SCOPE ACADEMIC HOUSE

10th International Conference
«SCIENCE AND PRACTICE: A NEW LEVEL OF INTEGRATION
IN THE MODERN WORLD»

April 25, 2020, Sheffield, UK

Conference Proceedings

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POLITICAL SCIENCE

CONTEMPORARY MODELS OF SOCIAL DIALOGUE IN FOREIGN STATES: COMPARATIVE ANALYSIS OF THE UNITED STATES AND FRANCE

DOI: http://doi.org/10.15350/UK_6/10/1

*Nazmieva Indira*¹

Abstract

This article is devoted to analysis of social dialogue in foreign countries. Social dialogue in labour relations is a multidimensional phenomenon that requires a comprehensive and detailed approach to research.

Key words: social dialogue, industrial law, labour organizations, model of social dialogue, mediation, social and labor relations, participants of labor relations.

Social dialogue in labour regulation was a multidimensional phenomenon that required a comprehensive and detailed approach to research and its management in public life. The rapid economic transfers taking place to date were also determined and depended on social parameters - the effectiveness of the regulation of social and labour relations, the resolution of labour disputes and conflict situations, as human capital was a competitive advantage now.

The realization of the human capital of modern companies around the world is formed under the influence of progressive management, which is aimed, on the one hand, at increasing investments in the corporate culture of a particular enterprise, on the other hand, at resolving labour

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conflicts by creating a favorable social and psychological climate in the collective. The effectiveness of corporate culture management depends on some mechanisms that regulate formal and informal labour interactions.

Such a mechanism was considered a system of social dialogue in foreign countries, in particular the United States and France. The existence of social dialogue, in our view, makes it possible, in the current circumstances, to correct, to some extent, the consequences of the economic crisis, to eliminate labour conflicts both within the individual country and at the level of the national economy as a whole. An effective social dialogue of an individual State is an integral part of modern economic culture.

The International Labour Organization recognizes social dialogue as one of the strategic objectives of the Decent Work Programme and as a means of addressing all the challenges of social justice and fair globalization in the twenty-first century [1, p.75]. The realization of social dialogue is linked to the implementation of the basic principle of paramount importance among international legal principles in the field of labour - freedom of association and recognition of the right to collective bargaining [2, p.50].

In this work we consider the experience of foreign countries, so it seems interesting that, for example, European traditions of research into social and labour relations, conflicts, in most cases, use the term «social dialogue».

Thus, under social dialogue, the European Commission means "constant discussions, negotiations, consultations, joint actions of organizations that represent the two sides of relations (workers and employers), and the dialogue can take two forms: tripartite dialogue with the participation of State authorities; Bilateral dialogue between employers and trade union organizations [3, p.256]. Interestingly, other terms could be used to refer to employee-employer relationships, but their application was unlikely to replace the social functions of the system of social partnership or dialogue that existed in different States.

The study of models of social dialogue was based on a criterion that reflected the level and forms of State intervention in the relationship between professionals and employers. The first model of relations is typical of the United States, where trade unions deal exclusively with socio-economic issues. Mutual relations between employers and trade unions are established through strict restrictions on their activities. It is obvious that such a model is ensured by constant State-legal control and by curbing the initiatives of employers and trade unions in the realization of their interests.

Trade unions within the framework of this social partnership have acquired a structure whereby their activities are recognized by employers, contrary to constructive social dialogue. In the model under study, State intervention takes place at a stage of conflict, when it is clearly evident between the parties and is ready to move to an escalation stage, thus undermining socio-economic stability.

The second model, which is considered in the study of social dialogue, is common to the countries of continental Europe, in particular France. The dissemination of «corporate» structures in such a model has one of the main objectives - to achieve social consensus [4, p. 33]. Trade unions were becoming part of the system of public regulation of social and labour relations, so there was no strict agreement on the activities of those organizations.

Under the model, employers allowed trade unions and the Government to participate in decision-making in exchange for cooperation in solving economic problems. As already mentioned, trade unions are central structures that are able to negotiate within the framework of social dialogue at all levels of organization of social and labour relations: influence on the adoption of political decisions in the field of regulation of labour conflicts and formation of policies of social protection of the population. Despite the proliferation of civil society organizations in recent decades and the decline in trade union membership, workers' organizations remain the largest social movement in most countries and around the world, representing more than 200 million workers [5, p.10].

Table 1

Results of comparative analysis of models of social dialogue between the United States and France

USA	France
Level of State interference in employers and trade unions relations	
Activity of labor unions is limited; permanent state-legal control over the activities of employers and trade unions in the realization of labour rights	Trade unions as part of the system of state regulation of social and labour relations; lack of strict state control
Institute of Mediation as an alternative way of resolving social and labour conflicts	
The American system of law is aimed at pre-trial settlement of social and labour disputes, which is due to the functioning of a wide network of Federal Mediation and Conciliation Services	French law provides for the invitation of a mediator if the parties to the dispute fail to agree, but in practice the percentage of the mediation procedure is extremely small
Specialized courts to resolve labour disputes	
Federal Court of Claims	Special Labour Courts

It seems that the experience of the Russian social partnership system should be largely based on the traditions acquired during its historical development. At the same time, the experience of foreign countries in the field of regulation of social and labor relations with the socially oriented economy should be taken into account, among which the experience of the USA and France in Table 1 was analyzed.

Thus, it can be concluded that the State authority of a particular country determines the functioning of social dialogue with labour participants. The Institute of Social Dialogue will allow the formation of an effective policy on the regulation of social and labour relations. The State's dialogue with the participants in labour relations provided an opportunity to influence effectively the decisions taken by State authorities in the social and economic spheres, including employment issues and tax policy.

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PEDAGOGY

IN PREPARING FUTURE TEACHERS FOR CREATIVITY THE USE OF ADVANCED PEDAGOGICAL EXPERIENCE

DOI: http://doi.org/10.15350/UK_6/10/2

*Isamitdinov Sodir*¹

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Abstract

This article deals with theoretical and practical view of new pedagogic experiences, methods and techniques in order to prepare future creative teachers in a High educational establishment.

Key words: Creative, pedagogical experience, competence, ability, abilities, innovations, future teacher.

Bo'lajak o'qituvchilarni pedagogik faoliyatga tayyorlash muhim, zaruriy talab bo'lib, jamiyatimizga yuksak salohiyatli, bilimli, iqtidorli, ijodiy fikrlaydigan, bilim, ko'nikma, malakalarini amaliyotda qo'llay oladigan, o'z mutaxassisligini hamda shu bilan birga xorijiy tillarni, axborot texnologiyalarini mukammal biladigan yetuk mutaxassis kadrlarni tayyorlab berishni davr taqozo qilmoqda.

Pedagogik tajriba to'plash tizimi: maqsadni belgilash(nimani o'rganaman); tahlil etish, umumlashtirish,xulosa qilish; yutuqlarni aniqlash; ma'lumot to'plash; maktab o'qituvchilarini ilg'or tajribalarni o'rganishning taxminiy tarkibi.

Ilg'or pedagogik tajriba sohibi SH.A .Amonashvilining pedagogik metodikasining mazmuni. U o'qituvchilarni fikrlashga o'rgatadi.Uning

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o'quvchilari o'z o'rtoqlarining ishlarini tekshirib baholaydilar (baho qo'ymasdan, albatta!). Bir-birlarining yozma ishlarini taqriz qilishadi.

S.N.Lisenkovaning pedagogik metodikasini mazmuni. U darslarda ko'rgazmalilik, chizma modellar yordamida dars berishni o'quvchilarni faollashtiradi va mustaqil fikrlashga o'rgatadi. O'tilayotgan temani sharxlab boshqaruv darsni harakatlantiruvchi asosiy kuchdir deydi. SHarxlab beruvchi 3 ta o'zida mujassamlashtiradi: fikrlash; so'zlash; yozish. Bunda bo'sh o'zlashtiruvchi o'quvchi boshqalar qatori mas'uliyatni sezgan holda harakat qilsa, u ham o'z orqasidan butun sinfni ergashtirib faollashtiradi.

