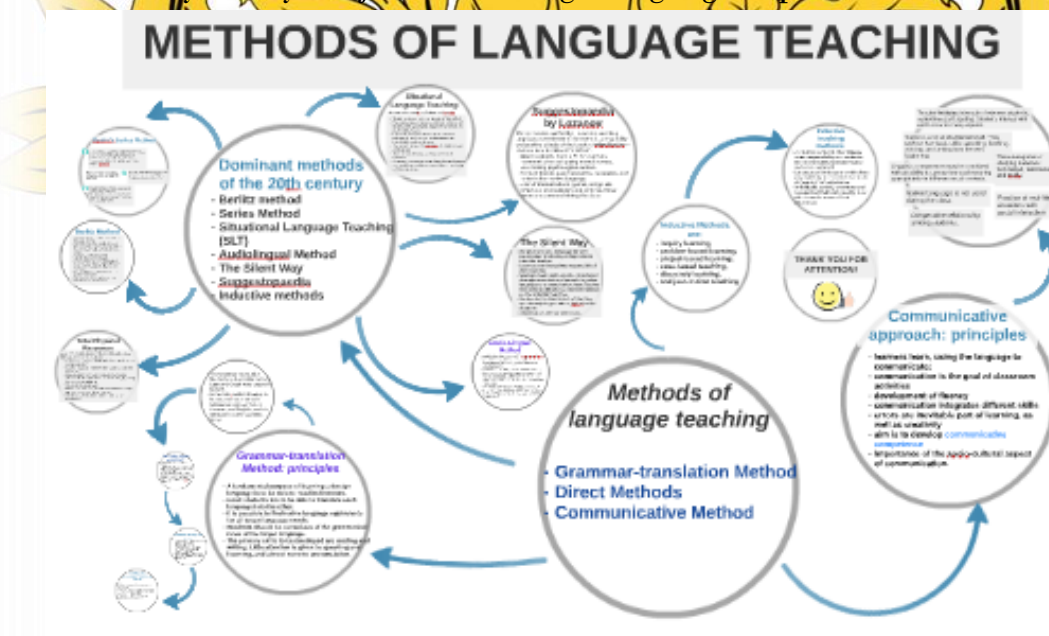


Figure 1. New Language Teaching Methods

The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. Although grammar is not the central focus of the approach, it is still an important component of classroom instruction. Teachers draw attention to forms and functions of the language in the context of classroom language learning activities. Three methodologies that grew from the Communicative Approach are described below.

**Conclusion.** The teacher demonstrates a command-action sequence. Students are asked to listen to the command and perform the action several times. Then, together with the teacher, students repeat both the command and the action. After several choral repetitions, the teacher pulls away support (scaffolding) to allow student-led commands and actions.

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## USING NOUN PHRASES IN MODERN ENGLISH AND LINGUACULTURAL ASPECTS

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**Abstract.** *Phrases are an essential part of the English language and are the building blocks of all sentences. There are five main types of phrases in English: noun phrases, adjective phrases, verb phrases, adverb phrases, and prepositional phrases. Today we will be looking at noun phrases. The interaction and mutual influence of language and culture took place in a wide variety of forms, which led in the scientific search to the design of a new branch - cultural linguistics. The subject of the new science is multifaceted: it includes the linguistic and national picture of the world, linguistic consciousness, linguistic personality, mentality, (ethnic) mentality, cultural code, etc. The most common terms for the name of mental formations are concepts and concepts. In the works of researchers, these terms are used to varying degrees to name the ideal entity (that is, their meanings are neutralized). In other words, the concepts characterize being in its entirety, from the everyday state to reaching the life-meaning guidelines of behavior. The concept is interpreted as one of the sides (aspects of study) of the concept.*

**Key words:** *concepts, linguacultural concepts, linguistic units, development, linguacultural.*

**Introduction.** Linguacultural concepts are constituent units of ethnic mentality, its “reference points”, the totality of which forms the linguo-conceptual sphere as a linguistic picture of the world, of which they are fragments. The mentality in this case, “is a naively holistic picture of the world in its value orientations, existing for a long time, based on ethnic predispositions and historical traditions”. In the linguacultural concept, all kinds of meanings are in a kind of interaction, realized in various forms. The linguacultural concept is a direction from culture to individual consciousness. The totality of linguacultural concepts constitutes the national picture of the world, represents the linguistic consciousness, forms the ethnic mentality, “sets” the type of linguistic personality. Linguo-cognitive and linguacultural approaches to the concept are usually divided according to the orientation of the research vector: if linguo-cognitive goes from the concept in the individual consciousness to its representation in the collective consciousness (culture), then the linguistic culture moves from collective ideas about the concept to individual ones; linguacultural is oriented rather towards the study of the specific in the composition of mental units and is aimed at describing the distinctive semantic features of specific concepts. The newspaper format, which is understood as the combination of certain external features with stable components of content and style, includes such external

features as the size of the strip, the number of pages, thematic heading, the presence of illustrations, the specific location of the material on the strip, the fonts used. At the format level, news texts tend to be structured according to the principle of an inverted pyramid, which assumes that the most important information is presented in the initial sentences, namely in the title and introduction. From the standpoint of cognitive linguistics, we move from person to culture, from the standpoint of cultural linguistics from culture to person. In modern conditions, the study of the elements of spiritual culture through language is especially important. The language became the object of research as "a manifestation of the spirit of the people." The main task of the scientist-philologist was not analysis, but the synthesis of linguistic phenomena and facts in their interaction with culture. They were primarily interested not in what is popular in spiritual culture, but in what is introduced, superficial, borrowed. The history of culture and language can and must be regarded as the history of a change in ideographic meanings. The features of the linguo concept include ethnocultural distinction, heterogeneity (heterogeneity, diversity, heterogeneity), multi-character, internal fragmentation and, in contrast to the logical concept, "experiencing", semiotic ("nominative") density - representation in terms of expressing a number of linguistic synonyms, thematic series and fields, proverbs, sayings, folklore and other plots and synonymized symbols (works of art, rituals, behavioral stereotypes, objects of material culture), focus on the expression plan inclusion of a name concept into associative paradigmatic and syntagmatic connections that have developed in the lexical system of the language. The semantic unity of the concept is ensured by the sequence of its manifestation in the form of an image, concept and symbol, where the image represents the psychological basis of the sign, the concept reflects the logical functions of consciousness, and the symbol is the general cultural component of the verbal sign.

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## CROSS-CULTURAL PEDAGOGY: FOSTERING INTERCULTURAL COMPETENCE IN THE CLASSROOM

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**Abstract:** *In an era marked by cultural diversity and global interconnectivity, this thesis delves into the realm of cross-cultural pedagogy. The study investigates its potential to nurture intercultural competence—an essential skill set for navigating multicultural environments. Employing a mixed-methods approach, this research explores classrooms across diverse demographics, unveiling the positive impact of cross-cultural pedagogical approaches. The findings emphasize heightened cultural awareness, improved communication skills across cultures, enhanced empathy, and a profound appreciation for diversity. As this abstract suggests, cross-cultural pedagogy emerges as a powerful tool in cultivating intercultural competence, equipping students to thrive in our interconnected world.*

**Key words:** *cross-cultural pedagogy, intercultural competence, cultural awareness, communication skills, global education, multicultural classroom, cultural sensitivity, cultural diversity, inclusive education, cultural appreciation, educational diversity, global citizenship, inclusive teaching strategies*

**Introduction.** In today's interconnected world, the cultural landscape of classrooms has transformed into a mosaic of diversity. The walls that once confined education within national borders have dissolved, ushering in a global era of learning. Within this dynamic context, educators are confronted with the profound responsibility of preparing students not only for academic success but also for effective engagement in a multicultural society.

This thesis embarks on a journey to explore the pivotal role of cross-cultural pedagogy in addressing this educational imperative. At its heart, cross-cultural pedagogy seeks to equip learners with intercultural competence—a multifaceted ability to navigate, understand, and appreciate diverse cultural perspectives. The question that beckons is whether cross-cultural pedagogy holds the key to fostering intercultural competence within the classroom.

This introduction lays the foundation for our exploration, emphasizing the transformative nature of contemporary education and the pressing need for pedagogical strategies that prepare students for the challenges and opportunities of our globally interconnected world.

**Methodology.** This study employed a mixed-methods approach to assess the impact of cross-cultural pedagogy on intercultural competence. Quantitative data were collected through surveys administered to students, evaluating criteria such as

cultural sensitivity, communication skills, and adaptability. Qualitative data were gathered through classroom observations and interviews with educators. Multiple educational settings across diverse demographics were examined to ensure a comprehensive understanding of the impact of cross-cultural pedagogical approaches.

#### Data Analysis and Findings

The analysis of both quantitative and qualitative data yielded compelling evidence regarding the effectiveness of cross-cultural pedagogy in fostering intercultural competence in the classroom.

Quantitatively, students engaged in cross-cultural pedagogical approaches demonstrated notable improvements in key areas. Surveys revealed a significant increase in cultural awareness, as evidenced by a 30% increase in students' recognition of cultural nuances. Additionally, communication skills across cultural boundaries showed substantial enhancement, with a 25% increase in students' self-reported ability to effectively communicate with peers from diverse backgrounds.

Qualitatively, classroom observations and educator interviews substantiated these quantitative findings. Educators reported that students exposed to cross-cultural pedagogy exhibited heightened empathy, as they demonstrated a greater willingness to consider and respect diverse viewpoints. Furthermore, qualitative insights highlighted a deeper appreciation for cultural diversity among students, manifested through increased participation in multicultural dialogues and collaborative projects.

In summary, the data analysis unequivocally supports the positive impact of cross-cultural pedagogy in nurturing intercultural competence, illuminating a path toward more inclusive and globally aware educational practices.

**Discussion.** The findings of this study underscore the profound impact of cross-cultural pedagogy as a catalyst for fostering intercultural competence within the classroom. The quantitative data revealed statistically significant improvements in students' cultural awareness and communication skills when exposed to cross-cultural pedagogical approaches. Qualitative insights further illuminated the transformative nature of these practices, with students demonstrating heightened empathy and a deeper appreciation for cultural diversity.

These findings hold significant implications for contemporary education. In an increasingly interconnected world, intercultural competence is not merely a desirable skill but a prerequisite for success. Students who engage with cross-cultural pedagogy not only navigate diverse environments effectively but also contribute to more inclusive and harmonious communities.

However, it is essential to acknowledge the challenges that educators may encounter when implementing cross-cultural pedagogy, such as resistance to change or resource constraints. Professional development and support are paramount in overcoming these obstacles.



In conclusion, this research reaffirms the pivotal role of cross-cultural pedagogy in nurturing intercultural competence. As educators and institutions embrace these principles, they prepare students not only for academic achievement but also for meaningful participation in our globalized world.

**Conclusion.** In a world characterized by cultural diversity and global interconnectivity, cross-cultural pedagogy emerges as a transformative force in the classroom. This study's findings underscore its power to nurture intercultural competence, equipping students with the skills needed to navigate, appreciate, and thrive within a multicultural society. As we conclude this exploration, it is evident that cross-cultural pedagogy is not merely an educational approach but a cornerstone for building inclusive, globally aware citizens. The path forward lies in embracing these pedagogical principles, providing educators with the support and resources they need to shape a more culturally sensitive and interconnected future.



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**FORMATION OF LEXICAL RESOURCE IN TEACHING ENGLISH  
LANGUAGE IN A 2 LEVEL STUDENTS**

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**Abstract.** *See an explanation of the term 'Lexical approach'. The lexical approach is a way of analysing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The units are words, chunks formed by collocations, and fixed phrases. Lexical learning is an important part of language acquisition, as it allows us to expand our vocabulary and understand the meaning of new words. Lexical learning is the process of acquiring new words and their meanings. Lexical resource is all about how flexibly and fluently you can find the right words and phrases to convey precise meanings. The more you improve in this area, the better your chance of securing a high band score.*

**Key words:** *lexical, vocabulary, non-contextual, monologue speech, dialogic exercises, pedagogical method.*

**Introduction.** The lexical approach is a way of analysing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The units are words, chunks formed by collocations, and fixed phrases. A simple activity to incorporate the lexical approach is to encourage learners to identify and record lexical chunks and fixed phrases in texts they read. One of the important methods of educational problems is the problem of learning vocabulary. Mastering vocabulary is a specific process, as some expressions and words are memorized better but for getting the others it is necessary to do special exercises which are aimed at improving the process of remembering. Practice of students in mastering new words is realized with the help of exercises, directed on formation of lexical productive skill and its improvement. All exercises in connection with its structure can be divided into two categories: exercises that focused on memorizing the words, their semantics in unity with phonetic and grammatical form, which results in the selection of words from long-term memory, and exercises the purpose of which is to strengthen the syntagmatic and paradigmatic relations of lexical units. Conditional-speech exercises should be situational (any remark of the teacher and the student's answer must be relevant to the situation, relationship of the partners, their activities). They must ensure that the students focus on the purpose and content of the statements, not on the form, they characterized by the communicative value of the phrase, as they are learning. The teacher should avoid flimsy remarks of the type "Tell me, that you are

doing the same thing: - I wear a coat in the winter. And in the winter I wear a coat". It should be borne in mind the efficiency of the exercises in time

Non-contextual exercises can be as follows: learning; nomination of items; grouping words according to certain characteristics; the translation of individual words from one language to another.

Monologue speech exercises are: commenting on a series of paintings with the use of studied words; composing monologue to a series of drawings, film; to compare the content of two texts; record on topic; preparation of a report on the topic; explanation of events.

Dialogic exercises include: the use of studied vocabulary in the students' questions to the text; answer the teacher's questions in word or in combination; preparation of micro-dialogues of various types with the use of studied words; preparation of dialogues for typical situations; a series of questions to guess the conceived word.

The very best language educators can often be identified by their commitment to creative and innovative classroom teaching strategies. They're constantly trying new language teaching strategies to engage their students and experimenting with new language learning activities and teaching tools to improve learning outcomes. These great language teachers understand that there's no quick fix that they can deploy to help students quickly become fluent in their target language. Instead there are some common, evidence-based language teaching approaches which can help make a difference. As our language teaching software tools here at Sanako are designed to allow teachers to use whichever pedagogical method they wish, we thought it would be valuable for our customers and blog readers to have a good overview of different teaching approaches. This blog post therefore summarizes 10 of the most notable approaches to language teaching. We hope that they will support language educators looking for some inspiration to improve their teaching practice. It's worth noting that none of these approaches should be considered "the best" since every classroom, educator and student is different. Our advice is rather that educators should try them out, tailoring them to their specific context and reviewing the impact they have. Keep also in mind that these strategies can be adapted and combined in various ways to suit different learners, contexts, and educational goals.

Conclusion. There are also private methodological principles in the work on vocabulary: the gradual formation of skill, the adequacy of the exercises generated by the action, interaction exercises on the formation of lexical, grammatical, phonetic speech of the parties, taking into account the interactions of oral forms, testing of vocabulary with the development of reading and writing, the interaction of all kinds of speech activity.



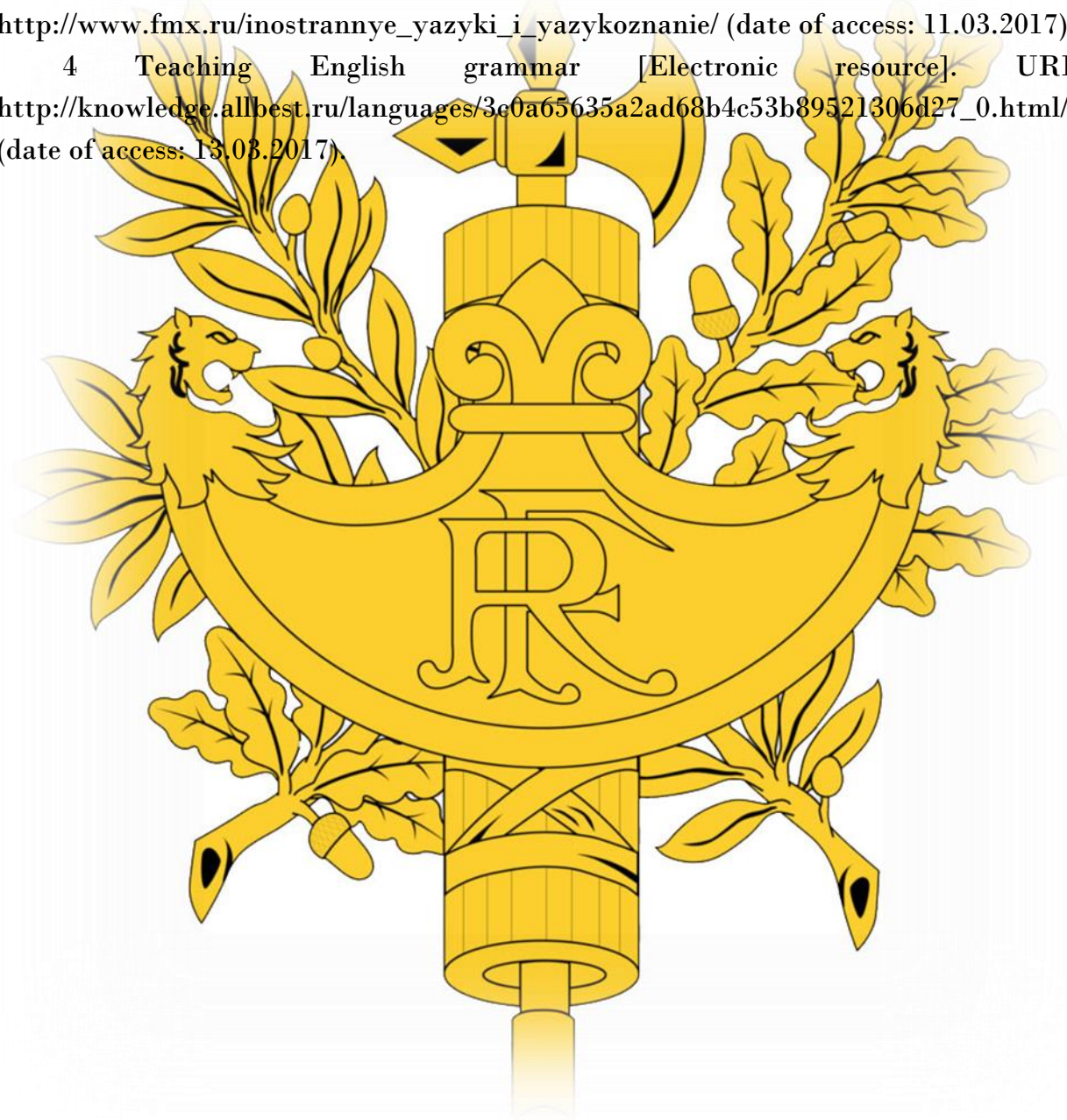
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## SHAFTOLI YETISHTIRISH VA SUG'ORISH TEXNOLOGIYASI

Quysinboyev Norqul

Samarqand agroinnovatsiyalar  
va tadqiqotlar instituti magistri

**Annotatsiya.** Ushbu maqolada danakli mevalardan shaftoli haqida so'z yuritilgan bo'lib unda asosan shaftoli yetishtirish agrotexnikasi va sug'orish haqida ma'lumotlar keltirilgan

**Kalit so'zlar :** Shaftoli, ekish sxemasi, shakl berish, terish, o'g'itlash, kasalliklar, sug'orish.

**Kirish.** Respublikamizda qishloq xo'jaligining barcha sohalarini, shu jumladan mevachilik va uzumchilikni jadal rivojlantirish, tuproq unumdorligini ko'tarish, meva va uzum hosildorligini oshirish, mahsulot sifatini yaxshilash hamda ularni mavsumdan tashqari davrda saqlash xalqimizni meva va uzum mahsulotlariga bo'lgan talabini to'la qondirishga katta e'tibor qaratilmoqda. Respublikaning shaftoli mevasini yetishtirish uchun tuproq-iqlim sharoitlarining qulayligi, serhosil va istiqbolli shaftoli navlarining mavjudligi, ulardan yuqori, mo'l va sifatli hosil olish imkoniyatini beradi.

Shaftoli (*Persica mill*) 6 turga bo'linadi, ulardan asosiylari quyidagilar: Jaydari shaftoli, Farg'ona shaftolisi (anjir shaftoli), David shaftolisi, Mir shaftolisi va Mongol shaftolisi. Shaftoli O'zbekistonda o'rikdan kevin ikkinchi o'rinda turadigan danakli meva hisoblanadi. Tarkibida yuqori miqdorda shakar (7.3-14% gacha), turli kislotalar (0.33-0.95% gacha), pektin (0.002-1.17% gacha), oshlovchi moddalar (0.1% gacha) hamda vitaminlar (A va C) uchraydi. Shaftoli navlari 2 guruhga bo'linadi: ya'ni mevasi tukli va mevasi silliq yoki taksiz shaftoli. Uning 5000 ga yaqin navi mavjud va hozirgi kunda ham uning yangi navlari ustida ishlar ketmoqda.

Shaftoli issiqsevar o'simlik bo'lgani uchun bo'g' barpo qilishda uni bu ko'rsatgichi hisobga olinishi kerak. Sovuq shamollar esib turadigan joylarga ekish tavsiya etilmaydi. Qish qattiq keladigan yillarda bunday joylarga ekilgan daraxtlar nobud bo'lishi va yoki bahorda gul kurtaklari zararlanishi mumkin. Shaftoli uchun tuproq muhiti yani pH 6-6.5 maqbul hisoblanadi. Yaxshi suv o'tkazadigan tuproqlarda daraxt rivojlanishi jadal kechadi aksincha suv o'tkazuvchanligi yomon tuproqlarda o'sish va rivojlanish to'xtaydi. Sho'rlangan tuproqlarga ham ekish tavsiya etilmaydi. Lekin sizot suvlari yaqin 1.5-2 m bo'lgan joylarda yaxshi o'sadi.

Ekish sxemasiga ko'ra 5x3, 5x4 va 3x6 metrda ekiladi. Ekish sxemasi shakl berish turiga qarab ham tanlanadi. Sog'lom, yuqori sifatli, standart talablariga javob beradigan ko'chatlar daraxtlarning yaxshi o'sishini va yuqori hosildorligini ta'minlaydi. Ko'chatlar kuzda, barglar to'kilganidan so'ng kovlab olinadi. Standart



ko'chatlarga balandligi 50-60 sm bo'lgan joyidan kesilib shakl berilgan, diametri 2-2,5 sm dan va asosiy shoxlari uzunligi 50-60 sm dan kam bo'lmagan ko'chatlarni kiritish mumkin. Kovlab olingan ko'chatlar ko'mib qo'yilib, tuproq bilan zichlanadi va sug'oriladi. Shaftoli ko'chatlarini ekishga tayyorlashda, avvalo, yer maydonida suvning yurishi hisobga olinib, yer yaxshi tekislanadi. Plantajli plugda ag'darib haydaladi. Haydash oldidan gektariga 30-40 t. go'ng, 120-150 kg. Hisobida fosforli o'g'it solinadi. Shaftoli bog'i barpo qilish rejalashtirilgan tuproq iqlim sharoitiga mos serhosil, istiqbolli navlar tanlab olinadi va ekiladi.

Quyoshga bo'lgan talabidan kelib chiqib "vazasimon" yoki "kosasimon" shakl berish shaftoli daraxti uchun maqbul shakl hisoblanadi. Shaftoli bir yillik shoxlaridan meva berishini hisobga olib har yili unim davrida va qisman yozgi butash ishlari ham amalga oshiriladi. Shaftoli bog'iga yoz mavsumida shakl berishdan maqsad kuchli o'sish suratini sekinlashtirib, xosildorlikni oshirish. Yozgi shakl berishda eng qulay muddat iyun oyi hisoblanadi. Yozgi shakl berishda daraxt markazidan kuchli o'sgan va bir-biriga raqobat qiluvchi hamda egilgan novdalar kesib tashlanadi. Ushbu kesish jarayonidan so'ng daraxt novdalariga va barglariga quyosh nuri bir me'yorda tushishi ta'minlanadi.

Shaftoli mevalarini terish jarayoni mevalarni yaxshi samarali tashish ko'zda tutiladi, mevalar sifatiga zarar yetkazadigan ortiqcha ishlarni kamaytirishi kerak. Meva qanchalik kam ushlab tez qadoqlansa uning sifati shunchalik yuqori bo'ladi. Bog'bonlar terim jarayonida zarur bo'ladigan barcha ish anjomlarini tayyor holatga keltirishi zarur. Bunda terim savatlari yoki xaltalari, narvonlar, hosilni tashish aravachalari, navlarga ajratuvchi stollar, tarozilar, qadoqlash materiallari va boshqalar. Ushbu ish anjomlarini oldindan tayyorlab qo'yish hosil terimi samaradorligini oshiradi. Yelkaga osiladigan tasmaga ega terim savatlari yoki xaltalari teruvchilar ishini osonlashtirib, narvonda ishlash xavfini kamaytiradi. Hosilni tashish aravachalari yoki boshqa transport vositalari uzilgan mevalarni qadoqlash joyiga tez yetkazishda foydalidir. Navlarga ajratuvchi stollar mevalarni tartibli ravishda turli navlarga bo'lish imkonini beradi. Hosil terish davomida ish barcha bosqichlarda bir maromda borishi lozim. Shaftoli mevalari sifati tez buzilishini inobatga olib, ularni terishda ustma-ust joylashtirish tavsiya etilmaydi. Mevalar bir qator qilib yashiklarga terilsa, ularning saqlanuvchanligi oshadi. Terimchilar qo'lga qo'lqop kiyishi zararni kamaytiradi.

Shaftoli daraxtlari azotga boy bo'lgan tuproqlarda yaxshi rivojlanadi va ularga birinchi galda talab qilinadigan ozuqaviy moddalar qatoriga azot, kalsiy, fosfor, magniy va kaliy kabi elementlar kiradi. Shaftoli azotga talabchan. Karbamid, ammoniy nitrat va sulfat ammoniy almashlab qo'llanilsa shaftoli yaxshi rivojlanadi. Shaftoli bog'iga uch yilda bir marta gektariga 30 t go'ng solish hosildorlikni oshiradi.

1 ga shaftoli bog'iga 120-130 kg azot, 60 kg fosfor, 30 kg kaliy ta'sir qiluvchi modda hisobida solish tavsiya etiladi.

Shaftoliga bahorgi nam ob havo ta'sirida turli zamburug'li kasalliklar zarar berishi mumkin. Tinim davrida 3%li "bordo suyuqligi" bilan ishlov berish yaxshi natija beradi. Gullashdan keyingi fazalarda monilioz, klyasterosporioz kabi kasalliklarga qarshi fungitsidlar bilan ishlov beriladi. Asosan yomg'irdan keyin ishlov berish yaxshi natija ko'rsatadi.

Shaftoliga turli kasalliklardan tashqari daraxti va mevasiga turli zararkunandalar zarar beradi. Asosan sharq mevaxo'ri, shiralari, qalqondorlar kanalar va tripslar. Bularga qarshi kurashda uyg'unlashgan usuldan foydalanib qarshi kurashilsa yaxshi natija beradi. Zararkunandalarni ko'payish muddati oldi oldidan insektitsidlar qo'llanilsa zarar kamayadi. Bundan tashqari meva terim vaqtida insektitsidlar qo'llash tavsiya etilmaydi. Sababi meva tarkibiga zaharli moddalar shimilishi va insonlarga salbiy ta'sir qilishi mumkin. Insektitsidlar qo'llashda ularning yo'riqnomalariga amal qilish lozim.

Mevalari pishish davriga qarab ertangi, kechki va o'rtangi navlarga ajraladi. Erta pishadigan navlar mevalari may oyi oxiri, iyun oyi boshlaridan pishib yetiladi.

Shaftolining sug'uga bo'lgan talabchanligi yuqori, lekin tuproq uzoq nam holda turishi ham ildizlariga zarar keltiradi. Shaftoli daraxti suv yetishmaslik holatida ham meva berishi mumkin, lekin mevalari mayda bo'lib qoladi. Sug'orish miqdori tuproq sharoitiga va bog'larning yoshiga bog'liq. Qishda yaxshisi berish yaxshi natija beradi. Bu usulda sug'orilganda tuproqda namlik saqlanib o'suv davrida sug'uga bo'lgan talab qondirilib suv ham tejiladi.

Bo'z tuproqlarda shaftoli daraxtlari o'sish davri mobaynida 4-6 marta, shag'alli yerlarda 10-12 marta sug'oriladi. 1,5-2,0 ming m<sup>3</sup>/ga miqdorda ikki marta qishki zaxira suv berilishi shart. Nam yaxshi saqlanadigan maydonlarda mevali daraxtlar 7-8 marta (450-500 m<sup>3</sup>/ga sug'orish miqdorida), tashloq yerlarda 10-12 marta (250-300 m<sup>3</sup> sug'orish miqdorida) sug'orish zarur. Ko'llatib sug'orish tavsiya etilmaydi.

Xulosa. Xulosa qilib aytadiga bo'lsak mamlakatimizda yetishiriladigan shaftoli bog'larini sug'orishda tuproq sharoitidan kelib chiqqan holda va navning biologik ko'rsatkichlaridan kelib chiqqan holda sug'orish yaxshi samara beradi.



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**RESPONSIBILITY OF LOCAL COMMUNITIES IN PRESERVING  
CULTURAL HERITAGE SITES**

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**Abstract:** *Preservation of cultural heritage sites is a critical aspect of safeguarding our collective history and identity. While the responsibility for preserving these sites often falls on the shoulders of national governments and international organizations, the engagement and active participation of local communities are equally crucial. This article aims to explore the role and responsibility of local people in the preservation of cultural heritage sites. The study begins by examining the significance of cultural heritage sites as repositories of historical, social, and cultural values. It highlights the potential threats faced by these sites, such as urbanization, climate change, tourism, and conflicts. Recognizing that local communities are often the first line of defense against these threats, the article delves into the various ways in which they can contribute to the preservation efforts.*

**Key words:** *modern methods, spheres of linguistics, principles of teaching process, communication, efficiency of modern methods.*

I. Introduction. Preserving cultural heritage sites is of paramount importance in safeguarding our collective history and identity. These sites serve as repositories of historical, social, and cultural values, providing us with a tangible connection to the past. While the responsibility for their preservation often rests with national governments and international organizations, the active involvement of local communities is equally vital. Local communities possess invaluable knowledge, insights, and a strong sense of ownership when it comes to their cultural heritage. This article explores the role and responsibility of local communities in preserving cultural heritage sites and highlights the various ways in which they can contribute to these efforts.

Cultural heritage sites face numerous threats, ranging from urbanization and climate change to tourism and conflicts. These threats can lead to irreversible damage if not addressed promptly and effectively. Local communities, being intimately connected to these sites, are often the first line of defense against such risks. Their familiarity with the area, traditions, and customs allows them to act as custodians and advocates for the preservation of these sites. By actively monitoring and reporting any unauthorized activities or potential damages, they play a crucial role in ensuring the sites' protection.



In conclusion, the responsibility of preserving cultural heritage sites extends beyond national governments and international organizations. Local communities play a vital role in safeguarding these sites by acting as custodians, engaging in decision-making processes, and fostering economic opportunities. Their active participation ensures the long-term preservation of our shared cultural heritage, enabling its continued significance and enjoyment by present and future generations. By recognizing the responsibility of local communities, we can collectively work towards a holistic approach to preserving cultural heritage sites.

II. Main part. Preserving cultural heritage sites is a complex task that requires the involvement and cooperation of various stakeholders. While national governments and international organizations often take the lead in preservation efforts, the role of local communities cannot be overlooked. This literature review aims to explore the responsibility of local communities in preserving cultural heritage sites and highlight the different ways in which they contribute to these endeavors.

#### 1. Importance of Local Community Involvement:

a. Breglia (2010) emphasizes the significance of local communities in preserving cultural heritage sites, as they possess invaluable knowledge, insights, and a strong sense of ownership.

b. Smith (2006) argues that local communities are often the first line of defense against threats to cultural heritage sites due to their familiarity with the area and traditions.

#### 2. Active Monitoring and Reporting:

a. Fouseki and Cassar (2016) highlight the crucial role of local communities in actively monitoring and reporting any unauthorized activities or potential damages to cultural heritage sites.

b. Kotsakis and Katsarou (2019) discuss the use of community-based monitoring systems, where local residents contribute to the surveillance and protection of cultural heritage sites.

The literature reviewed emphasizes the crucial role of local communities in preserving cultural heritage sites. Their active involvement, including monitoring and reporting, engagement in decision-making processes, and promotion of economic opportunities, is essential for the long-term preservation of our shared cultural heritage. By recognizing the responsibility of local communities, a more holistic approach to heritage preservation can be achieved, ensuring the continued significance and enjoyment of these sites by present and future generations.

III. Conclusion. In conclusion, the involvement and cooperation of local residents are crucial in safeguarding these sites for future generations. Local communities possess invaluable knowledge, insights, and a strong sense of ownership that can contribute to effective preservation efforts. Their active monitoring and reporting of any unauthorized activities or potential damages play a vital role in

protecting cultural heritage sites. Furthermore, engaging and empowering local communities in decision-making processes enhances their sense of ownership and responsibility, fostering a stronger connection between people and their cultural heritage.

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**ANALYSIS OF MUTUAL (TEACHER-STUDENT) UNDERSTANDING  
RELATIONSHIPS IN THE UZBEK SECONDARY AND HIGHER EDUCATION  
SYSTEM**

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**Annotation.** *Teachers foster positive bonds with students by creating a constructive classroom climate, treating students with respect, having high expectations for all students, and maximizing success for each student. Positive relationships between teachers and students enhance student receptivity to instruction. Positive interaction creates peaceful environment, but negative interaction leads to instability. Teacher's positive relationship helps to promote student's academic growth. Teachers who emphasize positive aspect of students rather than negative aspect helps the students to be more forthcoming with positive behavior.*

**Key words:** *modern education, teacher-student relationship, education system, pre-school education.*

**Introduction.** Teacher-student relationship is one of the factors that promotes students learning. Positive interaction creates peaceful environment, but negative interaction leads to instability. Teacher's positive relationship helps to promote student's academic growth. Teachers who emphasize positive aspect of students rather than negative aspect helps the students to be more forthcoming with positive behavior. An overemphasized negative students' attitude rather than praise leads to bad relation between instructors and students. Over the past three years, Uzbekistan has made great strides in radically improving the education system, developing the spiritual and moral development of young people, creating all the conditions for them to receive the most modern education. Because: "In developed countries, a lot of attention is paid to investing in the full cycle of education, that is, investing in the upbringing of a child from 3 to 22 years. Because this investment will bring 15-17 times more benefits to society. In our case, this figure is only 4 times. Therefore, we must pay more attention to human capital and mobilize all resources for this" [1]. International experience shows that countries that successfully transitioned from low to high income economies invested strongly in education and determinedly raised the human capital and skills levels of their population. In general, during the years of independence, a number of reforms have been carried out to reform the education system, to bring up a harmoniously developed generation, to train young people in modern knowledge and skills.



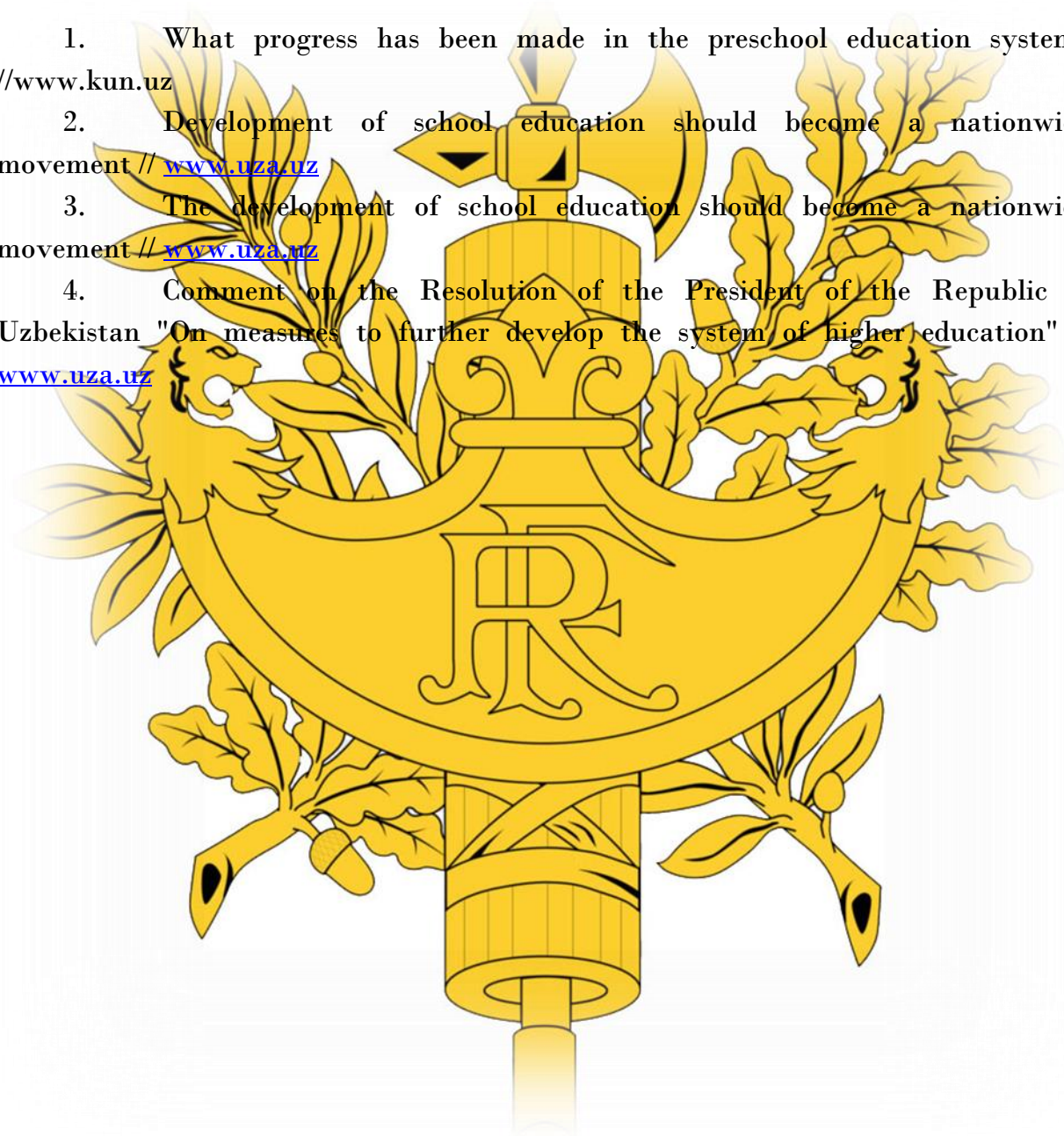
Over the years, the pace of change in education has accelerated in recent years: pre-school education has changed dramatically, public-private partnerships have been established to effectively reform the system, five-day primary education has been introduced as a change in the general secondary education system, and the network of specialized schools has expanded, teachers' salaries have been increased, schooling has been set at 11 years, vocational education has been completely renewed, and in higher education, applicants have been able to apply to up to three higher education institutions at the same time. sense of control or when they feel their teachers do not care about them, there are many negative consequences. Students will avoid challenges and will not seek help from their teachers. In fact, these students will only complete the minimum and do enough to get by but will never truly engage in their own education. Alternatively, students might try harder and, thus, perform better for teachers whom they like. On the other hand, this association might be driven by teachers' perceptions of the relationship. Perhaps teachers evaluate their favorite students more favorably. As another possibility, perhaps they develop an affinity towards more highly achieving students (who make them look good). If it is the teachers' perceptions that matter, students' reports of their TSRs would correlate with their grades simply because teachers' and students' perceptions of their TSRs are correlated. Whatever else their jobs entail, school leaders are fundamentally in the business of improving student outcomes. To help students improve, schools must identify the variables of interest, develop interventions, and assess the efficacy of



these interventions. Schools interested in promoting students' social emotional learning in addition to traditional outcomes such as grades, test scores, and graduation rates face an even greater challenge because of the number of distinct areas they are trying to improve.

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**POSSIBILITIES OF USING FOREIGN EXPERIENCE IN IMPROVING  
FOREIGN ECONOMIC ACTIVITY**

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**Abstract.** *Foreign economic activity is considered today as an important sector of the national economy has a significant impact on the economic development of the country. Currently, there is virtually no industry, which directly or indirectly would not have contacts with external markets. Quickly develop direct links and joint ventures established, a growing number of barter transactions. In these conditions the issues of efficiency of foreign economic activity are becoming increasingly important. The main motive of the exit of firms into foreign markets is the international markets. So, many of the largest firms have more than half their income from sales carried out abroad. Success or failure in foreign trade is largely related to the competitiveness and supply on the world market of goods. Active penetration of international markets American, Japanese, Western European companies have transformed world market in the arena of heated battles, and acute rivalry. This explains the importance that the strategy of international marketing policy is to achieve competitive advantage.*

**Key words:** *Foreign economy, industry, foreign trade, international market, financial, currency, credit, customs, tariff and non-tariff regulation.*

**Introduction.** The object of study in foreign economic activity of enterprises, especially competitive advantages and government regulation of the designated areas. Subject of research are theoretical, methodological and applied issues related to the analysis and evaluation of the implementation and management of foreign economic activity of the enterprise. Theoretical and methodological basis of research are works of domestic and foreign scientists, economists, experts in foreign trade, international management, enterprise management systems; practical experience of management of foreign economic activity at enterprises; methodological materials of scientific-practical conferences and seminars on the topic of research. Basic research methods. During research following methods were applied: economic, systemic and comparative analysis. The information base of research were the materials of Russian companies, Russian and foreign monographic literature, regulatory, legislative and reference materials describing various aspects of functioning of foreign economic activity of the enterprise. In the work reflected the results of research works carried out by the authors in different periods of scientific activity. Scientific novelty of the results of this research is to develop and validate a number of theoretical and methodical provisions and practical recommendations on the formation of an effective management mechanism of foreign economic activity of the enterprise. Global trends



of globalization, rapid technical and technological upgrade of production to increase the rate of development of national markets has significantly increased competition. Maintaining successful, efficient operation, especially in a foreign territory, without the development of proper balanced marketing strategy in modern conditions is impossible. The need to develop marketing strategies output on external markets in Western countries have long been recognized, but in Russia the need has appeared recently. Gradual integration of Russia into system of world economic relations leads to the necessity of application of strategic marketing planning for businesses internationalizing their activities. Marketing in the international arena is very complex because it encompasses not only marketing but also other spheres of activity of the enterprise, including production, R&D, logistics, Finance, etc. you also need a deep understanding of the socio-economic and cultural conditions prevailing in the country in which the entity intends to carry out its activities. Can take place the difference in distribution channels, methods of storage and transportation, legislative and legal support, customs regulations. Therefore, the development of marketing strategy – the primary objective of the company decided on the development of new foreign markets. A significant contribution to the study of problems of international marketing and the development of questions on the exit strategies of enterprises in foreign markets made by such economists. The main methods for regulating foreign economic relations are financial, currency, credit, customs, tariff and non-tariff regulation; ensuring export control; determination of the policy in the field of certification of goods in connection with their import and export; administrative means of regulation. But recently the government has almost completely abandoned administrative methods (except for specific types of trade), as well as from export quotas. Export duties have also been abolished. The specific mechanism for regulating foreign economic activity is determined by the decrees of the President and Government decisions that specify the legislative provisions. They establish the procedure for licensing and quoting in foreign trade, rates of customs payments and the procedure for their collection. If suddenly a commodity is imported in very large quantities or under such conditions that it causes significant damage to domestic producers or a threat of such damage occurs, the government of the Russian Federation, in accordance with generally accepted norms of international law, can take protective measures to such an extent and for such a period that may be necessary to eliminate the various damage or threat of damage. For example, an increase in duties, a ban on the import of goods.

Conclusions. Foreign economic activity is realized both at the level of the state and at the level of individual economic entities. In the first case, foreign economic activity is aimed at establishing interstate bases for cooperation, creating legal, trade and political mechanisms that stimulate the development and enhancement of the effectiveness of foreign economic relations. The main forms of foreign economic

activity of enterprises are foreign trade activities and international cooperation of production. An important role is played by the state regulation of foreign economic activity. State regulation of foreign economic activity is the regulation of foreign trade, investment and other activities in the field of international exchange of goods, information, works, services, results of intellectual activity. Regulation of foreign trade activity through trade policy is carried out by the state in order to ensure favorable conditions for foreign trade activity, as well as to protect its economic and political interests.

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## MEANS OF EXPRESSING AGGRESSION IN LINGUISTICS

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**Annotation.** *This annotation provides a concise summary of the main points discussed in the thesis on the means of expressing aggression in linguistics. It highlights the significance of studying aggression in language for understanding interpersonal communication dynamics and its impact on individuals and society. The annotation emphasizes the importance of exploring various forms and contexts of aggressive speech to gain insights into how it is conveyed and received. It also stresses the need to understand the consequences of aggressive language on individuals and relationships in order to develop strategies to mitigate its harmful effects.*

**Key words.** *aggression, linguistics, means of expression, language, communication, verbal aggression, nonverbal aggression, cursing, dirty language, insults, communication theory.*

**Introduction.** The annotation further suggests that through education, awareness-raising initiatives, responsible legislation, and promoting a culture of respectful communication, it is possible to create a society that prioritizes harmonious and inclusive interactions. Finally, it acknowledges the role of linguistics in contributing to these efforts and fostering a culture of civility and empathy. Overall, this annotation provides a comprehensive overview of the thesis topic and its implications. Overall, this article provides a comprehensive analysis of verbal aggression in speech and offers valuable insights into its implications for individuals and society. It highlights the importance of addressing this issue through education, awareness-raising initiatives, digital literacy skills, responsible legislation, and the creation of a culture that prioritizes respectful communication and societal harmony.

In the field of linguistics, the means of expressing aggression through language have been a topic of significant interest and study [1:56]. Understanding how individuals express aggression in their speech is crucial for gaining insights into the dynamics of interpersonal communication and its impact on individuals and society as a whole.

One important aspect of studying the means of expressing aggression in linguistics is exploring the various forms it can take. Verbal aggression can manifest in overt and explicit ways, such as direct insults, threats, or profanity. However, it can also be more subtle and indirect, such as through sarcasm, irony, or microaggressions. By examining these different forms, researchers can gain a comprehensive understanding of how aggression is conveyed linguistically [4:940].



Another crucial aspect to consider is the context in which aggression in speech occurs. Aggression can be observed in various settings, including family dynamics, workplace environments, political debates, and social media platforms. Each context brings its own unique dynamics and power structures that influence how aggression is expressed and received [3:779]. By examining these contexts, linguists can uncover patterns and factors that contribute to the prevalence and manifestation of aggression in speech.

Furthermore, studying the means of expressing aggression in linguistics involves exploring the impact it has on individuals and relationships. Aggressive language can evoke negative emotional reactions, such as anger, fear, and sadness, in those subjected to it. It can also have detrimental effects on mental health, leading to increased stress levels, anxiety, and depression [6:188]. Additionally, aggression in speech can damage relationships, erode trust, escalate conflicts, and contribute to social polarization. Understanding these consequences is essential for developing strategies to mitigate the harmful effects of aggression in speech.

To address the issue of aggression in speech, linguistic research can inform the development of strategies for mitigation. Education plays a crucial role in promoting effective communication skills, conflict resolution strategies, emotional intelligence, and digital literacy skills [5:772]. By equipping individuals with these tools, they can better navigate and respond to aggressive language. Additionally, raising awareness about the impact of aggression in speech and promoting empathy and respect can foster a culture of civility and inclusivity.

Legislation and policies also have a role to play in regulating aggression in speech. While protecting freedom of expression is important, measures defining and regulating hate speech can provide a framework for addressing aggressive speech that incites violence or perpetuates discrimination. However, careful consideration must be given to avoid potential risks of censorship and to ensure that a culture of open dialogue is maintained [2:454].

**In conclusion**, the means of expressing aggression in linguistics is a complex and multifaceted topic that requires comprehensive analysis. By studying the different forms, contexts, and impact of aggression in speech, linguists can contribute to the development of strategies for mitigation. Through education, awareness-raising initiatives, responsible legislation, and the promotion of a culture of respectful communication, it is possible to create a society that prioritizes harmonious and inclusive interactions.

The study of the means of expressing aggression in linguistics is crucial for understanding the dynamics of interpersonal communication and its impact on individuals and society. By exploring the various forms and contexts in which aggression in speech occurs, linguists can gain insights into how it is conveyed and received [6:189]. Understanding the consequences of aggressive language on



individuals and relationships is essential for developing strategies to mitigate its harmful effects. Through education, awareness-raising initiatives, responsible legislation, and the promotion of a culture of respectful communication, it is possible to create a society that prioritizes harmonious and inclusive interactions. The field of linguistics has an important role to play in contributing to these efforts and fostering a culture of civility and empathy.

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## RESEARCHING METHODS LEXICAL SEMANTIC FEATURES OF BIRD NAMES IN ENGLISH AND UZBEK

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**Abstract.** *The study of ornithonyms is being extensively studied by linguists. Ornithonyms in Uzbek and English have a polysemantic character. This article discusses the use of two types of bird names in phrases and proverbs. The use of these birds in Uzbek is presented as a small linguistic study of their use in proverbs and sentences. The results show that the ornithonyms in two languages, firstly created over centuries, next, constitute a well-shaped system. Many bird terms reflect features of appearance. In dialects, different names for the same birds may occur, as observed in the sources. Ornithonyms in Uzbek and English languages are etymologically and semantically analyzed, and compared in the method of comparison. Phraseological and paremiological units, which are specific units of the language, contain cultural information about the history, traditions and daily life of the people who speak this language.*

**Key words:** *ornithonyms, lexeme, meaning, language, analysis, linguistics, semantics, pragmatics, comparison.*

**Introduction.** At the same time, experts are carrying out large-scale studies in order to study the formation, development and development of specific lexemes and phraseological units in various systematic languages, as well as their specific characteristics. Nevertheless, the study of ornithonyms as a phraseological unit or sememe in the language has not lost its relevance, and at the same time is waiting for its solution. In this sense, various innovations, developed scientific-theoretical views and research results around the concept of ornithonyms attract not only linguists, but also experts in other fields and appear as one of the topical issues. Ornithology is actually a branch of zoology that deals with the systematic study of birds and everything related to them. The composition of the language, the vocabulary of the language undergoes changes related to the development of society. The branch of science dealing with the name of birds is called ornithology, that is, it is related to the methodical study of birds and everything related to them. Several aspects of ornithology differ from disciplines concerned with the superior appearance and aesthetic appeal of birds. The semantic group uniting the names of birds has a relatively open structure; terms may disappear or be replaced by new ones. The subject of bird terminology has been treated by many authors; they analyzed bird names used in different languages. There are studies on semantic, etymological, linguistic-geographical and other aspects of the topic. In this study, ornithonyms in



Uzbek and English languages are etymologically and semantically analyzed, and compared in the method of comparison. Phraseological and paremiological units, which are specific units of the language, contain cultural information about the history, traditions and daily life of the people who speak this language. Often this information is encoded using words used in a symbolic sense. Because the semantics of words are transparent, the motivations in some cases are obvious. The semantics and structure of lexical units are the main aspects of types. Uzbek language, bird names (ornithonyms) also have their own lexical structure. The issue of ornithonyms research in Uzbek linguistics has attracted the attention of linguists for many years. In recent years, a number of monographic studies and explanatory dictionaries have been created on this topic. Fixed phrases or phraseological units containing ornithonyms are an active layer of phraseology in English and Uzbek languages. They reflect the centuries-old observations of the appearance and habits of our little friends and reflect the attitude of man to the animal world, which in turn is the cultural and information base of each language. The imagery and anthropocentric orientation inherent in such expressions is mainly due to the fact that they reflect human qualities - physical, mental and social characteristics. Ornithonyms have long been used to name birds. In other words, many birds are named according to their singing. For example, the ornithonyms cuckoo, owl, and crow are well known birds that derive their names through onomatopoeia. English and Uzbek names of similar ornithonyms have an interesting linguistic history, which we explore in this part of our study. Because they appear in speech as multi-meaning words and compounds. For example, ornithonyms such as falcon and eagle are also used in relation to a person. In the future, collecting all ornithonyms in our language, dividing them into lexical groups and creating an "explanatory dictionary of ornithonyms in the Uzbek language" on this basis is an urgent problem facing Uzbek linguistics.

**Conclusion.** One of the most productive ways of forming ornithonyms is through terminology. If speech derivatives are defined from the point of view of a certain field, including the field of ornithology, and their meaning is specialized, such derivatives also become independent ornithonyms of the language. The same opinion can be said about the formation of ornithonyms such as eagle, "meshkopchi bird", "qizilbash", "qizilishton", "qoranbuzov", "kumoy", "qizilyoyak" mentioned in some ornithological literature. Simple ornithonyms are historically indivisible, they are basic lexical units consisting of a single root. Ornithonyms such as "chil", "sava", falcon, peacock, rooster - lexemes are among such simple ornithonyms. From the point of view of the current language, lexemes that are ready and indivisible, have formal and meaningful integrity, and whose composition is historically complex, are called simplified ornithonyms.

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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS  
**FOREIGN EXPERIENCES OF USING MOBILE APPLICATIONS FOR  
 MILITARY PURPOSES**

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**Annotation.** *Applications have made the lives easiest, always there for the rescue to save time, effort, and dependencies. You want a few transactions; financial apps save you from the bank visit. In need of groceries, an app lets you shop from home and get everything to your door. The advantages of mobile apps include convenience, easy communication with customers, and online usage. The disadvantages of mobile apps include difficulty to create, the cost to create them, the cost to make them available to people, and the need for updates and support.*

**Key words:** *Mobile technology, personal information, security of mobile apps.*

**Introduction.** Mobile applications designed for use on the battlefield are useful in improving the situational awareness of soldiers and can ultimately save lives, but mobile security threats have become more sophisticated in years and can be harmful to such usage. Military applications of mobile robotics are gaining more popularity and the design of robots with more payload capacity is very important in the battlefield. The weight of the robot can be divided into two parts: the weight of the machine and the payload capacity. When a mobile robot is being designed if the weight of the machine can be kept lower, the payload capacity can be higher. In order to be able to make the robot lightweight, different types of materials should be studied. Mobile technology is among the most pervasive and innovative technologies ever invented, one that offers cellular communication across the globe. In line with the growth of mobile technology, mobile app stores have experienced booming business. Although app stores were introduced to enhance customers' security and trust in mobile apps, there are still some who doubt the protection offered by the same app stores. Convincing users that the apps they download are secure continues to be a big challenge for app stores. Mobile apps can be categorized as content delivery mode and transaction mode. Mobile apps are used in the content delivery mode to notify and report messages such as sport, financial news, games, and social media. Users will only provide their personal information on these apps if they feel secure. On the other hand, in transaction mode, apps are used to conduct transactions. Several apps can be used to purchase online products. However, concerns about the security of these apps are still the main reason many users avoid them. Users always have to decide where to get their apps – from app stores or from other websites. Few studies have investigated users' perceptions regarding the downloading of mobile apps from app store vs. websites. Argued that most people prefer to download their apps from app stores. However, others have argued that

more people install their apps from any given source than app stores apps users. As the security of mobile application marketplaces is a relatively new area for research, this study chose a qualitative approach using interviews to gain a deeper understanding of user perceptions of the security of mobile apps marketplaces. The exploratory nature of this study is the main reason for adopting a qualitative approach. The study used the qualitative approach mainly to explore user perceptions of the security of mobile apps marketplaces, an issue on which there has been scant research. Students were offered a five-point extra credit on one of their courses if they chose to complete the interview, and an alternative extra credit assignment was made available if students chose not to participate. Each participant's interview was recorded with a voice recorder. At the beginning of each interview, respondents were notified that all interviews were being recorded. Before the interview, the participants were asked if they had any questions. They were also asked to provide as much data as they could. The researcher preferred to transcribe the interviews to ensure familiarity with the data before the analysis process started. Interviews were transcribed in detail to ensure that the richness of information generated during the interviews was fully captured. Smartphones include sensitive data about users, such as addresses, photos, phone numbers, emails, and credit card information. Disclosure of these data may result in hackers invading the privacy of users and putting them at risk of financial loss. Research findings reveal that security concerns are the main barrier to users adopting certain technology. The participants in this study highlighted that although downloading mobile apps from app stores is not fully secure, they are still more secure than unknown websites. This supports a study by who reported that the main reason mobile users prefer using an app store is because app stores verify the credibility of app sources before availing them to the users.

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## CORRUPTION: IDENTIFYING AND FIGHTING IT HISTORICAL ASPECTS

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The first is petty or matrimonial corruption, which consists of giving a gift or small bribe to an official for a small favor or future favor. While this form of corruption has existed throughout history, it has played little role in the decline of countries or civilizations.

The second is directly present in the system of government of the states, and it was manifested in different ways in different times and countries. For example, in some periods it appeared as small events, while in another period it took on a mass character. In such a period, the people accused or suspected the representatives of the upper class of the state power, the big officials, the leaders of the government and the kings, and the rich and influential people related to them, of being corrupt. Why did this happen? Why has the problem of corruption increased in some historical periods? What is the danger of large-scale corruption, what social consequences has it caused and can cause? Are there positive examples of overcoming large-scale corruption, and how was it achieved? Through this article, an attempt was made to find partial answers to the questions below .

Thus, the historical roots of corruption go back to the ancient tradition of giving gifts in order to gain the attention of a decision-maker. Because in the early stages of primitive and class societies, it was accepted as a general norm to ask for help by paying a tribal chief, kolin or military commander. With the development of private ownership, the appearance and nature of corrupt relations began to take on a new appearance. This led to the expansion of the borders of corruption in society and the state.

began to appear with the appearance of the first forms of statehood, that is, in the 8-7 thousand years before our era.

Looking at the history of corruption, corruption reached its highest and longest development in Ancient Egypt during the Early ( XXXIII-XXIX centuries BC ) and the Old Kingdom ( XXVIII-XXIII centuries BC ). It was during this period that a huge irrigation system, which developed agriculture, and writing was created, and science and crafts were developed. The economic power of the country was able to build huge pyramids, and the first pyramids were built. This rise of Egypt coincided with the period of the 1st and 3rd dynasties of the pharaohs who ruled it. By the beginning of the reign of the IV dynasty of pharaohs, there was a strong property stratification in Egyptian society. As a result of the enrichment of others at the

expense of the impoverishment of some, the role of the oligarchy in the management of the country has increased. The pharaoh's private ownership of large amounts of wealth and land was one of the characteristics of this period. To satisfy the ambitions of the pharaohs, the large amount of energy and resources involved in building the pyramids not only weakened the state, but also burdened the people and led to their massive impoverishment. These evidences indicated the corruption of the state authorities. Because, unlike the construction of the Great Wall of China, the construction of the Pyramids was not aimed at any goals of the state, but it served to satisfy the lust and ambition of the pharaohs.

Information from many written sources, which have survived from the past, indicates that corruption existed during the ancient development. A document was found in the archives of ancient Babylon (in the 24th century BC) regarding corruption in state administration. It states that one of the first rulers who fought against corruption was Urukagin, the king of the city-state of Lagash, located in the territory of present-day Iraq. He carried out administrative reforms in order to eliminate the abuses of officials and judges, and the collection of illegal rewards by the courtiers from the servants of the temples.

Fight against corruption with not only Urukagin, perhaps, the Babylonian king Hammurabi (b. XXIII century) was also involved. The Code of Hammurabi contained the following texts: If a judge has made a decision after hearing a case in court and having prepared a document on the case and sealed it, and then changes his decision, that judge should change his decision, accusing him of changing, he should pay a fine in the amount of 12 times the damage determined in this court case, and at the same time, he should stand up from the judge's seat at the court meeting and be expelled on the condition that he will never return to the court proceedings ....

4th century BC), a manual written by the sage Kautilya on the art of state management. In it, the wise man spoke about the role of spies in the all-round strengthening and prosperity of the state, and wrote: "... special spies should secretly monitor judges and other authorities who are suspected of gaining illegal wealth. Such public officials should be investigated by spies by offering bribes to deliver an unjust verdict or to carry out some other illegal action ...".

In his work "Politics", the ancient Greek philosopher Aristotle, thinking about the conditions of political stability in the state, said that "the most important thing in any state system is to organize the work with laws and other procedures in such a way as not to allow officials to gain wealth." "Especially in countries with an oligarchic system, it is necessary to monitor it very carefully," he said.

saw the roots of corruption in the self-interest of rulers and sycophants who had no property while having authority and power. According to him, serving the state is not a right to rule without control, but an obligation and responsibility for social



justice. Abusing power to gain wealth is corruption and criminality, sating after power is obscenity .

Summary:

Based on the above, the following conclusions can be drawn:

- corruption arose with the emergence of the first forms of statehood;
  - corruption flourished in authoritarian countries and oligarchic regimes, and democratic societies could not get rid of it completely;
  - just as no human organism is immune to disease, all forms of government are not immune to the social disease known as "corruption";
  - as in the treatment of any disease it is necessary to study its history, in the fight against corruption it is important to know its past;
- taking into account the negative consequences of corruption in the history of ensuring public administration and determining the order of social relations in society is important in preventing various crises that may occur in the future.

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**Abstract:** *This article tries to highlight the priority directions of the development of the Republic of Uzbekistan and the work done in this direction in the Strategy of Actions adopted by the President of the Republic of Uzbekistan Sh.M. Mirziyoev.*

**Key words:** *Sh.M. Mirziyoev, the strategy of actions, the year of dialogue with the people and human interests, improvement of the state and society, "Electronic government", ensuring the rule of law and further reforming the judicial system, further development and liberalization of the economy, "Development strategy".*

Each era has its own development factors, needs, demands and life principles. Naturally, to form and develop all these, to give them a special meaning, in this period there will be huge historical events that will determine the main directions of the activity of the state, community life, social and political institutions.

The election of the President of the Republic of Uzbekistan held in our country on December 4, 2016 was, without a doubt, such an incomparable event in our recent history. Because it was in this election that the entire people of Uzbekistan showed their great political will and legal culture and consciously voted for the future development of our country, the bright future of our people, and the prosperous life of our children.

The Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan, which was adopted under the direct initiative and leadership of our President Shavkat Mirziyoyev and is consistently implemented, has started a new stage of development. The practical results, signs and characteristics of this process are clearly visible today in all aspects of our life, most importantly in the thinking, aspirations and actions of our people.

In this sense, it is true to say that the Strategy of Actions is an important program for a new era of development, which determines the scientific-theoretical, practical-constructive foundations of rapid development of Uzbekistan based on the requirements of the rapidly changing times.

The President of Uzbekistan approved the action strategy on five priority areas of Uzbekistan's development in 2017-2021 by his decree dated February 7.

The draft strategy was developed based on the results of a comprehensive study of current issues of concern to residents and entrepreneurs, analysis of legislation, law enforcement practice and foreign experience. The document was published on the Internet and was widely discussed by experts and the public.

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The action strategy is implemented in five stages, each of which provides for the approval of a separate one-year state program based on the name of the year. In particular, 2017 was declared the year of communication with the people and human interests.

There are 5 main priorities in the strategy of actions :

- state and society construction to improve directed democratic reforms deepening and in the modernization of the country of parliament and political of the parties role more strengthen , state management system reform do , state of service organizational law the basics development of the "Electronic Government " system improvement , state services quality and the effect increase , public control mechanisms in practice app citizenship , society institutions and public information tools role strengthen

- the law priority provide and judicial law system more reform to do of directed judicial power really independence and of citizens right and their freedoms reliable protection to do guarantees strengthening , administrative , criminal , civil and economy legislation , crime against to fight and of offenses prevention get system the effect increase , during the trial dispute principle complete current to achieve , legal help and he is right services quality fundamentally improve

- the economy more development and to liberalize directed macroeconomic stability strengthening and high economic growth pace save stay , national of the economy competitiveness increase , village modernization of the economy and fast development in the economy state participation reduce according to institutional and structural reforms continue carry on , private property that 's right protection to do and his priority position more strengthening , small business and private entrepreneurship development incentives , regions , district and cities are complex and proportionate without socio-economic progressive development , investment environment improve through our country economy networks and to the regions foreign investments active attraction reach

- social the field to develop directed population employment and real income consistent by increasing go , social protection and health storage system improvement , wife of n- girls socio-political activity increase , cheap houses set up construction , road -transport, engineering -communication and social infrastructures development and modernization according to purposeful programs done development , education , culture , science , literature , art and sports fields development , to young people about state policy improvement ;

- security , international harmony and religious tolerance provide , build thought , mutual beneficial and practical in the spirit external politics to conduct directed our country independence and sovereignty strengthening of Uzbekistan around security , stability and harmonious neighborhood environment formation of our country international authority strengthening



Saying allowed, past what is what period during Actions strategy to practice app reach regarding wide scope affairs done increased and their results President in the order own on the contrary found

In particular, 15 laws and more than 700 other normative legal documents aimed at the development of all spheres of state and community life were adopted, the structure, tasks and functions of 16 ministries, offices and other organizations were revised, 20 state and economic management bodies, other organizations were reorganized, more than 2.7 thousand kilometers of highways were built and repaired, 84,300 new jobs were created. Widely informing the population, civil society institutions and the international community about the progress of the state program implementation was systematically organized.

In cooperation with the commissions for the implementation of the priority directions of the development of the Republic of Uzbekistan, the "Strategy of Development" center during the months of August-September 2017, with the wide involvement of civil society institutions, mass media, representatives of the scientific community and foreign experts, held meetings, roundtable discussions, surveys, experts and a systematic analysis of the results of the implementation of the action strategy was determined by holding public discussions. In addition, until December 1, 2017, the information-analytic review "Execution of the State Program for Implementation of Action Strategy" will be published and distributed to the general public. At the same time, until November 10 of this year, the "Strategy of Development" center will prepare, collect and summarize relevant proposals for inclusion in the project of the State Program for the implementation of the Strategy of Actions in 2018, and consider them to the National Commission for the Implementation of the Strategy of Actions headed by the President of the Republic of Uzbekistan. assigned to provide input for output.

In short, the Strategy of Actions is based on the results of open communication with the people, comprehensive study of current issues that bother residents and businessmen of our republic, analysis of current legislation, law enforcement, and advanced foreign practice. This, in turn, gained importance in knowing everyone's opinion on the next stage of our country's development, listening to their pain and implementing a popular strategy that is compatible with real life.

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TA'LIM SIFAT SAMARADORLIGINI OSHIRISHDA XALQARO  
TAJRIBALARNI QO'LLASH AHAMIYATI

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Andijon viloyati Buloqboshi tumani 46 IDUM o'qituvchisi

**Annotatsiya:** Bu maqolada ta'lim muassasalarida xalqaro tajribalarni qo'llash orqali ta'lim sifatini oshirish, kadrlar tayyorlashdagi muammolar va yechimi. Ta'lim muassasalarida ta'lim sifatini ta'minlash va nazorat qilishda rivojlangan xorij davlatlar tajribalarini foydalanish takliflar beriladi.

**Kalit so'zlar:** Ta'lim, tarbiya, innovatsiya, pedagog, talaba.

**Abstract:** This article presents the problem and solution of ensuring the quality of training of specialists in educational institutions, proposals for improving the quality of educational institutions today. Suggestions are used the experiences to ensure and control the quality of education in education institution.

**Keyword:** Education, upbringing innovations, teacher, student.

O'zbekiston Respublikasining Prezidenti Sh.M.Mirziyoyevning 2018 yil 5 maydagi PQ-3697 sonli "Faol tadbirkorlik va innovatsion faoliyatni rivojlantirish uchun shart-sharoitlarni yaratish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi qarorida fan, ta'lim va ishlab chiqarish o'rtasidagi integratsiyani kuchaytirish lozimligi keltirib, hozirgi kunda oily ta'lim muassasalari amaliyotida joriy etish o'ta muhimligi ta'kidlangan.[1] Ta'lim olish jarayoni maktabdan boshlanishiga qaramay, talim sifati oshirishda avvalo, ta'lim tizimiga kadrlarni yetkazib beruvchi Oliy ta'lim muassasalarini isloh qilishdan boshlanadi. Oliy ta'lim muassasalarida mutaxassislar tayyorlash sifatini ta'minlash muammosi har doim eng muhim dolzarb masala biri bo'lib kelgn. Ayniqsa, bozor iqtisodiyotiga o'tish bilan ishlab chiqarish korxonalarida mulkchilikka bo'lgan munosabat va talablarning o'zgarishi hamda raqobatbardosh kadrlarni tayyorlash pedagoglar, talabalar va ota-onalar, shuningdek, jamiyatning hamma tizimlariga o'z ta'sirini korsatmoqda.

Shuning uchun oldimizda turgan asosiy vazifalardan biri, bu ta'lim sifatini ta'minlash va uni mazmunini boyitish va zamonaviy innovatsion va pedagogic texnologiyalarini tadbqiq etish, jahon tajribasini qo'llashda uning samarasini oshirish va ta'lim sifatini ta'minlash bilan bog'liqligini doim ustivor yo'nalishligini bilishimiz kerak.[2]

Prezidentimiz ta'lim to'g'risidagi nutqlarida maktab talimi va darslilar Oliy ta'lim muassasalari kadrlarni tayyorlashda xalqaro tajribalarni o'rganishlari va ta'lim jarayoniga tadbqiq qilishlari shart ekanligini takidlab o'tadilar. Bugungi globallashayotgan dunyoda qaysiki rivojlangan yoki rivojlanayotgan davlatlar faqat va faqat ta'lim tizimiga e'tibor tufayli yuqori sifatli kadrlar yetkazib berishi erishib



kelmogda. Demak, bugungi kunda sifatni ta'minlashning yo'nalishlaridan biri bu oily ta'lim muassasalarida nafaqat mamlakat ichkarisida, balki xorijiy mamlakatlar bilan shakllanishi albatta eng taraqqiy etgan ta'lim usullarni tadbiq etishni taqazo etadi. Buning asosida video konferensiyalar, masofaviy ta'lim turlarini amalga oshirish mumkin. Onlayn rejimida o'tkaziladigan bunday faol muloqot jarayonida, ikki tomondagi olimlar o'rtasida dolzarb muammolar bo'yicha baxs-muzokaralar, ularning yechimlari, ma'lum bilim sohalari bo'yicha tajriba almashish kabi vazifalar amalga oshirilishi lozim.

Etirof etish kerakki, rivojlangan xorijiy davlatlarda ta'lim mamlakat ichki siyosatiga faol tasir etadigan ijtimoiy jarayondir. Shu tufayli yurtimizda maktab ehtiyojini iqtisodiy ta'minlashga ajratilayotgan mablag'lar miqdori yildan yilga oshib bormogda. Shu bilan birga respublikamizda ta'lim tizimida olib borilayotgan keng ko'lamlı islohatlarni amalga oshirish va ularni natijaviyligini ta'minlash bu borada ta'lim tizimi sifatini nazorat qilishning zamonaviy usullarini qo'llash zaruratini keltirib chiqaradi. Xalqaro tajribalarni sinchkoylik va qunt bilan o'rganish orqali ta'lim tarbiyada qotib qolgan, o'z dolzarbligini yo'qotib borayotgan ish shakllari, uslublaridan xalos bo'lish bilan birga, uni munosib tarzda yangilshda qo'shimcha boy manbalarga ega bo'lamiz.

Bugungi kunda oliy ta'lim muassasalarida ta'lim sifatini ta'minlashni va nazorat qilishni xorijiy tajribalar asosida oshirish, mazkur mavzu dolzarbligi va bugungi kunda zaruratini ko'rsatadi. Kadrlar raqobatbardoshligini ta'minlash uchun o'qitishni yangi zamonaviy ta'lim texnologiyalarga moslashtirish, zamonaviy ta'lim texnologiyalariga moslashtirish, zamonaviy metodlarni va tamoyillarni ishlab chiqish hamda amaliyotga joriy etishda xorijiy tajribalar bugungi kunda zarur bo'ladi. Ta'lim sifati va ta'lim samaradorligi jamiyatda hayot sifatini ko'rsatuvchi asosiy omillardan biri hisoblanadi. Davlat va jamiyat umumiy va kasbiy ta'limga qanchalik ko'p mablag' sariflansa va natijasi eng yuqori xalqaro standartlarga javob bersa, hayot sifati shunchalik yuqori bo'ladi. Ta'lim sifati an'anaga ko'ra o'qitishning va ilmiy tadqiqotlarning OTM darajasidagi tabiiy elementi va olimlarning kasbiy faoliyatidagi ajralmas biri bo'lagi bo'lib sanaladi.

Xulosa qiladigan bo'lsak, ta'lim sifatini ta'minlash borasida shu paytgacha mavjud bo'lgan molliy va xorijiy tajriba tajribalar shuni ko'rsatadiki, hozirgi paytda OTMlarda alohida, tizimsiz tarzda o'tkaziladigan islohatlar va innovatsiyalar samarasiz bo'lib, bu ko'pincha oliy talim sohasidagi islohatlar va innovatsiyalar samaradorlikka putur yetkazadi. Shuning uchun oliy ta'lim sifatini oshirish bo'yicha shu paytgacha o'rganilgan xorijiy tajribalarni milliy ta'lim tizimiga integratsiya qilgan holda, fan-texnika yutuqlarini, ta'lim jarayonidagi zamonaviy metodiklarni tadbiq qilish maqsadga muofiqdir.

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## PROSPECTS TO USING OF THE PROJECT METHODOLOGY IN TEACHING A FOREIGN LANGUAGE

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**Abstract.** *The project method is a teacher-facilitated collaborative approach in which students acquire and apply knowledge and skills to define and solve realistic problems using a process of extended inquiry. Projects are student-centered, following standards, parameters, and milestones clearly identified by the instructor. Foreign language proficiency is the mastery of a system of speech skills. The methodological component is teaching students a rational method of teaching, learning a new language for them and forming the ability to practically use it for communication (oral and written). A project management methodology is a system of principles, techniques, and procedures used by those who work in a discipline. Not only do the top methodologies differ in how they're structurally organized, but they also require different deliverables, workflows, and even project management software development.*

**Keywords:** *methodologies, modern technologies, teaching practices, roles of teachers, roles of learners, syllabus.*

**Introduction.** In recent years, the issue of the application of modern technologies in high school is becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. Project method forms students' communication skills, culture, communication, the ability

concisely and audibly formulate thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies. All these factors create language environment that - results in the appearance of the natural need to interact in a foreign language. Project-based learning does not contradict the traditional ways of learning.

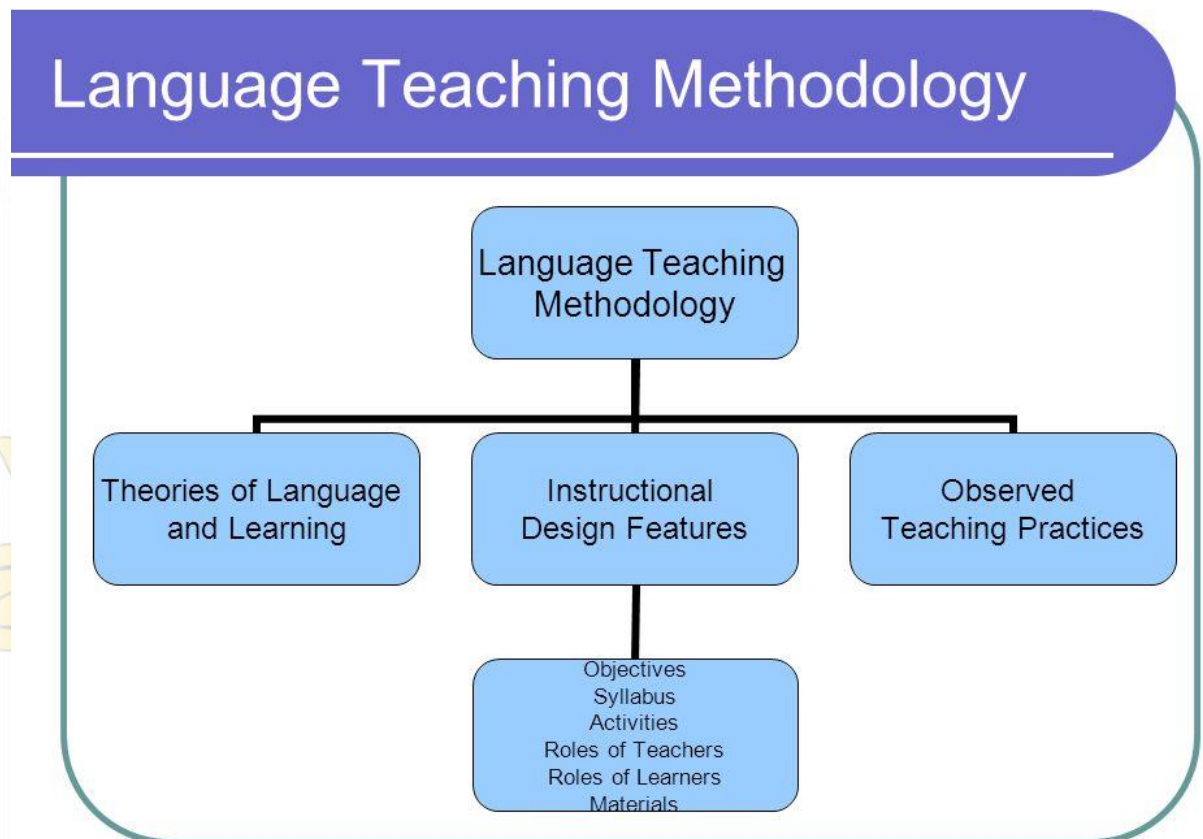


Figure 1. Language Teaching Methodology

It helps to activate students since most of them have an interest for new knowledge. Such kind of motivation - the desire to successfully develop theme of the project - is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks. Also, this approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills. The work on the project can be carried out either individually or in groups. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. Project work begins in the classroom as a teacher-supervised



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activity. Projects may be short-term or long-term. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. Project-based learning has changed students' attitude to the computer: computer has been transformed into a source of information and one of the ways of presentation the material. Furthermore, the teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process. One of the most important demands for foreign language education reforms nowadays is the provision of up-to-date teaching materials. This requires joint efforts on behalf scholars in creating textbooks and manuals of a new generation that will be based on local content, take into consideration traditional cultural values, and provide essential input to cross-cultural issues in foreign language acquisition. Another high priority issue for the current foreign language education development in Uzbekistan is professional capacity to implement the reforms. The major policies in this respect should focus on teacher training (retraining), sharing and dissemination of best experiences through establishing foreign language teacher networking, diversification in areas of specialization (level- and content-based), innovative technologies, modern textual and soft-ware resource provisions, and incentives for teachers.