Ochilxon Sharafutdinov pedagogik metodikasini mazmuni. Uning metodi: darsga puxta tayyorlanish; o'tilgan temani to'g'ri rejalashtirish; o'quvchilarda faollik; ko'rsatmali qurollardan foydalanish; dars soatidan unumli o'tkazish; dars jarayonida o'tilgan mazmunini i lmiy-g'oyaviy, pedagogik va psixologiya jihatdan o'quvchilarga m os bo'lishi; amaliy mashg'ulotlar va hayotdan olish misollar bilan bog'lash; mustaqillikni o'stirishga e'tibor berish muo'im o'rin tutadi.

Mamajon Abdurasulovning metodikasi mazmuni. Olti yoshli bolalarni 1-sinfga qabul qilishdan oldin (bolalar bog'chasidagi bolalar!) puxta tanishib chiqadi. 1- Oktyabr. SHanba kunlari ularni maktabga taklif etib ular bilan mashg'ulot o'tkazadi. Ular nutqini o'stirishga, she'r, hikoyalar, ertaklar, ashulalar, topishmoqlar, o'qituvchi hikoyasini tinglaydilar. Ta'lim - tarbiyaga yangicha yondoshish ta'lim berish jarayonini ongli ravishda tashkil etish muhim ahamiyatga ega. yangicha ta'lim - tarbiya berishda milliy urf-odatlar, qadriyatlarini xurmat qilib, ularni muhim tomonlarini tarbiyalash jarayoniga tadbiq etilsa, bu tadbirlar yaxshi samara beradi. Jamiyat ishonib topshirgan bu ulug' vazifani bajaruvchi fidokor kadrlar o'zlari har jihatdan barkamol bo'lmoqlari kerak.

Dars jarayonidagi ijodiy holatlar: pedagogik ijodkorlik, saranjomlik, o'quvchilarni faollikka undash, qiyinchiliklarni engishga bo'lgan xohishga ega bo'lish, mimika va pantomimikadan mohirona foydalanish, talabalarni ijodiy faoliyatga yo'naltirishdan iborat.

Bu jarayonni amalga oshirishda quyidagi talab va tavsiyalarga qat'iy rioya qilish zarur:

-Bo'lajak o'qituvchilarni o'z mutaxassisligi bilan birga barcha fanlarning ilmiy-nazariy, amaliy-uslubiy, bilim asoslarini o'zlashtirishlariga erishish;

-Pedagogik faoliyatga qobiliyatli, iste'dodli, yuksak mahorat egasi qilib bo'lajak o'qituvchilarni tizimli tayyorlab borish;

-Barcha fanlardan egllangan (BKM) larni pedagogik amaliyotda qo'llashda qiynalmasliklari uchun bo'lajak o'qituvchilarda hayotiy, ijtimoiy tajribalarni shakllantiruvchi maxsus o'quv-uslubiy ko'rsatmalar, dasturlar tayyorlash va OTM.larining o'quv rejasiga kiritish;

-Bo'lajak o'qituvchilarni nazariy, amaliy, uslubiy jihatdan tayyorlash imkonini beruvchi o'quv mashg'ulotlarini reja asosida tizimli tashkil etish;

-Zamon talabi asosida jaxon andozalariga mos keladigan fanlar asoslarini, xorijiy tillarni, kompyuter va axborot texnologiyalarini tizimli, uzluksiz, uzviy yanada yuqori sifat darajasida tashkil etib borish;

-Rivojlangan mamlakatlar tajribasiga asoslanib raqobatbardosh, kreativ (ijodkor), kompetentli, (layoqatli, qobiliyatli) innovatsion faoliyat bilan shug'ullanuvchi kadrlarni sifat darajasida tayyorlash;

-Bo'lajak o'qituvchilarni qobiliyatli, iste'dodli, ijodkor, mustaqil fikrlovchi, ishbilarmon, diniy va dunyoviy bilimlardan xabardor, ma'naviy-axloqiy barkamol, imyon-e'tiqodi butun, har qanday salbiy oqimlarga o'zining tanqidiy, qat'iy munosabatini bildiradigan, vatanparvar, fidoyi, baynalminal, insonparvar qilib tarbiyalash, yosh avlodga ijobiy pedagogik ta'sir ko'rsata oladigan yuksak mahorat egasini tarbiyalash zarur.

Yuqoridagi talab va tavsiyalarga amal qilish-bo'lajak o'qituvchilarni pedagogik faoliyatga har tomonlama yetuk mutaxassis qilib tarbiyalab beradi.

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A MODEL FOR THE DEVELOPMENT OF SOCIO-PEDAGOGICAL COMPETENCIES OF FUTURE DEFECTOLOGISTS IN PEDAGOGICAL PRACTICE

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Khayitov Lazizbek¹

Abstract

The pedagogical process becomes technological due to modeling, as a result of which, "when creating pedagogical technology that ensures the development of participants in the pedagogical process, pedagogical modeling becomes the link between practice and pedagogical theory." Pedagogical theory can play a dual role in the modeling process.

Key words: Social pedagogy, defectology, pedagogical practice, children with disabilities, special tools.

Педагогик амалиёт жараёнида бўлажак дефектологнинг ижтимоий-педагогик компетентлигининг самарали шаклланишига махсус воситалар ва технологиялар ёрдам бериши керак.

Воситалар: ташкилий (ишлаб чиқиладиган моделнинг ишлашини меъерий-хуқуқий, моддий-техник ва илмий таъминлаш); психологик-педагогик (анкеталар, «дефектология» йўналиши бўйича педагогик амалиёт жараёнини ўқув-методик таъминлаш).

Педагогик амалиёт жараёнида турли иш турларини бажаришда биз қуйидаги технологияларни мослаштиришни таклиф этамиз:

- қуйидаги компонентлардан иборат бўлган талабаларни ижтимоий-педагогик қўллаб-қувватлаш:
- талабага таълимий ташкилотдаги ҳақиқий коррекцион-таълимий жараён шароитларига мослашишда ёрдам кўрсатиш;
- талабада педагогик жараён субъектлари билан (нутқ бузилишига эга болалар билан, педагоглар, ота-оналар билан) ўзаро алоқаларни ташкил этиш жараёнида юзага келадиган психологик тўсиқларни бартараф этиш;
- муаммоли ўқитиш: тренинглар, ишбилармонлик ва дидактик ўйинлар, мунозара методлари, жамоавий ижодий ишлар,

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педагогик устахоналар, ижтимоий-педагогик жараён вариантларини моделлаштириш;

- ижтимоий-педагогик вазифаларни ечиш технологиялари;
- интерактив таълим технологиялари: портфолио технологияси, интернет-форум, шаҳар дефектологларининг онлайн-мастер-класслари, талабалар томонидан ўтказилган логопедик машғулотлар, консультациялар ва тарбиявий тадбирларнинг видеоёзувларини тамоша қилиш.

Моделнинг натижа-баҳолаш элементини бўлажак дефектологларда ижтимоий-педагогик компетентлик шаклланганлигининг мезонлари ва даражалари ҳамда объектив кўрсаткичларда ифодаланувчи мезонлар ва даражаларга мувофиқлик баҳоси ташкил этиши керак. Мезонларни ажратиш, бўлажак дефектолог ўзининг лавозим мажбуриятларини бажаришни англашга қанчалик тайёрлигини аниқлашга, шунингдек кейинчалик турли коррекцион-педагогик вазифаларни бажаришда ўзининг ижтимоий-педагогик компетентлигини самарали намоён этиши учун ёрдам беради.