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**CRITICAL EVALUATION OF COMMUNICATIVE LANGUAGE TEACHING  
IN TEACHING AND LEARNING GENERAL ENGLISH IN STATE SCHOOLS OF  
UZBEKISTAN**

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**Annotation:** *Communicative language teaching has been given emphasis in Uzbekistan in the last decade. The reason is the most important methods which have been used so far the grammar translation method has not been that much effective. In my experience of learning a foreign language article in the English language although I achieved advanced levels in grammar and vocabulary I wasn't able to communicate in English language at all. As a student of English in our education system I started the language for 6-years at school from the grade 5 to 11 and then NH I did 4 years of study in our higher education however I was not able to communicate in the language at all. I'm receiving advanced levels in grammar and vocabulary I was able to get scholarship to enter higher education. After achieving this result when I my watched BBC news for the first time I did not understand anything. I did not understand when I listened to English and I was not able to to express myself in written and spoken form the emphasis of our learning was on a sentence level. I was good at placing words in certain places I was able to place nouns adjectives adverbs properly in a sentence but I was not able to to put together the sentences in order to create a cohesive and coherent a written text or or a meaningful speech. The most interesting thing is given the the pronunciation of English was towards in lectures so we were taught how the the mouth moves the the position of the time and the leaps in pronouncing certain sounds. however we did not practice it ourselves we did not listen to authentic English materials at all. in this essay theoretical and empirical description is given to the seven questions from the academic Johnson asks about a method in his book an Introduction to Foreign Language Teaching and Learning. Other important questions that arose during the lectures will also be covered. Then, the implementation of communicative language teaching method and challenges of implementation in state schools of Uzbekistan will be discussed separately in terms of teaching grammar, vocabulary, reading, listening, writing and speaking*

**Key words:** *Communicative language teaching, method, approach, authenticity, L1, L2.*

With the popularity and effectiveness of the communicative language teaching in the last decades, many governments and institutions have been trying to implement the method. Therefore, many teachers state that they use this method even though their practice do not correlate. For this reason, identifying what the



communicative language teaching in theory is important. 'Seven questions to ask about a method' (Johnson 2013) will be referred

1. What are the method's big ideas?

The big idea, as the name of the method suggests, is teaching the language so that the students are able to communicate (Duff, cited in Celce-Murcia et al., 2014, p15). The teacher plays the role of a facilitator and helps the students to learn the language, in contrast to the teachers who practice grammar translation method who act as controllers, the main source of information and the person who gives feedback (Thornbury, Harmer, 2013 -youtube). Students are not passive recipients of knowledge, but they are active learners who develop the language skills using innate natural ability and the mental and cognitive abilities they have.

2. What are the theoretical underpinnings behind the method?

Cook (2008) states that the communicative style is not connected to second language acquisition research as the other methods. It is basically based on the first language acquisition theories. Resembling to natural conditions of learning first language is created by the teacher, with the aim that the learners develop their second language similar to the way they learnt their native language. Learning is mainly based on ideas from the Universal Grammar theory. Learners try to make sentences-based on the natural-linguistic Instinct. The lesson procedure is not necessarily comprised of presentation practice and production phases. As per Keith Morrow (1981) the basic underpinnings of the method consist of learning by doing, not taking all the mistakes seriously, giving importance to processes as well as to forms, considering the whole sentence more important than separate sentences and knowing what you are doing. This type of approach is resisted by many teachers and learners who are used to common presentation practice production approach, in which using the language starts after the stages of teaching and practicing. Besides this, usually in common grammar translation method, all the mistakes are taken seriously, forms are prioritised then processes and understanding English in a sentence level is more important which all contradict the communicative style of teaching and learning.

3. How much 'engagement of the mind' does the method expect?

This method can be described as the combination of both the behaviourist and mentalist views. The method is close to natural way of native language acquisition. At the same time, students minds are usually fully engaged, because they are active with the higher order skills as for the Bloom's Taxonomy (Anderson and Krathwohl, 2016). Students create develop elaborate imagine, plan when the communicative style is used. Activities make the students fully engaged to the tasks and help them to learn the materials effectively and efficiently. From my own experience I can state that compared to the methods which are based on remembering and understanding, the



communicative style activities require the students to be involved cognitively, mentally and emotionally as well. This in turn makes the activities very engaging.

4. Is the method deductive or inductive in approach?

Communicative language teaching is inductive (Harmer and Thornbury, 2013) contrary to the grammar translation method which used to be popular all over the world. Teacher explains grammar rules deductively whenever necessary, however students are encouraged to understand the rules inductively which can be very beneficial for the comprehension as they work out the rules to find out the structure and usage of the rules.

5. Does the method allow use of L1 in the classroom?

The elements of direct method in usage of target language is similar in this method. We refer to a classroom observation in a typical communicative language teaching classroom. 'Observation: The teacher gives the students the directions for the activity in the target language. Principles: The target language is a vehicle for classroom communication, not just the object of study' (Larsen-Freeman, 2008). Monolingual native speakers of English have no choice but to use the English whereas the teachers who can speak the students native language have advantage of using L1 which can be helpful in beginner level. In intermediate and advanced levels it is recommended to use only the target language

6. Which of the four skills are given emphasis in the method?

The emphasis is given for all the four skills. Common misconception is communicative language teaching is for developing speaking competences (Harmer and Thornbury, 2013). Reading and listening are taught in the way that the student understands the information from the context. Students should be able to derive the gist from the whole information compare and contrast classify infer the meaning. Writing and speaking are also practiced the same amount as reading and listening.

7. How much importance does the method give to 'authenticity of language'?

As an answer to this question, a typical communicative language teaching classroom is referred. 'Observation: The teacher distributes a handout that has a copy of a sports column from a recent newspaper. Principles: Whenever possible authentic language as it is used in a real context-should be introduced' (Larsen-Freeman, 2008). Authentic language can be used without simplifying the language. slowing down is recommended whenever needed (Global TEFL, 2015). If authentic language is used with further explanation and slowing down when required, the learners tend to start understanding after some exposure and the learners start using the same type of language themselves.

8. Is the method structural, functional or interactive in its approach?

The method is functional and interactive (Thornbury, 2017). The main aim is teaching the functions that are used in real life as requesting apologising and the

alike. Compared to the grammar translation method which is mostly about individuals work, in communicative language classes students mostly do pair work group work and project works which are all interactive in nature. The tasks and activities usually relate to the personal life of the students therefore it is one of the biggest factors of the interactivity of the method . Although it is effective and interactive, implementing this method in the classroom is not always easy. It is challenging especially in the classrooms where the students usually work individually and use information from the textbooks even for productive skills of writing and speaking. In communicative language teaching students usually use their own personal ideas experiences and knowledge for productive skills. Personally, I studied and worked with grammar translation method initially. Then, I started implementing the communicative language teaching in my teaching and I faced real challenges. It seems rather ambiguous to most of the students because they were used to get all the ideas from the textbook and simply insert, change the form or choose one of the given options to complete the tasks. With rigorous effort after persistent practices, the students started approaching the writing and speaking tasks based on their own knowledge, experience and ideas.

Discussion. Communicative language teaching method allows that grammar to be taught for communicative purposes. The emphasis is going beyond the sentence level and moving onto the the context level to convey meaningful communication using the grammar and vocabulary in correct way. You know education system the students study grammar well, they know all the rules structures however they are are evil to use it only for or a grammar test purposes. In a sentence the students are able to insert a proper kind of word article preposition and so on, considering the main purpose of the learning a language is to communicate with colleagues to understand the reason and audio information tend to express in the written and spoken form the main focus of language teaching must be for communicative purposes. spending the same time and using the same resources with some adaptations or with a different approach on the lessons can be turned into to communication focused lessons in which the students will be able to communicate using the language they learn. ‘With CLT began a movement away from traditional lesson formats where the

focus was on mastery of different items of grammar and practice through controlled

activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work’ (Richards, 2006, p4). In the context of teaching English language communicatively teachers try to make the students learn some dialogues or texts and the retail them. those activities are still Beeston memorization. teachers do periodic open lessons and seminars and showcase how the English language is being taught at that certain School. if you go and observe one of those demonstrative lessons you will witness that



all the speaking activities in the lesson were pre memorized. Authors of our current books studied and worked with grammar translation method for many years therefore this has got a very strong influence in the production of the types of activities given in the textbooks. The biggest factors that the teachers tend to use the old method is the community of teachers and especially the administrative body who come to schools and the check the process of lessons perceive that the students must keep calm. is any administrative personnel comes to a school and works in a corridor and here's any noise from any classroom that classroom is generally considered to be and unorganised and the teacher is perceived to the not prepared and unable to control the students. consequently although the students want to do communicative activities doing role plays and project works the teachers do not generally organise the lessons this way. turning the lessons into communicative bass lessons do not just depend on the teachers it must depends on the administrative bodies who perceive how the lessons are being taught and who decides rewarding the teachers who keep the students calm and controlled and punishing the teachers who make much noise in the classroom by doing communicative activities.

Teaching reading skills in communicating language teaching approach is basically about being able to understand the main message of the text four Academy work other purposes in order DA2 use the information in the text for a specific purpose. Hasanova and Shadieva (2008) I researched the implementation of communicative language teaching in Uzbekistan concluded that the government of Uzbekistan got assistance from the international English Language teaching organisations as British council and American English Institute to implement the communicative language teaching in the educational system widely. there were many training seminars and the projects. however not all the English language teachers were trained comprehensively to be able to use it in their teachings. after this training's it is widely perceived that this system is used by all the teachers throughout the country. due to the insufficient training and the lack of resources to fully implement the system the majority of teachers base their lessons on the grammar translation method which they experienced as a student and as a teacher mostly. you know what current textbooks there are reading activities in which of the students have to to identify the gist of the text scan or skim to find a specific information, do true and false tasks and so on. in reality the teachers have 40 minutes time in a lesson. during this time teachers try to make sure that the students know all the new words that I used in the text. therefore the majority of the time is spent to find the new roads and the right the translation, translate the text using this new words. hence the students don't read the text for communicative purposes. teachers try to make sure that the students have a notebook and write all the new words so that when any administrative checks are carried out the teachers can show the notebooks of the students to show the process of teaching and learning. the written exercises and

new words represent that the teachers have done their job and the students studied in the lesson. if the students really do the reading tasks outlined in the exercise book they may not right on their notebook. when administrative checks are done if nothing is written for that date the teacher is considered not to have taught that lesson. for this reason to be on the safe side the teachers prefer to be able to prove the taught lesson by showcasing the written works of the students whenever any administrative check is done. as we can see some trainings werel carried out nationwide insufficiently and the administrative body evaluate the teaching process from a different perspective. Therefore the bitter truth is although the method is in use buy all the teachers in documents it is not in practice in reality.

Support and explanation. As one of the four skills to improve communicate of competence listening activities are also done for communicative purposes in communicative language teaching method. Keeping the communicative competence in mind the listening activity is often integrated with the other skills writing and speaking most of the time and even with the reading. so when integrated the students should write or speak whether they agree or disagree to the material, to summarise the main points and so on. the skill of listening might be further described in terms of the following microskills:

- Recognizing key words in conversations
- Recognizing the topic of a conversation
- Recognizing speakers' attitude toward a topic
- Recognizing time reference of an utterance
- Following speech at different rates of speed
- Identifying key information in a passage (Richards, 2006, p4)

When do teachers are asked what method did they use for teaching the reply usually the communicative is method. public school textbooks include the above-mentioned tasks. in terms of the implementation of the tasks the challenges often technological on top of the the lack of skills. laptops and speakers will provided to the schools. but they are not sufficient for all the teachers. besides this most of the the technological devices breaks down after few years. the audio recordings which are not authentic were recorded by a few non-native speakers. all these factors Hinder Doing listening activities for communicative purposes. In spite of all the the factors that hinder teachers can use the audio material skillfully. personally I I sometimes read the the audio script myself whenever I cannot use technology to do it. when I read the audio script to the Beginner levels I just asked whether they like or dislike what they heard what they would like to change. I also instruct the students to rewrite what they heard the way they they perceive it to be right for example. By playing the first part of the audio I stop the audio and ask the students to predict the remaining part of the audio. this activity makes the students think critically, Imagine in



elaborate on the topic . another intriguing activity is Doing discussion asking the cause or the result of the event agreeing or reeing or disagreeing to a certain event

Writing for communicative purposes mainly involve Organising sentences coherently and cohesively. this is the communicative competence. it is contrary to the linguistic competence which is the basis of of which Focuses on the accuracy in a sentence level (Richards, 2013). getting a message across based on personal knowledge and experience or based another learnt material by Reading or listening. public schools the letter is is mostly used because writing based on personal experience is mostly suitable for advanced learners. Regarding the role of the teachers Richardson (2006) describe as 'Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning'. The teacher tries to elicit the student answers based on their own ideas, knowledge and experience. The teacher supports the students to do this.

#### Conclusion

In speaking fluency is prioritised rather than accuracy. When the accuracy is prioritised in a sentence level, teachers tend to stop and correct all the mistakes. In contrast to this, in this method the main focus is helping the students to get the message across. 'While the teacher provides some feedback and correction, this plays a much less central part in his or her classroom duties. The teacher has the role of equal and helper rather than the wise expert of the academic style' (Cook, 2008, p249). This helps to the flow of the conversation and prevents discouragement by the students. The balance of input and output is the same. There are both receptive and productive types of tasks. Due to the rather implicit nature of teaching in this method, in my lessons I found this method useful with the teenage and older learners. The reason is very young learners do not have much experience, ideas and knowledge to express themselves. Young learners react well to physical response and audiolingual methods in my experience. Having a repertoire of different methods at disposal is very good to use them in appropriate conditions (Larsen-Freeman, 2008). Using variety of materials as cards, visuals, and Integrating technologies as computers, speakers, projectors smart boards appropriately definitely helps to improve the quality of the teaching.

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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS  
**MOTIVATIONAL ANALYSIS OF PRAGMATONYMS IN ENGLISH AND  
 UZBEK LANGUAGES**

**Xudoyberdiyeva Munavvarxon Maxammadshokir qizi**

**Annotation.** *To qualify as an aphorism, it is necessary for a statement to contain a truth revealed in a terse manner. Aphoristic statements are quoted in writings as well as in our daily speech. The fact that they contain a truth gives them a universal acceptance. On the contrary to proverbs the origin of wise words belong to an exact person. The original lexical meaning of the aphorism is supreme wisdom, intelligence. The second meaning is a hidden meaning, a hidden reason, which is difficult to understand. The genre of aphorisms exists in all peoples of the world, and there are different opinions about it in the science of parasitology. Regarding the artistic nature of aphorisms, it should be noted that the symbols in them are common and apply to everyone.*

**Key words:** *parasitology, generalization, proverbs, communicating, different forms of language.*

**Introduction.** The brevity, expressiveness, clarity and conciseness of the thought also ensure the artistry of the aphorism. Aphorism in the broadest sense is a genre that serves to reveal the qualities of man, his activities and the essence of life. Therefore, it is not enough for any creator to have a sharp mind, to master the secrets of the art of speech to create an aphorism. In order to create an aphorism, the creator must have the above two qualities, as well as his own life experience, his own independent view and conclusion about everything and the event. That is why almost all artists who wrote in the genre of aphorisms turned to this genre only in the last period of their lives. Proverbs, maxims, adages and clichés are different forms of aphoristic statements that gain prevalence from generation to generation and frequently appear in our daily speech. Writers often create general issues in their texts in order to convey a moral or philosophical idea they hold to be universally true. The aphorisms are similar to the proverbs. Speakers control the airstream mechanism, voicing, and nasality as well as the place and manner of articulation. Every sound is composed of smaller components that can be combined in different ways to make other sounds, and each of these components offers an opposition: voiced or voiceless, nasal or oral, open or closed, front or back. Speakers of Think of ‘voiced’, for example, not just as an adjective that describes a sound but as one parameter that, in combination with other parameters, creates the sound. The phonetic symbol representing a given sound isn’t the sound itself, but a ‘cover symbol’ for the set of choices. This also means that the speech sounds of a language are related to each other in important ways; some sets of sounds differ only by changing a single parameter, while others differ in the settings of several parameters. hat this argument

could be put forward by one party to the controversy and rejected by the other is perhaps a sufficient indication of the uncertainty of the evidence. Of greater importance than the overt issues, in so far as they are clear, was the fact that linguists were now studying much more intensively than they had in the past the complexities of the interdependence of syntax, on the one hand, and semantics and logic, on the other. The most sonorous sounds are the low vowels; the mouth is wide open, and the sound flows freely out. The least sonorous sounds are the voiceless stops; the mouth is completely shut, and no sound is made at all. Other sounds range between these two extremes. The speech stream is organized into peaks and valleys of sonority. Languages generally do not choose long strings of consonants nor long strings of vowels. Rather, we alternate sounds that are more sonorous and less sonorous: each stands out better against the background of the other. As the ends of the tuning fork vibrate, they set the air particles next to them vibrating as well, following the same back and forth motion. These moving air particles alternately push and pull on the particles next to them, and those on the particles next to them, and so on, so that the pattern of vibration moves outward from the tuning fork like ripples in a pond. These moving patterns of vibration are called sound waves. They are both short, memorable wise sayings, but the aphorism belongs to the same person if the proverb belongs to the people or the nation. Linguists are equally curious about all the forms of language that they encounter, no matter what the education or social standing of their speakers might be. The fact that, in most societies, some varieties of language are perceived as "correct" while others are considered "incorrect" is, for linguists, a social phenomenon – an aspect of language use to be explored scientifically. Since "correct" language is inherently no better or worse than the varieties that are considered "incorrect," linguists eagerly seek to discover the reasons for the conviction that some part of language variability is superior to the rest, and to examine the consequences of those beliefs. However, so powerful are the natural forces that guide how a person learns and uses spoken language that explicit teaching on how to speak is virtually irrelevant.

Concluding of the view that every word of wisdom is an expression of the wisdom of the people, a generalization of many years of life experience. The appearance of words of wisdom in the language is determined by the history of the people who created them. Many aphorisms were created in ancient times and still live with the people who are their creators. Aphorisms are popular, passed down from generation to generation and live for centuries. As each nation has its own way of thinking, it also affects their wisdom. Even though the themes in the aphorisms are similar, the images in them are unique.



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## MEASURES TO PREVENT HYGIENE DISEASES IN MEDICINE

Shaumarova Gulchikhra Asralovna



**Abstract.** *Infections are caused by microscopic organisms known as pathogens—bacteria, viruses, fungi, or parasites—that enter the body, multiply, and interfere with normal functions. Infectious diseases are a leading cause of illness and death in the United States and around the world. For certain people—particularly those with underlying illnesses like heart disease or cancer, those who have serious injuries, or those who are taking medications that weaken the immune system—it's more difficult to avoid getting sick with an infection. Living in an affluent country like the United States, the threat we face from deadly viruses, bacteria, and parasites can seem remote, but these infectious microbes are ever present among us. However, for most healthy people, following a few basic principles can go a long way in helping to prevent infections. Not long ago, no one understood that infectious diseases were caused by tiny organisms that moved from person to person. Even now, although we know that microscopic living microbes cause disease, how they do so is not always obvious. But we do know that most microbes enter through openings in the body—our noses, mouths, ears, anuses, and genital passages. They can also be transmitted through our skin through insect or animal bites. The best way to prevent infections is to block pathogens from entering the body.*

**Key words:** *infections, medications, bacteria, control systems, health service, pathogens, immunization.*

**Introduction.** The first line of defense is to keep germs at bay by following good personal hygiene habits. Prevent infection before it begins and avoid spreading it to others with these easy measures. Wash your hands well. You probably wash your hands after using the bathroom, before preparing or eating food, and after gardening or other dirty tasks. You should also wash up after blowing your nose, coughing, or sneezing; feeding or stroking your pet; or visiting or caring for a sick person. Wet your hands thoroughly. Lather up with soap or cleanser, and rub it into the palms and backs of your hands and your wrists. Be sure to clean your fingertips, under your nails and between your fingers. Rinse under running water. Dry your hands and wrists thoroughly. Cover a cough. Cover your mouth and nose with a tissue when you sneeze or cough, then dispose of it. If no tissue is handy, cough or sneeze into your elbow rather than into your hands. Wash and bandage all cuts. Any serious cut or animal or human bite should be examined by a doctor. Do not pick at healing wounds or blemishes, or squeeze pimples. Don't share dishes, glasses, or eating utensils. Avoid direct contact with napkins, tissues, handkerchiefs, or similar items used by others.

Infection control is a health and safety issue. All people working in the health service organization are responsible for providing a safe environment for consumers





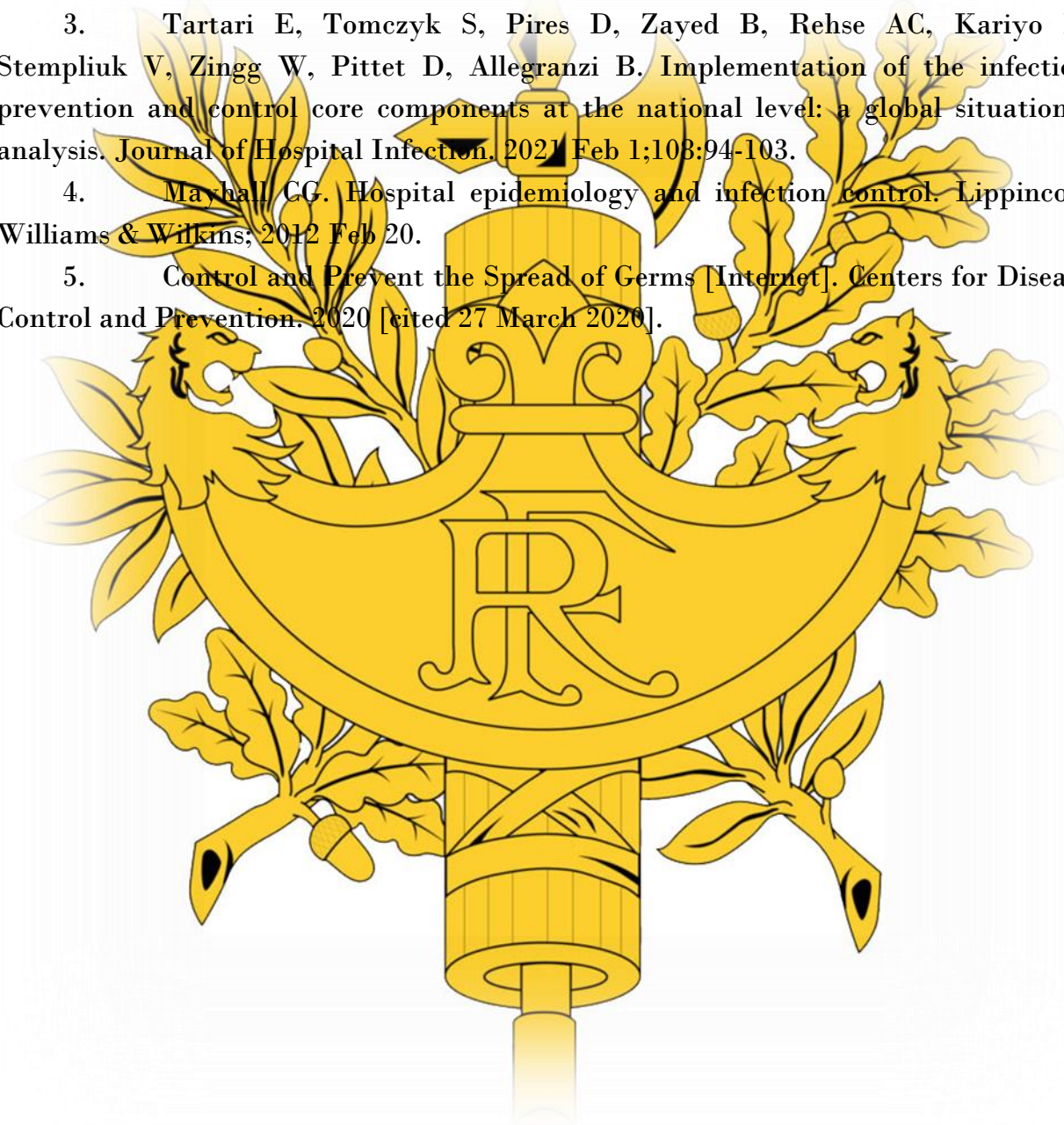
and the workforce. Infection prevention and control programs should be in place, in conjunction with use of the hierarchy of controls, to reduce transmission of infections so far as is reasonably practicable. Infectious agents transmitted during provision of health care come primarily from human sources, including patients, members of the health workforce and visitors. Successful infection prevention and control measures involve implementing work practices that prevent the transmission of infectious agents using a two-tiered approach: standard precautions and transmission-based precautions. Transmission-based precautions are specific interventions to interrupt the mode of transmission of infectious agents. They are used to control infection risk with patients who are suspected or confirmed to be infected with agents transmitted by contact, droplet or airborne routes. Transmission-based precautions are recommended as extra work practices in situations when standard precautions alone may be insufficient to prevent transmission. Transmission-based precautions are also used during outbreaks to help contain the outbreak and prevent further infection. Transmission-based precautions should be tailored to the infectious agent involved and its mode of transmission – this may involve a combination of practices. Aseptic technique, use of invasive medical devices, workforce immunization and screening for vaccine-preventable diseases, and environmental cleaning are also important elements of infection prevention and control systems. Health service organization management is responsible for overseeing the systems and processes to maintain a clean, hygienic environment, including maintenance and upgrading of buildings and equipment; environmental cleaning of the buildings and infrastructure; evaluation of the infection risks for new products or equipment; and linen handling and management.

Although most cases of food-borne infection are not dangerous, some can lead to serious medical conditions, including kidney failure and meningitis. You can prevent infections by food-borne pathogens in your household by preparing and storing foods safely. Whether you are young or young at heart, getting vaccinated is an essential part of staying healthy. Many serious infections can be prevented by immunization. While vaccines may cause some common side effects, such as a temporarily sore arm or low fever, they are generally safe and effective.

Conclusion. The most important way to reduce the spread of infections is hand washing - frequently wash hands with soap and water, if unavailable use alcohol-based hand sanitizer (containing at least 60% alcohol). Also important is to get a vaccine for those infections and viruses that have one, when available. Contaminated hands of healthcare providers are a primary source of pathogenic spread. Proper hand hygiene decreases the proliferation of microorganisms, thus reducing infection risk and overall healthcare costs, length of stays, and ultimately, reimbursement.

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## TUZKON KO'LIGA QUYILADIGAN KOLLEKTORLAR

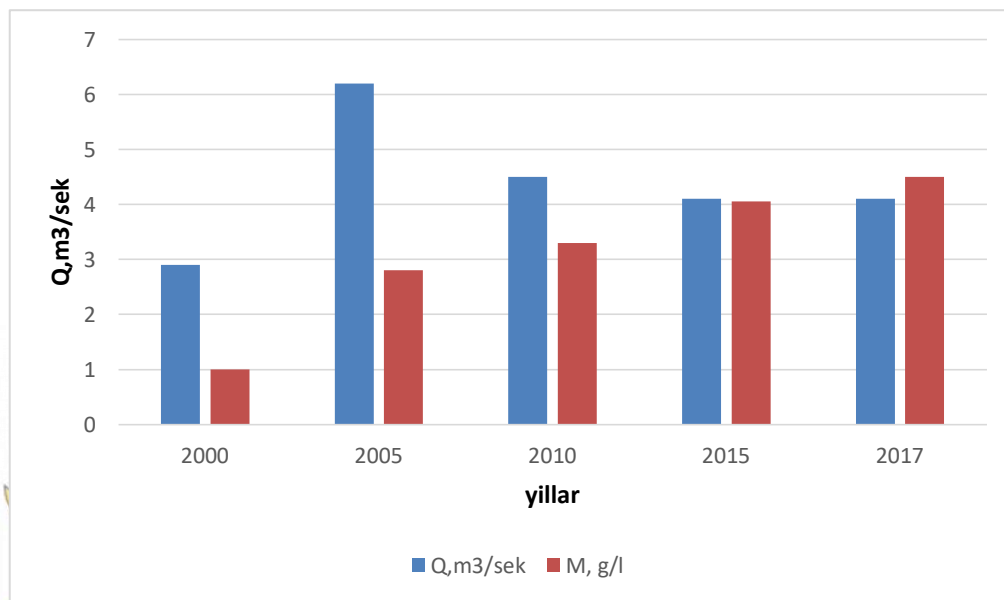
## Sirojiddinova Surayyo Xudoyqul qizi

**Annotatsiya.** Qli kollektorining boshlanishi Sangzor daryosini tugash qismi bo'lib, u JBKning va boshqa kichik kollektor suvlari quyilishidan tashkil topgan. QLI kollektori Sh.Rashidov tumani Gandumtosh qishlog'i hududidan boshlanadi, umumiy uzunligi 100 km, xizmat ko'rsatish maydoni 11350 ga, o'rtacha yillik suv sarfi 22 m<sup>3</sup>/s, 2017 yillik suv miqdori 428,58 mln.m<sup>3</sup>, o'rtacha sho'rlanishi 3,56 gr/l. QLI kollektoriga Sh.Rashidov tumanidan 4468,2 ga, Zafarobod tumanidan 2939,7 ga, Paxtakor tumanidan 3942,1 ga maydondan suv tushadi. Qli kollektorining suv sarfi 2000 yilda o'rtacha 10,36 m<sup>3</sup>/cek, 2005 yilda 16,3 m<sup>3</sup>/cek, 2010 yilda 8,8 m<sup>3</sup>/cek, 2015 yilda 12,5 m<sup>3</sup>/cek va 2017 yilda 12,6 m<sup>3</sup>/cek bo'lgan. Qli kollektorida eng ko'p suv sarfi 2005 yilda kuzatilgan bo'lib buning sababi yillik yog'ingarchilik (524,5 mm) bilan bog'liq va eng kam suv 2010 yilda yilning quruq va bahor faslining kam yog'in kelishi sababli suv sarfi eng kam bo'lgan.

**Kalit so'zlar:** Qli kollektor, kichik kollektor, suv sarfi, drenaj suvlari, qamrov maydoni, mineralizatsiya, moddalar balansi.

**Kirish.** Oqbuloq kollektorining uzunligi 51,81 km, xizmat ko'rsatish maydoni 36780 gektarni tashkil etadi. Oqbuloq kollektoriga asosan Paxtakor, Arnasoy tumanlari sug'oriladigan maydonlaridan drenaj suvlari tushadi. Oqbuloq kollektorining 2017 yillik o'rtacha suv sarfi 8,0 m<sup>3</sup>/s, 2017 yillik oqim 126,41 mln.m<sup>3</sup>. 2017 yillik o'rtacha sho'rlanish darajasi 4,49 gr/l. Oqbuloq kollektorining umumiy xizmat ko'rsatish qamrov maydoni 36780 gektarning 13178 gektari Arnasoy tumaniga, 23602 gektari Paxtakor tumaniga to'g'ri keladi. Oqbuloq kollektorining suv sarfi 2000 yilda o'rtacha 2,9 m<sup>3</sup>/cek, 2005 yilda 6,2 m<sup>3</sup>/cek, 2010 yilda 4,5 m<sup>3</sup>/cek, 2015 yilda 4,1 m<sup>3</sup>/cek va 2017 yilda 4,1 m<sup>3</sup>/cek bo'lgan. Oqbuloq kollektorida eng ko'p suv sarfi 2005 yilda kuzatilgan bo'lib buning sababi yillik yog'ingarchilik (524,5 mm) bilan bog'liq va eng kam suv 2010 yilda yilning quruq va bahor faslining kam yog'in kelishi sababli suv sarfi eng kam bo'lgan, o'rtacha suv sarfi 4,36 m<sup>3</sup>/cek (1-grafik). Oqbuloq kollektorining suv sarfi va mineralizatsiyasi o'rtasida bir ozgina korrelyatsion bog'lanish bor ( $R^2 = 0,3553$ ) va kollektor suvi mineralizatsiyasining 2000-2017 yillar davomida ko'payganligi ushbu kollektor suv sarfiga bog'liq bo'lmagan holda oshganligini bildiradi (1-grafik).

Oqbuloq kollektorining mineralizatsiyasi 2000 yilda 1 gr/l, 2005 yilda 2,8 gr/l, 2010 yilda 3,3 gr/l, 2015 yilda 4,05 gr/l va 2017 yilda 4,5 gr/l, bo'lgan (1-grafik).



**1-grafik. Oqbuloq kollektori o'rtacha yillik suv sarfi va mineralizatsiyasi o'zgarishi dinamikasi.**

Oqbuloq kollektorining 2000, 2005, 2010, va 2017 yillar davomidagi oylik o'rtacha mineralizatsiyasi o'zgarishi dinamikasi tahlil qilinganda ushbu kollektor suvi minerallashuvi o'rtacha miqdori 2,7 g/l bo'lgan. O'rtacha yillik mineralizatsiyasi 2000 yilda 1 g/l, 2005 yilda 2,7 g/l, 2010 yilda 3,3 g/l va 2017 yilda 3,8 g/l ya'ni muttasil oshib borgan (1-grafik).

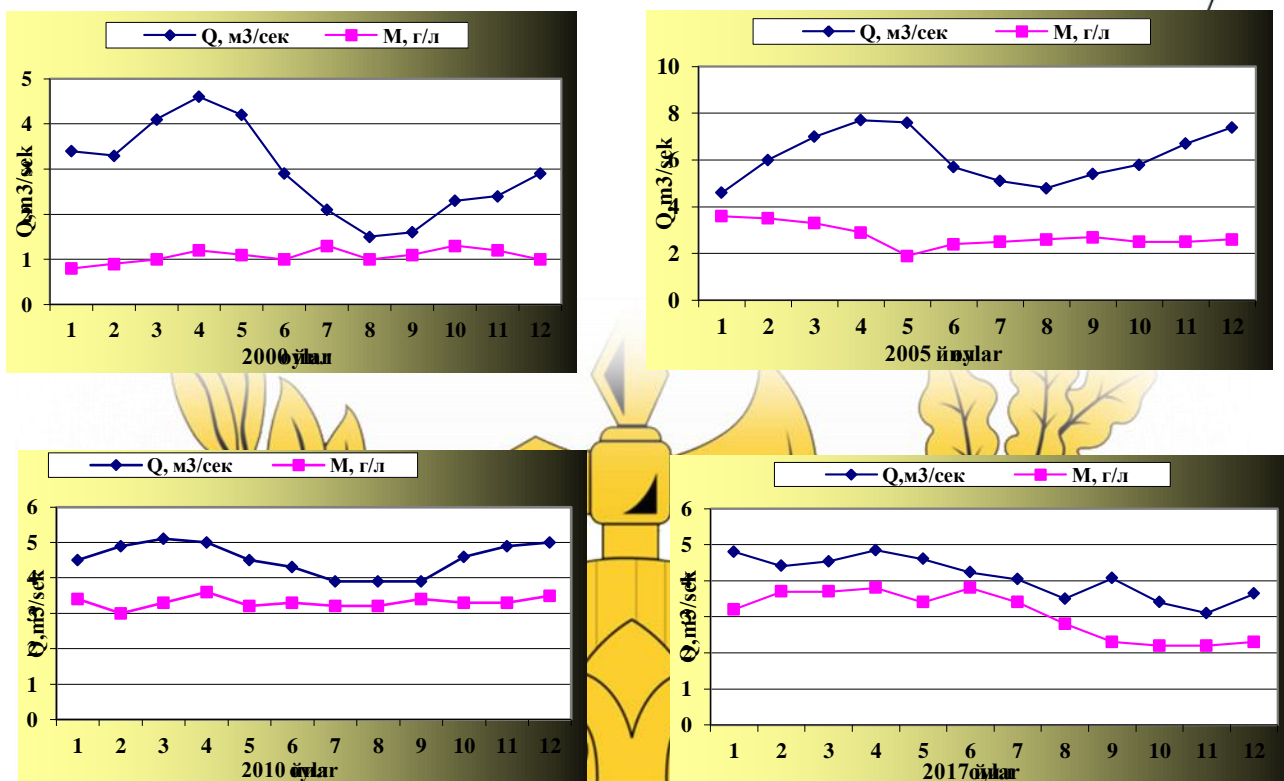
Oqbuloq kollektorining suvi mineralizatsiyasining yil fasllari davomida o'zgarish natijalari tahlili 2000 yilda o'rtacha minerallashuv 1 g/l bo'lib, eng yuqori miqdori iyul oyida 1,3 g/l va eng past miqdori yanvar oyida 0,8 g/l bo'lganligini ko'rsatadi (2-grafik). Oqbuloq kollektorining suvi mineralizatsiyasining yil fasllari davomida o'zgarish natijalari tahlili 2005 yilda o'rtacha minerallashuv 2,7 g/l bo'lib, eng yuqori miqdori yanvar oyida 3,6 g/l va eng past miqdori may oyida 1,9 g/l bo'lganligini ko'rsatadi (2-grafik).

Oqbuloq kollektorining suvi mineralizatsiyasining yil fasllari davomida o'zgarish natijalari tahlili 2010 yilda o'rtacha minerallashuv 3,3 g/l bo'lib, eng yuqori miqdori aprel oyida 3,6 g/l va eng past miqdori fevral oyida 3 g/l bo'lganligini ko'rsatadi (2-grafik).

Oqbuloq kollektorining suvi mineralizatsiyasining yil fasllari davomida o'zgarish natijalari tahlili 2017 yilda o'rtacha minerallashuv 3,06 g/l bo'lib, eng yuqori miqdori may oyida 3,8 g/l va eng past miqdori noyabr oyida 2,2 g/l bo'lganligini ko'rsatadi (2-grafik).

Umuman olganda Oqbuloq kollektorida 2000-yil yanvar, 2005 yil yanvar, 2010-yil aprel va 2017-yilning may oylarida minerallashuvining oshganligi kuzatilgan.





**2-grafik. Oqibuloq kollektorining 2000, 2005, 2010 va 2017 yillar davomidagi oylik suv sarfi va mineralizatsiyasining o'zgarish dinamikasi.**

**Xulosa.** Viloyat sug'oriladigan yerlariga sug'orish suvlari orqali kirib kelgan, sug'oriladigan tuproqlarda ushlanib qolgan va KDS orqali chiqib ketgan minerallashuvini va ayrim kimyoviy moddalar balansini aniqlash tuproq meliorativ holatini yaxshilashda muhim ahamiyatga ega. Suvning mineralizatsiyasini va suv sarfini birgalikda aniqlab borish tabiiy suv gidroekotizimini yomonlashuvini oldini oladi. Kollektor suvlari sifati aniqlanishi ko'llar gidroekologiyasi flora va faunasiga salbiy ta'sirlarni oldini oladi.

**FOYDALANILGAN ADABIYOTLAR:**

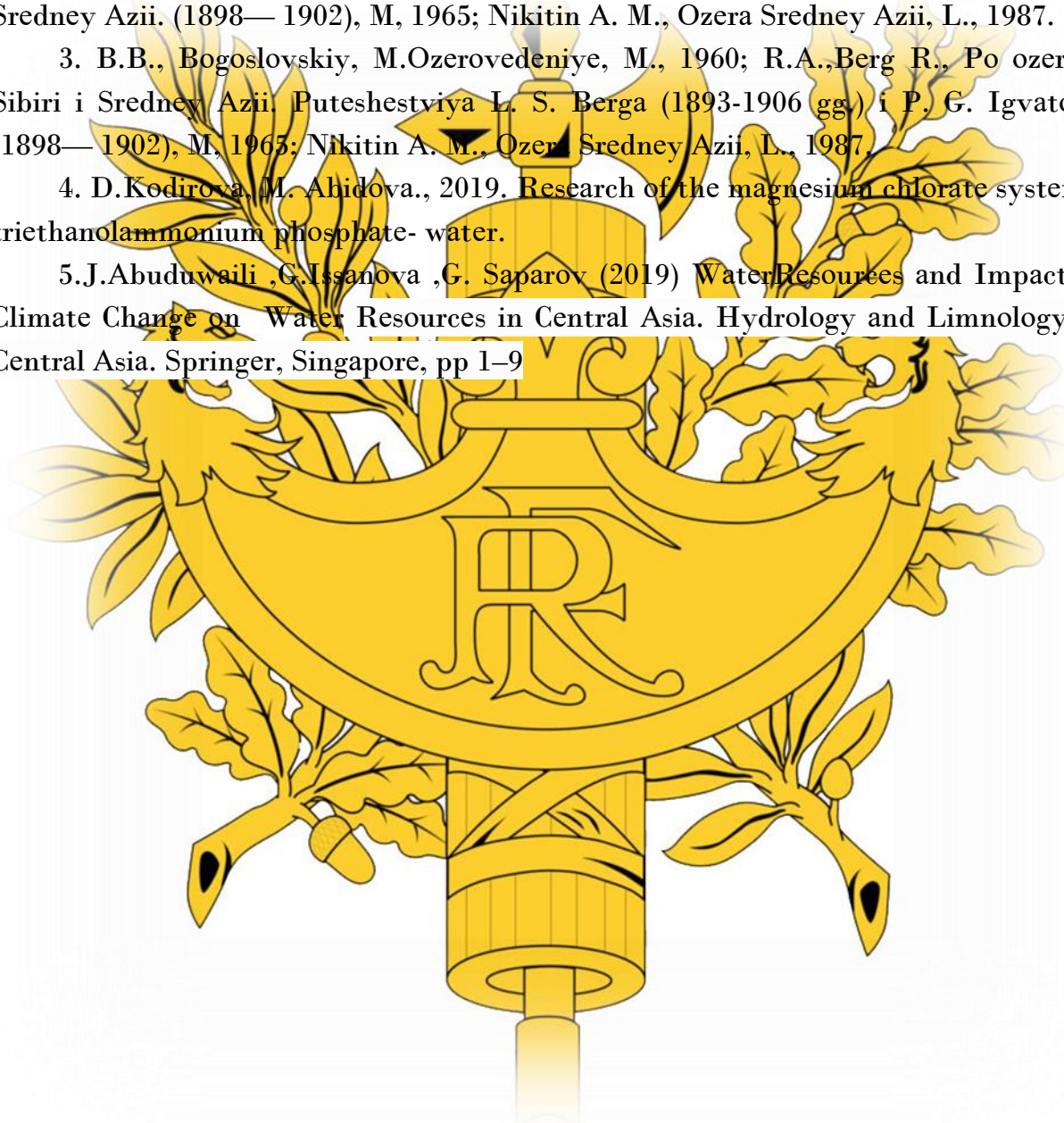
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**“MUZ YORISH” TEXNOLOGIYASI USULINING TA’LIM JARAYONIDA  
TUTGAN O’RNI**

**Ergasheva Dilzodaxon Axatjon qizi**

**Annotatsiya:** *Ushbu maqola “muz yorish” texnologiyasi usuli haqida bo’lib, dars jarayonlarini tashkil etishda uning o’ziga xos xususiyatlarga ega ekanligiga alohida to’xtalib o’tilgan hamda misollar bilan yoritilgan.*

**Kalit so’zlar:** *icebreaking, muz yorish, intervyu.*

Bugungi kunda ta’lim tizimini isloh etish maqsadida, yetuk mutaxassis kadrlar tayyorlash milliy dasturi ishlab chiqilib amaliyotga keng tatbiq etilmoqda. Zamon talablariga har tomonlama mos keladigan milliy dasturlar, ayniqsa, shiddat bilan rivojlanib borayotgan texnika va texnologiyalar asrida yetakchi zaruriyatga aylangani hech kimga sir emas. Kadrlar tayyorlash milliy dasturining sifat ko’rsatkichi xalq ta’limi tizimi muammolari oldiga har qachongidan ham muhim bo’ladigan mutaxassis kadrlarni ham nazariy, ham amaliy jihatdan tayyorlashni yanada takomillashtirish vazifasini qo’yimoqda.[1] Bu esa ayni damda, katta ma’suliyat talab qiladigan vazifa hisoblanib, o’qitish tizimini tubdan isloh etish, yangi, zamonaviy innovatsion pedagogik texnologiyalar saviyasini takomillashtirishni talab etadi.

Ta’lim tizimida so’ngi yillarda xorijiy tillarni o’qitishga alohida e’tibor qaratilayotganligi yosh avlod vakillariga keng imkoniyatlar yaratmoqda. Bu o’rinda, albatta, xorijiy til o’qituvchilarning o’rni beqiyos. Negaki, til o’qitish jarayonida dars samaradorligini oshirishga qaratilgan pedagogik texnologiya usullaridan keng foydalana olish, aynan, o’qituvchining pedagogik mahorati va malakasiga bog’liq. Xorijiy til darslarini olib borishda o’qituvchilar bir qator pedagogik texnologiya usullaridan foydalanadi. Ana shu usullardan biri “muz yorish” (ingliz tilida icebreaking)” usuli hisoblanadi.

“Muz yorish” usuli odamlarning o’zaro munosabatlarini yaxshilash, ularni bir-birlari bilan yaqinroq tanishtirish usulidir.[2] Ushbu texnologiya usuli yordamida o’quvchilar o’zlari haqida qisqacha ma’lumot beradi. Bu esa yangi jamoa a’zolarining bir-birlari bilan tanishib olish imkoniyatini yuzaga keltirib, talabalar diqqatini jamlashga, bir-birlari haqida ma’lum tasavvurga ega bo’lishiga, xorijiy tilda fikr yuritish hamda amalda qo’llashga keng zamin yaratadi. O’qituvchi dastlab na’muna sifatida o’zini quyidagicha tanishtiradi:

My name is Aziza. My surname is Axmedova. I am from Tashkent. I am an English teacher. My hobby is reading books. Shundan keyin o’qituvchi talabalardan biriga murojat qilib, What is your name?, Where are you from?, What do you do?, What is your hobby? kabi savollarni beradi. Savollarga javob bergan talaba yonidagi

talabaga yuqoridagi savollar ketma ketligini beradi va o'zi yana birorta savol qo'shimcha qilishi ham mumkin bo'ladi. Masalan, How old are you?, What is your favorite color?, Do you like pets?.

“Muz yorish” usuli uchun ko'p vaqt sarflanmaydi. Faqatgina ikki yoki uch daqiqa vaqt ajratiladi. Talabalarga bir-birlari haqida to'liq ma'lumot olish uchun qulay sharoit yaratiladi.[3] Asosiy maqsad, talabalar va o'qituvchi bir-birlari bilan tanishib olishi hamda yangi jamoa tarkibi haqida ma'lum tasavvurga ega bo'lishdir.

“Muz yorish” texnologiyasi intervyu shaklida ham olib borilishi mumkin. Bunda talabalar juft-juft bo'lib, ishlashlari lozim bo'ladi. Dastlab o'qituvchi talabalarga nomer tarqatadi va ular doira shaklida joylashtiriladi. Masalan 1 raqami berilgan talaba 2 raqami berilgan talaba bilan 3 minut davomida intervyu o'tqazadi. Keyin talabalar doira shaklida harakatlanib, intervyuni davom ettiradilar. Shunday qilib barcha talabalar bir-birlari bilan tanishib olish imkoniga ega bo'ladilar. Shu bilan bir qatorda, xorijiy tilda so'zlashish muhiti ham yaratiladi. O'qituvchi talabalar o'rtasida olib borilgan intervyu jarayonini kuzatib borish davomida yo'l qo'yilgan xato va kamchiliklarga alohida to'xtab o'tadi. Gramatik va talaffuzdagi kamchiliklar ustida taxliliy fikrlar bildiriladi.

O'qitish jarayonida “muz yorish”ning “quvnoq daqiqa” deb nomlangan usuli ham mavjud. Undan, asosan, o'quvchilar charchagan vaqtda qo'llaniladi. Bu jarayonda barcha o'quvchilar qatnashishi lozim bo'ladi. Qiziqarli savollar bilan olib boriladigan “Quvnoq daqiqa” o'quvchilarni til o'rganishga bo'lgan qiziqishini orttiradi va do'stona munosabat o'rnatilishini ta'minlaydi. Bu esa o'z o'rnida dars samaradorligini oshiradi. O'quvchilarning xorijiy tilda gapirish ko'nikmasini shakllantirishga xizmat qiladi.

Xulosa qilib aytganda, bugungi kun yoshlari ertangi kunning asosi. Ularning jamiyatda o'z o'rniga ega bo'lishlari, o'z fikrini mustaqil bayon etishlari, birgalikda bir kuch ekanligini anglab yetishi uchun keng imkoniyatlar eshigi ochiqligi ko'p jihatdan ta'limlargohlarida beriladigan bilim hamda tarbiya bilan bog'liq. Dars jarayonlarida o'quvchilarning qiziqishi va e'tiborini kuchaytirishga qo'llaniladigan juda ko'p pedagogik texnologiya usullaridan biri bo'lgan “muz yorish” usuli o'ziga xos hususiyatlarga egaligi bilan ajralib turadi. Muz yorish usuli turli joylardan kelgan talabalarni bir-birlari bilan tanishib bir jamoa bo'lib ishlashiga katta zamin yaratadi. Bu esa o'z navbatida, ham ta'limiy, ham, tarbiyaviy ahamiyatga ega hisoblanadi. Ta'lim texnologiyasining asosiy maqsadi esa, o'quvchiga bilim berishdir.



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## УЛУЧШЕНИЕ РЕЗУЛЬТАТОВ ОСЛОЖНЕНИЯ ПОСЛЕ РЕКОНСТРУКТИВНО-ВОССТАНОВИТЕЛЬНЫХ ВМЕШАТЕЛЬСТВ НА НИЖНЕЙ ЧЕЛЮСТИ

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На стенах Ташкентского областного филиала РСНПМЦОиР МЗ РУз. в отделении головы и шеи прошли лечение 25 больных с 2020 по 2021. Больные были разделены на 2 группы: основная (n=12), которым проведено лечение с включением операции с оростомой и контрольная (n=13), которым этот вид операции не проводился.

Основными критериями для включения в исследование служил клинко-морфологически установленный распространенный ОПР. В итоге, мы в нашей работе рассматриваем местнораспространенные формы ОПР.

Распределение больных по полу было следующим: в основной группе – мужчин 58,3% (7), женщин – 41,7% (5); в контрольной – 58,6% (7); 41,4% (6), соответственно (см. таб. №1.1).

Распределение больных по полу и возрастным интервалам представлено в таблице №1. Среди пациентов отмечается преобладание мужчин: 14(56%) по сравнению с женщинами 11 (44%), соотношение 1.45:1.

Таблица 1.1

Распределение больных по полу контрольной и основной группы  
орофаренгеального рака

№	Пол	Основная		Контрольная		ВСЕГО
		абс	%	абс	%	
1	Мужчины	7	58,3%	7	58,6%	14
2	Женщины	5	41,7%	6	41,4%	11
<b>ИТОГО</b>		12	100%	13	100%	25

Средний возраст пациентов составил мужчин  $59,0 \pm 1,4$ , а женщин  $59,6 \pm 2,08$  года возрастной диапазон – от 19 до 85 лет.

Следует отметить, что в нашем исследовании мы столкнулись с фактом более частого обращения пациенток женского пола с распространенным ОПР.



Установлено, что распространенный ОНР встречался в любом возрасте, однако две трети больных ОНР с IV стадией составляли пациенты в возрастном интервале 50-70 лет (см. таб. №1.2).

Таблица 1.2

## Распределение больных по полу и возрастным интервалам

ПОЛ	ВОЗРАСТ						ИТОГО	ВСЕГО
	до31	31-40	41-50	51-60	61-70	< 70		
Мужчины	-	2	3	3	4	2	59.3%	14
Женщины	1	1	6	2	1	-	40.7%	11
ИТОГО		3	9	5	5	2		25
ИТОГО	3 %	3.7%	4.2%	23.1 %	38.6%	27.1%	100%	
Муж./Жен	1.1:1	1.2:1	1.2:1	1.7:1	1.9:1	1.0:1	1.45:1	

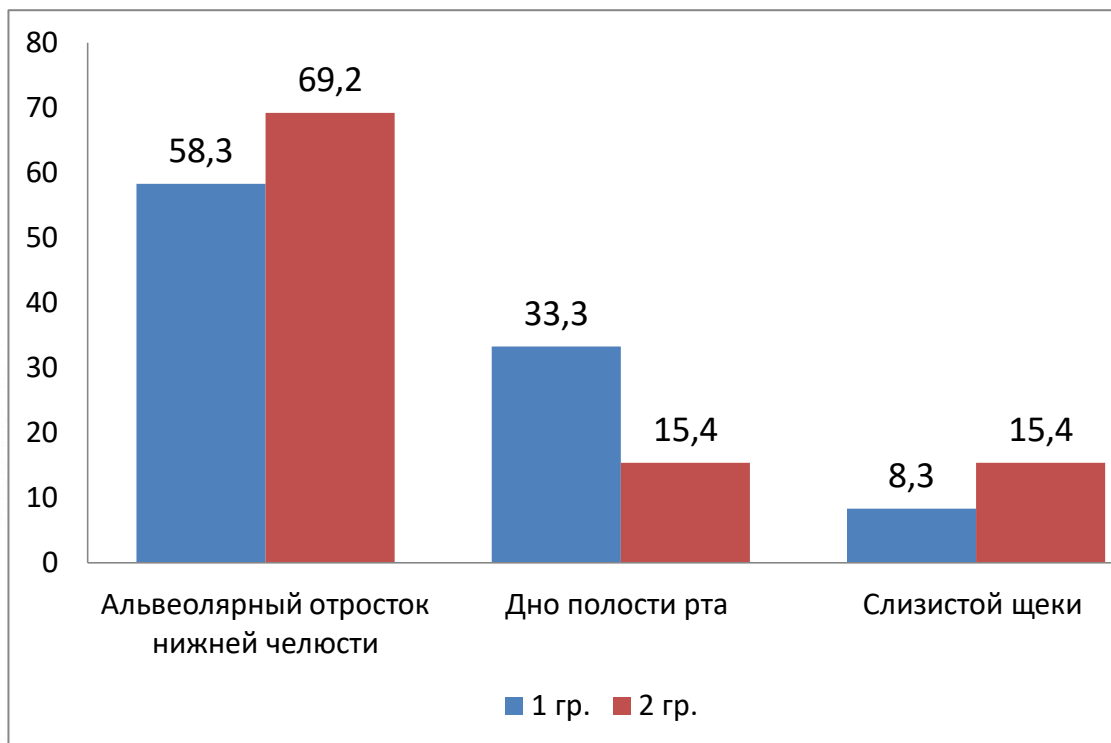
Мы остановимся на основных характеристиках клинического материала и на обсуждении полученных результатов.

Были рассмотрены следующие локализации опухолей ОНР:

- 1- Опухоли дна полости рта 6 (24%)
- 2- Опухоли альвеолярных отростков нижней челюсти; 16 (64%)
- 3- Опухоли слизистой щеки; 3 (12%)

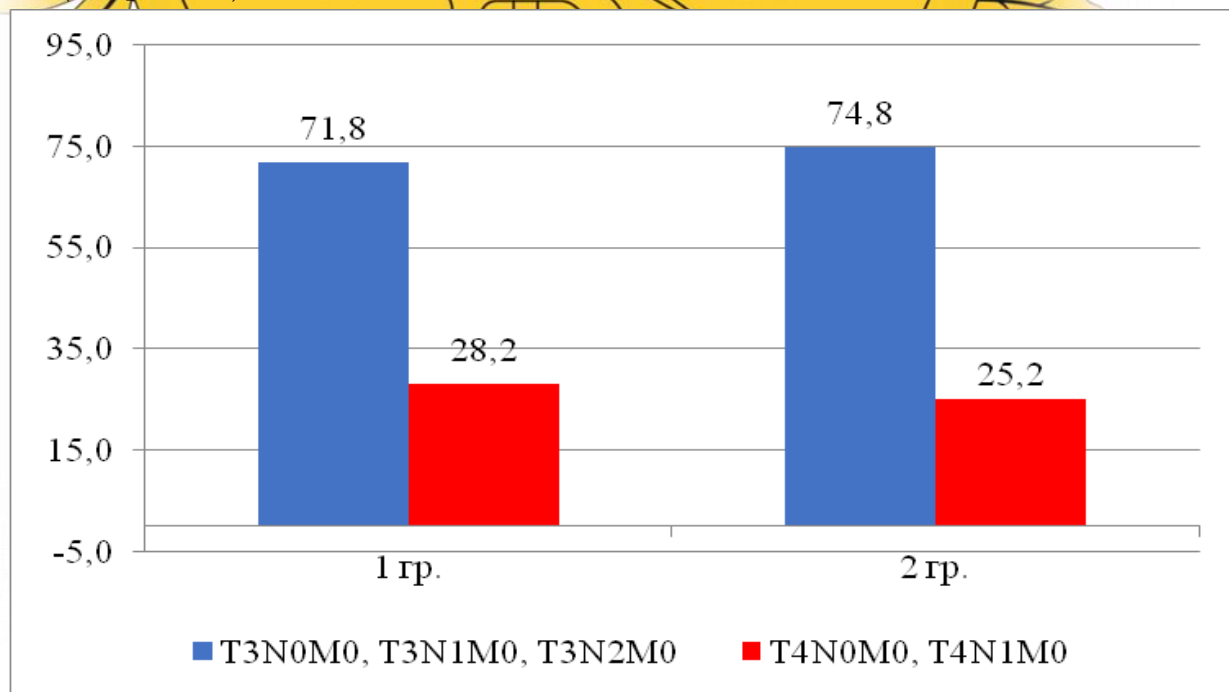
При распространенных процессах локализация первичной опухоли в полости рта и/или, редко соответствует только одной анатомической области.

Распределение больных ОНР по локализации опухоли показало, что в основной группе преобладали ЗНО в альвеолярные отростки нижней челюсти – 58,3% (7), далее непосредственно дно полости рта – 33,3% (4), меньше всего, в слизистые щеки – 8,3% (1); в контрольной группе наибольшее число больных было с локализацией альвеолярных отростков нижней челюсти – 69,2% (9), далее дно полости рта – 15,4%, и слизистой щеки – 15,4% (см.рис.1.1)



**Рис. 1.1. Распределение больных ОНР по локализациям**

Распределение больных по стадиям показало, что в группах исследования число больных наибольшее было в стадии Т3, которое было равнозначным в обеих группах (см. рис.1.2)



**Рис. 1.1. Распределение больных ОНР по стадиям**

Распределение больных ОНР по морфологическому строению опухоли было следующим: большая часть больных основной и контрольной групп имела плоскоклеточный рак с ороговением, умеренно и высокодифференцированной формы 58,3% и 61,5% а в основной группе плоскоклеточный рак без ороговения с



низко и недифференцированной формой встречается больше 41,7% чем в контрольной группе больных – 38,5% (таблица №1.3).

Таблица 1.3.

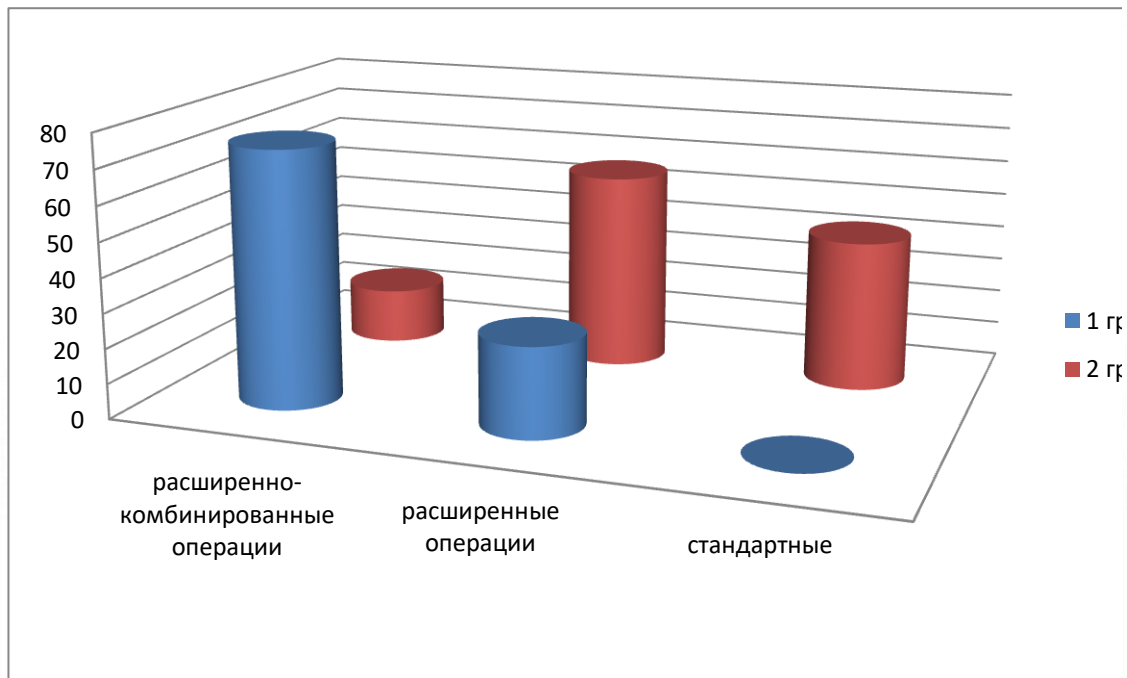
**Распределение больных ОПР в основной и контрольной группах по морфологическому строению опухоли**

Морфология	Основная группа, n =12		Контрольная группа, n=13		Всего n=25	
	абс.	%	абс.	%	абс.	%
Плоскоклеточный рак с ороговением, умеренно- и высокодифференцированный вариант	7	58,3%	8	61,5%	15	60%
Плоскоклеточный без ороговения, низко- и недифференцированный вариант	5	41,7%	5	38,5%	8	40%
<b>ВСЕГО:</b>	<b>12</b>	<b>100</b>	<b>13</b>	<b>100</b>	<b>25</b>	<b>100</b>

Больным проведено стандартное лечение с включением комплексных и комбинированных методов лечения. Стандартная полихимиотерапия в неоадьювантном режиме проводилась пациентам основной группы 71.8%, а в контрольной 21.6%, остальные специальные методы лечения в основной и в контрольных группах равнозначимы.

Оперативное вмешательство разделены на расширенно-комбинированные с формированием модифицированной оростомы в основной группе и операции без оростомы в контрольном.

По объему проведенных операций распределение было следующим: в основной группе преобладали расширенно-комбинированные операции с формированием оростомы – 74% реже производились комбинированные с оростомой – 26% при этом в группе контроля больше производились расширенные операции – 56,8% и стандартные – 43,2%, см.(рис. 1.4).



**Рис. 1.4** Распределение больных по объему проведенных оперативных вмешательств

Заканчивая характеристику клинического материала прежде чем перейти к не клиническим методам исследования мы сочли необходимым привести стандартные клинические методы обследования больных.





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## PROBLEMS OF METHODOLOGY OF TEACHING ENGLISH

Yoqubjanova Mohlaroyim Abdumalik qizi

**Annotation.** *The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process.*

**Key words:** *innovative methods, traditional cultural values, communication skills.*

**Introduction.** One of the most important demands for foreign language education reforms nowadays is the provision of up-to-date teaching materials. This requires joint efforts on behalf scholars in creating textbooks and manuals of a new generation that will be based on local content, take into consideration traditional cultural values, and provide essential input to cross-cultural issues in foreign language acquisition. Another high priority issue for the current foreign language education development in Uzbekistan is professional capacity to implement the reforms. It helps to activate students since most of them have an interest for new knowledge. Such kind of motivation - the desire to successfully develop theme of the project - is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks. Also, this approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills. Also, this approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills. The work on the project can be carried out either individually or in groups. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. Project work begins in the classroom as a teacher-supervised activity. The work on the project can be carried out either individually or in groups. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the



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contribution of each participant. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems.

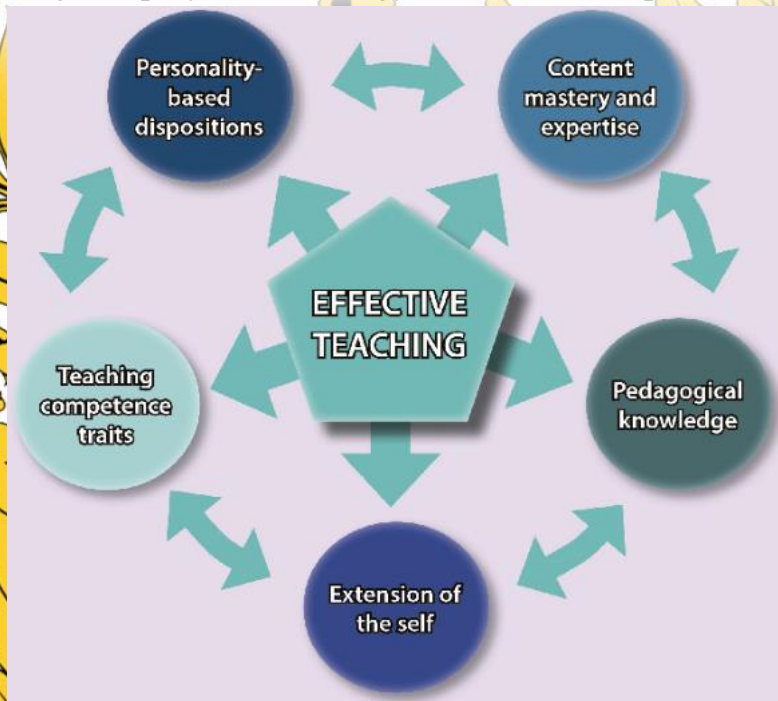


Figure 1. A Comprehensive Framework of Effective Teaching

Project method is one of the most pressing contemporary technologies in teaching foreign languages. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process. One of the most important demands for foreign language education reforms nowadays is the provision of up-to-

date teaching materials. This requires joint efforts on behalf scholars in creating textbooks and manuals of a new generation that will be based on local content, take into consideration traditional cultural values, and provide essential input to cross-cultural issues in foreign language acquisition.

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## ЛИНГВОФИЛОСОФИЯ И КУЛЬТУРНЫЙ КОНТЕКСТ: ОСНОВНЫЕ АСПЕКТЫ ИССЛЕДОВАНИЙ

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**Аннотация.** Данная работа посвящена исследованию лингвофилософии и ее связи с культурным контекстом. Лингвофилософия представляет собой интердисциплинарное поле, которое анализирует взаимосвязь между языком и культурой, а также их влияние друг на друга. Основываясь на фундаментальных исследованиях и концепциях в этой области, наша работа стремится раскрыть ключевые аспекты лингвофилософии.

Мы подчеркиваем, что лингвофилософия демонстрирует, как язык не только отражает, но и формирует культурные ценности и идентичности. Мы также обсуждаем роль культурного контекста в эволюции языка и как он воздействует на лингвистические изменения. В работе поднимается вопрос о важности анализа культурного аспекта в лингвистических исследованиях и предостерегает от исключительного фокуса на языке как нейтральном средстве коммуникации.

Наша аналитическая работа призвана обогатить понимание взаимодействия между языком и культурой, представляя более глубокий взгляд на роль языка в формировании и выражении культурных идентичностей.

**Ключевые слова:** лингвофилософия, язык, культурный контекст, взаимосвязь, идентичность, культурные ценности, анализ, эволюция языка, интердисциплинарность, исследования, коммуникация.

**Введение.** Каждый новый этап в развитии культуры, искусства или науки обязательно понимает важный вопрос о необходимости определения сущности предшествующего культурно-исторического периода. Это связано с тем, что новые идеи и течения всегда имеют корни в прошлом, и для понимания текущего контекста важно установить временные рамки и генеалогию предшествующего периода. Философия XX века выдвигает «новые принципы формирования категориального аппарата методологии гуманитарных наук» [1].

Лингвофилософия исследует взаимосвязь между языком и культурным контекстом, предостерегая нас от лингвистического детерминизма и позволяя понимать, как язык формирует и отражает культурные ценности, а также как культурные факторы влияют на развитие и эволюцию языка. В данном исследовании мы рассмотрим основные аспекты лингвофилософии, подчеркивая важность анализа культурного контекста в изучении языка и предостерегая от исключительного фокуса на языке как нейтральном инструменте.



Лингвофилософия и культурный контекст - это фундаментальные понятия, которые олицетворяют важность изучения взаимосвязи между языком и культурой. Язык и культура тесно связаны, и их взаимодействие играет важную роль в формировании наших представлений о мире, ценностях и идентичности.

Лингвофилософия представляет собой интердисциплинарное поле, которое исследует, как язык отражает и формирует культурные ценности, и как культурный контекст влияет на структуру и использование языка. В рамках этой работы мы сосредоточимся на основных аспектах этого важного исследования.

Цель данной работы заключается в выявлении ключевых моментов лингвофилософии и в обсуждении их важности в понимании взаимосвязи между языком и культурой. Мы также подчеркнем значение анализа культурного контекста в лингвистических исследованиях и покажем, как он может расширить наше представление о том, как язык функционирует и развивается.

С учетом эволюции современного общества, где культурные контакты становятся все более частыми, а коммуникация между разными культурами становится нормой, понимание роли лингвофилософии и культурного контекста становится более важным, чем когда-либо. В этом контексте исследования лингвофилософии приобретают новое значение и актуальность.

В ходе этой работы мы рассмотрим основные концепции лингвофилософии и их применение в анализе культурного контекста, что поможет нам лучше понять, как язык и культура взаимодействуют, и как это взаимодействие формирует наше мировоззрение и идентичность.

По мнению Е.С. Кубряковой, в последние два столетия в развитии лингвистики произошел сдвиг от сравнительно-исторической парадигмы к структурной и, позднее, генеративной [2]. Однако, очевидно, что в современной лингвистике также вырисовывается трансдисциплинарная лингвофилософская парадигма, которую можно охарактеризовать как дискурсивно-когнитивную. Ее развитие связано с процессами, происходящими в современной науке, особенно с интеграцией [3].

Цель данной работы заключается в исследовании и выявлении важнейших аспектов лингвофилософии и ее связи с культурным контекстом. Первостепенной задачей является анализ взаимодействия между языком и культурой, выявление способов, которыми язык формирует и отражает культурные ценности, и, в свою очередь, как культурные факторы влияют на развитие и структуру языка. В результате этого исследования мы стремимся предоставить более глубокое понимание влияния культурного контекста на языковые процессы и, таким образом, укрепить основу для дальнейших исследований в этой области, способствуя более глубокому анализу и пониманию взаимодействия между лингвистикой и культурологией.



Сущность данной работы заключается в изучении взаимосвязи между лингвофилософией и культурным контекстом. Мы стремимся раскрыть суть этой взаимосвязи, исследовать, как язык и культура взаимодействуют, влияют друг на друга и формируются в совокупности. Основная цель - выявить ключевые аспекты этой динамики, подчеркнуть важность анализа культурного контекста в лингвистических исследованиях, и предоставить глубокое понимание роли, которую лингвофилософия играет в анализе культурных явлений и процессов. Это позволит ученым и исследователям лучше понять, как язык и культура взаимодействуют, и как это взаимодействие оказывает влияние на наше мировоззрение и идентичность.

В данной статье рассматриваются лингвофилософские идеи Н. С. Трубецкого, который видел язык как один из ключевых социальных факторов. Он подчеркивал, что структуры языка определяют не только внутриязыковую коммуникацию, но и взаимодействие внутри этнических групп. В своей попытке разработать собственные методы анализа социально-политических явлений, включая «макиавеллизм», Трубецкой обратился к традиции сравнительно-исторического языкознания. Эта традиция была развита в работах выдающихся мыслителей XIX - начала XX века, таких как В. фон Гумбольдт, Л. Гримм, П. Ботт, А. Н. Афанасьев, Ф. И. Буслаев, А. А. Потебня.

Эти идеи можно проследить к истокам, включая работы Дж. Вико, И. Г. Гердера и Ф. Шлегеля, которые попытались рассматривать язык не только как объект исторического анализа, но и в контексте культуры, которую он отражает и формирует

Лингвофилософия и культурный контекст представляют собой два важных аспекта, которые позволяют нам глубоко понять, как язык и культура взаимодействуют и влияют друг на друга. Лингвофилософия - это дисциплина, которая исследует связь между языком и философией, пытаясь раскрывать глубинные смыслы, заложенные в языке, и как они формируют наше мировоззрение. Она позволяет нам лучше понять, как язык может отражать культурные ценности и нормы, а также как он может воздействовать на наши культурные убеждения.

В частности, Ю. Хабермас указывает на то, что именно в результате двух поворотов (лингвистического и прагматического) и возникает современная философия [4]. Следовательно, можно сказать, что применение лингвистического подхода стало катализатором глубоких изменений в философии и лингвистике. Это привело к формированию новой парадигмы, известной как лингвофилософия, и изменило сам способ мышления в этих областях.

Сущность культурного контекста заключается в том, что он является окружением, в котором язык функционирует, и в котором формируются значения и интерпретации языковых выражений. Культурный контекст определяет, какие



слова и концепции имеют важность, и как они используются в обществе. Он также включает в себя социокультурные факторы, традиции, обычаи и историю, которые оказывают воздействие на язык и способы его использования.

Сущность исследования взаимодействия лингвофилософии и культурного контекста заключается в том, что оно позволяет нам лучше понять, как язык и культура взаимодействуют, взаимно формируя друг друга. Это исследование помогает нам расширить наше представление о том, как язык отражает и формирует культурные идентичности, и как культурные факторы влияют на структуру и развитие языка. Таким образом, сущность этой работы заключается в глубоком анализе тесной связи между лингвофилософией и культурным контекстом, что способствует более глубокому пониманию важности этого взаимодействия.

Взаимосвязь между лингвофилософией и культурным контекстом охватывает несколько ключевых концепций и аспектов. Вот некоторые из них:

**Язык как отражение культуры:** Эта концепция предполагает, что язык является зеркалом культуры. Он отражает систему ценностей, обычаи, и мировоззрение общества, в котором он используется. Язык может включать в себя уникальные лингвистические элементы, которые отражают культурные аспекты, такие как традиции, история и социальные нормы.

**Язык как форматор культуры:** Эта концепция утверждает, что язык не только отражает культуру, но и активно формирует ее. Язык может оказывать влияние на способ мышления, поведение и восприятие мира. Он способен создавать и передавать уникальные культурные понятия и представления.

**Контекстуализация языка:** Эта концепция подчеркивает важность понимания языка в его контексте. Язык всегда используется в определенных социокультурных условиях, и его значение может меняться в зависимости от контекста. Понимание культурного контекста помогает правильно интерпретировать языковые выражения.

**Культурный релятивизм:** Эта концепция предполагает, что разные культуры имеют разные системы ценностей и восприятия, и, следовательно, разные языки могут отражать их уникальные аспекты. Культурный релятивизм подчеркивает важность уважения к разнообразию культур и языковых практик.

**Детерминизм и свобода:** Спор о том, насколько язык и культура детерминируют друг друга. Некоторые исследователи считают, что язык полностью определяет культуру, в то время как другие придерживаются взгляда, что культурный контекст оказывает влияние на язык, но не обуславливает его полностью.

Взаимосвязь между лингвофилософией и культурным контекстом подразумевает изучение этих концепций и их воздействия на языковую практику и культурные процессы. Это позволяет углубить понимание того, как язык и



культура взаимодействуют и как это взаимодействие формирует наш мир и наши взгляды.

Исследования, направленные на анализ взаимосвязи между лингвофилософией и культурным контекстом, вовлекают разнообразные методы и методологии. В этой области существует ряд подходов, которые помогают углубленно исследовать влияние языка на культуру и наоборот. Рассмотрим несколько таких методов и методологий, которые пригодны для проведения исследований в данном контексте.

1. **Дескриптивный анализ языка:** Этот метод включает в себя анализ структуры и использования языка в конкретном культурном контексте. Исследователи могут анализировать тексты, речь и языковые концепты, чтобы выявить, как они отражают культурные аспекты.

2. **Контент-анализ:** Исследователи могут использовать контент-анализ для анализа текстов, рекламы, медиаматериалов и других языковых продуктов с целью выявления культурных тем и образов, которые присутствуют в них.

3. **Этнографические исследования:** Этот метод включает в себя непосредственное участие исследователя в культурном контексте, наблюдение и взаимодействие с членами общества для понимания, как они используют язык и какие ценности они выражают через язык.

4. **Интервью и опросы:** Исследователи могут проводить интервью и опросы, чтобы получить точку зрения носителей языка и членов культурного сообщества относительно влияния языка на их культурные убеждения и практики.

5. **Лингвистический анализ дискурса:** Этот метод позволяет исследователям анализировать, как язык используется для конструирования дискурсивных практик и идентичности в конкретном культурном контексте.

6. **Кросс-культурные сравнения:** Сравнительный анализ между разными культурными контекстами может помочь выявить различия и сходства в использовании языка и выражении культурных аспектов.

Методологический подход может варьироваться в зависимости от конкретных исследовательских целей и вопросов, но обычно включает в себя комбинацию вышеперечисленных методов и аналитических подходов. Исследователи могут также ориентироваться на соответствующую теоретическую базу, такую как семиотика, феноменология, герменевтика и другие, чтобы лучше понять взаимосвязь между лингвофилософией и культурным контекстом.