Нутқ бузилишига эга бўлган тарбияланувчи шахсини қадрият сифатида тан олиш бўлажак дефектологнинг касбий фаолиятга ижтимоий ва шахсий мотивациясини талаб этади. Шунинг учун бўлажак дефектолог ижтимоий-педагогик компетентлигининг мотивацион-шахсий мезонини ажратиш мумкин.

Когнитив компонент дефектологнинг билишга оид соҳасининг ривожланишини кўзда тутати.

Кўникмалар, операциялар ва амаллар ҳамда ўз фаолияти натижаларининг онгли назорати бўлажак дефектолог ижтимоий-педагогик компетентлигининг аналитик-фаолиятли мезонини ажратиш имконини беради. Бўлажак дефектолог ижтимоий-педагогик компетентлигининг мезонлари ва кўрсаткичлари мазмуни асосида унинг шаклланганлиги даражалари, унинг остида бирор-бир сифат ривожланишининг турли даражалари тушунилади.

Муаммонинг назарий таҳлили, шунингдек шахсий касбий фаолият тажрибасини инobatга олган ҳолда бўлажак дефектологлар ижтимоий-педагогик компетентлиги ривожланганлигининг учта даражасини ажратиш мумкин деб ҳисоблаймиз: паст (репродуктив), ўрта (қисман изланишли), юқори (креатив). Ижтимоий-педагогик компетентликнинг репродуктив даражаси - ижтимоий муаммони аввалги тажрибадагидек ечиш натижасида ҳаракатлар режаси юзага келиши мумкин, яъни вазиятни таниш содир бўлади. Мазкур ҳолатда муаммонинг мавжудлиги аён бўлади, уни ечиш усуллари маълум ҳисобланади.

Қисман изланишли даража - муаммо мавжуд, аммо таклиф этилган уни ечиш усуллари қониқарли эмас, янада самарали бўлганларини мустақил топиш керак.

Креатив даража - муаммо объектив мавжуд, аммо уни ечаётганнинг ютуғига айланган, уни излаш маълум амалий эҳтиёж билан эмас, балки бевосита педагогик жараённинг ривожланиши касбий фаоллиги ва имкониятлари даражаси билан белгиланади. Бу бўлажак дефектологни уни ажратишга ва ечиш усуллари билан белгилашга мажбур этади. Бу педагогик вазиятни истиқболда кўриш даражасидир. Унда педагогик фаолиятнинг прогностик функцияси намоён бўлади ва дефектологнинг бўлажак касбий фаолиятининг ижодий хусусияти мазкур даража билан боғлиқ. Ижтимоий-педагогик компетентликнинг мазкур репродуктив, қисман-изланишли ва креатив даражалари ўртасида сифатли фарқлар мавжуд.

Дастлабки икки даража бўлажак дефектологга ижтимоий йўналган коррекцион-педагогик фаолият усуллари билан эгаллаш имконини беради, бўлажак касбий фаолиятнинг ижодий хусусияти эса креатив даража билан боғлиқ.

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TECHNOLOGICAL COMPETENCE - REQUIREMENT FOR A MODERN TEACHER

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Abstract

The article considers the formation of technological competence of future teachers as one of the key factors in improving the effectiveness of education. It is stated that technological competence is the main requirement for pedagogical activity

Keywords: technological competence, information, communication, multi-media, pedagogical technologies, interactive methods

Bo'lajak pedagoglarda texnologik kompetentlikni shakllantirishda oliy ta'lim muassasalarida inavatsion texnologiyalarining ro'li ortib bormoqda. Masofaviy texnologiyalardan foydalanish zamonaviy ta'limning imkoniyatlarini yanada kengaytirdi. Bugungi kunda yer kurrasining istalgan joyidan turib, zamonaviy axborot kommunikatsiya texnologiyalari (AKT) imkoniyatidan foydalangan holda ta'lim olish mumkin. Zero, an'anaviy ta'lim o'z mavqeini saqlab tursa ham, keying payitlarda masofaviy o'qitish texnologiyalari kundan-kun ommaviylashib bormoqda. 2012-yildan boshlab O'zbekiston Respublikasi barcha oliy ta'lim muassasalari o'rtasida birinchi videokonfrantsiya ta'lim texnologiyasi amalga oshirildi va hozirgi kunda bu borada elektron ta'limgakata e'tibor qaratilmoqda.

Ta'lim-tarbiya samaradorligini oshirishda asosiy omil sifatiga qaralayotgan ta'lim texnologiyalarni ayniqsa, axborot kommunikatsiya texnologiyalarini amaliyotga joriy etishdan, multimediya resurslaridan oqilona foydalanishdan, buning mevasi bo'lgan o'quvchi bilish qobiliyatini o'stirishdan iborat.

Axborot kommunikatsiya texnologiyalarning afzallik tomoni shundaki, o'quvchini mustaqil fikrlashga, dunyoqarashini kengaytirishga, tinglashga va mushohada etishga, intilish va izlanishga, tafakkurni rivojlantirishga, o'z ustida mustaqil ishlashga o'rgatadi. O'qituvchi va o'quvchi birgalikda faoliyat yuritadi. O'qituvchi boshqaruvchi sifatida

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o'quvchiga turli yo'nalishlarni ko'rsatadi. O'quvchi dars jarayonida faol harakat qilib, o'zi mustaqil fikr yuritadi. Bunda ta'lim bosqichlarining o'zaro mazmunan bog'liqligi, uzviyligi va uzluksizligini ta'minlash; oliy ta'limda o'quv jarayonini tashkil etishning ilg'or pedagogik texnologiyalarini joriy qilish, bu borada o'quv - uslubiy majmualar sifatini ta'minlash, pedagogik texnologiyalarni joriy etishda professor-o'qituvchilarning kompyuter va internetdan foydalanish bo'yicha savodxonligini doimiy oshirib borish; oliy ta'limning axborot-resurs va zamonaviy o'quv adabiyotlari bilan ta'minotini yanada rivojlantirish; mazkur yo'nalishlarda ilg'or xorijiy tajribalarni o'rganish muhim ahamiyat kasb etadi. Shu bois hozirgi davrda ta'lim samaradorligini oshirish, bo'lajak pedagoglarning texnologik kompetentlik darajasini rivojlantirish, pedagog kadrlarni inavatsion faoliyatga yo'naltirish uchun avvalo, oliy ta'lim muassasalaridagi o'quv jarayoniga innavatsion ta'lim va axborot-kommunikatsiya texnologiyalarini tatbiq etish, ilg'or xorijiy tajribalarni o'zlashtirish va maqsadli yo'naltirish dolzarb vazifalar sifatida belgilandi. Yosh avlodga ta'lim-tarbiya berish jarayonida fan, texnika va ilg'or tajribalardan foydalanish bilan bir qatorda zamonaviy pedagogik texnologiyalardan unumli foydalanilmoqda. Bu jarayon o'qituvchilarda yanada ma'suliyat xissini oshirmoqda. Pedagogik texnologiyaning eng asosiy negizi o'qituvchi va o'quvchining belgilangan maqsaddan kafolatlangan natijaga aniq ketma-ketlik asosida tizimli, hamkorlikda erishishlari tanlagan texnologiyalariga bog'liq. Pedagogik texnologiyalarning asosiy belgilari – loyihalashtirish, amalga oshirish va kafolatli natija.

Hozirgi paytda zamonaviy axborot texnologiyalarini o'quv jarayoniga tatbiq etilishi, iqtisodiy samara berish bilan birga ta'limda yangicha o'quv metodlarini keng ravishda qo'llashga imkoniyat yaratib bermoqda. Maxsus ixtisoslashtirilgan auditoriyalar, chunonchi, kompyuter, televizor, videomagnitafon bilan ta'minlangan auditoriyalarda dars o'tish borgan sari ommalashib barmoqda.