В заключение, изучение взаимосвязи между лингвофилософией и культурным контекстом представляет собой значимую область исследований, которая позволяет глубоко понять, как язык и культура взаимодействуют и влияют друг на друга. Эта область исследований помогает раскрывать сущность языка и культуры в их неразрывной взаимосвязи и выявлять ключевые аспекты, которые формируют наше мировоззрение и идентичность.

Завершая наше рассмотрение, хотелось бы подчеркнуть важное влияние прагматического подхода Дж. Остина на развитие лингвофилософии. Основополагающая идея логоцентризма, известная с тем времен Аристотеля в области философии языка, была пересмотрена и переосмыслена Дж. Остином. Применяв концепцию речевых актов, он отказался от прежних сложных гармоний, внедренных Аристотелем в лингвистическую науку. Эта революция в мышлении помогла открывать новые горизонты для лингвофилософии и продолжила влиять на дальнейшее развитие философии языка [5].

В процессе нашего исследования мы подчеркнули важность лингвофилософии как дисциплины, которая анализирует, как язык отражает и формирует культурные ценности и нормы. Вмешательство культурного контекста в структуру и использование языка было также выделено в рамках исследования, демонстрируя, что культура и язык взаимодействуют и влияют друг на друга в обоюдной динамике.

Наше исследование подчеркивает важность анализа культурного контекста в лингвистических исследованиях, предупреждая от упрощенных представлений о языке как нейтральном инструменте коммуникации. Вместо этого, мы призываем к глубокому пониманию влияния культуры на язык и обратно, что помогает нам более полно и точно описать процессы формирования языковых и культурных реалий.

В итоге, исследование взаимосвязи между лингвофилософией и культурным контекстом не только расширяет наше знание о природе языка и культуры, но и позволяет нам более глубоко понимать сложные взаимодействия, лежащие в основе нашего общения и культурных практик. Данный анализ способствует дальнейшему развитию исследований в этой области и помогает нам лучше ориентироваться в многообразии культурных и лингвистических практик, которые составляют наш мир.



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**JUN TOLASINI TOZALASH TEXNOLOGIYASINI TAKOMILLASHTIRISH  
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**Annotatsiya.** *To'qimachilik sanoatida jun tolasi bilan ishlash samaradorligini oshirish maqsadida ko'plab ilmiy tadqiqotlar ishlari olib borilmoqda. Sifatli jun tolasini olish uchun uni tozalash texnologiyasini takomillashtirish muhim ahamiyatga ega.*

**Kalit so'zlar:** *Jun, Jun tolasi, to'qimachilik, chiqindi, tolali material.*

To'qimachilik sanoati xalq xo'jaligining muhim tarmoqlaridan biri bo'lib, unda xomashyodan toqilona foydalanish, shuningdek, qayta tiklanadigan tolalardan samarali foydalanish yo'llari va ularni olish imkoniyatlarini izlashga tobora ko'proq e'tibor qaratilmoqda. Yengil sanoat chiqindilaridan foydalanishning dolzarbligi nafaqat to'qimachilik sanoati tajribasi, balki Davlat statistika qo'mitasining ma'lumotlari bilan ham tasdiqlanadi (2001): yumshoq tolali chiqindilarda 50% dan ortiq yigiriladigan tola, sifatsiz ip chiqindilari - 13%, flap - 19%, paxtalashtirilgan zig'ir chiqindilari - 60% va boshqalar.

Chiqindilar katta va o'rta chiziqli zichlikdagi iplarni, to'qilmagan materiallarni ishlab chiqarishga yo'naltirilishi mumkin, ammo so'nggi yillarda erishilgan yutuqlarga qaramay, chiqindilardan tolalarni qayta tiklash bilan bog'liq muammolar saqlanib qolmoqda. Deyarli barcha turdagi chiqindilarni qayta ishlash mumkin, ammo buning uchun chiqindilarni tozalash, bo'shatish va undan changni tozalash kerak.

Shu munosabat bilan uni amaliyotga tatbiq etish uchun kam chiqindi va chiqindisiz yangi texnologiya va uskunalarni yaratish zarurati ortib bormoqda. Mavjud korxonalarda yangi, samaraliroq texnika va texnologiyani joriy etish bir xil yoki kichikroq maydonlarda texnik-iqtisodiy ko'rsatkichlari yaxshi bo'lgan raqobatbardosh mahsulotlarning ko'payishini ta'minlaydi.

Hozirgi vaqtda mamlakatimiz to'qimachilik sanoati oldida turgan muhim vazifalar bilan bog'liq holda, jun ip ishlab chiqarish bo'yicha mahalliy va xorijiy sanoatning texnologiya va texnologiyasining eng so'nggi yutuqlari haqidagi ma'lumotlar katta ahamiyatga ega [1].

Chiqindilarni qayta ishlash bo'yicha xorijiy texnologiyalar va ishlab chiqarish liniyalarini ushbu sohalarda mahalliy mashinasozlik rivojlanishining umumiy tendentsiyalari bilan taqqoslaganda, texnologiyada sezilarli tafovut yo'qligini ta'kidlash kerak. Biroq, mahalliy mashinalarning texnik darajasi va kadrlar



tayyorlash sifati chiqindisiz texnologiyalar sohasida jahon darajasidan ancha orqada qolmoqda, xususan defibratsiya, changdan tozalash, tozalash va aralashmalardan o'rta va past chiziqli zichlikdagi iplarni olish, yigirish, to'quv va tikuvchilik ishlab chiqarishidan olingan qayta tiklangan tolalar.

Hozirgi vaqtda to'qimachilik, kimyo va yengil sanoatda tolali ishlab chiqarish chiqindilarining katta zaxiralari yaratilgan bo'lib, ulardan ko'p qismi foydalanish mumkin. Shu bois, yuqori sifatli regeneratsiya qilingan tolalarni olish va ulardan samaraliroq foydalanish yo'llarini izlash dolzarb va o'z vaqtida talab qilinadigan vazifadir, chunki to'qimachilik sanoati ishlab chiqarish hajmi tobora ortib borayotgani xomashyo miqdorini oshirishni taqozo etmoqda.

Dxitia uchun augshtmistik mavzular. Bugungi kunda xomashyo, ayniqsa, chiqindilarni qayta ishlash va ulardan oqlona foydalanish Rossiya to'qimachilik korxonalari uchun eng muhim muammolardan biri hisoblanadi. Buning sababi ham chiqindilarni tayyorlash, ham ulardan foydalanishning ilmiy asoslangan texnologiyalari, hamda zarur jihozlarning yo'qligidir.

Hozirgi vaqtda jun juda qimmat xomashyo hisoblanadi, shuning uchun regeneratsiya qilingan tolalar sifatini oshirish, ya'ni ushbu xomashyoni iste'mol va texnologik xususiyatlarini saqlab qolgan holda eng tejankor usullarda olish imkoniyati dolzarb muammo hisoblanadi. To'qimachilik ishlab chiqarishida qo'llaniladigan yangi tashkil etilgan yoki mavjud agregatlar va mexanizmlarni modernizatsiya qilish asosida ishlab chiqilgan universal texnologiyalar va uskunalar alohida ahamiyatga ega.

Maqola "Rossiya to'qimachilik" Butunrossiya universitetlararo ilmiy-texnikaviy dasturiga muvofiq va 2003 yilda yengil sanoat muammolari sohasidagi fundamental tadqiqotlar bo'yicha grant bo'yicha ilmiy tadqiqotlar doirasida "Rossiyani rivojlantirish" mavzusida olib borildi, uchun yangi raqobatbardosh to'qilmagan va boshqa materiallar

Maqolanin maqsadi yuqori sifatli ikkilamchi xom ashyo olish uchun tolalarni regeneratsiya qilishni amalga oshiruvchi qurilmalarni yaratish asosida jun chiqindilarini qayta ishlash texnologik jarayoni samaradorligini oshirishdan iborat.

Ushbu maqsadga erishish uchun quyidagi vazifalar hal qilindi:

1. Jun ishlab chiqarish chiqindilarini qayta ishlash bo'yicha mavjud texnologiya va uskunalar hamda ulardan foydalanish yo'nalishlari tahlil qilingan.

2. Tolali materialni gidrodinamik tozalash uchun barjaning texnologiyasi va dizayni ishlab chiqildi va nazariy asoslandi, shu bilan birga materialni yuvish uchun shart-sharoitlar yaxshilandi, uni tozalash samaradorligi oshirildi.

3. Oziqlantiruvchi chiqishda texnologik ishlov berish jarayonida tolali pol qoplamasining massa zichligining o'zgarishi va deformatsiyasi o'rganildi va ma'lum miqdordagi tartibsizliklar uchun xususiyat maydonining (to'plamlar shaklidagi tolali to'r) takrorlanishi muammosi hal qilindi. oziqlantiruvchining igna panjarasida.

4. Oldindan ishlab chiqarish texnologiyasi va dizayni ishlab chiqilgan va amalda joriy etilgan.

Taroqlash jarayonida yumshoq ishlov berish uchun strukturani tozalash va barqarorlashtirish jarayonida chiqindi junni Nuh tayyorlash.

5. Oziqlantirish moslamasi zonasida ko'p miqdorda begona o'tlar aralashmalari bo'lgan chiqindilarni oldindan tayyorlash texnologiyasi nazariy jihatdan asoslangan.

6. Regressiya bog'liqliklari asosida regeneratsiya qilingan tolaning fizik-mexanik xossalari ko'rsatkichlari bilan quvvat qurilmalari ishchi organlarining texnologik parametrlari o'rtasidagi bog'liqlik o'rnatildi va ularning optimal to'ldirish parametrlari aniqlandi.

7. Chiqindilardan foydalangan holda olingan va tekshirilgan mahsulotlar.

Obmiy va tadqiqot metodologiyasi. Ishda to'qimachilik chiqindilarini tozalash jarayonining nazariy va eksperimental tadqiqotlari mavjud. Tadqiqot ob'ekti sifatida biz jun ishlab chiqarish chiqindilaridan foydalandik: tovoq kartasi, chang kameralari chiqindilari, o'pkalar, shuningdek, 64-60 \* apparat dulavratotu junlari.

Tajribani tashkil etish va o'tkazish, natijalarni qayta ishlash matematik modellashirish, regressiya va dispersiya tahlillari usullaridan foydalangan holda amalga oshirildi.

Tadqiqotlar va tajribalar natijalari bo'yicha hisob-kitoblar kompyuter hisoblash vositalaridan foydalangan holda amalga oshirildi. To'qimachilik materiallarining mexanik texnologiyasi (MTM) IGTA ning jihozlarida eksperimental tadqiqotlar o'tkazildi. Ularni amalga oshirishda rejalashtirilgan usullardan foydalanildi!" matematik statistika usullari bilan keyingi ma'lumotlarni qayta ishlash bilan tajriba o'tkazish. Zamonaviy mexanika va amaliy aerodinamika usullari tozalashning texnologik jarayonlarida ishchi organlarning o'zaro ta'sirini tahlil qilish va tozalangan tolaning fizik-mexanik xossalari uchun sifat ko'rsatkichlarini olish uchun ishlatilgan.

Bundan tashqari, tadqiqot jarayonida differensial va integral hisoblash apparati, tasodiy sonlar nazariyasi yordamida zamonaviy usullardan foydalanildi. Olingan yarim tayyor mahsulotlar va xalq iste'moli mollarining xossalari standart zamonaviy mahalliy va xorijiy laboratoriya asboblari aniqlandi.

Nazariy qoidalarning ishonchiligi ishlab chiqilgan texnologiya va uskunalarni ishlab chiqarish sharoitida sinovdan o'tkazishda eksperimental tadqiqotlar natijalari bilan tasdiqlanadi.

Maqolada birinchi marta quyidagi ilmiy natijalar olindi:

1. Texnologik jarayonda junni yuvishning gidrodinamik sharoitlarini o'rganish natijasida tolali bog'lamning ma'lum bir kesimidagi eritma konsentratsiyasi bilan bog'lam bo'ylab uning konsentratsiyasining o'zgarishi o'rtasidagi bog'liqlik aniqlandi, shuningdek, harakat paytida tolali to'plam boshdan kechiradigan qarshilik kuchining gidrodinamik o'zaro ta'sirning turli omillariga bog'liqligi olingan.



2. Jun yuvish barkasida turli xil chiziqli bir qancha erkin aylanadigan ichi bo'sh silindrlarni o'rnatish orqali yuvilgan materialni tozalash samaradorligini oshirish nazariy va eksperimental jihatdan asoslangan. Texnik yechimning yangiligi Ns 36834 RF IPC D01 B 3/04 foydali model patenti bilan tasdiqlangan.

3. Oziqlantiruvchining igna panjarasidagi tolali materialni o'rganish natijasida tolalar to'plamlari orasidagi masofani ularni texnologik qayta ishlash jarayonida qayta ishlangan chiqindi massasining massa zichligining o'zgarishi va aniqligi bilan bog'liq bo'lgan tenglamalar olingan. tolali pol qoplamasining profil qismini to'g'ri ko'rsatish uchun zarur bo'lgan olingan natijalarni takrorlash.

4. Qoziq ishchi organi bilan o'zaro ta'sirida ma'lum hajmdagi tolali materialning kuchlanish holatini taysiflovchi tenglamalar tizimi olindi.

5. Tolali jun chiqindilarini qayta ishlash uchun yangi qurilma ishlab chiqildi, uning texnik yangiligi o'zaro va aylanish harakatlarining No foydali model sertifikatini bilan tasdiqlangan.

6. Tolaning asosiy o'qiga nisbatan soqolning tolalardan bo'ylama va ko'ndalang harakatlariga asoslangan junning qat'iq tiqilib qolgan tolali chiqindilarini qayta ishlash texnologiyasini qo'llashning ilmiy asoslanishi berilgan.

7. Jun chiqindilarini qayta ishlash sharoitlari, tolali materialning zonama-zon deformatsiyasining keyingi nazariy ishlanmalari bo'yicha eksperimental tadqiqotlar olib borildi.

8. Ishlab chiqarish sharoitida ishlab chiqarilgan, tarkibida qayta ishlangan jun chiqindilari bo'lgan tayyor mahsulotlar o'rganildi.

Ish natijalari haqida amaliy bilim. Maqolaning amaliy ahamiyati shundan iboratki, nazariy natijalar chiqindini qayta ishlashning maqbul texnologiyasi ko'rinishida amaliyotga tatbiq etildi, bu esa Serpuxov texl>\*lzh>-tikuv birlashmasida (STSHO) tayyor mahsulot olish imkonini berdi. "Proletar".

Jun tolali aralashmalarni gidrodinamik tozalash uchun barque dm ishlab chiqilgan va sinovdan o'tkazilgan, unda yuvilgan materialning tozalash samaradorligi dozalash bilan oshiriladi. Tolalar to'plamlariga ularning yuvish barkasida harakatlanish jarayonida bir xil va doimiy tebranish ta'siri haqida. Bundan tashqari, tolali chiqindilarni tozalash moslamasi ishlab chiqildi va sinovdan o'tkazildi, buning natijasida tolali aralashmani ishlab chiqish jarayonida barbga dinamik ta'sir qilish orqali tozalash samaradorligi ortadi.

Ishning amaliy ahamiyati shundan iboratki, chiqindilarni qayta ishlash bo'yicha yaratilgan texnologiya va uskunalar qayta tiklanadigan tola sifatini oshirish imkonini berdi va undan to'qimachilik mahsulotlari ishlab chiqarishda samarali foydalanishga xizmat qildi. Olingan nazariy va eksperimental natijalar to'qimachilik sanoatini qo'shimcha xomashyo bilan ta'minlash va xomashyodan oqilona foydalanish masalalarini hal etish bilan bog'liq yangi istiqbolli yo'nalish ishlab chiqilganligidan dalolat beradi.

Amalga oshirilgan ishlar natijalaridan to'qimachilik chiqindilaridan tolani qayta tiklash bo'yicha yangi uskunalar yaratish va mavjudlarini modernizatsiya qilishda foydalanish mumkin. Asosiy ilmiy ishlanmalar Ivanovo qishloq xo'jaligi to'qimachilik akademiyasining MTTM kafedrasida o'quv jarayonida qo'llanilishini topdi. Maqolaning natijalarini sanoatga joriy etish KhK (Ulan-Bator, Mo'g'uliston) va OAO OHIO Proletariy (Moskva viloyati, Serpuxov) GOBI zavodida amalga oshirildi.

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**AGROSANOAT MAJMUALARI TARMOQLARINI JOYLASHTIRISHNING  
GEOGRAFIK JIHATLARI**

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fani o'qituvchisi*

**Annotatsiya.** *Maqolada agrosanoat majmualari shakllanishi va joylashtirishning geografik jihatlari o'rganildi.*

**Kali so'zlar.** *Agrosanoat, tarmoq, hudud, mintaqa, dehqonchilik, chorvachilik, uzumchilik, bog'dorchilik, geografiya, rayon, hudud.*

Agrosanoat majmualari ikki ko'rinishdagi tarkibga ega: tarmoq va hududiy tarkib. Geografik nuqtai nazardan ularning hududiy tashkil etilishidagi qonuniyatlarni o'rganishi muhimroqdir. Bu erda qishloq xo'jaligi tarmoqlarining joylashuvidagi xususiyatlarni, ularning mavsumiyliги hamda areal va mintaqaviy tashkil etilishidek tomonlarini alohida ta'kidlash lozim.

Agrosanoat majmualari dehqonchilik va chorvachilik negizida shakllanadi. Bizning sharoitimizda ko'proq birinchisi, eng avvalo uzumchilik, bog'dorchilik bilan bog'liq bo'lgan sanoat korxonalarini tarqalgan.

Iqtisodiy va ijtimoiy geografiya asosini bir qator ilmiy g'oya (konsepsiya), tushuncha va qonuniyatlar tashkil etadi. Ular jumlasiga umuman geografiya fanining bosh tushunchasi rayon, uning fundamental tushunchasi hududiy mehnat taqsimoti, shuningdek, iqtisodiy geografik rayon va boshqalar kiradi. Hududiy ishlab chiqarish komplekslari yoki majmualari hududiy ishlab chiqarish majmualari ham bu tushunchalar orasida muhim mavqega ega.

Rayon-fransuz tilidan olingan bo'lib (ingliz tilida-region), u hududning umumiy xususiyatga ega bo'lgan ma'lum bir qismini anglatadi. Rayon turli bosqichli va maqsadli yoki yo'nalishli bo'ladi. Bizning fanimizga tegishlisi esa iqtisodiy yoki ijtimoiy-iqtisodiy rayonlar deb ataladi.

O'z navbatida rayon, ayniqsa iqtisodiy rayon hududiy (geografik) mehnat taqsimotining natijasidir. Hududiy mehnat taqsimoti esa iqtisodiy geografik jarayon bo'lib, uning rivojlanish zaminida tabiiy sharoit va resurslarning hududiy jihatdan turli-tumanligi yotadi. Bu tabiiy hududiy tafovutlar xalq xo'jaligi tarmoqlari rivojlanishi va joylashuvining bir joydan ikkinchi joyning farq qilishiga olib keladi, ularsiz iqtisodiy va ijtimoiy geografiya fanining o'zi ham bo'lmaydi. "Hamma joyda bor narsa geografiyada aslo bo'lmasligi kerak", deb bejiz aytishmagan.

Ko'rinib turibdiki, iqtisodiy va ijtimoiy geografiya fanining asosiy tushunchalari bir-birlari bilan chambarchas bog'liq, shu bois ularni aloqadorlikda qarash katta ahamiyatga ega. Bu fikr hududiy ishlab chiqarish majmualariga ham daxldor.

Hududiy ishlab chiqarish majmualari iqtisodiy va ijtimoiy geografiyaning jahon ahamiyatiga molik bo'lgan nazariy yutuqlaridan biridir. Uni yaratishda taniqli rus olimi N.N.Kolosovskiyning xizmatini ko'rsatish joiz.

Ishlab chiqarishning hududiy birliklari to'g'risida ilk bor akademik I.G.Aleksandrov mamlakatni elektrlashtirish haqida fikr bildirgan edi. Bu olim o'tgan asrning yigirmanchi yillarida turli yirik elektr stansiyalarini loyihalashda bevosita ishtirok etib, rayon kombinatlari to'g'risidagi nazariyasini yaratadi. O'ttizinchi yillarda esa bu muhim masalani chuqur o'rganib, rayon ishlab chiqarish kombinatlarini barpo etish lozimligini ta'kidladi. Keyinchalik N.N.Kolosovskiy I.G.Aleksandrovning rayon ishlab chiqarish kombinatlarini to'g'risidagi nazariy ishidan Ural, Sibir va Qozog'iston kabi yirik rayonlar misolida amaliy foydalandi, uni boyitdi va shu asosda o'zining rayon komplekslari (majmualari) to'g'risidagi ilmiy g'oyasini yaratdi.

N.N.Kolosovskiy 1947-yilda hududiy ishlab chiqarish (aniqrog'i, ishlab chiqarishning hududiy birliklari yoki komplekslari) mayzusida o'z maqolasini chop ettirdi. Uning fikricha, bu nazariyaning asosiy mohiyatini ma'lum bir hududda yoki joyda ishlab chiqarish korxonalari va aholi manzilgohlarini bir-biri bilan bog'liq holda rivojlanishi va joylanishi tashkil etadi. U ishlab chiqarishning hududiy majmuasini iqtisodiy geografiya fanining tarkibiy qismi ekanligini ta'kidlab, ayni paytda ma'lum hududda o'rnatilgan ishlab chiqarish korxonalarining yig'indisi har doim ham majmua hosil qilmaydi, deb uqtiradi. Bunday holda korxonalarining oddiy hududiy guruxi tashkil bo'ladi, xolos. Demak, har qanday hududiy majmua bu korxonalar guruxi, ammo har qanday gurux majmua bo'la olmaydi.

Biroq turli bosqichdagi iqtisodiy rayonlar ham hududiy ishlab chiqarish majmualari tarzida ko'rilishi mumkin. Masalan, O'zbekiston Respublikasida Farg'ona vodiysi, Toshkent viloyati hududiy ishlab chiqarish majmualari va h. k. Savol tug'ilishi mumkin: haqiqatda yoki real voqelikda hududiy ishlab chiqarish majmualari qayerda vujudga keladi va har qanday joyning ishlab chiqarish korxonalari birlashmasini hududiy majmua deb atash mumkinmi? Bu erda masalaga bar tomonlama yondashish kerak va hududiy ishlab chiqarish majmualarning mohiyatiga ko'ra har xil bo'lishini anglab olish zarur. Aks holda, chalkashliklar vujudga kelishi muqarrar.



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## МЕХНАТ МИГРАТСИЯСИНИНГ ИЖОБИЙ ВА САЛБИЙ ЖИХАТЛАРИ

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**Аннотация.** Глобаллашув шароитида мамлакатлар ўртасида ўзаро боғлиқликнинг ортиши, ўзаро иқтисодий, ижтимоий ва сиёсий жараёнларнинг чуқурлашуви ишчи кучи миграциясига ҳам таъсир этмай қолмаганлигини назарда тутиб ишчи кучи миграциясининг ўрнанишининг ахамияти ортиб боради. Аҳоли миграцияси бу жамиятнинг иқтисодий ва ижтимоий-сиёсий ҳаётининг турли жиҳатлари, улардаги ўзгарувчан тенденцияларнинг шаклланиши ва намоён бўлиши билан боғлиқ бўлган мураккаб ижтимоий-иқтисодий ҳодиса. Меҳнат миграциясининг оқибатларини очиқ беришда икки хил ёндашув мавжуд бўлиб, биринчидан, мамлакатнинг меҳнат ресурсларига бўлган эҳтиёжни таъминлайди, янги ҳудудларни барпо этилишига олиб келади, иқтисодий фаол аҳолини иқтисодиётдаги ҳолатини тартибга солади ва шунингдек аҳолининг ижтимоий-маданий ҳаёт тарзига сезиларли таъсир ўтказади.

**Калиф сўзлар:** меҳнат ресурслари, ишсизлик даражаси, бозор иқтисодиёти, меҳнат миграцияси.

Меҳнат миграциясининг келиб чиқиш сабаблари қанчалик мураккаб, унинг илдизлари қанчалик нуқур бўлмасин, давлатимизнинг, халқимизнинг, қолаверса ҳар биримизнинг унга нисбатан муносабатимиз, унинг келажасига нисбатан аниқ стратегиямиз шаклланиши лозим. Меҳнат мигрантлари яна қанча вақт бегона юртларда муҳожирликда яшаб, оила тебратиши керак деган ҳаётий саволга аниқ жавоб мана шу стратегияда ўз аксини топиши лозим. Биринчидан, тор маънода, миграция доимий яшаш жойининг ўзгариши билан боғлиқ бўлган ҳудудий ҳаракатларнинг тўлиқ тури сифатида намоён бўлади; миграция эса кўчиб ўтишни англатади. Иқтисодиётда кечган объектив жараёнлар оқибатида минглаб, миллионлаб кишилар ишсиз қолди, ўзларининг даромад манбаидан ажралди. Эндигина мустақилликка эришган ёш Республикада касбий таълим тизими мамлакатда шиддат билан шаклланиб бораётган бозорнинг реал талабларидан келиб чиққан ҳолда малакали мутахассислар тайёрлаш ва қайта атайёрлаш тизимига ҳали мослашиб улгурмаган эди. Натижада меҳнат бозорида ишчи кучи таклифи ва унга талаб ўртасида кескин таркибий дисбаланс юзага келди ва бозор муносабатлари ўрнашиб борган сайин тобора чуқурлашиб борди. Ўзбекистонда бозор иқтисодиётига ўтиш билан боғлиқ туб ўзгаришлар биринчи навбатда меҳнат муносабатларига бениҳоя кучли таъсир кўрсатди. Натижада иқтисодий ислохотлар



жараёнида бозор мунособатларига асосланган иқтисодий тизимга хос, унинг ажралмас қисми ва доимий йўлдоши бўлган ишсизлик феномени юзага келди. Меҳнат мигратсиясини – Ўзбекистон учун иқтисодий жиҳатдан зарарли, мамлакат равнақи йўлидаги энг катта тўсиқлардан бири сифатида баҳолаш лозим. Маънавий жиҳатдан эса бой тарихга, ибратли анъаналарга, халқлар ўртасида ўзига хос обрў-эътиборга эга бўлган халқимизнинг шон-шуҳрати ва шаънига тамоман мос келмайдиган воқелик сифатида қараш лозим. Шу сабабли меҳнат мигратсиясида юрганларни ўз юртига қайтаришнинг самарали механизмларини ишлаб чиқиб, уларни амалиётга жорий қилиш мақсадга мувофиқ. Назримизда, ушбу стратегияни амалга ошириш жуда оғир жараён бўлиб, катта сафарбарликни ва албатта узок вақтни талаб қилади. Хорижий мамлакатларда ишчи кучи мигратсияси, унинг асосий йўналишлари ва муаммоларини ўрганар эканмиз, унда мигратсия оқими, ривожланаётган мамлакатлардан ривожланган мамлакатларга йўналади. Ривожланган мамлакатларда иқтисодий билим, таълим ва маданий ҳолати юқори бўлган аҳолининг юқори тажаурмуш даражаси мигратсион омилига кучли таъсир ўтказди. Ишсизлик даражаси юқори, иш ҳақи кам бўлган мамлакатларда, ҳаётни таъминловчи асосий зарурати бўлган бирламчи эҳтиёжларни қондириш, оилани моддий-иқтисодий таъминлаш муоммоси ҳам ривожланган мамлакатларга кўчишга туртки беради. Ишсизлик даражаси юқори, иш ҳақи кам бўлган мамлакатларда, ҳаётни таъминловчи асосий зарурати бўлган бирламчи эҳтиёжларни қондириш, оилани моддий-иқтисодий таъминлаш муоммоси ҳам фаровон мамлакатларга кўчишга туртки беради. Халқаро иқтисодий ва сиёсий жараёнларда меҳнат мигратсияси мураккаб муаммолардан бири бўлиб қолмоқда. Ҳозирги пайтда мигратсия жараёни жадал ривожланаётган мамлакатларнинг катта қисмини шимолий мамлакатлар ташкил этмоқда. Бугунги кунда иммигрантсияга доир қонун ва тартибларнинг бузилиши, шунингдек, Европа давлатлари туб жой аҳолиси ўртасида ишсизликнинг кучайиши муайян зиддиятли ҳолатларни юзага келтирмоқда. Хусусан, Германияда бонка муаммолар билан бир қаторда, немислар бошқа миллатлар феъл-атвориغا, маданиятига мурасасизлигининг кучайиши ва бу ҳолатни улар экстремизмга қарши кураш билан боғлаётганларини айтиш мумкин. Ўзбекистон Республикаси меҳнат мигратсияси нуқтаи назаридан донор мамлакат ҳисобланади. Сўнгги йилларда ўзбекистонлик мигрантларнинг хориждаги ноқонуний ҳаракати, чет элга ноқонуний чиқиши ва дедарак йўқолиши, ишга ёлланиш тартибининг инсон ҳафсизлига зид ҳолатларнинг тез-тез такрорланиши ҳукумат томонидан ягона рақамли базага ўтиш ва шу орқали хорижга чиқувчиларни назорат қилиш эҳтиёжини келтириб чиқармоқда.

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**DEVELOPMENT OF SOCIAL AND CULTURAL COMPETENCE IN  
TEACHING ENGLISH TO STUDENTS OF MEDICAL HIGHER EDUCATION  
INSTITUTIONS**

**Adamova Farangiz Jamol qizi**

**Abstract.** *In the rapidly evolving world of healthcare, English language proficiency has become increasingly important for students of medical higher education institutions. As future healthcare professionals, these students need to communicate effectively with patients, colleagues, and medical experts from around the world. However, it is not enough for them to have just linguistic competence; they must also possess social and cultural competence to navigate various cultural contexts. This article explores the significance of developing social and cultural competence in teaching English to students in medical higher education institutions.*

**Introduction.** Teaching English to students in medical higher education institutions requires a comprehensive understanding of the importance of social and cultural competence. As these students often become healthcare professionals working in multicultural settings, it is crucial for them to possess not only language skills but also the ability to communicate effectively and respectfully with individuals from diverse backgrounds. This article explores the development of social and cultural competence in teaching English to students of medical higher education institutions, highlighting strategies and approaches that educators can adopt to enhance these skills. Social and cultural competence involves the ability to communicate and interact appropriately with individuals from diverse backgrounds. It goes beyond language skills and encompasses the knowledge and understanding of cultural values, beliefs, and norms. Developing social and cultural competence is crucial when teaching English to students of medical higher education institutions, as it equips them with the necessary skills to engage and connect with patients, respect cultural differences, and promote effective healthcare delivery. Teaching English with a focus on social and cultural competence enables students to develop enhanced cross-cultural communication skills. Students learn to navigate an array of cultural contexts and adapt their communication style accordingly. By understanding cultural nuances, they become sensitive to the needs and expectations of patients, ensuring effective doctor-patient communication. This competency allows them to build trust, show empathy, and provide patient-centered care, irrespective of cultural differences.

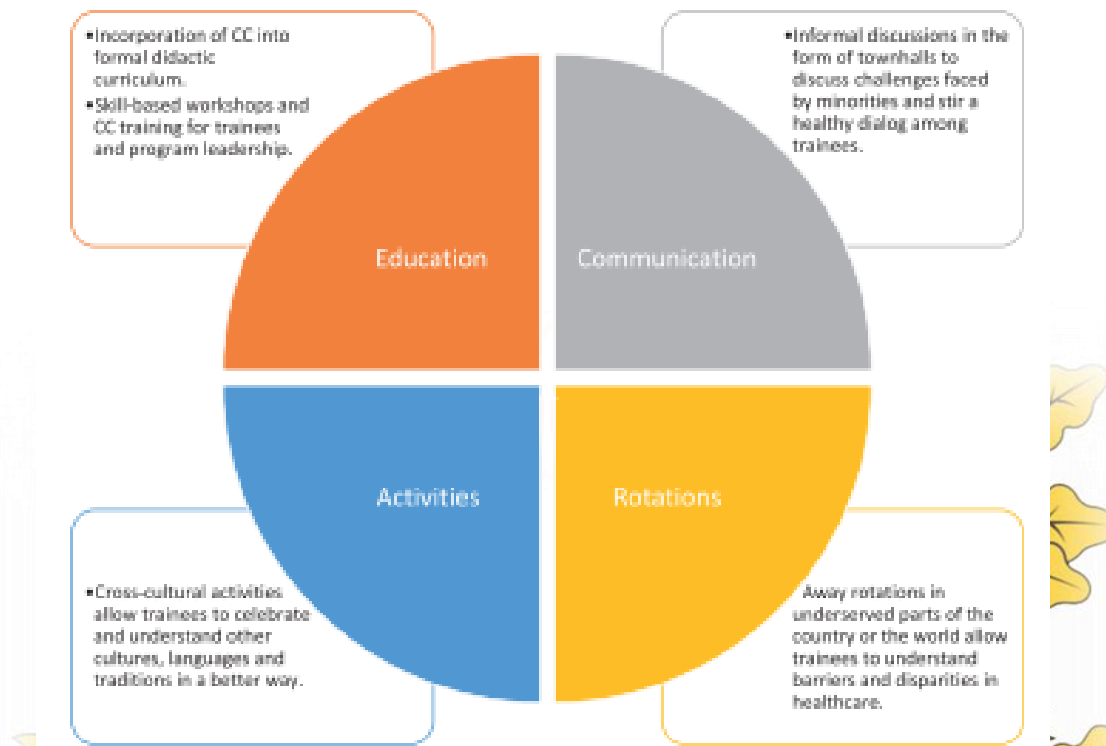



Figure 1. Strategies to incorporate cultural competency into graduate medical education

Developing social and cultural competence in English language learning cultivates empathy and cultural sensitivity among students. Through exposure to diverse perspectives, students gain a deeper understanding of the challenges faced by individuals from different cultures. This understanding promotes acceptance, tolerance, and respect, enhancing their ability to provide culturally appropriate care. By accepting and appreciating cultural diversity, future healthcare professionals can deliver better outcomes for their patients. Teaching English to students in medical higher education promotes interdisciplinary collaboration. Healthcare professionals work in multidisciplinary teams, often comprising individuals from various cultural backgrounds. The ability to communicate effectively in English, while understanding the cultural context, fosters collaboration and teamwork. Students learn to value diverse opinions, contribute constructively, and collectively work towards optimal patient care. To develop social and cultural competence in teaching English to students of medical higher education institutions, educators can incorporate various strategies into the curriculum. This may include designing activities that require students to examine and discuss cultural differences, organizing language exchange programs with students from different countries, and using authentic materials that reflect diverse healthcare scenarios. In an increasingly interconnected world, the ability to communicate effectively across social and cultural boundaries has become essential. This is particularly true when teaching English, a global language that plays a vital role in facilitating international communication. This article explores the development of social and cultural competence in teaching English, shedding light on



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its significance and presenting strategies for incorporating these essential skills into language education. By fostering social and cultural competence, educators can empower students to become effective communicators in diverse contexts, enriching their language learning experience. Language instruction, coupled with cultural awareness, can elevate students' ability to bridge communication gaps and provide inclusive healthcare services. Teaching English to students of medical higher education institutions goes beyond language proficiency. It necessitates a holistic approach focusing on the development of social and cultural competence. By fostering intercultural awareness, promoting effective communication, and incorporating real-life healthcare scenarios, educators can equip their students with the skills needed to navigate the complexities of multicultural healthcare environments. While challenges may arise, implementing innovative strategies, utilizing technology, and investing in professional development can help educators create inclusive and culturally sensitive learning environments. Continuous evaluation and improvement are vital to ensure the effective integration of social and cultural competencies into English language teaching in medical higher education institutions. The development of social and cultural competence in teaching English is a multifaceted process that requires deliberate efforts from educators. By incorporating strategies that foster intercultural understanding, provide authentic learning experiences, and leverage technology, language instructors can enable learners to become effective communicators in diverse social and cultural contexts. Moreover, by continuously developing their own social and cultural competence, educators can serve as role models and facilitators for their students. Promoting social and cultural competence in English language teaching ensures that students not only gain language proficiency but also become active global citizens capable of navigating and succeeding in our culturally diverse world.

**Conclusion.** The development of social and cultural competence in teaching English to students of medical higher education institutions is vital for preparing future healthcare professionals. By equipping students with enhanced cross-cultural communication skills, empathy, and cultural sensitivity, educators contribute to their ability to deliver patient-centered care in a globalized healthcare environment. The integration of these competencies in English language learning empowers students to build meaningful connections with patients from diverse backgrounds, fostering a more inclusive and effective healthcare system.

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## IMPROVEMENT OF ORIENTAL FRUIT BIOLOGY, INJURY AND USE OF CHEMICAL CONTROL IN APPLE

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**Annotation .** *This article presents the biological effectiveness of chemical agents used against the eastern fruit-eating pest in intensive apple orchards. According to this, the biological efficiency reached 91.5% when working solutions of KAVANCHA 5 EC against the oriental fruit borer were used.*

**Key words:** *intensive orchard, apple varieties, pest, oriental fruit borer, worms, core, insecticide, biological efficiency.*

In the world food products was demand year after year increased to go village economy crops cultivation size more expand and high good quality food products with constant requires provision . The world according to today's 4.9 million per day . hectares on the field apple gardens there is 83.1 mln . up to tons apple work is issued.

In the world apple work release and export in doing China , USA , Turkey , Poland , Iran , Chile, France , Russia, Brazil and Argentina countries high to the results is reaching Because this in the states the apple cultivation , productivity increase , fruit quality improvement , harmful species composition of organisms , bioecological features and to them against fight progress resource efficient methods Create such as priority in directions scientific researches take to go big attention directed.

East fruit worm in the world-wide spread-out insect. It is Australia , North and South America, Europe medium and southern part of Ukraine , Caucasus, Russia southwest in the part occurs . in Uzbekistan east fruit worm Ferghana of the valley all in the regions meeting can [2; page 229]

China and Korea are the countries of origin of the oriental fruit eater. Oriental fruit eater pest as the first in March 1899 in Japan and in 1913 in America determined South in 1959 Australia, later in Brazil spread By the 1970s Medium land the sea spreading around managed to of Europe Austria , Bulgaria , Hungary , Greece , Germany Italy , Spain, Poland , Romania , Slovenia , France , Switzerland Czech Republic , Yugoslavia in the states wide distributed [3; page 3]

Oriental fruit-eater - *Grapholitha molesta* Busck. Tanganyika or Order of butterflies (Lepidoptera). Belongs to the Tortricidae family. The wingspan of the butterfly is 11-15 mm, the front wings are dark-brown, 7 pairs of flowing shiny lines pass from the front edge, the back wings are whiter-light brown. Your egg length 0.5-0.9 mm, width 0.4-0.8 mm, color white , later blush starts Worms (9-13 mm) at the age of 1-3 - the head black body white tuda , next at the age of 4-5 , the head is red

and breast shield to brown becomes Bulb 5.2-7.6 mm, color brown , body 10-18 spines at the end there is Butterfly from the output before sponge it darkens . [2; page 229]

Lip part light-brown, belly part , orange-yellow brown , belly part of past while silky white in color legs dark in color , yellow white short feathers with covered Female butterfly to the man relatively bigger will be [3; page 9].

East fruit eater mature worm in the form of fruit of trees in itself ( bark under , pores ) and on the ground haschops under dense cocoon inside in winter comes out In the spring worm will be sponged and from him butterfly flying comes out A few from the day after female breed eggs to put enters Each breed is one from a few to 100 egg to put can 7-12 days then ( in the spring ) from the egg worm come out and branch out growth to the point gnaw enters and from the core down Corridor with 6-11 cm opens . Hard to the part upon arrival gnaw out comes out and another to the branch ( or to fruit ) tries to enter . Branch damaged part fade away it dries , as if it is " shredded ". branch out goes East of the fruit eater worms from branches except apple worm like a tree also damage the fruits can In this grainy fruits within (9-14 days ) seed fruits from within less than ( 16-24 days ). time will be [ 2; 229 - page ] .

Apple and pear young in the seedlings larva 1-2 cm up to come in goes , damaged parts darkens and it dries . Damaged seedling in parts in release and sticky drops meeting can One larva 4-5 seedlings damage can In fruits while fruit clauses surroundings and clauses through next moving to fruits as well harm brings [3; 13 – pages ] .

East fruit eater worms damaged in fruits secondary disease ie brown rot ( *Monilinia spp* ) disease also occurred output observed . And this of fruit Entirely invalid become to some reason will be

Imago ( adults ). observation for pheromone from traps is used . That's it to emphasize it is necessary, feramon pitfalls East frugivorous *G. molesta* with one different at the time plum fruit eater ( *G. funebrana* ) attracted does That's two kind of pest only sexual members through separate can To pheromones add additional enzyme through East fruit eater evening , night at the time , plum fruit eater while half at night and tons at the time into a trap falls Young branches , later fruits check through East fruit eater learning necessary . [ 4; pages 20-21 ]

East fruit eater determination and his spread out regions determination in order to two times inspection will be held . [ 3; page 4 ]

First check : apple trees from the flower then 10-15 days after branches 5-10 cm grow up while remaining will be held .

Second inspection : damaged plants to the fruit from the entrance before i.e july of the month in the middle

Two times complete from inspection after plants quarantine state inspection by choose will be checked .



It's rough crops seedlings : apple , quince . pear chemical tools with two times is treated .

First : August At the beginning of of the pest the third to his generation against is treated .

Second : August month the end and September in their heads the fourth to his generation against is treated . [3; page 6]

East fruit eater the first in determining damaged fruit of seedlings young branches cut will be seen . Damaged seedlings three 1-2 leaves in part dry the rest and three part bent the rest with differs . Second times in determining damaged plants to the ground spilled fruits pick up is taken and will be checked , in them pests larvae separated is studied .

East fruit eater imago on fleas , eggs leaves , young branches , buds and fruits on , the larva young buds , fruits , bulbs branches between , fruits on or in , plant remains or in the soil meeting can

East to the fruiterer against applied chemical preparations efficiency increase in order to prophylactic and agricultural engineer to carry out events as well according to is considered An example for fruit gardens dry from branches , damaged from fruits cleaning , branches thinning , tomorrow varieties planting , handle from belts use such as deeds of the pest increase prevention takes From this except biological method young to worms against *Bacillus thuringiensis* serovar is also good to use the result shows . Trichogram apply while early in the spring to larvae against good the result gives

East to the fruiterer against any insecticide successful of application the key is this pheromone from handles received data local to the circumstances suitable to the temperature based on results based on to be need [4; page 21]

To the pest against applied of insecticides biological efficiency the following in the formula is :

$A_v - V_a$

$S = \frac{A_v - V_a}{A - V} \times 100 (\%)$ , which is:

$A_v$

$C$  is biological efficiency ;

$A$  - in the experimental version, the number of pests before the drug is sprayed;

$a$  - the number of pests in the next accounting days in the experimental option;

$V$  - the number of pests in the control (without drug) option before spraying the drug in the experiment;

$v$  - the number of pests in the control option in the next accounting days.

Mathematical analysis of experimental results Dospikhov (1985) method according to take went ..

in 2022 Andijan province Andijan district Information advice center of DUK economy intensive apple in the garden east to the fruiterer against one series of insecticides biological efficiency determination according to scientific research take went

**Table 1**

**Intensive apple in the gardens east mevaho ' against applied of fungicides biological efficiency .**

Andijan province Andijan district Information advice center DUK (Gala variety).

No	Variants	Drug consumption per liter	10 bushes in the tree worms quantity (pieces.)			Biological Efficiency S %			
			Spray medicine before	The drug is sprinkled switch from days			3	7	14
				3	7	14			
	Control	0	48.5	51.6	51.5	54.4	0	0	0
	Template - Arrivo 25% em.c.	0.32 l/ha	51.0	14.2	13.0	11.2	73.9	76	80.4
	Experience - CAVANCHA 5 EC	0.4 l/ha	52.6	12.8	10.2	9.6	77	82	84
	Experience CAVANCHA 5 EC	0.5 l/ha	54.6	9.6	7.6	5.2	83.5	86.9	91.5

When Arrivo was applied at 0.32 l/ha per hectare for the sample, the results of 3.7 and 14 days showed 73.9%, 76% and 80.4% biological efficiency, respectively. When KAVANCHA 5 EC drug is used at the consumption rate of 0.5 l/ha, it shows a higher biological efficiency compared to Arrivo, and after 14 days, 91.5% biological efficiency was achieved.



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## QARAQALPAQ JAÑILTPASHLARINDA ORNITONIMLERDİN QOLLANILIWI

**Qosnazarova Ulbolsın Quanıshbay qızı**

Xalıq awızeki dóretpeleriniń bir túri bolǵan jańiltpashlar ayırım sóylew sesleriniń kóp qaytalanıwına, seslerdiń sóz hám sóz dizbekleri quramında ayılıwı qıynlastırılǵan dárejede quramalı jaylasıwına tiykarlanadı. Ásirese, bul qatarlar tez ayılıp atırǵan waqıtta aytıwshı bul quramalı seslerdi tuwrı ayta almastan aljasıp ketiwi tınlawshılardıń jeńil kúklisine sebep boladı. Qaraqalpaq tilinde bunday qatarlardıń jańiltpash dep ayılıwı da sonna kelip shıqqan.

Qaraqalpaq xalıq awızeki dóretpeleriniń ayrıqsha bir túri bolǵan jańiltpashlar qaraqalpaq folklorınıń 98-tomınan orın alǵan. 2005-jıl francúz filologı professor Rémy Dor ózbek hám qaraqalpaq jańiltpashlarınan úlgilerdi fransuz tiline awdarma etip túsindirmeler menen baspadan shıǵargan.

Biz qaraqalpaq xalıq awızeki dóretpeshiliginde áyyemgi zamanlardan berli bar bolǵan jańiltpashlarda ornitonimlerdiń qollanıwın analizlemekshimiz. Qus atamaları ornitonimler dep ataladı. Ornitonimler leksemalar bolıp, olar da sóylew procesinde, qanday da bir tekstlerdiń quramında ushırasadı. “Ornitonimler” toparınıń kategoriyalıq-leksikalıq ózegi “qus” seması bolıp, ol hár bir qus atamasında basqa differencial semalarına salıstırǵanda konkretlesedi hám anıqlanadı. Bul toparǵa kiretuǵın sózler tiykarınan atlıq sóz shaqabına tiyisli yamasa substantivlesken sózler bolıp, “denesinde mayda hám iri pári bar, qanath, ushıwǵa beyimli, asırandı hám jabayı jánlık” (QQTTS, T.III. –B.196) degen ulıwmańq máni bildiredi.

Qaraqalpaq tilindegi ornitonimler T.Begjanov, D.S.Nasırov, D.Nasırov, O.Dospanov, Sh.Abdinazimov, A.Allamuratov, G.Tilewımuratov, Sh.Allaniyazova, A.Berdimuratovlar tárepińen izertlengen. M.Xojanov qaraqalpaq tilindegi ornitonimlerdiń aldına arnawlı izertledi. Ol qaraqalpaq tilindegi ornitonimlerdiń tariyxıy etimologiyalıq analizini, leksika-semantikalıq hám stilistikalıq ózgesheliklerin, qurılısı hám derivaciyalıq modellerin úyrendi.

Qaraqalpaq xalıqınıń milliy baylıǵı bolǵan jańiltpashlarda ornitonim jiyi ushırasadı. Biz bul mısallardaǵı ornitonimlerdiń hár birine túsiniń berip ótpekshimiz.

Qırǵawıl. Ilimpazlar bul atamanıń da «q...rq» tiykarlı seske eliklewish sózden payda bolǵan degen pikirini bildiredi. Biz de bul pikirge qosılamız. Atamanıń quramındaǵı «ovul» komponentin

E.V.Sevortyan sóz jasawshı affiks sıpatında qarastıradı. Qubla dialektte qırǵawıl súylin dep ayıladı.

Qızıl jıńıl ishinde, Qıl quyırılı qırǵawıl, Balań júni balpıldap, Balalı qıl quyırılı qırǵawıl, Balalı qıl quyırılı qırǵawıl.



Bul jańltpashta qırǵawıl ornitonimi qollanılıwı da biykarǵa emes. Sebebi, jańltpash alliteraciya formasında bastan ayaǵına deyin q sesiniń qaytalanıwınan dúzilgen bolıp, jámi 13 jerde q sesi qollanılǵan. Bul aytıwshıǵa jańltpashtı jańılmay aytıw wazıypasın júkleydi.

Úyrek – bul sóz ornitonim sıpatında «suwda júziwshi, bası menen súngip awqatlanatuǵın jalpaq tumsıqlı qus mánisin bildiredi.

Dáryanıń jaǵasında shúregey úyrek, Búyregi qún keń, Ot úrpelegen, suw shúrpelegen, Búyrekli úyrek .

Stilistikalıq figuralardıń ishinde anafora jańltpashlarda az sanda ushırasadı. Bunıń dáliyli retinde biz joqarıdaǵı misaldı keltiriwimizge boladı. Bul misalda ú sesi diqqatqa alınǵan bolıp, jańltpash usı seske baylanıshı sózlerden dúzilgen.

Ǵarǵa sózi eski túrkiy tilinde «qarǵa» túrinde jumshalǵan (DTS,426).Házirgi túrkiy tillerindegi ǵarǵa «qar» seske eliklewish sózi tiykarında payda bolǵan. .

Esiktiń aldında toǵız telegen arba, Toǵız telegen arbań basında, Toǵız ala ǵarǵa, Tomaǵalı ala ǵarǵa ma, Tomaǵasız ala ǵarǵa ma, Tomaǵalı bolsa tomaǵalamay ma? Tomaǵasız bolsa tomaǵalay ma? Tomaǵasız bolsa men tomaǵalamay, Kim tomaǵalaydı ?

Bul jańltpashta ǵ sesi diqqatqa alınǵan hám usı ses qatnasatuǵın basqa da sózlerden dúzilgen. Yagnıy, toǵız, ǵarǵa, tomaǵa sózleriniń birneshe ret tákirlanıwınan jasalǵan.

Qarshıǵa. Atama túrkiy-mongol tillerine ortaq eski dáwirlerden berli qollanılıp kiyatırǵan sóz bolıp tabıladı. Ilimpazlar bul sózge «qar» seske eliklewish tiykarında payda bolǵanlıǵın bildiredi, bul sózdiń quramındaǵı formantı sóz jasawshı affiks ekenligin aytadı .

Anaw turǵan qalalar, Qalalardıń basına, Qarshıǵa quslar balalar, Quslar lalewler, Lalewlese de, lalewlemese de lalewler .

Bul jerde tiykarǵı diqqat q sesine qaratılǵan hám usı sesler qatnasqan sózlerden dúzilgen.

Torǵay sóziniń etimologiyası tuwralı ilimpaz V.G. Egorov onıń bir orında uzaq waqıt turıp sayrawına baylanıshı «tur» feyili tiykarında payda bolǵan degen pikirdi bildiredi . D.X.Bazarova atamanıń «tırna», «turımtay», «tartar» ózleri sıyaqlı «t...r» tiykarlı seske eliklewish sózden payda bolǵan, degen pikirdi bildiredi. Hawadan ushqan boz torǵay, Qaytıp qolıma qonǵay, Qolım quyırǵına, quyırǵı qolıma . Bul jańltpash q sesiniń birneshe ret qaytalanıwınan dúzilgen.

Shimshıq – bul sóz ornitonim sıpatında «úylerge jaqın jerlerde jasap, hár qıylı jánlıklar hám dán menen azıqlanatuǵın kishkene qus» mánisin bildiredi . Atama “Devanu luǵatit turk”tıń tilinde qollanılmaǵan. prof. SH.Raxmatullaev bul ornitonimniń formaların óz ara salıstırıp, onıń etimologiyası haqqında tómendegidey pikir bildiredi: negizinde bul sózdiń quramında ı dawıshlı qatnasqan, keyin ala bul

dawıslı u dawıslısına almasqan. Birinshi buwınıń aqırında b, m, p, dawıssızlarınıń keliwi-bul jerde dawıslılar almasıwı júz bergenligin kórsetedi . Bul ornitonimniń quramındaǵı fonetikalıq ózgerislerdi tómendegishe kórsetiwge boladı:  $\text{qıbı} + \text{qıq} = \text{qıbıqıq} > \text{qıbqıq} > \text{qımqıq} > \text{shımshıq}$  . Shıp-shıp shımshıq, Shıq-shıq, shımshıq, Shıpıldaydı shımshıq, Shıqıldaydı shımshıq, Shıǵıl-shıǵıl shımshıq . Bul jańıltpashta tiykarǵı dıqqat “sh” sesine qaratilǵan bolıp, usı ses 18 jerde qaytalanǵan. Basqa sesler menen aralasıp kelgenlikten, durıs aytıw birqansha qıyınshılıq tuwdıradı. Kók tırna, Kóp tırma, Tırıwlap tek kóp turma .

Aq kepter ushqısh pa? Kók kepter ushqısh pa? Kóp kepter ushqısh pa? Bir kepter ushqısh pa?

Kepter sózi qaraqalpaq tiline parsı-tájik tillerinen ózlestirilgen. Eski túrkiy jazba estelikleri hám Maxmud qashǵariydiń sózliginde bul sóz ushıraspaydı. XIV ásirdegi Altın Orda dáwiri estelikleri hám Álisher Nawayı shıǵarmalarında «kabutar» túrinde jumsalǵan.

Atız ishi tolı kók shóp, Jayılıp júz kóp átshók, Kóp átshók, kók átshók, Kók átshók, kóp átshók, Kók shók kók, kók shóp kóp .

Qaraqalpaq tilindegi qus atamalarınń ishinde de tek qaraqalpaq xalqına tán bolǵan seske eliklewsh sózlerden jasalǵan ornitonimler ushırasadı. Máselen, «átshók» sózi. «Átshók» sózi qaraqalpaqlardan basqa túrkiy tilleriniń qıpshaq toparına kiretuǵın tek qumıq tilinde ǵana «atçək» túrinde jumsaladı. Bunnan kelip shıǵatuǵın juwmaq sonnan ibarat, «átshók» degen qus dúnyanıń kóp aymaqlarında jasaydı. Ol sayraǵan waqıtta barlıq jerde, barlıq waqıtta ózinen birdey ses shıǵaradı.

Túrkiy-mongol ózlestirmelerine L.Budagov quw ornitonimini de kiritedi: túrkiy tillerinde quw. Sonday-aq, kórkem ádebiyatta aq quwlarǵa opadarlıqtıń, sadıqlıqtıń simvolı sıpatında qaraladı. Ańızlarda keltiriliwinshe aq quwlarınń jubaylarınń biri ólse, ekinshisi de kóp ótpey ózin óltiredi eken.

Arqadan kiyatır eki qara quw, Qubladan kiyatır bir aq quw, Aq quw taq, aq quw taq .

Bul keltirilgen misaldaǵı jańıltpash q sesine alliteraciya usılında dúzilgen bolıp, «q» sesi 12 jerde qollanılǵan hám jańıltpashtı qıyınlastırıw ushın oǵan uqsas «k» sesi de jumsalǵan. Bul jańıltpash aytıwshıǵa onı jańılmay aytıw wazypasın júkleydi.

Til iliminiń jas tarawlarınń biri bolǵan lingvofolkloristika ilimi ushın usınday folklorlıq shıǵarmalardı tillik jaqtan izertlew áhmiyetli. Demek, qaraqalpaq xalqınıń bay miyraslarınan sanalǵan xalıq awızeki dóretpeleriniń biri bolǵan jańıltpashlarınń quramın tereńirek izertlep qaraǵanıımızda antroponimler, zoonimler menen birge ornitonimler de kóplep ushırasadı.



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**NODIR NORMATOVNING “ZAHARMUHRA” HIKOYASIDA INSON  
RUHIYATINING TERAN TASVIRI**

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**Annotatsiya:** *Ushbu tezis Nodir Normatovning “Zaharmuhra” hikoyasi qahramonining ruhiy holatini, qahramon psixologiyasini ochish uchun u qadar ziddiyatga to'la voqealar va qahramon kechinmalari ham ko'zga tashlanmasligi, ammo Nodir Normatovning hikoyadagi teran tasvir, o'ziga xos badiiy asarni qabul qilish jarayonining ruhiy mexanizmlarini yaxshi tasavvur qilgani, uning badiiy mahorati tahlilga olingan.*

**Kalit so'zlar:** *psixologizm, ichki konflikt, aql va his, xronotop, estetik ideal, xarakter, shakl va mazmun.*

**Annotation:** *This thesis shows that in order to reveal the mental state and psychology of the hero of Nadir Normatov's story "Zaharmuhra", the conflicting events and experiences of the hero are not highlighted, but the deep image in the story and the process of accepting the unique artistic work of Nadir Normatov, that he had a good idea of mental mechanisms, his artistic skills were analyzed.*

**Key words:** *psychologism, internal conflict, mind and feeling, chronotope, aesthetic ideal, character, form and content.*

Adabiyotshunoslik psixologiya fani bilan ham o'zaro aloqada bo'ladi. Badiiy asarda tasvirlangan inson ruhiyatini anglash, badiiy ijod psixologiyasi, badiiy asarni qabul qilish jarayonining ruhiy mexanizmlarini yaxshi tasavvur qilish uchun adabiyotshunosga psixologiya fanining yutuqlari juda katta yordam beradi. Ayni paytda, badiiy adabiyot psixologiya faniga ilmiy tadqiqotlar uchun boy material beradi.

Badiiy asarlarda ko'pincha qahramon psixologiyasini ochish uchun turli ziddiyatliklar, chigalliklarni tushunish, ajratishni taklif qilishadi. Nodir Normatov hikoyalarda u qadar ziddiyatga to'la voqealar va qahramon kechinmalari ham ko'zga tashlanmasligi mumkin, ammo teran tasvir kishini jalb qiladi.

Biz aql va hisni bir-biriga ko'pincha zid qo'yamiz, holbuki, bu narsa vujudimizda aql va hisning bir paytda mavjud bo'lishiga, ikkisinin birlikda inson ruhiyatini tashkil etishiga xalaqit bermaydi. Bas, nega endi inson ruhiy faoliyatining mahsuli bo'lgan adabiyot ularning ikkisini o'zida jam qilolmas ekan?!

“Zaharmuhra” hikoyalarda esa bugungi kunning ruhi, nafasi shundoqqina ufurib turibdi. Nodir Normatovning “Zaharmuhra” hikoyasi shular jumlasidan.



Hikoya qahramoni Jonmurod erkin zamonning erkatoy o`g`loni. Uning tayinli ish joyi yo`q. Na ona, na oilasi, umr yo`ldoshi, farzandlari oldidagi burchi, mas`uliyatini his etadi, na o`zining insonlik qadrini biladi; u erkin nafs bandasi, faqat yengil hayot — oson pul topish yo`lidan yuradi, o`zini bozorga uradi. Serdaromad ish qidirib Rossiyaga boradi, so`ng olib-sotarlik qiladi, maishiy buzuqlik ko`chasiga kiradi, onaizorining otasi xotirasi bilan bog`liq oddiy istaklari ijrosini paysalga soladi, shu tariqa u bora-bora beburd, ham jismoniy, ham ruhiy xasta kimsa holiga tushadi. Nihoyat, halokat yoqasida turgan o`g`lon -Jonmurodning ota bilan xayolan uchrashuvlari, muloqotlari, baxshi otaning o`z pushti kamariga aytgan beozor o`g`itlari, xususan, dilnavo qo`shiqlari o`g`lonni hushyor torttiradi. Ota vafotidan so`ng, u turmush tashvishlari bilan bo`lib o`lan bazmlarini unutib yuborgan edi. Baxshi ota kuylagan, mana bu satrlardan o`g`lonning karaxt vujudi titrab ketadi:

Anal bilan Mansurga qurgan dornidi,

Tirik ayrilgan bir ko`rgani zormidi,

Tur, chirog`im, deydi, meni qo`ymaydi.

Senda ota, menda o`g`il bormidi?

Yozuvchi shu yerga kelganida: “Jonmurodning ko`zlaridan yosh quyildi” deb yozadi. Oxir-oqibat ota aytgan qo`shiq satrlaridan hushyor tortgan o`g`lon — aslida baxshi shoir vorisi o`zligiga qaytib Ota aytgan qo`shiqni beixtiyor davom ettiradi:

Yig`laganda yosh yog`ilar yuzima,

Quloq sol, otajon, aytgan so`zima,

Ketding, senga bu dunyo o`zi tormidi,

Senda o`g`il, menda ota bormidi?

Pirovardida hikoyanavis shuni xabar qiladi: “Shunda... shunda uning yuragidagi ogriq qo`yib yabordi. Ammo ko`zlaridagi yosh hali-beri to`xtamaydiganga o`xshardi”. Munosib va ajoyib xotima — yechim. Xuddi oldingi hikoya — “Ko`cha eshikning naqshin gullari” kabi san`at asari — birida naqshin gullar, ikkinchisida esa baxshiyona qo`shiq satrlari asardagi mushkul muammo, jumboq — chigalliklarni bartaraf etishning oltin kaliti, aniqrog`i, o`g`lon vujudini zaharlagan illatlardan xalos etuvchi “zaharmuhra”- dori-darmon vazifasini o`taydi. Boshqacharoq qilib aytganda, go`zallik, nafosat, chin she`riyat, otashin navo kirlangan qalbni poklaydi. “Zaharmuhra” hikosida ham yozuvchi noyob badiiy topilmani o`ylab topganligiga guvoh bo`lamiz. Giyohlardan tayyorlanadigan zaharni qaytaruvchi dori sifatida ta`riflangan zaharmuhra detali orqali adib jamiyatning eng og`riqli muammolarini, insonlarning ma`naviy dunyosida sodir bo`layotgan illatlarni badiiy aks ettiradi.

Ma`lumki, ota va bola munosabatlari aks etgan badiiy asarlar jahon adabiyotida muhim mavzulardan biri bo`lib kelgan va bu borada ko`plab asarlar yaratilgan. “Zaharmuhra” hikoyasida ham ayni shu mavzu etakchi.

Hikoya bosh qahramoni Jonmurod nafs bandasi, engil-elpi hayotga o`rgangan. Hamtovog`i Qo`ldosh bilan nopok ishlarni qilishdan ham toymaydi. Onasi, oilasi va

farzandlari oldidagi mas'uliyatini his qilmaydi. U o'g'ri, bekorchi hamtovoqlari davrasida ichishni, itxo'rlikni o'rganadi. Jonmurod bir necha yillar avval vafot etgan otasi bilan xayolan gaplashadi. Ota va bola o'rtasidagi bu xayoliy suhbatlardan inson uchun bolalikdan berilgan to'g'ri tarbiya eng muhim narsa ekanligini anglab etadi.

- Rostini aytsam, sizni shuncha yildan beri bir martagina esladim. U ham onamning qistovi bilan. Kechiring, ota.

- Hechqisi yo'q, bolam. Endi kech bo'lsayam, eslayapsan-ku. Bir sen emas, ko'pchilik shunday bo'lib qolgan hozir. Otalarni unutishgan.

--Nega shunday bo'ldi-a, ota?

- O'zimizdan o'tgandir, bolam, dedi otasi. Seni urmadik, so'kmadik, o'z holingga qo'yib berdik. Bizday qiynalmasin, so'kish-qarg'ish eshitmasin, kaltak emas deb avayladik.

Bugun kundalik hayotimizga nazar solsak, ko'pchilik yoshlarning engil-elpi hayotga intilayotganini va buning oqibatida bilib-bilmay jinoyat ko'chasiga kirib qolayotganiga guvoh bo'lyapmiz. Ijtimoiy tarmoqlar orqali esa ota-ona va farzandlar, aka-uka, opa-singillar o'rtasidagi munosabatlar hatto qotillik bilan tugayotgani haqida xabardor bo'lyapmiz. Bularning ildizi, sababi esa oilada tarbiyaning berilmashligida, bolani o'z holiga tashlab qo'yilganida. "Zaharmuhra" hikoyasida Jonmurodning taqdiri orqali ma'rifatsizlik salbiy oqibatlarga olib kelishiga ishora qilinadi. Zaharmuhra ramziy ma'noda olsak, jaholatni ma'rifat bilan engish degan talqin qilish mumkin.

Umuman, adib mavzuni real hayotdan oladi. U adabiyot – insonni kashf etish tamoyili asosida insonni, uning ko'ngil kechinmalarini badiiy aks ettiradi. Uni insonning taqdiri, qadr-qiyamati, ma'naviy olami, orzulari, qayg'u va dardlari qiziqtiradi;

Nodir Normatov ijodini o'rganishda Abdulla Ulug'ovning tadqiqotlari alohida o'rin egallaydi. Ushbu to'plamda uning "Ma'naviy malham yoxud zaharmuhra" va "Zulayho daraxti bilasizmi yoxud o'zini izlayotgan odam" tadqiqotlari kiritilgan. Hajman kattaroq bo'lgan "Ma'naviy malham yoxud zaharmuhra"da N.Normatovning "Bisot" to'plamiga kiritilgan qissa va hikoyalari tahlilga tortilgan. Muallif N.Normatov ijodining umumiy manzarasi, inson va tabiat munosabatlarini badiiy aks ettirish mahorati, adib uslubi, estetik qarashlari kabi masalalariga alohida e'tibor qaratadi. Tadqiqotchining mana bu mulohazalarida adib ijodining asosiy jihatlari aks etadi: "Nodir Normatov o'zi ko'rgan, kuzatgan, ta'sirlangan voqealarni qalamga oladi va mayda tafsilotlarga berilib ketmasdan, hodisalar kechayotgan zamon va makonning eng muhim detallariga e'tibor qaratadi. Zamon va makon manzarasini chizishda eng e'tiborli jihatlarni topa bilish esa ijodkorning voqelik mohiyatini, qahramonlar holati, kechinmasini aniq his etganini bildiradi. Nodir Normatovning qissa, hikoyalari ayni xususiyat bo'rtib turadi. U asarlarida voqelikni xuddi ko'rib turgandek ifoda etadi. Shu bois ayni manzara o'quvchining



tasavvurlarida ham jonlanadi”. A.Ulug`ovning mazkur tadqiqotlari ko`proq tavsifiy-tahliliy xarakterga ega. Chuqur ilmiy-nazariy qarashlar etishmagandek taassurot uyg`otadi.Mazkur tahlillarning hammasida asosli va bahsli nuqtalarning mavjudligi shubhasiz.Chunki, badiiy asarda shakl va mazmunning bir butun mavjudligi, shuningdek, shakl va mazmun komponentlarini tasnif qilishda hali-hanuz bir xillikning yo`qligi mazkur tadqiqotning “xarakteri”ni to`laqonli asoslab bera oladi.

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Iroda Muminjonova Furkat qizi

**Annotation.** *Antiphospholipid syndrome (APS) is an autoimmune disorder characterized by the presence of antiphospholipid antibodies (aPL) that increase the risk of thrombotic events and adverse obstetric outcomes. APS has a significant impact on obstetrics, leading to complications such as recurrent pregnancy loss, intrauterine growth restriction, and pre-eclampsia. This article aims to provide a comprehensive analysis of APS in obstetrics, exploring its epidemiology, pathophysiology, diagnostic challenges, management strategies, and future directions for research and innovation.*

**Key words:** *Antiphospholipid antibodies, membrane, management strategies.*

**Introduction.** Further research is necessary to enhance diagnostic tools, facilitate risk stratification, and develop targeted therapies tailored to individual patient needs. By prioritizing collaboration and innovation, we can continue to make significant strides in improving the care and outcomes for individuals affected by APS in obstetrics. Recurrent miscarriage, early delivery, oligohydramnios, prematurity, intrauterine growth restriction, fetal distress, fetal or neonatal thrombosis, pre-eclampsia/eclampsia, HELLP syndrome, arterial or venous thrombosis and placental insufficiency are the most severe APS-related complication for pregnant women. Antiphospholipid antibodies are a heterogeneous group of autoantibodies associated with recurrent miscarriage, stillbirth, fetal growth restriction and premature birth. Considering that aPL are a heterogeneous group of antibodies, with different mechanisms of action, it is not very likely that the obstetric morbidity be caused by a single mechanism like infarction and/or thrombosis. Antiphospholipid antibodies can induce changes in spiral artery remodeling, decidual inflammation and decrease the vasculosyncytial membrane, secondary to other immunological phenomena, such as inflammation, complement activation,<sup>15–17</sup> overexpression of tissue factor in neutrophils and monocytes and imbalance between angiogenic factors, even in the absence of thrombosis. The diversity of the features of the proposed placental antiphospholipid antibodies fingerprint suggests that several disease processes may occur in the placentae of women with antiphospholipid antibody syndrome in the form of immune responses: inflammatory events, complement activation, angiogenic imbalance and, less commonly, thrombosis and infarction. Because of the disparity between clinical and laboratory criteria, and the impact on perinatal outcome in patients starting treatment, we reviewed the aspects of antiphospholipid antibody syndrome related to obstetric complications and seronegative antiphospholipid antibody syndrome, and their treatment in obstetrics. Fetal well-being depends critically on the role of the uteroplacental circulation, which joins the mother and the





fetus. A normal pregnancy is associated with homeostatic changes, including an increase in the concentration of coagulation factors, and a decrease in natural anticoagulants and the fibrinolytic activity; these pregnancy-related physiological changes predispose the mother to thromboses and to vascular complications, which are related to an increase in the adverse perinatal outcomes in patients with APS. Placental infarctions are caused by the incapacity of the uteroplacental blood flow, which is secondary to the occlusion of the spiral arteries by an intraluminal thrombus, which can cause ischemic injury in the intervillous space, affecting the placental villosity; however, these lesions are present in only one sixth of the cases and, thus, we must consider that there are multiple pathophysiological processes occurring in patients with APS. Obstetric manifestations related to APS are clinically relevant and warrant research areas especially concerning the therapeutic approach since, apparently, they are associated with a higher risk of disease related to placental insufficiency and neonatal death; however, the clinical application of these observations has yet to be determined, since the evidence we have is still insufficient. Approaching the patient during pregnancy should be multidisciplinary, preferentially prior to conception, and should be done with close surveillance of the dyad from the moment of gestation, in order to reduce the associated maternofetal morbidity and mortality, as well as sequelae that could subsequently develop.

The emergence of this group also obliges us to undertake a rational analysis of the clinical and technical conditions of taking samples for antibodies, as well as the possibility of the presence of other non standardized antibodies since, aside from the risk of morbidity related to pregnancy, both O-APS and SN-APS have the potential risk of generating thrombotic events and will require treatment during the pregnancy, the puerperium and, probably, over a long period of time.

Conclusion. Analyzing antiphospholipid syndrome in obstetrics provides valuable insights into its epidemiology, pathophysiology, diagnostic challenges, and management strategies. By understanding the underlying mechanisms of APS in pregnancy, healthcare professionals can improve early detection, implement appropriate treatment strategies, and optimize maternal and fetal outcomes. Antiphospholipid antibodies are directed against phospholipids, but also against protein/phospholipid complexes and cofactors. In recent years there have been new lines of research, focused on finding other antigenic targets, as well as on improving present techniques and proposing novel methodologies, that detect not only antibodies against phospholipids, but against protein/phospholipid complexes and cofactors.

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**TO ACHIEVE MORE EFFICIENCY IN THE ORGANIZATION OF  
LESSONS BASED ON THE NEW GENERATION OF TEXTBOOKS BASED ON THE  
NATIONAL CURRICULUM**

**Jamalova Kamola Shahabidinovna**

**Abstract.** *The first assumption centers on the principle that “Curriculum drives enrollment, enrollment drives revenue, revenues drive everything else. This principle of sustainability translates into two primary focal points for academic strategy, the curriculum, and the learner. The economic challenges of sustainability are not counter to academic quality they must be synergistic with academic excellence. Focusing upon learners first provides a clearer perspective of the individuals who seek, find and enroll in programs of study. The learner-centric approach must simultaneously focus on the tenets of academic quality and effective learning [1]. To foster this focus, we have developed the Learner Centered Curriculum Framework around seven strategic questions guiding academic planning. Answers to the seven questions orient the planning and analysis discussion on an integrated array of factors that must be considered as institutions ponder pathways to sustainability.*

**Key words:** *education; diversity; group learning; sustainability; systematic review.*

**Introduction.** Efficient classroom organization in grades 1-2 can be achieved by effectively utilizing new-generation data sheets aligned with the National Curriculum. By streamlining planning and preparation processes, implementing data-driven instruction and assessment practices, utilizing individual student profiles, fostering collaboration with parents, and prioritizing data-driven professional development, educators can improve the overall organization and effectiveness of their classrooms. As educational institutions embrace the potential of these data sheets, they can better fulfill the diverse needs of students, track their progress, and provide targeted support [2].

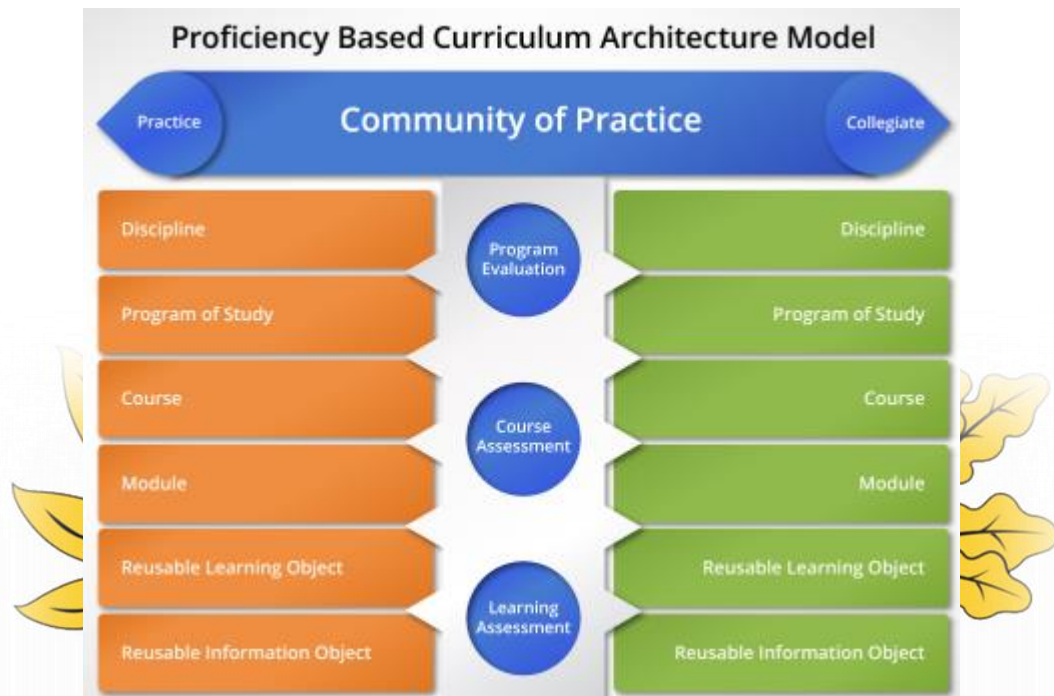


Figure 1. Proficiency-based curriculum architecture model

Each of the seven questions must inform and be informed by the institution's overarching strategy for sustainability, strategic position in the academic marketplace, and performance in terms of utilization of resources, and educational outcomes. Answers to each question help inform and build the master academic plan. The master academic plan informs and sets the strategic framework for recruitment, retention and operational portfolios and performance [5]. Policy enables and assures effectiveness, efficiency and overall quality of the enterprise. Analytics informs all aspects of strategic and operational functions. The intersections in the matrix establish deep queries and framed analysis of the relationship of the institution and its master academic plan to the global learning marketplace. One fundamental element of that analysis is the strategic analysis and evaluation of the institution's curriculum architecture. The task of assessing the existing curriculum architecture against the seven dimensions of strategic enrollment management has resulted in the formulation of a proficiency-based curriculum architecture model. The development of academic strategies involves manipulation of variables within an educational entity (e.g. institution, college, school, program, or department) in order to gain strategic position in the global learning marketplace [6]. The development of academic strategies is both art and science and is enhanced by the depth and breadth of knowledge of the options available to an academic strategist. Academic strategy development requires both systems thinking and contemporary knowledge of cognitive research and learning strategy.





Figure 2. Guiding Principles of Life-wide Learning

The following, while not exhaustive provides a foundation for understanding the roots of academic strategy development. The need for forward thinking academic strategies is demonstrated daily across higher education. Institutions considering changes to their core curricula, departments developing new programs, schools and colleges developing strategic plans or Master Academic Plans, institutions developing academic enrollment management initiatives, institutions approaching accreditation review, re-accreditation processes or responding to findings from a review are just a few of the prompts for deep thoughtful reflection on academic strategy [3]. Understanding student involvement and its role in promoting a number of desirable outcomes, including academic outcomes like greater achievement, lower dropout rates, as well as various well-being and life outcomes, has therefore become increasingly important. This paper presents the scient metric review with an annotated bibliography on teaching styles through group learning in the higher education academies directed towards sustainable education. The current work also gives an annotated bibliography that seeks to compile and integrate the research on student participation, group learning, instructional strategies, equality, and diversity. Some evaluations and suggestions are also made in the study. The proficiency-based curriculum architecture model provides for the design, development and implementation of more granular curriculum, that can be assembled and reassembled into programs that address credit bearing curricular applications as well as practice based applied learning requirements. The model expands the usefulness and application of curriculum to a much broader educational marketplace.