Hatto uni alohida videometod sifatida talqin etilmoqda. Ayniqsa o'quv jarayoniga kompyuterning kirib kelishi bcha didaktik funktsiyalarni muvafaqqiyatli bajarish imkoniga ega videometodni keng qo'llash imkonini beradi. Buning natijasida uni kompleks didaktik texnologiya deb ham atalmoqda. U:

- o'quvchi talabalarga o'rganayotgan mavzusi, hodisa, jarayon, faoliyat bo'yicha to'liq, ishonchli axborot berish;
- o'quv jarayonida ko'rgazmalilikning rolini oshirish;
- talaba, o'quvchilarni xohish, talab, extiyojlarini, qiziqishlarini qondirish;

- o'qituvchining o'quvchi, talabalarning bilimini, ko'nikmalarini sinash bilan bog'liq texnik ishlardan ozod qilish, samarali aloqa o'rnatish;
- talaba-o'quvchilarni o'zlashtirishi bo'yicha ob'ektiv xisobot, to'la va uzluksiz nazoratni tashkil etish imkonini beradi.

Zamonaviy ta'limni tashkil etishda pedagogning qisqa vaqt ichida muayyan nazariy bilimlarni o'quvchilarga yetkazib berishi, ularda ma'lum faoliyat yuzasidan ko'nikma va malakalarni hosil qilishi, shuningdek ta'lim oluvchilar faoliyatini nazorat qilib, ular tomonidan egallangan bilim, ko'nikma hamda malakalar darajasini baxolash o'qituvchidan yuksak pedagogik mahorat hamda ta'lim jarayoniga nisbatan yangicha yondashuvini talab etadi. Ta'lim-tarbiya jarayonidagi inovatsiyalar, ilg'or pedagogik texnologiyalar, yangiliklar, dars o'tishning interfaol usullari o'z o'zida yuqoridan buyruq, ko'rsatma bilan ta'lim jarayoniga kirib kelmaydi. Bu o'qituvchi faoliyati va uning motivatsiyasiga bog'liq bo'lgan jarayondir. Zamonaviy infarmatsion texnologiyalarga asoslangan o'quv jarayonida asosiy o'quvchining berilgan murakkab o'quv axborotlaridan osonlik bilan foydalana olishga yordam berish, o'quvchilarni mustaqil ta'lim olish faoliyatiga imkoniyat yaratish vazifalarini bajaradi.

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PEDAGOGICAL ACTIVITY AND ADVANCED PEDAGOGICAL EXPERIENCE

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Abstract

This article describes the content of pedagogical activity and advanced pedagogical experience. The content of the pedagogical methods of experienced teachers V.F. Shatalov and I.V. Volkov is described.

Key words: V.F. Shatalov, I.V. Volkov, creative, pedagogical experience, competence, ability, abilities, innovations, modernization, future teacher.

Jamiyatimiz taraqqiyot yo'lini bosib o'tayotgan bir davrda barcha soxalarda tub isloxatlar olib borilmoqda. Jamiyatda moderniztsiyalashuv jarayoni, (yangilanish, zamonaviylashuv) sifat bosqichi kechmoqda. Ta'lim soxasida innovatsion va axborot texnologiyalarni har bir dars jarayonida qo'llash zaruriy xolat va ehtiyojga aylandi. Oliy ta'lim muassasalaridagi talabalar ilmiy nazariy, amaliy uslubiy bilim asoslarini egallab, ularda barcha fanlar asosida ko'nikma va malakalar shakllanmoqda.

Darhaqiqat, bo'lajak o'qituvchilarni pedagogik faoliyatga tayyorlash bu murakkab kechadigan jarayondir. Ma'lumki, o'qituvchilik kasbining o'zi bu murakkab jarayon bo'lib, u jamiyatning yosh avlod ta'lim tarbiyasiga qo'yiladigan ijtimoiy buyurtmasining asosiy ijrochisidir. Shuning uchun bo'lsa kerak, 1-Prezidentimiz I.A.Karimov:- "Tarbiyachi ustoz bo'lishi uchun, boshqalarning aql idrokini o'stirishi, ma'rifiy ziyosidan bahramand qilish, haqiqiy fuqaro etib yetishtirish uchun, eng avvalo tarbiyachining o'zi aynan shunday yuksak talablarga javob berishi, ana shunday buyuk fazilatlarga ega bo'lishi kerak"- degan edi.

Pedagogik faoliyat bu ta'lim- tarbiya jarayoni bo'lib, u insondan tinmay izlanishni, aqliy va ijodiy mehnat qilishni taqozo etadi. Aqliy, ijodiy mehnat qilish, ijtimoiy, aniq, tabiiy fanlardan o'zlashtirilgan bilimlar asosida bilim, ko'nikma, malakalarni shakllanishi hisobiga va ijtimoiy tajribalarni o'zlashtirish, nazariy bilimlarni pedagogik amaliyotga qo'llash orqali bo'lajak o'qituvchilarni mazkur pedagogik faoliyatga tayyorlab

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boriladi. Ma'lum bo'lmoqdaki, pedagogik faoliyat bu murakkab jarayondir. Bo'lajak o'qituvchilar bugungi kunda yillar davomida to'plagan ijtimoiy tajribalarini, barcha fanlar bo'yicha o'zlashtirgan bilim, ko'nikma va malakalarini, ularning ongi, qalbi, hatti-harakatlarida insoniy, ma'naviy-ahloqiy fazilatlarni shakllantirib borishlari zarur. Bugungi kunning zamon talabi ham shudir. 1-Prezident I. A. Karimov: "Farzandlarimiz-bizdan ko'ra kuchli, bilimli, dono va albatta baxtli bo'lishlari shart"-degan g'oyalari asosida yosh avlodni komil inson qilib tarbiyalab voyaga yetkazishimiz zarur. Buning uchun esa, bo'lajak o'qituvchilarni har tomonlama kuchli bilim, iste'dod egasi qilib tarbiyalab, jamiyatga sifatli, mahoratli, jahon andozalariga mos keladigan yetuk mutaxassis, kreativ (ijodkor) innovator, kompetentli (layoqatli, qobiliyatli) kadrlarni yetkazib berishimiz zarur.

Ilg'or pedagogik tajriba deganda, biz o'qituvchining o'z pedagogik vazifasiga ijodiy yondoshishni, o'quvchilarning ta'lim-tarbiyasida yangi, samarali yo'l va vositalarni qidirib topishni tushunamiz. Ilg'or pedagogik tajribani o'rganish, unga asoslanib yangi pedagogik hodisa va qonuniyatlarini ochish o'quv-trbiya jarayoniga yaxshi sifatli o'zgarishlar kiritadi, o'quvchilarni bilish faoliyatini boshqarish, yangi ko'rinishdagi uquv jarayonini modellashtirish muammolarini echishga sabab bo'ladi. Ijodiy ishlaydigan o'qituvchi faqatgina muvaffaqiyatli o'qitish va tarbiyalish; ilg'or o'qituvchilar ish tajribalarini tadqiqotchilik ko'nikma va malakalariga ham ega bo'lishi zarur.

Bo'lajak o'qituvchilarni pedagogik ijodkorlikka, kreativ xodim qilib tarbiyalashda ilg'or tajribalarda foydalanish lozim. Ma'lumki, pedagogik ijodkorlik manbai-bu pedagogik tajribadir. Pedagogik tajriba muammoli vaziyatlarga juda boydir.

Pedagogik tajriba o'qituvchining o'quv ishlari jarayonida egallaydigan bilimi va ko'nikmalari yig'indisidir. Bu o'qituvchining pedagogik mahorati bo'lib, u pedagogika fanini rivojlantirishida boshlang'ich omil hisoblanadi.