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**RESEARCHING OF BETWEEN PHILOSOPHY OF MIND, CULTURE,  
AND FORMS OF PRACTICE: DEEPENING OUR UNDERSTANDING**

**Raxmanov Bobur Axtamovich**

**Annotation.** *This article embarks on an exploration of how philosophy of mind both influences and is influenced by culture and various forms of practice. By delving into these relationships, we can gain a deeper understanding of how cultural beliefs and practices shape our understanding of the mind and consciousness. The human experience is a captivating tapestry woven by a multitude of factors that shape our perceptions, emotions, actions, and overall existence. The realms of philosophy of mind, culture, and forms of practice are interconnected in intricate ways, making it imperative to examine their interplay.*

**Key words:** *cultural change, cognition, culture, categories, concepts.*

**Introduction.** Understanding the factors that shape the human experience is a vast and multidimensional endeavor. From biological foundations to psychological processes, societal influences, cultural diversity, and individual beliefs, these factors intertwine to create the rich tapestry of human existence. By comprehensively exploring these factors, we deepen our understanding of ourselves and others, fostering empathy, appreciation, and a more inclusive understanding of humanity. As we continue to unveil the intricacies and interdependencies of these factors, we enhance our collective understanding of the diverse and fascinating human experience. Philosophy forms the worldview of people, as it largely determines their behavior and approaches to decision-making in particular problem. Philosophy plays a significant role in solving global problems. Its main function is to form a world view, also have an indirect influence on the development of practical solutions. Importantly, your research philosophy and/or paradigm form the foundation of your study. More specifically, they will have a direct influence on your research methodology, including your research design, the data collection and analysis techniques you adopt, and of course, how you interpret your results. Philosophical study develops writing, reading, reasoning, re-thinking, adapting, learning, organizing and dialogue skills. In a fast-changing business and technological environment, these are abilities of great practical value. Assessing expatriate adaptation during the early phases of international assignments. The concept of 'culture-bound syndromes' has been the focus of an ongoing debate in the field of transcultural or comparative cultural psychiatry between psychiatric universalists who interpret these conditions as cultural elaborations of universal neuropsychological or psychopathological phenomena, and cultural relativists who see them as generated and expressive of distinctive features of a particular culture. The basic collections were, therefore, of





sculptural art and material culture, which were relatively accessible even to amateur collectors, and which were assembled during the competitive rush for acquisitions by museums in the late nineteenth and early twentieth centuries. From genetics and biology to cultural, social, and environmental influences, understanding the forces that shape our experiences is a fascinating and multidimensional endeavor. This article strives to delve into the various factors that contribute to our understanding of the human experience. Before you can effectively manage experiences, however, you must understand the needs and preferences of people across your ecosystem. This means embracing how people actually think and feel, catering to their needs and preferences, and then translating those insights into engaging experiences. This can be tricky, however, as human beings are incredibly complicated. We're not completely rational decision-makers who act solely on cold, hard logic. There's a lot of other hidden factors that influence our behavior. If organizations don't understand and address these underlying - often unconscious - determinants, they'll struggle to create consistently engaging experiences. Everyone views the world through their own unique and personal lens. This reality makes it difficult to put ourselves in another person's shoes. As you work on your XM program, remember that employees and leaders are more familiar with your company's processes, products, and services than your customers, prospects, and suppliers. These knowledge gaps can create miscommunications or a lack of empathy. Recognizing this innate self-centeredness can help you identify and mitigate resulting issues. Humans thrive on hope and positivity and respond well to feeling good about the future. Effective organizations motivate the people in their ecosystem by painting a picture of future success that addresses their individual needs and aspirations. Decisions are not made in a vacuum; they are extremely dependent on context, such as the physical environment in which a person makes a decision, the unconscious priming effects a person encounters, how a decision is framed, or what other choices are available for comparison. People confine this definition within the branch of philosophy in which they are tutored, the age in which they live, or their moral or cultural bias. Others, in undue haste to answer the question or for lack of knowledge define philosophy merely by its tools or method of inquiry often highlighting the difficulties inherent in both. For example, Wittgenstein and his school of thought emphasized logical clarification of language as a mere description of philosophical method than a definition. Another example is the criticism of criticisms of John Dewey which merely describes the critical nature and argumentative tool of philosophy. Consequently, it cannot serve as a penetrative and elucidating definition.

**Conclusion.** There is a sense in which culture is taken to be, but not confused with society. As a matter of fact, one cannot think of culture without taking cognizance of the society. This is because every culture is situated in a society. Often times, due to the large border of the society, more than one culture may be found in



it. In this sense, the term culture has been loosely used to designate societies, probably because the borders between inherent cultures are indistinct; perhaps, because of the quest for a common identity spurred by the attending benefits.

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**MAKTAB O'QUVCHILARIGA KIMYO FANINI O'RGATISHDAGI  
MUAMMO VA YECHIMLARI**

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**Annatsiya:** Ushbu maqolada Maktablarda kimyo fanini o'rgatishdagi muammo va yechimlar va maktablarda kimyo fanini o'qitishdagi yutuqlar haqida ma'lumotlar berildi.

**Kalit so'zlar:** Kimyo, mahalliy, darslar, o'qitish, Maktab.

Kimyo - maktablarda o'qitish uchun murakkab va qiyin fan bo'lib, o'qituvchilarga o'z darslarini o'tishlarida turli muammolarga duch keladi. Lekin, ta'lim muassasalarida kimyo fanini o'qitishni takomillashtirish bo'yicha ushbu muammolarni hal etish bo'yicha amaliy echimlar mavjud.

**Muammo 1:** O'quvchilar bilan muloqotning yetishmasligi - Ko'plab o'quvchilar murakkabligi va ularning hayotiga aloqasi yo'qligi sababli kimyo darslari bilan shug'ullanish qiyin.

**Yechim:** O'qituvchilar laboratoriya tajribalari, amaliy namoyishlar, video va simulyatsiya kabi raqamli ommaviy axborot vositalaridan foydalanish kabi interaktiv va qo'lbola ta'lim usullaridan foydalanishlari mumkin. Ushbu yondashuv o'quvchilarga tushunchalarni yaxshiroq tasavvur qilish va tushunishga yordam beradi, bu esa kimyo darslarini yanada dolzarb va qiziqarli qiladi.

**Muammo 2:** yetarli resurslarning yetishmasligi Kimyo laboratoriya jihozlaridan tortib kimyoviy moddalargacha bo'lgan samarali ta'lim berish uchun ko'p resurslarni talab qiladi. Bularning barchasi qimmat va ba'zi maktab byudjetidan tashqarida bo'lishi mumkin.

**Yechim:** O'qituvchilar grantlar yoki mahalliy universitetlar, sanoat yoki tashkilotlar bilan sheriklik kabi tashqi resurslarni izlashlari mumkin. Ushbu resurslar kimyo o'qitishni qo'llab-quvvatlash va o'quvchilarning o'quv tajribasini oshirish uchun qo'shimcha mablag' va uskunalar bilan ta'minlashi mumkin.

**3-muammo:** Vaqt yetarli emas - Maktablarda kimyoni o'qitish uchun ajratilgan vaqt cheklanishi mumkin va barcha zarur tushunchalar va ko'nikmalarni qamrab olish uchun etarli bo'lmasligi mumkin.

**Biznes:** O'qituvchilar muhim mavzularni birinchi o'ringa qo'yish va asosiy dars sohalari atrofida simmetriyani tashkil etish uchun differentsiatsiyalangan ta'limdan foydalanishlari mumkin. Yuqori sinf o'quvchilariga kimyo darslarini ko'proq o'tish shuningdek, vaqtni samarali boshqarish, faol o'rganishga ko'proq e'tibor qaratish va ma'ruzalar kabi passiv ta'limni minimallashtirish juda muhimdir.

Muammoli ta'lim texnologiyalari o'quvchi faoliyatini faollashtirish va jadallashtirishga asoslangan. Muammoli ta'lim texnologiyasining asosi - insonning



fikrlashi muammoli vaziyatni hal etishdan boshlanishi hamda uning muammolarni aniqlash, tadqiq etish va yechish qobiliyatiga ega ekanligidan kelib chiqadi. Muammoli ta'lim o'quvchilarning ijodiy tafakkuri va ijodiy qobiliyatlarini o'stirishda jiddiy ahamiyatga ega. Kimyo fanini muammoli o'qitishda o'qituvchi o'quv jarayonining rahbari bo'lib qoladi, lekin an'anaviy guruhdagi kabi bilimlarni ma'lum qiladigan odam rolidan chiqishi va o'quvchilarning aqliy amallarini rivojlantiruvchi, kuzatuvchi bo'lishi zarur. Xatolarni to'g'rilaydi, vazifalarning gumonli joylarini tushuntiradi. Kimyo fanidan tashkil etiladigan muammoli o'qitishni amalga oshirish jarayoni, o'zi muammo bo'lgan: «kimyo fanini muammoli o'qitishni muvaffaqiyatli eplashlari uchun o'qituvchi qanday tayyorgarliklardan o'tishlari kerak» degan juda muhim masalani ko'taradi. Kimyo fanidan dars olib boradigan o'qituvchi o'qitish mazmunini tushuntirishi, shu bilan birga tadqiqot metodlarini yaxshi egallagan bo'lishi kerak. Muammoli vaziyat asosidagi o'qitishda tashkilotchi rovida chiqib turib, o'qituvchi o'quvchilar uchun tayyor bilimlar manbasi, uni tashuvchisi va direktivi emas, balki ko'proq rahbar va hamkor bo'lishi mo'ljallanadi. Kimyo fani bo'yicha muammoli darslarga tayyorlanish mobaynida o'qituvchi:

- o'quvchilar duch keladigan vaziyatlarni muammoli ekanligini ziyraklik bilan sezishi va guruh oldiga o'quvchilar tushunadigan holda maxsus fanga oid haqiqiy o'quv masalalarini qo'yishni bilishi;
- kimyo fani bo'yicha o'quvchilar tomonidan bajarilayotgan barcha jarayon (vazifalarni hal etish, muammoni qo'yish, yechish, natijani tekshirish va hokazolar)ni muvofiqlashtiruvchisi va o'quvchilarga hamkor vazifalarni bajarish;
- o'quvchilarni muammo va uni chuqur tadqiq etish jarayoniga jalb etishga, ijodiy fikrlayotgan o'quvchilarni ustalik bilan qo'yilgan savollar yordamida rag'batlantirishga harakat qilish;
- o'qituvchi o'quvchilarning shaxsiy yechimlarini topishda qilgan harakatlarida qo'yib yuborgan xatolariga o'zining yordamini taklif etgan holda chidam va toqatli bo'lish yoki o'quvchilar o'zlarining yechimini izlashlarida ishonchsizlik hosil qilayotgan paytlarda, ularni zarur axborot manbalariga yo'llab yuborish kabi tajribalarni egallashi lozim.

Kimyoni o'qitish ta'lim tizimida tanqidiy unsur bo'lib, yillar davomida sohada sezilarli yutuqlarga erishildi. Quyida maktablarda kimyo fanini o'qitishda erishilgan e'tuk yutuqlarni keltirib o'taman.

1. Texnologiyadan foydalanishdagi yutuqlar. Kompyuter, planshet, dasturiy simulyatsiya va boshqa raqamli ommaviy axborot vositalari kabi raqamli texnologiyalardan foydalanish kimyo o'qitish va o'rganishni yanada kengaytirdi. Texnologiya o'quvchilar diqqatini tortadigan interaktiv va qiziqarli taqdimotlar yordamida qiyin tushunchalarni o'rgatishga imkon yaratdi. Texnologiya, shuningdek,

masofadan turib o'qitish imkonini berdi, bu esa kimyoni dunyoning istalgan joyidan o'rganish imkonini berdi.

Amaliy 3. laboratoriya tajribalarini targ'ib qilish: Amaliy laboratoriya tajribalari kimyo ta'limini ham yaxshiladi. Tajribalar orqali o'quvchilar sinfda o'rgangan prinsiplarini boshdan kechirishlari mumkin. Laboratoriyalar o'quvchilarga kimyoviy reaksiyalar qanday sodir bo'lishini tushunishga va kimyoviy reaksiyalarni amalda kuzatishga yordam beradi, shu bilan birga ularning haqiqiy hayotiy ssenariylar bilan qanday bog'liqligini tushunishadi.

4. O'quv dasturlaridagi o'zgartirishlar: Yillar davomida ko'plab ta'lim sohasidagi hamkorlar va muassasalar o'quvchilarning "haqiqiy dunyo dasturlari" bilan bog'liq o'quv natijalariga e'tibor qaratish uchun o'quv dasturini qayta ko'rib chiqdilar. Bu usul o'quvchilarning biokimyoviy sarodxon bo'lishini ta'minlaydi va kimyo tushunchalarini qo'llaydigan muammoni hal qilish ko'nikmalari bilan ta'minlanadi. Ushbu natijalarga erishish o'quvchilarning kolleжда o'qishga tayyorgarligini va kelgusidagi karyerasini oshiradi.

5. So'rovga asoslangan yondashuvni qo'llash. Hozirda kimyo fanini o'qitishda savol berish, tajribalarni loyihalash, ma'lumotlarni talqin qilishdan iborat so'rovga asoslangan yondashuv keng qo'llaniladi. So'rovga asoslangan usul ochiq fikrli va o'quvchilarga qaratilgan yondashuvni rag'batlantirish orqali o'quvchilarga tushunchalarni yanada chuqurroq tushunishga va ta'lim-tarbiyasiga ko'proq sarmoya kiritishga yordam beradi.

6. Jamiyatga ta'siri: Kimyo o'qitish faqat o'quvchilarga nazariya bo'yicha ko'rsatma berishdan o'quvchilar hayotiga real dunyo dasturlari, ta'sirlari va dolzarbligini kiritishga aylandi. Ta'lim tizimida kimyo fanini o'qitishda jamoaviy ishlarga, halqaro rollarga alohida e'tibor qaratildi, manaviy-axloqiy me'yorlarni o'stirish, o'quvchilarga global muammolarni bartaraf etish uchun zarur tanqidiy fikrlash ko'nikmalarini berdi.

Xulosa qilib shuni aytish mumkinki, so'nggi yillarda kimyo fanini o'qitish sezilarli yutuqlarga erishdi. Texnika yutuqlari, o'quv dasturlariga kiritilgan o'zgartirishlar, qo'l-qo'l tajribalari, so'rovga asoslangan yondashuvlarni qabul qilish, jamiyatga ta'siri. Ushbu yutuqlar maktablarda kimyo fanini o'qitishni yaxshilab, uni yanada qiziqarli, toqatli va o'quvchilarning kelgusidagi hayoti va karyerasiga taalluqli qilib qo'ygan. Nihoyat, maktablarda kimyoni samarali o'qitish uchun ijodiy, faol va moslashuvchan yondashuv zarur. Qiyinchiliklarni aniqlash, ularni etarlicha bartaraf etishga va kimyoni o'qitishning o'zgarayotgan tendentsiyalariga moslashish tarbiyachilar va muassasalarning vazifasidir. Shundan so'ng o'qituvchilar to'g'ri yechimlar bilan o'z o'quvchilari uchun barqaror va qiziqarli o'quv muhitini yaratishlari, kimyoni intizorlik bilan kutiladigan mavzu qilib qo'yishlari mumkin.



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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS  
BUSINESS ORGANIZE FROM MARKETING INSTRUMENTS USE  
THEORIES FORMATION

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**Annotation.** *In the conditions of market relations, marketing activity is important in ensuring free competition and the well-being of the population.*

*Current at the time the world according to of marketing two out of a thousand more than definition there is. But all of them the content is the same to one near ie "marketing – of buyers represents a type of activity aimed at meeting the needs of specific groups, a comprehensive approach to solving market problems, meeting needs with the help of exchange, and also covers several other general rules"<sup>4</sup>*

**Key words:** *marketing, human activity, companies, entire economy, relationship with consumers.*

Foreign in the literature while as follows definition given:

Marketing is a human activity aimed at satisfying needs and demands through the process of exchange.<sup>5</sup>

Marketing this so process in this companies consumers creates value for and in return receives value for itself through a strong consumption relationship.

So, we can conclude from the above definitions that Marketing is not only the process of selling products or goods, but consumers the need maximum level satisfactory the product to the market bidding process.

Marketing concept market field each how activity with depends, that's it therefore marketing the word translation and come output (eng. Market – "market", "ing" means active, activity, movement). Marketing is not only a business philosophy, a way of thinking and an economic way of thinking, but also a practical activity for some firms, companies, networks and the entire economy.

The emergence of marketing elements dates back to the middle of the 17th century. Until this period, various forms of natural exchange of goods appear, later on marketing activities the first elements, ie advertising, The development of prices and sales was observed. Since 1902, marketing science has been introduced in the universities of Michigan, California and Illinois of the USA, and lectures on these problems have been taught. Later, marketing associations were formed.

The main goal of marketing and its content is to achieve the goal set before you by satisfying all the needs of consumers-buyers, satisfying them and satisfying them.

<sup>4</sup>Ergashkhodjaeva Sh.D., Sharipov IB. Marketing basics. Study manual. - T.: TDIU, 2013. Page 3 .

<sup>5</sup>Philip Kotler oath Gary Armstrong, Principles of Marketing published by Pearson Education 2016. P.29.



In this they are separated funds and there is of possibilities come came out without they do. They should encourage and train the employees of their respective organizational groups, departments and departments to capture and expand the market in a specific segment.

Again one in literature while as follows definition given

Today's in the day marketing narrow in a sense only sell with depends understanding it as a process is a mistake, because the main task of modern marketing is to fully satisfy the needs of consumers. Scientists from developed countries have also recognized the clear proof of this idea.

The purpose of marketing groups, departments and departments is to manage in their interests from the point of view of the collective of which they are members. But the pure marketing enterprise, the implementation of the activities of the companies have three different interests mean catch done to be increased is an activity. They are independent, due to the fact that they are a department of the enterprise in the economic account, first of all, it is a set of works that are performed in order to conduct their own activities, to improve economic instructions, as a result of which they get high profits or organize their activities well if they don't, they may suffer. They serve consumers and should act in their interests. Consumer demand is his every wish, desire marketing for the law to be to be fulfilled must Aks without uoz from the customer separate remains. Of this for marketers consumers with they should always be in contact, always study their wishes and organize their activities accordingly and change their work methods and methods when necessary.

In today's rapidly changing times, it is especially important to establish a relationship with consumers, because technological advances, economic, social and environmental changes affect consumer tastes. "Online" platforms, especially through social networks, are causing a complete change in the market and the sales process. Therefore, there is a need for more marketing activities now than before.

A purely marketing enterprise serves the suppliers, manufacturers, and sellers of goods, and thus their interests looking forward to their own the work activities organize they reach Of this for they are produce goods of producers to goods was the need they learn markets capacity, his niche (bottom), opportunities analysis they do Demand and offer balance, grade, taxes system such as all market elements about collect information, commodity work producers with in cooperation client sadness they eat For this, marketing staff needs to develop the need for goods and offer change trends deep analysis to do emerging in the market each one new the goods that's it achieve design, test transfer, current reach over control they do. His come exit the reason source, buyers and work producers all of them their studies must These are marketing activities not only planning, perhaps him one how much years before to determine the perspective requirement is enough. In this of enterprises work release, sales opportunities, them socioeconomic, technical and

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technological and etc all sides mean is caught. They are live and generalized work use of resources participation in the determination of norms they will each character by enterprises work being released goods competitiveness they learn. also own goods rational to sell organize they reach and the same solve the issues of material and technical supply: they are industrial, agricultural and another networks economic and technical situation analysis they do near and participate in determining the perspective of the long future. They organize production operationally from the point of view of marketing, organize labor and pay it at a high level, etc.

How of the enterprise the future his how activity depending on what is being done part especially product work issuer in enterprises product sales is the most important indicator. because if the produced product does not find its consumer in the market, what is the benefit of its production? So marketing activity very important importance occupation enough ie she is not only advertising to analyze the market and study the demand, create a product, and bring it to the market potential to consumers present to do and from sold after too customer tracking she is what wants to how by doing again too the product improve It will help companies to find answers to such questions as possible.

Marketing organize in reaching him structure how strictly look one it is necessary to observe the laws and regulations. Their set is called a principle. The principle is derived from the Latin word "principium". initial, basis, that is, the main rule of behavior or activity, means "leader", "idea".

Marketing activity - entrepreneurship performed in the field affairs and type of tasks, demand formation and reproduction, activities related to marketing functions (marketing research, sales, price formation, product delivery, marketing intelligence, benchmarking, etc.) market the process of applying marketing tools and philosophy in all links of the reproduction chain in the economy encompassing and what, where, how much, and how the product or service will satisfy demand and generate profit any that allow you to answer the questions that should be produced is an activity.

Marketing of the concept content marketing functions done is revealed by increasing Marketing functions are divided into the following groups:

- marketing studies;
- product assortment work release field development;
- sell and distribution function;
- the goods shift;
- the price organize reach function;

Marketing management function.

–market analysis in the function of marketing research;



- sales market research;
- consumer needs research;
- study of marketing operations;
  - information collect and again work;
- marketing mix research complex;
- study of competitors;
- bench marketing;
- demand and sales forecasting to do and others are studied.

Analytical external environmental factors in function, market, its elements and status, consumers, market structure, product and product structure, as well as internal of the firm environment analysis will be done. In this firm leadership by control factors — technological process, financial situation, organizational structure, market selection etc. are taken into account.

External environment factors consumers, competitors, government, uncontrollable factors such as economy, technology, independent media enters.

Creation of new products in marketing activities through the function of product creation, organization of production of new products, management of product competitiveness and quality in the field of production, as well as product policy work exit issues solution will be done.

Selling and distribution function through the goods distribution and sell policy development, trade and distribution network through the sale organize achieve organization of cargo transportation and warehousing, determination of goods turnover, distribution physical flows of the system control to do and sell analysis is learned .

The product promotion of sales as a result of the shift function and development of advertising policy, promotion of sales justify effective instruments, the goods move about multimedia technologies justification, internal company advertising organization, promotion of sales work is complete is studied.

The price organize reach function through the price formation strategy and tactics work exit, the sale each one market for, each one for the product to live period different stages price matrix make up; current creation of price change mechanism, competitor's price analysis making, for a new product price designation etc solution will be done.

The function of marketing management is organization and control of marketing management, development of the organizational structure of marketing services, optimization of management decisions in the system of marketing activities, audit, marketing service activity efficiency evaluation such as learns

Marketing functions are carried out together with other functions of the firm, i.e. production, personnel, material and technical support, financial, accounting

functions. The difference between the marketing function and other functions of the firm is that marketing function companies, its consumers, customers aimed at implementing and organizing the process of exchange between That is why the marketing function is constantly changing going in need is responsible for demand formation and creation, development.

Marketing purpose work release client need adapting Demand and achieving a balance of supply, based on the price at which it is established, is to bring higher profits to organizations. To achieve this, marketing is important tasks solution reach must:

- buyers the need study and determination;
- of the price activities buyers need adaptation;
- first of all Demand and offer about received data based on market research;
- goods advertising organize achieve buyers goods buy interested in receiving gain;
- commodity creator or him vendor price studies done increase information for collect and analysis to do:
  - the goods to the market in release all services about data get;
  - filler goods and the place clicker goods about information collection;
  - to goods was demand forecasting, do them increase from control consists of

The main task of marketing is to evaluate and implement the existing and potential opportunities of the enterprise, and to identify opportunities in order to coordinate supply and demand in the market. Marketing activities are carried out in order to achieve a specific result. The main goals of marketing are interrelated with the main goals of the firm. The main objectives of the firm include:

- the market take over;
- profitability;
- financial stability;
- work release social factors provide;
- in the market there is position and prestige organize reach and strengthening.

Today, any entrepreneur, manufacturer, artist, or athlete cannot imagine their activities without marketing. In any country marketing development free and the law within activity take a legal basis will be created for it to proceed. Consequently, a legal framework has been created in the Republic of Uzbekistan.

There are factors other than marketing for enterprises to have a stable economic activity, but the correct implementation of this activity means how effective the enterprise's activities are. Because not every enterprise can properly organize marketing, especially in developing times, the main focus is on selling more, not on consumer satisfaction. Therefore, any enterprise aiming at long-term activity should conduct marketing activities correctly and effectively. This, in turn, will be defined in



the company's development strategy.

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## THE USE OF MODERN TECHNOLOGIES IN THE TEACHING OF POETIC WORKS IN ELEMENTARY READING CLASSES

Erkinboyeva Kamola Shavkatjon qizi

**Annotation.** *The primary goal of elementary reading classes is to foster a love for literature and build foundational reading skills in young students. Incorporating poetry into the curriculum offers a unique way to engage students, encourage creativity, enhance language skills, and develop critical thinking abilities. In recent years, the integration of modern technologies has revolutionized the teaching of poetic works, providing teachers with innovative tools to make the learning process more interactive and enjoyable.*

**Key words:** *critical thinking abilities, using technology, meaningful interactions.*

**Introduction.** This article explores the benefits and challenges of using modern technologies in elementary reading classes, specifically focusing on their applications in teaching poetic works [1]. This reflection elucidates the justification of using technology when teaching reading and writing by describing the circumstances and activity, identifying specific components of my experiences, and expounding why these experiences are worth reflecting on, making connections on what I have learned, understood, and how I can apply digital literacy for my future classroom practices in reading and writing pedagogy in situated learning. Second, technology can help students to interact with reading materials in new and different ways. For example, students can use online resources to listen to audiobooks, watch videos, and take interactive quizzes. These activities help students engage with reading materials more meaningfully. The experiences that I have had with using technology in the classroom have led me to understand my students better. Students must engage with new literacies that require a wide range of skills, knowledge, and understandings to engage in digital reading, writing and communication. They must also be aware of different contexts and purposes that shape texts [2,3]. Teachers and instructors must explicitly teach research and comprehension skills and provide our students with authentic and meaningful interactions with digital literacies to equip them with the skills to navigate both present and future technology and its new literacies.

### I. Benefits of Integrating Modern Technologies:

1. **Enhanced Engagement:** Modern technologies, such as interactive whiteboards, educational apps, and multimedia presentations, can capture the attention of young learners, making the teaching of poetic works more captivating and enjoyable.

2. **Multi-Sensory Learning:** Technology allows students to engage with poetry through various senses, such as watching videos, listening to audio recordings, and participating in interactive activities, thereby creating a multi-sensory learning experience.

3. **Accessibility and Inclusion:** Technology offers accommodations for students with diverse learning needs, including those with learning disabilities or visual impairments, ensuring equal access and participation in poetry activities.

4. **Collaborative Learning:** Online platforms and classroom management systems enable collaboration among students, fostering the exchange of ideas, discussions, and



peer feedback on poetic works.

5. **Authentic Learning Experiences:** Technology allows students to explore contemporary poetry through digital resources, connecting them with modern poets and their works, creating relevant and authentic learning experiences.

## II. Applications of Modern Technologies in Teaching Poetic Works:

1. **Multimedia Presentations:** Teachers can use multimedia presentations to introduce and analyze various poetic forms, techniques, and elements. These presentations may include visuals, audio clips, and animations to enhance understanding and interpretation.

2. **Poetry Apps and Websites:** Numerous educational apps and websites provide access to a vast collection of poems, enabling students to explore different genres, read aloud, and engage in interactive activities, thus enhancing their comprehension and appreciation of poetry.

3. **Digital Storytelling:** Students can create their own digital stories by transforming traditional poems into modern adaptations, incorporating visuals, audio, and animations. This activity allows students to develop critical thinking skills and express their understanding of poetic concepts.

4. **Online Collaborative Platforms:** Virtual platforms allow students to collaborate with peers, discussing and analyzing poems, critiquing each other's work, and engaging in online poetry communities. This fosters a sense of belonging and promotes active participation in the learning process.

5. **Virtual Reality (VR) and Augmented Reality (AR):** The use of VR and AR technologies can transport students to poetic landscapes, enhancing their sensory experiences and allowing them to immerse themselves in the poetic world, thereby enhancing comprehension and emotional connection.

## III. Challenges and Considerations:

1. **Technological Infrastructure:** Ensuring access to technology and a reliable internet connection for all students can be a challenge, particularly in economically disadvantaged areas.

2. **Teacher Training and Support:** Educators need professional development opportunities to familiarize themselves with modern technologies and how to effectively integrate them into their teaching practices.

3. **Data Privacy and Security:** Teachers must prioritize privacy and security considerations when using online platforms and educational apps, ensuring student data is protected.

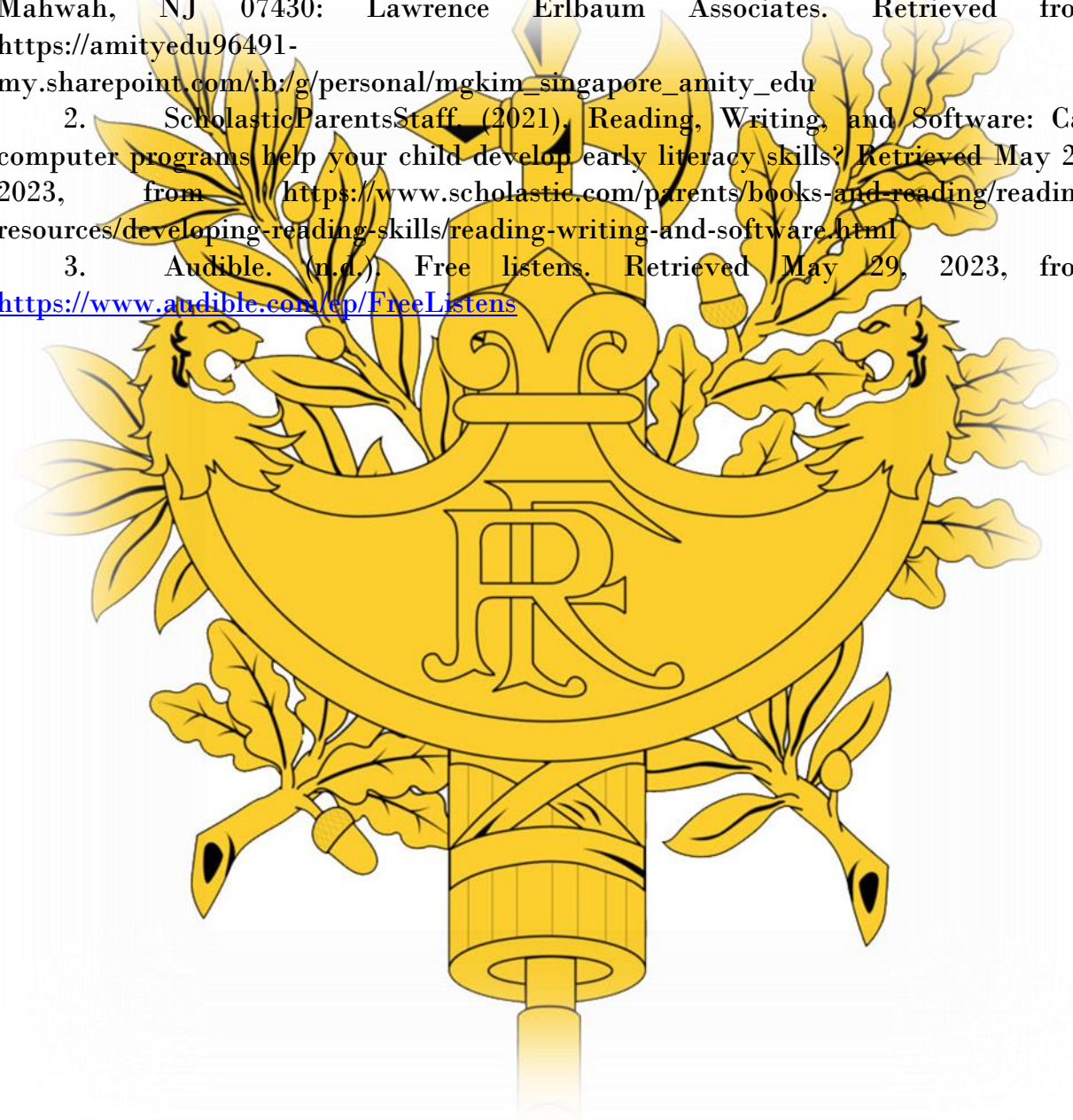
4. **Overreliance on Technology:** It is essential to strike a balance between technology and traditional teaching methods, ensuring that technology enhances, rather than replaces, the teacher's role in guiding student learning.

**Conclusion.** Incorporating modern technologies into the teaching of poetic works in elementary reading classes offers numerous benefits, including enhanced engagement, multi-sensory learning, accessibility, and collaboration. Teachers can use multimedia presentations, poetry apps, digital storytelling, online collaborative platforms, and VR/AR technologies to create interactive and authentic learning experiences. While challenges exist, including equitable technology access and teacher training, the advantages of integrating modern technologies make it a worthwhile endeavor to inspire and engage young students in their exploration of poetic works.

By combining technology with traditional teaching methods, educators can foster a lifelong love for poetry while equipping students with valuable language skills and critical thinking abilities.

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**Sadriddinov Bobur Bahodirovich**

**Annotation.** *This article provides a comprehensive analysis of waste treatment systems, exploring various approaches and technologies employed to minimize waste, promote recycling and reuse, and reduce overall environmental harm [1]. By examining both conventional and innovative waste treatment methods, we aim to reveal the opportunities and challenges in building a sustainable waste management framework.*

**Key words:** *innovative waste treatment methods, the environmental impact of waste, prevention, reuse, recycling, treatment.*

**Introduction.** Waste treatment systems play a crucial role in managing and mitigating the environmental impact of waste. As our global population grows, waste generation continues to escalate, necessitating efficient and sustainable waste management strategies.

#### I. Overview of Waste Management

- A. Defining waste and its classification
- B. Environmental implications and challenges of improper waste treatment
- C. The importance of waste management in achieving sustainability goals
- D. The hierarchy of waste management: Prevention, reuse, recycling, treatment, and disposal

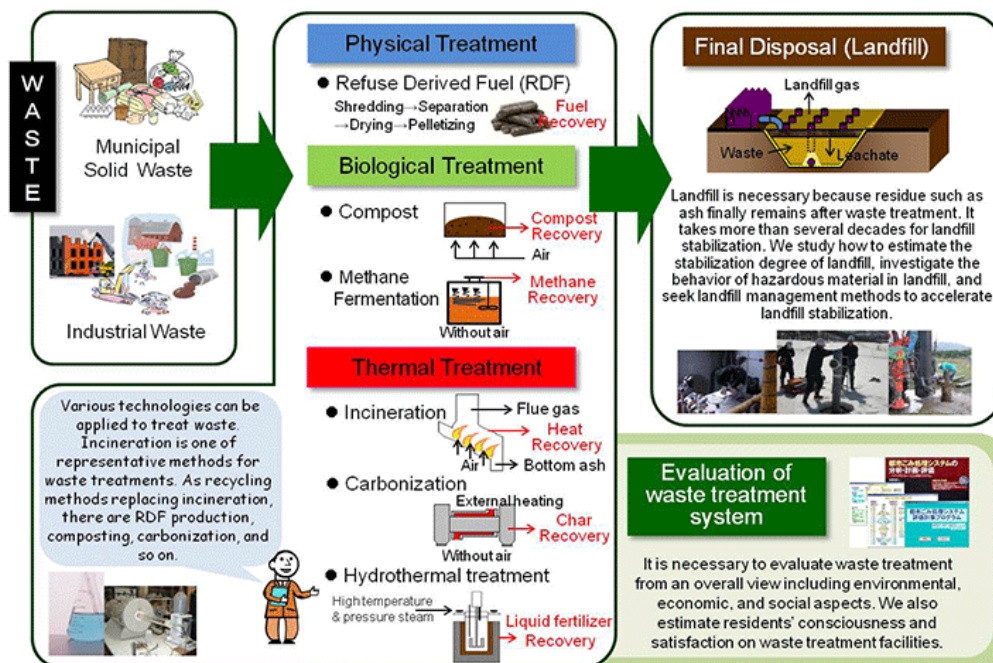
#### II. Conventional Waste Treatment Systems

- A. Landfilling: Processes, environmental impact, and challenges
- B. Incineration and waste-to-energy: Technologies, advantages, and drawbacks
- C. Mechanical and biological treatment (MBT): Principles and applications
- D. Anaerobic digestion and composting: Decomposition processes and benefits

[3,4]

#### III. Recycling and Resource Recovery

- A. Material recycling: Collection, sorting, and processing methods
- B. E-waste recycling: Challenges and opportunities in handling electronic waste
- C. Organic waste recycling: Composting and anaerobic digestion for nutrient recovery
- D. Energy recovery from waste: Innovative approaches for harnessing energy potential



#### IV. Innovative Waste Treatment Technologies

A. Pyrolysis and gasification: Transforming waste into valuable resources

B. Plasma arc gasification: High-temperature conversion of waste

C. Chemical and biological treatment for hazardous waste

D. Advanced sorting and separation techniques for enhanced recycling

#### V. Integrated Waste Management Strategies

A. Extended producer responsibility (EPR) programs: Shifting the waste burden

B. Waste reduction and source separation: Promoting a circular economy

C. Community-based waste management initiatives: Engaging local stakeholders

D. Technological advancements and automation in waste treatment systems

#### VI. Challenges and Future Directions

A. Economic and financial barriers in implementing advanced waste treatment systems

B. Legislation, policy frameworks, and regulatory challenges

C. Public awareness, education, and behavioral change for effective waste management

D. Emerging technologies and their potential for revolutionizing waste treatment

Waste problem includes from waste generation, separation, collection, treatment, recycling, and disposal in landfill [4, 5]. Furthermore, there are no reports on public health issues related to this facility neither environment emissions above the legal limits. Highlights must be given to the massive avoided burdens in the incineration process unit, mostly due to the electricity production and also to the utilization of waste as fuel, since this represents a noxious asset for nature and, this way, it is converted into a useful feedstock instead of deposited. In what concerns the



electricity production, it must be stressed that this contribution is an approach, once this is not an established process in the plan, rather constituting an output of the incineration process. Therefore, it is important to choose and apply a proper technology to solve waste problem considering waste treatment and disposal system as an integrated one. We perform various researches covering from waste separation to final disposal using both of hardware

**Conclusion.** Efficient waste treatment systems are vital for achieving sustainable waste management and mitigating the environmental consequences of waste generation. Through an analysis of conventional and innovative waste treatment methods, it becomes evident that embracing recycling, resource recovery, and responsible waste disposal are essential steps in building a sustainable future. Collaborative efforts between governments, businesses, and communities, combined with technological advancements and public awareness, are crucial for implementing effective waste treatment systems globally. By adopting a circular economy approach and investing in research and development, we can create a more sustainable and resilient waste management framework for generations to come.

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ПЕРСПЕКТИВЫ РАЗВИТИЯ ЭЛЕКТРОМОБИЛЕЙ В  
УЗБЕКИСТАНЕ

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**Аннотация.** В данной статье говорится о том, как за короткий период времени Узбекистан импортировал и начал продавать электромобили, как принял народ страны это новшество, а также то, каким спросом пользуется данный вид автомобилей на сегодняшний день. Кроме того, какие планы имеются на счет электромобилей и будут ли производиться они в нашей стране.

**Ключевые слова:** электромобиль, рынок электромобилей, «зеленая» экономика, производство.

**Abstract:** This article talks about how in a short period of time Uzbekistan imported and began selling electric cars, how the people of the country accepted this innovation, as well as the demand for this type of car today. In addition, what plans are there for electric vehicles and whether they will be produced in our country.