V.A.Suxamlinskiy o'zining "Chin insonni qanday tarbiyalash kerak" nomli asarida: "O'qituvchining mehnatini biror narsa bilan ham, taqqoslab ham bo'lmaydi. To'quvchi bir soatdan keyinroq o'z ishining hosilini ko'radi, po'lat erituvchi bir necha soatdan keyin olovdagi metal oqimidan shodlanadi...yer haydovchi, don sepuvchi g'allkor bir necha oydan keyin dalada o'stirgan boshloqlari va bir siqim donidan zavqlanadi. O'qituvchi esa, o'z ijodining mahsulini ko'rishi uchun yillab mehnat qilishi kerak. O'qituvchi har bir minut, har bir daqiqada o'zining 30 ta yoki 40 ta tarbiyalanuvchisidan har birini ko'rib turishi, u shu daqiqada nimalar o'ylayotganini, qanday g'am-alamlar uni tashvishlantirayotganini bilishi kerak"- degan fikrlarni bildirgan.

V.F. Shatalov metodikasining mazmuni. Uni takrorlash asosida o'z-o'zini nazorat va o'z-o'zini baholashdan iboratdir. U ma'lum vaqtda topshirilgan vazifa yuzasidan barcha o'quvchilarni baholaydi. Kundalikni tekshirishni, har bir tayanch signallarni baholash fikrlashga ijobiy ta'sir etadi. Tayanch signali nima? Bu signallar ma'no ahamiyatini bosuvchi assosiativ simvolidir. Bu simvol ma'lum tushunarli bo'lgan axborotni bir lahzada xotirada tikdaydi. Yo'l harakatini eslatuvchi belgilar eng yaxshi tayanch signalidir. Yashil rang mumkin emas, sariq rang –ogoo'lantirish, yashil rang – oyaiq degan ma'noni bildiradi.

I.V. Volkov pedagogik metodikasi mazmuni. U maktabda bolalar uchun "Ijod xonasi" tashkil etib, o'quvchilar bilan ishlashda turli xil yo'nalishdagi ishlarni talab, har bir o'quvchini xilma-xil faoliyatida (adabiyot, tasviriy san'at, foto, kino) o'z qiziqishiga ko'ra kuchini sinab ko'rish, ularni ijodkorlik sifatlarini namoyon qilishga erishadi.

Ilg'or pedagogik, ijtimoiy tajribalar pedagogik mahoratni shakillantirishda muhim omildir.

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THE IMPORTANCE OF STUDYING IDIOMATIC EXPRESSIONS WHILE LEARNING THE ENGLISH LANGUAGE (for Non-native Speakers)

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Abstract

This article is devoted to the importance of enriching the vocabulary by learning a number of various English idioms in the process of language acquisition. The scientific definition of an idiom is given as well as the notion of phraseology. Moreover, the article depicts the benefits of using English phraseological units in order to advance and develop more proficient speaking skills of a learner.

Key words: Conversation; phraseology; idiom; idiomatic expression; methodology; memorizing; method; learning styles.

“Humankind develops in the process of verbal conversation”

I.I. Pavlov

The quotation above, belonging to one of the greatest scientists of the XX century, was totally proved by scholars of variety fields many times. Communication either with people or with yourself makes up an inseparable part of our life. During the conversation with other people, we in order to make our speech multifarious and unique, use a lot of linguistic phenomena like antonyms and synonyms, stress and inversion. To such kind of materials we can also add *idioms*. If we look through the dictionary, it gives us such a definition as: “**An idiom** is a word or, more commonly, a phrase in which the figurative meaning is different than the literal meaning of the grouping of words. A branch of linguistics which deals with idioms together with idiomatic expressions is called **phraseology**.” Each language of the world has a great number of idioms. It is difficult to imagine but several decades ago phraseological units were considered as the “*gaudy*” decorations of the language by some linguists. What is more, there was a theory that phraseology was no of great significance and value of study as a separate branch of science.

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But later on, with the emergence of great works written by outstanding Russian scientist *Vinogradov V.V.* in the second half of the twentieth century the situation has completely changed. The neglected aspect before was gradually converted into mature and full-fledged science. Nowadays, it is absolutely impossible to imagine our daily speech without using these culturally-marked and vivid set expressions.[1]

It is undeniable that idioms tend to make our speech more colorful, vibrant and advanced. For example, in the view of avoiding simplicity and make the speech more complex, it would better to use idiom **“out of blue”** instead of *“suddenly”*, **“once in a blue moon”** instead of *“very seldom”*, **“be at a loose end”** instead of *“be out of work”*, **“be full of beans”** instead of *“be happy”*.

It is estimated that the English language consists of more than **25000** idiomatic expressions and they occur in our speech numerous and repeatedly we use idioms in both formal and informal speeches.[2] For example, if we come across to a man, who is not in good mood or may be angry with somebody, we say *“One has a face like thunder”*. Imagine that your boss did not pay any attention to your colleague's actions, even though he spoiled the whole project, there you will use another idiom as *“My boss has turned a blind eye on it”*.

The first reason, why non-native speakers learn idioms, is to make their speech well-organized and colorful, and surely avoid from using one and the same phrases repeatedly. The enriching of vocabulary of a speaker can also be included to the first reason, because while learning idiomatic expression you not only learn the whole idiom itself, but each word in this phrases also. The more idioms you know, the wider your vocabulary becomes. However, it is not an easy task for a non-native speaker learner of English to understand the meaning of an idioms for the first time, due to the fact that idiomatic expressions cannot be translated at an easy rate, word by word separately, moreover, not knowing exact meaning of an idiom you cannot even predict the approximate definition to this idiom, because if you set yourself to use an idiom wrongly, when speaking to a native speaker misusing an idiom you may happen an embarrassing situation and it can have side effects. That's why, it is recommended for non-native learners when beginning to study phraseology to use appropriate dictionaries. Scientists also suggest using multilingual dictionaries of idioms, where the translation and definition of idioms are given in more than two languages.

It takes an idiom a long period of time to be originated. Roots of some idioms goes back to ancient history referring to stories, characters and creatures from ancient Greek and Roman mythology. Most of them, now,

have gained a more general meaning and today idioms applied to situations, events or relationship, because they depict or characterize them, so suggestively. For example, **"Achilles' heel"** means *"a weak or vulnerable spot in something or somebody who is otherwise strong"*. **"The judgement of Paris"** which means *"a difficult case or argument to decide, especially one in which there is no solution that would satisfy all parties"*.

In English we can also observe another group of idioms which originated from various religions. For example, **"Mecca for someone or something"** which has the following meaning *"a place that a lot of people visit because it is known for something that they want to see or do"*. **"As poor as a church mouse"** or **"as hungry as a church mouse"** means *"to be extremely poor"*.

Moreover, idiomatic expressions can also be based on culture of the target language's country. These idioms carry within them the history, heritage, customs, behavior and culture of native speakers of that language. For example, in English we have an idiom **"raining cats and dogs"**. Its meaning refers to a *"hard rain"*. As another example for this band can be **"Rome was not built in a day"**. Being the biggest city, the center of the world, Rome played a significant role in life of people and it was reflected in the language.

In conclusion, it would be relevant to say that by learning idiomatic expressions non-native speakers not only enhance their basis of vocabulary, but they improve their knowledge and broaden their horizons by learning history, habits, customs, and culture of English people also. Learning idioms helps us, non-native speakers of the English language, become more fluent and pronounce the words more correctly along with sounding more native-like.

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THE IMPORTANCE OF INTENSIVE EDUCATIONAL TECHNOLOGIES IN TEACHING ENGLISH

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Abstract

This article highlights the need for and importance of using intensive learning technologies in teaching process especially second language or foreign languages. At the moment, the intensification of the education system in students of non-philological directions of higher education is modern requirement, as the need for various forms and programs of intensive and short-term education is growing. This is to ensure its intensity as a shortened time to learn a very large learning process.

Key words: intensive, intensive teaching, intensive learning technology, teaching process, teaching methods, English, personal qualities, active teaching.

One of the most pressing issues is the radical improvement of the education system, the definition of target areas for the training of highly educated specialists, in particular, the continuous improvement of professional skills and knowledge of teachers. It is no coincidence that the Address of the President of the Republic of Uzbekistan to the OliyMajlis (Parliament) on the most important priorities for 2020 emphasizes the relationship between science and education, education and socio-economic life: "... human capital at the heart of the education system, its proper distribution, as long as it is used effectively and targeted, the system of pre - school, general secondary and higher education will be better with all stakeholders of the society, all subjects of the educational process. it is a whole on the basis of the present-day requirements of the most important tasks and challenges to achieve full continuity of education ".

The introduction of modern information technologies and the complexity of labor processes necessitate the acquisition of a wide range of knowledge and skills by the younger generation, but their own capabilities, low motivation to study and, consequently, low productivity in learning

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are necessary in terms of society. does not allow to acquire the required level of competencies in existing education. Nowadays, every specialist must have knowledge in almost all areas of science (natural, technical and socio-humanitarian).

The use of various active technologies by educators in the educational process, which have an innovative character, serves to develop students, to further increase their abilities. It also ensures effective results in the development of personal qualities in the process of acquiring knowledge, skills and abilities with the help of intensive technologies.

The radical changes that have taken place in recent years require a rethinking of new innovative approaches, existing views, concepts and attitudes to all spheres of society with a mirror of development and efficiency criteria.

Intensive learning technologies play a key role in solving the problems of upbringing, teaching and development of the individual. the learning process is focused on the active interaction of the subjects.

Intensive learning technology is used when intensive teaching is required in English language teaching. This applies when students have limited time and when it is necessary to increase their level of knowledge. Today, the intensification of the education system in students of non-philological directions of the higher education system is a modern requirement, as the need for various forms and programs of intensive and short-term education is growing and developing rapidly. This is to ensure its intensity as a shortened time to learn a very large learning process.

It is necessary to introduce computer and information technologies that will allow the organization of the educational process on the basis of intensive educational technology to implement the development of students' learning activities. In order to organize the learning process on the basis of intensive learning technology, it is necessary to encourage students to independently study at a time when they have to critically evaluate their knowledge, identify existing individual shortcomings and find additional opportunities to overcome shortcomings in their learning.

To ensure an intensive process of learning English, it is very important for the audience to choose the appropriate teaching method. Teaching methods are generally understood as the direction in a lesson that should be used to achieve goals and objectives, as well as to identify ways and means to achieve the goal. The strategy of teaching English is based on different approaches to learning.

Thus, the organization of the educational process on the basis of intensive educational technology requires not only the restructuring of

teachers and students, but also a change in the content of the studied material, the equipment of lessons and the organization of the educational process itself. There should be appropriate conditions for the student to acquire knowledge faster, to master it more fully, better and more solidly. The creation of these conditions means the organization of the educational process on the basis of intensive educational technology.

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TRADITIONAL METHODS OF TEACHING FOREIGN LANGUAGE

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Abstract

In this article the hotly debated topic has been discussed. It explains effective and available methods in teaching foreign languages. On the top of that it gives basic information about this field.

Key words: inevitable, technology, education, environment, prestige, organization.

In the early part of the 21st century the range of technologies available for use in language learning and teaching has become very diverse as well as the ways that they are being used in classrooms all over the world. The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature. In every step of our lives, the significance of technology is seen and enjoyed in these days. Students learn faster and easier than before because of the use of technology in educational institutions. It is quite clear that English has become a necessity today. Web- based technologies and powerful internet connections provide various new possibilities for the development of educational technology. English is the only language that has attracted many people around the world, for the most part due to the globalization. With the spread and development of English around the world, English is used as a second language in a country and for some people the 1st language. It enjoys a high prestige in the country.

Need for education is inevitable even if it isn't necessary under law. Life is not static, change is the law of nature and every educational

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organization has to keep pace with changing environment, which is beyond human control. One has to update his knowledge to keep the activities under his direction and suitable guidance. Every educational organization needs well-educated teachers and experienced people to perform the activities that have to be done. Teachers are creative, intelligent people, and once they learn to use technology in their professional lives – for keeping records, for creating documents, and for enhancing their own learning -- they will soon discover the many ways in which technology can enhance what they are doing with their students.

As with anyone involved in education, student or teacher, a personal growth plan should always be included. One never develops socially, intellectually, or academically, without consistently learning new things and striving to further oneself. This can include classes as a part of a continuing education program, receiving regular input from students and consistently attempting to improve their teaching style, or trying new ideas or strategies on regular basis. As teachers, we often search for new methods of instruction, new skills to implement in the classroom to meet the needs of our students. Most of us also possess a commitment to lifelong learning, constantly striving to improve our abilities in subject matter, pedagogy, and educational technology. The tools enhance and facilitate the learning process. This gives the learner a reason to use the application, and along the way, the learner understands how the application works. The importance of technology in our everyday and academic lives is increasing. "Technology has become a powerful catalyst in promoting learning, communications, and life skills for economic survival in today's world". We are all familiar with the extravagant promises of technology: It will make our students smarter - and it will do it faster and cheaper than ever before.

Technology is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life. As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL (English as Second Language) students who learn the language for more than just for fun. For them to keep pace with ELT (English Language Training) and gain

more confidence they have to stride into the world of multimedia technology.

Language learning does not only occur in the classroom and should not stop after the learners leave the classroom. So, technological devices should be always used by students and teachers. In order to provide an interaction between language learners and teachers or peer to peers. Internet connections and mobile devices are of the most popular and useful ways in language learning.

Conclusion

I briefly suggest some avenues of further research and ways forward for innovation in applied linguistics. The ideal way to learn a language, the way all of us learned to speak, is to be immersed in it and use it constantly to communicate. That is simply not possible when millions of students all want and need to learn English at the same time. This is a case where technology can approximate those natural settings and help teachers individualize their instruction. In the 21st century the school education sector, as a whole, faces the challenge of determining what constitutes teaching and learning, of deciding what does and will truly build students' innovation and creativity capabilities.

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FORMATION OF TOLERANCE OF STUDENTS IN THE PROCESS OF STUDYING A FOREIGN LANGUAGE

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Abstract

This article focuses on the formation of the notion of tolerance in non-philological students. It addresses the notion of tolerance and the scientific work in this regard.

Key words: tolerance, interethnic tolerance, ethnopedagogical bases, customs, cultural representatives, internationalism, religious tolerance.

В нашей республике для защиты интересов каждого народа и этноса создана правовая база развития системы субъективных факторов и объективных условий. На новом этапе развития нашей страны изменение условий образования, сочетание национальных интересов с общечеловеческими, укрепление мира между гражданами, нациями и конфессиями указаны как условия для глобального устойчивого развития и регионального спокойствия [8]. Базирование на концепции толерантности в нахождении новых возможностей для сочетания национальных и общечеловеческих интересов и их применение в повседневной жизни создает важные теоретические, методологические и практические возможности.