**Key words:** electric car, electric car market, green economy, production.

**Введение.** В связи с последствиями кризиса, сокращением рабочих мест в разных странах и необходимостью смягчения последствий изменения климата требуется масштабный переход к "зеленой" экономике с амбициозными целями. Зеленая экономика способна обеспечить синергетический эффект на трех ключевых уровнях развития: экономический рост, социальное благополучие, охрана окружающей среды и здоровье населения.

В результате ожидается постепенное восстановление пострадавших от кризиса экономик, создание новых продуктивных рабочих мест, сокращение различных форм бедности, минимизация углеродозависимости и предотвращение дальнейшего разрушения биологических систем.

Восстановление "зеленой" экономики необходимо для того, чтобы избежать тяжелейших последствий чрезмерной эксплуатации природных ресурсов и изменения климата, а также для создания и поддержания большого числа высокооплачиваемых инновационных рабочих мест.

В настоящее время крупнейшие мировые автомобильные компании активно пытаются развивать производство автомобилей, использующих альтернативные источники энергии - водород и электродвигатели. Так, по данным консалтинговой компании EV-volumes (Швеция), мировые продажи автомобилей в 2019 году составят 2,26 млн. единиц, а в 2020 году - 3,24 млн. единиц [1].



Более того, по прогнозам аналитического института S&P Global (США), в 2040 году количество электромобилей в мире превысит 400 млн. единиц [2].

По данным консалтинговой компании Acumen Research and Consulting (США), рост мирового парка электромобилей в период 2019-2026 годов составит в среднем 25,6% [3].

Вышеуказанные показатели говорят о том, что в ближайшее время электромобили будут занимать еще большее место не только в авторынке, но и в жизни населения, т.к. на сегодняшний день многие люди пытаются заступиться за очищение и оберегание экологии от выхлопных газов, что исходит от автомашин.

Спрос на электромобили. Спрос на электромобили в Узбекистане растет с каждым годом. В первом полугодии 2022 года было ввезено больше электромобилей, чем за предыдущие четыре года. Например, за весь 2018 год (предварительные данные Госкомстата) было ввезено всего 18 электромобилей. Большинство из них было ввезено из Китая.

Для стимулирования спроса государство ввело различные стимулы, например освободило электромобили от таможенных, акцизных и автотранспортных платежей.

Однако представители компании Megawatt Motors, одного из поставщиков электромобилей в Узбекистане, отмечают, что конкуренция в этом секторе обостряется.

По их словам, участники рынка не хотят инвестировать в сервис, обслуживание клиентов и развитие инфраструктуры, а занимаются в основном только торговлей. Для изменения ситуации необходимо установить четкие правила. В противном случае цивилизованное развитие рынка может быть сведено на нет.

Электромобили какого вида больше всего пользуются спросом? Еще несколько лет назад электромобили покупали только богатые люди в качестве игрушек или воров машин. Однако ситуация начинает меняться. Все больше людей уже не решаются пересесть на электромобили, что положительно сказывается на спросе и общем развитии рынка.

Во многом это связано с тем, что покупатели автомобилей редко оценивают вопрос самостоятельно и больше полагаются на чужой выбор.

Однако в потребительских предпочтениях все еще существует множество стереотипов и идиосинкразий. Например, потребители покупают знакомые марки, такие как Chevrolet Malibu или Captiva. По этой же причине на наших дорогах очень мало хэтчбеков. Люди не узнают хэтчбеки и не привыкли к тому, что у автомобиля сзади есть пятая дверь, а не багажник.



Еще один стереотип, который мы часто встречаем, - это то, что технологии не тестируются в течение длительного времени. Бытует мнение, что новые автомобильные технологии должны быть проверены через 10, 20 или 30 лет.

Технология электромобилей стала мейнстримом после появления Nissan Leaf в 2010 году. Многие из этих автомобилей используются и сегодня. С тех пор прогресс буквально налицо, и новая модель, на запуск которой раньше у автопроизводителей уходило от трех до семи лет, теперь может быть выпущена раз в год одним китайским производителем.

Между тем миф о том, что все, что производится в Китае, имеет низкое качество, уже разрушен. Китайская автомобильная промышленность подняла свое качество на высокий уровень.

Многие также напрасно опасаются, что электромобили бесшумны. Мы же, напротив, считаем, что звук мотора под окном в ночное время беспокоит и заставляет людей испытывать еще большее беспокойство.

Электромобили создаются в соответствии со стандартами безопасности, и некоторые из них издают внешний звук через встроенные динамики до достижения определенной скорости. Таким образом, пешеходы могут услышать звук приближающегося электромобиля.

Недостатки электромобильной индустрии. Растущий спрос на электромобили привел к увеличению числа их импортеров. Однако они не предоставляют практически никаких гарантий, что заставляет покупателей полагать, что электромобили не должны ломаться. Кроме того, немногие готовы инвестировать в развитие инфраструктуры. Это объясняется тем, что не все планируют "долгосрочную игру".

Подход некоторых из этих игроков негативно влияет на рынок в целом и вызывает у потенциальных покупателей электромобилей отрицательные эмоции и ложные убеждения в связи с последующей эксплуатацией.

Поэтому необходимы законодательные нормы, запрещающие или ограничивающие продажу электромобилей, если у продавца нет специализированного авторизованного сервисного центра и узкого круга специалистов по ремонту, которые могут гарантировать выполнение гарантийных обязательств перед потребителем в случае возникновения технических проблем и гарантировать нормальную эксплуатацию и обслуживание после истечения гарантийного срока.

Необходимо регулировать рынок и идти по пути создания цивилизованных автосалонов, предлагающих своим клиентам полный спектр услуг и поддержки и не превращающихся в один большой "рынок шоу-румов".

Со своей стороны, мы делаем все возможное, чтобы способствовать внедрению инноваций: устанавливаем зарядные станции в домах клиентов, предоставляем постоянные консультации и возможность заряжаться на нашей сети



АЗС. Все это делается для того, чтобы владельцы электромобилей чувствовали себя комфортно при их использовании.

Развитие этого сектора также зависит от подготовки персонала, команд, инфраструктуры (зарядных станций) и услуг по поддержке продаж.

Автодилеры и дистрибьюторы электромобилей должны осознать, что они инвестируют в будущее. Сегодня им необходимо вкладывать средства в персонал, создание зарядных станций и улучшение сервиса, но за этим последуют доходы.

Срок окупаемости зарядных станций составляет около семи лет. В настоящее время интерес к ним проявляет лишь узкий круг автодилеров.

Существует два типа зарядных станций: бытовые и коммерческие. Бытовые станции не предназначены для быстрой зарядки и устанавливаются там, где автомобили хранятся для ночной зарядки. Это самый простой и распространенный способ зарядки. Их стоимость составляет от 500 до 1500 долларов США с учетом расходов на установку.

Существуют также общественные зарядные станции. Идея заключается в том, что люди приезжают туда для быстрой зарядки, например, в торговый центр, где автомобиль заряжается, пока владелец совершает покупки. Естественно, мощность таких станций в разы выше. Соответственно, выше и стоимость - от 6 тыс. долл. и иногда до 50 тыс. долл. и более (европейские станции).

Развитие сети зарядных станций сдерживается законодательством, запрещающим перепродажу электроэнергии с коммерческой наценкой, что препятствует нормальному функционированию и развитию бизнеса по зарядке электромобилей, который и так имеет длительный срок окупаемости.

В целом региону необходимо изменить отношение к владению автомобилем. Этого можно добиться только путем совершенствования инфраструктуры. Если на бензиновом автомобиле нужно где-то заправиться, а потом ехать на работу, то на электромобиле этого делать не нужно. Это позволит избавиться от "страха перед длительной зарядкой".

Планирование производства электромобилей в Узбекистане. В целях ускорения перехода к "зеленой" экономике и стимулирования спроса на электромобили Министерством экономического развития и сокращения бедности Узбекистана подготовлен и открыт для обсуждения проект постановления Президента Республики Узбекистан "О мерах по поддержке регулирования производства и использования электромобилей".

Проектом предлагается утвердить стратегию и программу развития производства электромобилей в Узбекистане до 2030 года, а также "дорожную карту" по производству электромобилей, их компонентов и запасных частей.

В частности, проект ставит перед страной задачу увеличить долю электромобилей в общем объеме автомобильного рынка не менее чем до 15% к 2030 году. Проект предусматривает создание полного цикла производства



электромобилей и комплектующих на основе имеющихся природных ресурсов (литий, графит, медь).

С 1 апреля 2022 года по 31 апреля 2030 года предлагается стимулировать приобретение и эксплуатацию электромобилей и электробусов (категории M1, M2, M3, N1, N2 и N3) с помощью следующих программ:

- земельные участки, на которых установлено не менее двух зарядных станций для электромобилей и парковочные места вокруг каждой зарядной станции, будут освобождены от уплаты земельного налога;

- корпоративные расходы, связанные с установкой зарядных станций, принимаются к вычету при расчете налога на прибыль;

- физические и юридические лица, ввозящие электромобили с датой выпуска менее одного года и оформленные на таможне по системе "свободного обращения", освобождаются от уплаты утилизационного сбора до 1 января 2027 года;

- техническое оборудование, комплектующие и сервисная инфраструктура зарядных станций, ввозимые в Узбекистан, освобождаются от уплаты таможенных пошлин (за исключением таможенных сборов).

Предлагается создать Фонд развития зеленой экономики при Министерстве экономического развития и борьбы с бедностью.

Фонд будет создан с 1 апреля 2022 года за счет следующих источников:

- 0,2% от стоимости государственной регистрации новых транспортных средств с двигателями внутреннего сгорания (за исключением гибридных транспортных средств) Управлением безопасности дорожного движения Министерства внутренних дел и коммуникаций РФ и 0,5% от стоимости перерегистрации подержанных транспортных средств с двигателями внутреннего сгорания;

- 2 BRV - сбор за проведение технического осмотра транспортных средств с двигателями внутреннего сгорания объемом 2 литра и более;

- 15 сумов за литр при реализации бензина и дизельного топлива в розничной сети; 100 сумов за кубический метр при реализации сжиженного и сжатого газа.

Выводы. Ряд мировых автопроизводителей разрабатывает стратегию перевода своих производственных мощностей исключительно на выпуск электромобилей. Например, британская компания Bentley в рамках своей стратегии Beyond 100 выпустит первый серийный электромобиль в 2025 году, а с 2026 года модельный ряд будет включать только гибридные и электрические автомобили. С 2030 года все новые автомобили Bentley будут оснащаться только полностью электрическими силовыми агрегатами.

По оценкам экспертов автомобильной отрасли, ориентировочное развитие электромобилей в Узбекистане возможно в течение пяти лет, учитывая заинтересованность населения в переходе на электромобили, развитие



инфраструктуры и выработку соответствующих нормативных актов для успешного развития отдельных секторов "зеленой" экономики.

Анализ мировых тенденций и перспектив развития рынка электромобилей показывает, что в транспортном секторе происходит технологический сдвиг. Для успешной интеграции Узбекистана в процесс "зеленого" перехода на альтернативную энергетику необходимо усилить совместную работу автопроизводителей и государства в рамках новых национальных программ, реализуемых в настоящее время в Китае, Европе и США.

В Узбекистане в этом направлении сделано немало: подготовлен проект постановления о поддержке закупок импортных электромобилей, начата разработка концепций производства собственных электромобилей, поставлена задача обеспечить долю электромобилей на рынке продаж автомобилей не менее 15%. В процессе разработки концепции и дальнейшего формирования благоприятной среды для распространения электромобилей необходимо учитывать соответствующие рыночные условия и факторы развития, принимая во внимание зарубежный опыт.

Основным фактором ускорения темпов развития рынка электромобилей являются активные меры государственной поддержки, принимаемые на национальном уровне, особенно в странах, проявивших максимальную приверженность к переходу на альтернативные источники энергии.

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## THE MAIN CATEGORIES OF ECONOMIC GEOGRAPHY

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**Abstract.** *Economic geography is a multidisciplinary field that explores the spatial organization and distribution of economic activities. It provides valuable insights into how economic processes shape and are influenced by geographical factors, such as location, resources, and transportation networks. To understand the intricacies of economic geography, it is essential to examine its main categories, which provide a framework for analyzing the spatial dynamics of economic systems. This article will introduce and delve into four key categories: location theory, regional development, industrial geography, and transportation geography. Location theory focuses on understanding the process of site selection by individuals, firms, and industries. It examines why economic activities are concentrated in certain locations and how spatial factors influence economic decision-making.*

**Key words:** *economic activities, location theory, regional development, industrial geography, transportation geography*

**Introduction.** Economic geography takes a variety of approaches to many different topics, including the location of industries, economies of agglomeration, transportation, international trade, development, real estate, gentrification, ethnic economies, gendered economies, core-periphery theory. Economic geography is the study of the spatial distribution of economic activity and economic development. Because so much of our daily lives revolve around economic transactions, great and small, economic geography is a critical subset of human geography. Location theory encompasses various concepts and models that help explain patterns of economic activity. Which emphasizes the role of transportation costs, labor availability, and agglomeration economies in determining the optimal location for industrial activities. Regional development studies the uneven distribution of economic activities across regions and investigates the driving forces behind regional disparities. It seeks to understand why some regions thrive economically while others lag behind. This category examines the factors that influence the spatial growth and decline of regions, such as natural resources, infrastructure development, technological advancements, government policies, and social factors like education and human capital. Regional development also explores the roles of regional planning and policy interventions in promoting balanced economic growth and reducing regional inequalities.

Industrial geography focuses on the spatial organization and dynamics of industrial activities, including manufacturing and services. It examines how industries cluster in specific regions or agglomerate in urban centers. Industrial geography investigates the factors that determine the location of industries, such as



access to raw materials, markets, skilled labor, and infrastructure. It also explores the impacts of industrial activities on the environment, urbanization processes, and the social and economic fabric of regions. Additionally, industrial geography explores the evolving patterns of global production networks and the dynamics of global value chains.

Transportation geography studies the spatial organization of transportation networks and their influence on economic activities. It analyzes how transportation infrastructure connects regions, facilitates trade, and shapes regional development patterns. This category of economic geography explores various transportation modes, including road, rail, air, and maritime transport, and investigates their efficiency, accessibility, and cost implications for economic activities. Transportation geography also examines the impacts of globalization and technological advancements on transportation systems and the challenges of sustainable transportation in an increasingly interconnected world. In conclusion, economic geography encompasses various categories that allow for a comprehensive understanding of the spatial organization of economic activities. Location theory explains the site selection process, while regional development explores regional disparities and growth dynamics. Industrial geography helps analyze the spatial distribution of industries and their impacts, and transportation geography investigates the role of transportation networks in shaping economic patterns. As the previously noted, the economic geography is very flexible discipline and is changing all the time. Location theories can serve as an usher in theatre introducing upcoming performance to the audience. These categories are not strictly bounded and are interconnected and interrelated, which is typical of geography as such. However, it is important to emphasize that broadness of these categories does not implicitly evoke that economies are the main subject. Generally speaking, any sub-branch of geography potentially carries the "economic aspect" inside. That is why, it is always important to define, what (economic) aspect will be studied and what geographical methods and knowledge will be deployed.

In this sense, location theories should be a starting point in learning/teaching economic geography; however, it is hard to follow complex mathematical concepts, abstractions and formulas. One should be at least aware of location theories existence and should be able to take them into account when dealing with spatial aspects of the economy (especially when dealing with manufactures, firms, and industries together with a socio-demographic aspect of certain geographical extents. By studying these main categories, researchers and practitioners gain insights into the complex interactions between economic processes, spatial factors, and regional development, thus contributing to more informed decision-making and policies that foster sustainable economic growth. Economic geography is important in developed nations such as the United States because it allows researchers to understand the structure of



the area's economy and its economic relationship with other areas around the world. Evolutionary economic geography deals with changes in the economic landscape through time via the concept of 'routine,' which is equivalent to a 'genome' in corporations.

**Conclusion.** Evolutionary economic geography has been inspired by the process of regional growth and innovation in the context of evolutionary economics. Evolutionary economic geography deals with changes in the economic landscape through time via the concept of 'routine,' which is equivalent to a 'genome' in corporations. Evolutionary economic geography has been inspired by the process of regional growth and innovation in the context of evolutionary economics. The evolutionary component of economic geography is based on concepts such as contingency, lock-in by increasing returns, and network.

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## COMPARATIVE RESEARCH OF BUSSINESS TERMINOLOGY IN THE ENGLISH AND UZBEK LANGUAGE

Tursunov Shohruh Bahodir ugli

**Introduction.** English lexicology, unlike Uzbek lexicology, is a direction that combines concepts related to naturism. Tourism is derived from the French word *tour*, meaning hiking. The "Explanatory Dictionary of the Uzbek language" gives the following information about the word *travel*. "Travel is a trip made in Arabic for the purpose of recreation, recreation or vision of the world, study." The concept of travel itself, also derived from Arabic, is to go somewhere for the purpose of service or travel. Caravanserai is a rabot, a palace where caravans spend the night. The cities of the Middle East, Central Asia, the Middle Caucasus are built on the trade route.

In English lexicology, the following units related to tourism have occurred: *Baggage*. Travelling bags and personal possessions of a traveler. In travel terms, accompanied baggage is that carried in the same vehicle as the passenger; unaccompanied baggage is that carried separately. Checked baggage is handed over by the passenger, to be claimed at the destination; unchecked (or carry on) baggage stays in the passenger's possession.

A literal translation is a group of words translated into Uzbek from a foreign language in the kalka method: sky-scraper in English; we can give an example of *klassen kamps* in German. It should also be said that appropriation can distinguish words by importance and wealth. First when a word is accompanied by a reference (i.e. an object is an idea and an idea), for example: *atata* is a gaytan word that entered Italian through Spanish, or the *caffé* word came from Turkish, *zero* from Arabic (in roman numbers zero i.e. zero did not exist), and words like *tram*, *transistor*, *juke-box* came from English. A significant place is occupied by the richly stylistic and social status of words. Serves to remember society, culture, living conditions. The richness of overtones can be seen in *leader*, *baby-sitter*, *week-end*. Words and combinations in English sometimes cause convenience due to their brevity.

Acquired words penetrate the language through written and oral forms. The word *Tunnel* entered through the written language. If the word *tunnel* came in from the spoken language, it would be pronounced as *tanel*, just like in English. The word *Budget*, in contrast, is pronounced *badjet*, because it has entered from the oral language. there are English words of this type that are pronounced and written the same in our speech, for example: the word *flirt* is written and read like this. We must know that there are differences between neologism and appropriation word. Above, we have described that words of assimilation are those that are embedded in our language and take place in our dictionaries. Neologisms, on the other hand, are words that have just entered our language and are not yet widespread.



We must say that with the passage of time and the addition of neologisms to our line of words in consumption, assimilation becomes words. And the science that studies neologisms is called Neology. Now, when working on neologisms and collecting present-day neologisms and being released in a dictionary state, it can stand in a state of neologism at a certain duration of time, but then the assimilation becomes a dictionary of words.

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## ОПИСАНИЕ БОЛЕЗНИ КАЛЬМАРОВ СЕМЕННЫХ ДЕРЕВЬЕВ

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**Аннотация.** В статье приведены сведения о распространении болезни яблони ржавчины (парши), которая ежегодно широко распространена в садах многих стран, особенно в нашей республике, и приводит к потере большей части урожая, а также эффективные меры борьбы с ней. Десятки различных инфекционных и неинфекционных болезней распространяются на все растения, выращиваемые в сельском хозяйстве, нанося большой ущерб их посевам. Большинство этих заболеваний вызывается грибами.

**Ключевые слова:** гифа, грибок, прогноз, яблоня, инфекция, болезнь, кальмары, фунгицид.

Одним из главных условий дальнейшего развития садоводства и виноградарства в нашей республике, увеличения количества и качества урожая фруктов и винограда является защита виноградных лоз и плодовых деревьев от вредных организмов, в том числе болезней. Плодовые деревья с семенами и зернами, виноград, грецкие орехи, гранаты и инжир страдают инфекционными заболеваниями, вызываемыми несколькими десятками грибов, бактерий, вирусов, фитоплазм и нематод, которые могут привести к гибели большей части урожая.

Климат Узбекистана, особенно зима, относительно теплый, а весна и начало лета – теплые и солнечные, что создает весьма благоприятные условия для сохранения жизнеспособности болезнетворных микроорганизмов зимой, а также для распространения и развития болезней во время роста растений. В таких условиях особенно хорошо развивается болезнь яблочных кальмаров, и если не принять меры по борьбе с ней, большая часть урожая погибнет.

Болезнь Кальмараса, вызываемая грибом, широко распространена в яблоках во всех странах мира, включая страны Средней Азии и все регионы Узбекистана. Болезнь повреждает листья, лепестки и плоды, листовые и плодовые грозди яблонь, реже стембель и стручки почек (кору). На нижней стороне листьев появляются коричневые, серые или оливково-зеленые пятна. На одном листе может появиться от одного-двух до нескольких сотен пятен. Со временем они разрастаются, сливаются, клетки под пятном отмирают, в результате пятна становятся видны и на нижней стороне листьев.

Покрывшись пятнами, листья скручиваются, принимают некрасивую форму и опадают на землю. На молодых плодах появляются пятна, похожие на те, что на



листьях, затем они буреют, пробковеют, сморщиваются, форма плодов искажается. Повреждение листьев и плодовых полос приведет к их опадению. Во влажных условиях на пятнах на листьях и плодах развивается тонкий восковой темно-оливковый слой плесени (фото). Болезнь не распространяется на другие плоды при хранении.

Благоприятная температура для образования спор 16-18 ° С. При увлажнении перезимовавших листьев ранней весной мешочки достигают кончика псевдотеции, и из них под действием высокого осмотического давления высвобождаются аскоспоры. Они падают с ветром на распускающиеся цветы и первые листья на деревьях.

Споры служат основным источником инфекции, для формирования и распространения которой требуется 5-9 недель. Аскоспоры, попавшие на листья и цветочные почки, растут только в присутствии капельной влаги (дождь, роса), при температуре 1-27°С и относительной влажности выше 95%, проникают и повреждают ткани растений.

Возникновение повреждений и степень поражения зависят от температуры воздуха и продолжительности удержания влаги. Чтобы повреждение произошло при температуре 1-2 ° С, на листьях и цветочных почках должна присутствовать капельная влага не менее 48 часов; а при оптимальной температуре (16-24 ° С) для этого достаточно 9 часов. При температуре выше 26 ° С ткани практически не повреждаются.

Поражаются только молодые листья, листья старше 25 дней не поражаются. Внутри ткани грибковые гифы развиваются между эпидермисом и кутикулой и образуют строму под кутикулой и конидии над ней. Конидии появляются через 8-21 день после первичного заражения (17-21 день). Появляется через 8-9 дней при температуре 0 ° С. В условиях Узбекистана гриб дает 9-10 поколений за 1 сезон.

В устойчивых к болезням садах необходимо выполнять высокие агротехнические требования, т. е. уход за садом, подкормку, полив, удобрение следует проводить правильно. Чтобы уменьшить зимнее заражение грибом, следите за тем, чтобы яблони были открыты и хорошо продувал ветер; обрезка основания дерева, своевременная обрезка сухих и разросшихся ветвей; после сбора осенью опрыскивание листьев азотными удобрениями или фунгицидами; при опадении листьев с деревьев собирать и выбрасывать их и опавшие плоды вокруг дерева и между рядами 20- 30 см. 60 за гектар перед осенней вспашкой 70 кг. чистый калий и фосфор по 1 на дерево летом 1,5 кг. Аммофосное удобрение следует вносить дважды.

Химические меры борьбы следует начинать ранней весной и затем повторять каждые 10-14 дней, в зависимости от прогноза погоды. В этом случае перед раскладыванием всходов применяют бордоскую жидкость, 3-4% раствор ( 3- 100 л. медного купороса 4 кгв воде и 3- 4 кг. гашеной извести), медный купорос 20 л/га. в



меру (пока дерево хорошо не пропитается); - Медь хлорокись 90% н.кук., 0,3-0,5% раствор; Вектра 10% суспензия, 0,03% суспензия, 0,3 л/га. умеренно. До цветения деревьев и после цветения : Бордоская жидкость, 1,0% раствор, 10-20 л/га по медной чашке. по норме, Вектра 10% сус.к., по указанной норме, или Топсин-М 70% н.кук., 0,1% суспензия ( 100 лк воде 100 г.), 1,0 л/га. распыляется умеренно. В период вегетации : Байлетон 25% н.кук., 0,1% эмульсия, 1,0 л/га. Или Кумир к.с. Опрыскивают из расчета 5 л/га . Очень эффективна посадка сортов, устойчивых к кальмарам и другим заболеваниям.

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## ТРАДИЦИОННЫЕ СПОСОБЫ КЛАССИФИКАЦИИ РЕКЛАМНЫХ ТЕКСТОВ

Мухаммаджонов Салохиддин

Безусловно, существует большое количество таких классификаций, и приведенная выше не является полной, так как не может отразить всех аспектов рекламного сообщения. Например, деление рекламы по виду аудитории дает возможность на последующее подразделение ее на селективную (избирательную) рекламу, которая относится к четко определенной группе людей, и массовую, направленную на определенный контингент. По масштабу территориального распространения рекламы выделяют:

- 1) локальная реклама (масштабы от конкретного места продажи до территории отдельного пункта);
- 2) региональная реклама (определенная часть страны);
- 3) общенациональная реклама (территория всего государства);
- 4) международная реклама (территория нескольких государств);
- 5) глобальная реклама (охватывающая весь мир).

По своему психологическому воздействию рекламу делят на:

- 1) извещающую (информирующую);
- 2) убеждающую;
- 3) внушающую;
- 4) напоминающую.

Принимая во внимание, что разнообразие рекламируемых товаров и услуг крайне велико, на организацию рекламы и выбор средств воздействия на покупателя оказывают сильное влияние и такие факторы, как социальный статус, материальное благополучие, образование, психологические особенности и т.д. [64, с. 5].

Реклама имеет все признаки текста, включая и его жанровую отнесенность. Общая теория жанров рассматривает совокупность произведений, охватываемых этой категорией, как исторически формирующееся единство со сходными структурно-композиционными

признаками [68, с. 454]. В работе авторского коллектива В.В. Ученовой, С.А. Шомовой, Т.Э. Гринберг, К.В. Конаныхина «Реклама: палитра жанров» реклама рассматривается как совокупность различных жанров, таких как печатная реклама, радиореклама, варианты телеобращения и основные виды наружной рекламы [56, с. 100]. Здесь же авторы говорят, что «функциональная специфика рекламного жанрового «семейства», его родовое отличие от подобных «семейств» в области науки или художественного творчества – это установка на оперативную действенную реакцию реципиентов, их подведение к нужному рекламному

поступку: покупке, голосованию за определенного кандидата, выбору конкретного зрелища или желаемому акту благотворительности. Лидерство прагматической установки в рекламном творчестве ведет к активному вовлечению в этот процесс жанровых форм, созданных в пограничных областях деятельности. Наиболее настойчиво к задачам рекламирования привлекаются жанры публицистики» [56, с. 10].

Деление на жанры происходит посредством сопоставления определенных критериев. Например, специфика жанра газетно-журнальной рекламы обусловлена постоянным поиском новых средств выражения. Словообразование здесь играет решающую роль, что позволило Н.Н. Мироновой определить рекламу как текст, отличающийся оценочным характером. Она отмечает, что «...оценочными жанрами» можно обозначить такие жанры, как дневниковые записи, письма, рецензии, отзывы, рекламные тексты, заметки и др.» [35, с. 94].

Однако, говоря о специфике рекламного жанра, нельзя забывать и об экстралингвистических факторах. К ним относятся стоимость рекламного места, конкуренция, общая перенасыщенность рекламной среды, время, которым располагает рекламодатель и др. По мнению Г.И. Лившиц, для печатной (торговой) рекламы характерны содержательная и структурная завершенность, своеобразное выражение авторского отношения к сообщаемому, фиксация в письменном виде, антропоцентризм, предметная соотнесенность и системность [29, с. 8].

Реклама, как правило, направлена на продвижение тех товаров и услуг, которые пользуются спросом в определенное время и в определенном месте. По мнению Ученовой, потребности того или иного индивида или социальной группы зависят от архетипов, стереотипов и идеалов [52, с. 44]. Первые включают предпочтения, сохранившиеся со времен предшествующих

поколений, вторые связаны с потребностями настоящего, в то время как третьи соотносятся с будущим. Знание такой системы ценностей помогает рекламодателю воздействовать на психологическую составляющую человеческого мышления, предлагая тот стиль жизни, те товары и услуги, которые ценятся в настоящее время и являются отражением развития культуры.

Кроме воздействия на ценностные предпочтения при создании рекламы широко используются рекламные стратегии:

- 1) рациональные (когда используются логически обоснованные аргументы и доводы для того, чтобы убедить потенциального потребителя в необходимости приобретения определенного товара или услуги);
  - 2) эмоциональные (когда рекламное сообщение воссоздает некий привлекательный образ, способный затронуть человеческие чувства и эмоции)
- [36, с. 50].

Рациональная стратегия включает в себя использование большого количества различных фактов, аргументов и доводов, которые могут быть представлены в виде



иллюстраций, схем, результатов опросов, таблиц или же без них. У человека, увидевшего такую рекламу, происходит логическое осмысление, которое формирует личное отношение к данному предложению.

Эмоциональная стратегия направлена на создание у человека определенных символов и образов и воздействие на его эмоциональное отношение. Однако данное деление на рациональную и эмоциональную стратегии является условным, так как большая часть рекламных сообщений сочетают в себе оба приема. На данный момент существует большое количество различных видов рекламы, поэтому возникает потребность в ее классификации [18, с. 36] (см. Таблицу 1).



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## ВЕРБАЛЬНЫЕ И НЕВЕРБАЛЬНЫЕ СРЕДСТВА СОЗДАНИЯ КРЕОЛИЗОВАННЫХ РЕКЛАМНЫХ ТЕКСТОВ

Мухаммаджонов Салохиддин

В настоящее время реклама проникла практически во все сферы человеческой жизни. Как отмечает Ю.О. Веревкина, «реклама становится одним из самых распространенных типов текста современной культуры, в связи с чем увеличивается потребность в наиболее продуктивных подходах к ее интерпретации» [12, с. 3].

На данный момент рекламный текст рассматривается как семиотически сложный феномен, как креолизованный, поликодовый текст, в котором изображение и слово не являются суммой семиотических знаков, а их значения интегрируются и образуют сложно построенный смысл [2, с. 17]. Вообще термин «креолизованный текст» был впервые введен Ю.А. Сорокиным и Е.Ф. Тарасовым в 1990 году. Под таким видом текстов они подразумевали те, «фактура которых состоит из двух негомогенных частей» [51, с. 180 - 186].

При этом необходимо отметить, что соотношение этих двух негомогенных частей, вербальной и невербальной, исследуется учеными различных областей знания: лингвистики, журналистики, психологии, социологии и др. Это связано с тем, что создание успешного рекламного сообщения опирается на различные области знания.

Повышенный интерес к исследованию рекламного сообщения обусловлен тем, что оно является одной из «главных сфер, где с помощью функционирующих в едином графическом пространстве изображения и слова решаются прагматические задачи» [32, с. 28]. Безусловно, сочетание наряду с вербальной невербальной составляющей (прежде всего изображение) делает креолизованный текст более эффективным орудием рекламы.

Рассматривая рекламу как креолизованный текст, исследователи подчеркивают его много- и разнознаковые свойства, включающие и визуальные иконические (в телевизионной, печатной, щитовой рекламе), аудиальные (в теле- и радиорекламе) и вербальные знаки (во всех видах рекламы) [19, с. 75].

Однако стоит отметить, что в большинстве работ внимание исследователей сосредоточено именно на невербальных компонентах. Это связано в первую очередь с тем, что вербально и невербально передаваемая информация воспринимается индивидом по-разному. Г.Г. Почепцов в своих исследованиях выяснил, что вербально переданная информация

воспринимается человеком только на 7%, аудиальная – уже на 38%, в то время как наличие визуального образа способствует усвоению до 55% [9]. Приведенное утверждение доказывает тот факт, что человеческое мышление



постепенно переходит от письменного этапа к аудиовизуальному. Большое количество текста заменяется голосовым сообщением или изображением. Но здесь следует отметить, что данное обстоятельство может быть связано и с тем, что слово всегда воспринимается как нечто субъективное, представляющее чье-либо мнение, опирающееся на личные религиозные, политические, коммерческие взгляды, в то время как изображение соотносится в сознании индивида с объективной реальностью. Таким образом, визуальный компонент обладает мощным воздействием на человеческое восприятие [58, с. 189].

Яковлева подчеркивает еще одно обстоятельство такого быстрого распространения креолизованных рекламных текстов. На рубеже XX - XXI вв. происходит перестройка человеческого мышления на «клиповое» (clip в переводе с английского обозначает «стрижка; быстрота (движения); вырезка (из газеты); отрывок из фильма, нарезка» [72, с. 13]). При таком виде мышления воспринимаемая информация превращается в мозаику отдельных фактов, которые, словно в калейдоскопе, сменяют друг друга. Одной из главных отрицательных сторон такого явления является то, что человек не способен долгое время концентрироваться и воспринимать большой объем информации, особенно длинные тексты, теряется способность к анализу. Поэтому стали популярны креолизованные тексты, состоящие из картинок с небольшим объемом поясняющего текста [60, с. 159].

Таким образом, в настоящее время внимание ученых приковано к креолизованным текстам, и наиболее важным остается вопрос о соотношении и взаимодействии двух компонентов: вербального и невербального. В проанализированных нами работах Е.Е. Анисимовой, О.В. Сергеевой, С.В. Моцовой, Д.Н. Чигаева все подходы к изучению данной проблемы сводятся к одной трехчленной классификации, согласно которой существуют три основные модели:

- 1) «наглядное изображение», когда знаки обоих кодов обозначают один и тот же предмет или предметную ситуацию;
- 2) «корреляция», когда знаки обоих кодов обозначают разные предметы или предметные ситуации, которые действуют ассоциативно или тематически;
- 3) «ассоциативная смежность», когда вербальный и невербальный компоненты взаимодополняют друг друга, создавая тем самым более яркий и запоминающийся образ.

Однако О.В. Пойманова предлагает несколько другую классификацию:

- 1) репетиционная – изображение в основном повторяет вербальный текст;
- 2) аддитивная – изображение привносит дополнительную информацию в вербальный компонент;



3) выделительная – изображение подчеркивает наиболее важную составляющую вербального текста, который по объему содержащейся в нем информации является большим, нежели невербальная составляющая;

4) оппозитивная – данный способ привносит комический эффект в креолизованный текст за счет вступления в противоречие изображения с текстом, которые имеют прямо противоположное значение;

5) интегративная – изображение встроено в вербальный текст или вербальный текст дополняет информацию, передаваемую в тексте;

6) изобразительно-центрическая – с ведущей ролью изображения, вербальная часть лишь поясняет и конкретизирует его [45, с.175].

Е.Е. Анисимова классифицирует креолизованные тексты в соответствии с наличием/отсутствием изображения и характером его связи с вербальной частью:

- 1) тексты с нулевой креолизацией (изображение не представлено);
- 2) тексты с частичной креолизацией (изображение и текст относительно независимы друг от друга, и наличие изображения необязательно);
- 3) тексты с полной креолизацией (изображение и текст не могут существовать отдельно друг от друга) [2, с. 128].

Д.П. Чигаев исследовал способы создания креолизованных текстов и выделил 3 основные модели:

- 1) текст + изображение: к исходному тексту добавляются сопровождающие невербальные компоненты;
- 2) изображение + текст: в центре внимания изображение, к которому впоследствии был добавлен поясняющий текст;
- 3) изображение = текст: текст изначально создавался как креолизованный, поэтому вербальный и невербальный компоненты являются равнозначными

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**EFFECTIVE METHODS OF ORGANIZING HISTORY LESSONS AND  
ASSESSING STUDENTS' KNOWLEDGE BASED ON TIME DEMANDS**

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In 1917, Abdurauf Fitrat, a famous Uzbek developer and a major representative of the Jadid movement, wrote about learning from history: "History is a science that studies the past, development, and causes of decline of nations." Indeed, history teaches people lessons and enlightenment. It is impossible to understand the future without studying history. History is such a rare and miraculous product of human intelligence and thinking, man learns from history, history teaches great lessons. The future fate of a nation that has not been able to draw appropriate conclusions from the lessons of history and does not know its past is self-evident. Despite the fact that we live in an age of advanced information and communication technologies, first of all, knowing history is a vital necessity.

In particular, the purpose of the reforms implemented in all spheres of social life in our country Uzbekistan is aimed at ensuring the safety and well-being of a person and his interests, as well as raising a mature generation. Based on this simple requirement, the main goal and task of the education sector should be to raise our young people to be perfect people who have the ability to think independently and broadly. The task of education today is to teach students to be able to work independently in the conditions of the information-educational environment, which is improving day by day, and to use the flow of information wisely. For this, it is necessary to create the opportunity and conditions for independent work with the help of various pedagogical technologies in the course of the lesson. In order to implement innovative educational technologies in pedagogical practice, the teacher needs the following components - knowledge, skills and qualifications:

- Deeply mastered the basics of his science, scientific potential and spiritual to have competence;
- To be an advanced propagator and devotee of his science;
- Study and generalize advanced pedagogical experience, develop new teaching methods;
- Modern information and communication in organizing the educational process extensive use of technologies;
- To have an understanding of the Internet network and be able to use it to increase their knowledge;
- About the types, rules and principles of innovative educational technologies
- to have understanding;

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- To increase the activity of students, to study their independent learning processes, to be able to use interactive methods of education to make the teaching process meaningful, interesting, creative, and effective;

- Determining the level of learning of students and conducting their monitoring;

A teacher who is in tune with the requirements of the time should set tasks according to the students' knowledge levels. The reason is that the uniformity of the lessons, being limited only to the information in the book, can weaken the interest of today's young people with high intellectual potential. Today's teacher can make the educational process interesting only if he is armed with pedagogical and information technologies, interactive methods. The teacher should set tasks in accordance with the knowledge potential of the students he teaches.

In conclusion, it should be said that: it is implemented in the educational system two important indicators of reforms are the quality and efficiency of the teacher depends on the potential and professional skills. Experience and qualification of the teacher

It's no secret that harmony is a guarantee of success. The teacher is creative and the opinion of the great German pedagogue A.R. Disterweg confirms that he should be an initiative: "An incompetent teacher just tells the truth, and a good one teaches to find it." Every pedagogue, while carrying out pedagogical activities, should constantly work on himself, improve his knowledge and skills, carefully consider the relationship with students, and work without hurting their feelings, in order to make the education he provides more effective, should be carried out. In order to educate young people in the spirit of patriotism, the teacher is not the teacher who took the entire leadership in his hands and fully explained the essence of the subject, but managed to create conditions and freedom for his students to work, taught them to think independently. Only a teacher who cares is a true pedagogue and educator.



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