Научное содержание толерантности как общественно-философская категория отражается в научных трудах Э. Каримовой, Р. Муртазаевой, О. Отамирзаева, М. Раджабовой, И. Саифназарова, Т. Тошлонова, Х. Шайховой, М. Шарифхужаева, М. Каххоровой, З. Кодировой, К. Туленевой, М. Ходжаевой. Ученые-педагоги Г. Арипова, З. Азимова, О. Мусурмонова, Д. Рузиева, З. Салиева, Б. Ходжаев, М. Куронов, Т. Эгамбердиева, Н. Эгамбердиева, З. Исмоилова, Н. Жураев, Г. Куцкова провели научные исследования относительно использования толерантности на разных этапах образовательного процесса. Проблема формирования толерантного сознания в студентах стран

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Несмотря на то, что в вышеуказанных научных трудах описано формирование межнациональной толерантности в определенных сферах, не существует достаточных исследований о том, как в студентах нефилологических направлений формировать межнациональную толерантность при помощи уроков иностранного языка.

Развитие межнациональной толерантности у студентов становится важной необходимостью не только для развития отношений между узбекскими и немецкими студентами, но и для всех процессов межгосударственного значения. Чем больше развивается межнациональная толерантность, тем больше возможностей сотрудничества между двумя странами. Развитие и укрепление межнациональной толерантности в системе международных отношений между Германией и Узбекистаном играют важную роль для развития обеих стран. Для этого необходимо придать большое значение пропаганде межкультурной толерантности учащимся на уроках немецкого языка. В социально-энциклопедическом словаре толерантность описывается следующим образом:

«Толерантность-это принцип руководства социальной работой, который заключается в признании культурных, расовых и других различий между индивидами, группами и социальными сообществами, в терпимости к внешнему облику, поступкам, ценностям у людей» [6]. Поэтому на занятиях иностранного языка мы должны формировать в студентах чувство уважения к языку, религии, национальным ценностям и традициям изучаемой страны. Ведь Первый Президент Республики Узбекистан И. Каримов отметил: «Наша цель-быть на равных со всеми народами мира, радоваться их счастью вместе с ними и жить дружно и в партнерстве. Мы будем воспитывать наших детей в таком же духе» [3].

Развитие плюрализма и культурного многообразия является неизбежным процессом современного мира. Наличие различных культур в той или иной стране характерно для современного развития международного сообщества [7]. Учиться жить в многокультурном обществе означает углубление отношений, подразумевающих уважение к национальной культуре и культуре национальных мень-

шинств, а также создание равных условий для развития господствующих и недоминирующих культур [9]. Под многокультурностью имеется ввиду наличие различных культур, их сохранение и развитие, культурные традиции национальных меньшинств и малых народов.

Воспитание толерантности у студентов на занятиях иностранного языка служит изменению их мировоззрения, нахождения своего места в обществе и обеспечению дальнейшего развития адаптации к социальным отношениям. Внушение идей толерантности в махалле, в семье и университете проявляется через уважение друг к другу, правдивость, уважение чужих мнений, критику, формирование дружеских отношений, а во время занятий иностранного языка идеи толерантности можно учить посредством изучения различных текстов, отражающих культуру и традиции изучаемой страны. В особенности, предстоит совершить много работ в развитии межнациональной толерантности в студентах нефилологических направлений. В частности, представители этнопедагогики совершенствуют этнопедагогические основы, антропологи уделяют особое внимание развитию чувства гуманитарности. В том числе, исходя из международных образовательных стандартов, задача совершенствования этнопедагогической системы развития межнациональной толерантности в студентах нефилологических направлений становится более актуальным.

Процесс обучения иностранному языку имеет специальные возможности для решения многих учебных задач, так как он направлен на личность учащихся, на их функциональные характеристики (автономные, мотивационные, содержательные, отражающее направление и другие). Однако данный потенциал практически не используется для развития толерантности в связи с тем, что, во-первых, понятие толерантности определяется противоречивым и неясным образом, в то время как именно это препятствует определению педагогических целей данного предмета; во-вторых, в процессе образования образовательные учреждения не способны в полной мере определить потенциал взаимосвязи между студентами; в-третьих, педагоги, стремящиеся к развитию отношений толерантности среди студентов нефилологических направлений, не имеют необходимых методических разработок и рекомендаций. Указанный потенциал может быть реализован в каждом учебном курсе, в том числе и в учебно-воспитательной деятельности на иностранном языке. [2]

С точки зрения И.В. Абакумовой, воспитание толерантного сознания на личностно-семантической основе может эффективно осуществляться в сфере многокультурного образования. Один из тех

пробелов, которые были широко разбросаны в многокультурных странах, означает множество этнических культур, это означает цвет и взаимодействие личностных смыслов, их совместимость и отклонение друг от друга, или, наоборот, их сближения друг с другом. Этот вариант сферы многокультурного образования с технологической стороны осуществляется при помощи способа, возможным на современных учебных процессах изучения иностранного языка; коммуникации, механизмов взаимной адаптации, интерактивных методов, проблемных технологий обучения. Кроме того, есть основания предполагать, что сфера многокультурного образования обладает большим потенциалом для развития толерантного сознания студентов по сравнению с другими образовательными моделями [1]. Во время занятий иностранного языка для обучения преподавателей и студентов к материалам языка и речевой деятельности следует: (а) установить взаимоотношения между культурами, в рамках учебного процесса выявлять сходства и различия между национальной культурой и культурой изучаемой страны; (б) выяснить составные компоненты студентов, чтобы развивать их религиозную толерантность; (в) создать проблемные ситуации, понять и определить изменения, происходящих в составных компонентах толерантности[4].

В процессе изучения иностранного языка будущие специалисты овладевают «оптимальной коммуникативностью» - эффективным речевым общением и «речевым идеалом» - системой наиболее общих требований к речи и речевому поведению, сложившейся в той или иной культуре и отражающей ее эстетические и этические ценности [5]. В этой связи учет родной культуры во взаимодействии с культурой страны изучаемого языка находит отражение как в названии соответствующего принципа обучения (принципы межкультурного взаимодействия), так и в «диалоге культур» как средстве межкультурного общения [10].

В заключении можно отметить, что в научных трудах толерантностью имеется ввиду, в первую очередь, признание и уважение равенности, отказ от господства и насилия, признание разносторонности и разновидность культуры человечества и отказ от опущения этих разновидностей, верований и норм до уровня однообразия или господства; во-вторых, толерантность – готовиться принять других какими они есть и быть с ними в отношениях на основе согласия; в-третьих, толерантность – это предотвращение безразличия, конформизма, нарушения как личных интересов, так и интересы окружающих.

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EFFECTIVE TEACHING ENGLISH FOR BEGINNERSDOI: http://doi.org/10.15350/UK_6/10/38*Sulaymanova Nargiza*¹*Karshiev Shakhboz*²*Kholbaev Farrukh*³*Abstract*

The pedagogical conditions for the effective work of an English teacher in primary school are outlined. Game methods of teaching a foreign language in elementary school are revealed.

Key words: English, elementary school, communication methodology, design methodology, game methods.

As you know, the human brain most actively perceives and remembers information and works productively during the first half of life. Thus, in the case of the English language, as well as with a huge number of other disciplines, the provision of opportunity is extremely important. It has long been proven that the later a child begins to learn a foreign language, the more difficult the learning process goes, although, in my opinion, it is necessary to consider this argument from the point of view of the individual abilities of each child [1].

At the initial stage, the success of training and the attitude of students to any academic subject, first of all, depend on how and what methods the teacher uses when working in primary grades. Very often, the techniques and methods that we use and which give results in secondary and high school do not work in elementary school. This is not surprising, since completely different things are most significant for a child at this age. For them, interpersonal relationships, the desire to be loved by adults, as well as some vivid visual images and situations are important. At this age, all

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children have a marked internal need for learning a foreign language, everyone has their natural interest and curiosity for everything new. But, as in other subjects, the level of knowledge of students is not the same. And the very attitude of schoolchildren towards language learning varies greatly. Progress and final skills, the desire to speak English depend not only on the abilities of children and the personality of the teacher. Determining here is the methodology of teaching English at school. The methodology of teaching English in elementary grades should be based on games, vigorous activity, visual methods, and be clear and understandable to children. In our schools, training takes place on various teaching aids developed both in Uzbekistan and abroad, but all of them are based mainly on the communicative method [2].

The communicative method of teaching English in primary school involves the development of children's reading, writing, perception of information and speaking skills. Manual materials teach students to understand authentic texts, situations, and audio dialogs. The textbooks contain several structured lessons on relevant, vital topics, for example, family, school, hobbies, etc. We often give assignments in pairs or groups, so students use English, talking to each other in the preparation process and get used to free communication.

Another technique that we use is design. Pupils, over the course of several classes, get acquainted with a topic, new vocabulary, grammar rules, learn interesting information. To consolidate the material, we propose to create a project, this can be an individual, pair or group work, with its further presentation and discussion. In the process of such classes, children develop language skills and realize creative opportunities. The project methodology provides not only a solid assimilation of the educational material, but also the intellectual and moral development of students, their independence, friendliness towards the teacher and to each other, sociability, and the desire to help others. Rivalry, arrogance, rudeness, authoritarianism, so often generated by traditional pedagogy, are incompatible with this technology. The project methodology implements a personal approach to students, which requires, first of all, the attitude to the student as a person with his needs, capabilities and aspirations.

In order for the lessons to be productive, we should keep our children interested in English. To do this, we use a game technique of teaching English in elementary grades, considering such main features of younger students as mobility, activity, emotionality and instability of attention. Assignments in the form of a game help to distract from books and rules and usefully spend time. With proper planning and use of the game, they con-

tribute to the fact that a foreign language is perceived not as another complex information that needs to be learned, but as a real and accessible means of communication for children [3].

From my own experience I was convinced that it makes no sense to spend time in elementary school explaining grammatical categories, whether it is the concept of time or the order of words in a sentence, no matter how visually and colorful this is done. A game on a specific topic can teach much faster and without much effort. In the process of teaching languages for students of primary school age, an important role is played by the educational game. The more game objects and visibility the teacher uses in the classroom, the more interesting they are, the more active and stronger the material is acquired.

Conclusion. The school of the 21st century required radical changes that would allow students to adapt to the conditions of a rapidly changing world. The early study of a foreign language is very important, because success in mastering the subject in subsequent stages depends on its success. In addition, it is at the initial stage that the methodological system that underlies the teaching of a foreign language is implemented.

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EFFECTIVE WAYS OF TEACHING YOUNG LEARNERS

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Abstract

This article deal with the basic and effective ways on teaching young learners. As well as, it can determine the significant fields and implement them to come into practice, and contribute to prosper this language.

Key words: skills, language, understanding, experience, creativity, communication, interaction.

Young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instincts, skills and characteristics which will help them to learn another language. We need to identify those and make the most of them. For example, children: are already very good at interpreting meaning without necessarily understanding the individual words; already have great skill in using limited language creatively; frequently learn indirectly rather than directly; take great pleasure in finding and creating fun in what they do; have a ready imagination; above all take great delight in talking!

We know from experience that very young children are able to understand to grasp meaning what is being said to them even before they understand the individual words.

Intonation, gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean. By understanding the message in this way they start to understand the lan-

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guage. In later life we all maintain this first source of understanding alongside our knowledge of the language itself. It remains a fundamental part of human communication.

Children come to primary school with this ability already highly developed. They continue to use it in all their school work. For example, even though their mother tongue skills are already well established, they may well find it difficult to follow purely verbal instructions and information. When this happens, or sometimes simply out of laziness or inattention, children will tend to rely on their ability to 'read' the general message. In fact we can see this happening most clearly when they get it wrong! More importantly, particularly in terms of language development, their message-interpreting skill is part of the way they learn new words, concepts and expressions in their mother tongue as their language expands to meet the new challenges of school.

So when children encounter a new language at school, they can call on the same skill to help them interpret the new sounds, new words and new structures. We want to support and develop this skill. We can do this by making sure we make full use of gesture, intonation, demonstration, actions and facial expressions to convey meaning parallel to what we are saying. At the same time, we must also try not to undermine the children's willingness to use the skill. This can happen when we try to 'pin down' understanding too precisely.

Alongside this ability to perceive meaning, children also show great skill in producing meaningful language from very limited resources. This too will help them when they encounter a new language and is therefore something else we want to build on. In the early stages of their mother tongue development children excel at making a little language go a long way. They are creative with grammatical forms. They are also creative with concepts. The four-year-old British child who said 'don't unring' when she wanted to tell a telephone caller to wait, was using her existing knowledge of the way the negative prefix works in order to create a meaning she needed. Similarly another four year old was showing the same kind of creativity, this time with concepts, when he wanted the light put on. What he actually said was 'Switch off the dark. I don't like the dark shining.' Children also create words by analogy, or they even invent completely new words which then come into the family vocabulary.

This phenomenon is fundamental to language development. We see it in all children acquiring their mother tongue. We also know it in ourselves as adults when we are using another language. Sometimes, for example, we don't know the word or the grammatical structure for what we want to say. So we find other ways of conveying the meaning. Sometimes

we just make up words or even just say words from our mother tongue in a foreign accent. We stretch our resources to the limit. In the process, we may well produce temporarily inexact and sometimes inept language, but we usually manage to communicate. In doing so we are actually building up our grasp of the language because we are actively recombining and constructing it for ourselves.

This process would appear to be a very deep-rooted human instinct. It actually occurs in the language classroom even without our help. For example, it occurs naturally when the need to communicate has been temporarily intensified by some activity which generates real interaction or calls on the imagination. In order to make the most of the creative language skill the children bring with them, we therefore have to provide them with occasions when:

- the urge to communicate makes them find some way of expressing themselves;

- the language demanded by the activity is unpredictable and isn't just asking the children to repeat set phrases, but is encouraging them to construct language actively for themselves.

That is why games are so useful and so important. It is not just because they are fun. It is partly because the fun element creates a desire to communicate and partly because games can create unpredictability.

If we acknowledge the need for unpredictability, it follows that in addition to occasions when the children practise learnt dialogues or other specific language items under close teacher guidance, there will also need to be occasions when we set up an activity and then leave the children to get on with it. This obviously raises questions about mistakes and correction but, as the next chapter shows, there are good reasons why we must allow the children opportunities to make mistakes. In fact, if children are impatient to communicate they probably will make more not fewer mistakes.

The desire to communicate also ties in with the next capacity that children bring with them to the classroom, namely their aptitude for indirect learning.

Even when teachers are controlling an activity fairly closely, children sometimes seem to notice something out of the corner of their eye and to remember it better than what they were actually supposed to be learning. At times this can be a frustrating experience for the teacher but this capacity too can be turned to our advantage in the language classroom. It is part of the rather complex phenomenon of indirect learning.

Language activities which involve children in guessing what phrase or word someone has thought of are very good examples of this phenomenon in action. As far as the children are concerned, they are not trying to learn phrases: they are concentrating on trying to guess right. However, by the time they have finished the repeated guessing, they will have confirmed words and structures they only half knew at the beginning. They will have got the phrases firmly into their minds. They will probably even have adjusted their pronunciation. Guessing is actually a very powerful way of learning phrases and structures, but it is indirect because the mind is engaged with the task and is not focusing on the language. The process relates very closely to the way we develop our mother tongue. We do not consciously set out to learn it. We acquire it through continuous exposure and use.

Both conscious direct learning and subconscious indirect learning, or 'acquisition', are going to help someone internalize a new language. Experience tells us that we all seem to have something of both systems in us. It will depend on a mixture of intellectual development, temperament and circumstance whether we are more inclined to use one system rather than the other. In practical terms each system has its contribution to make. Conscious direct learning seems to encourage worked-out accuracy. Unconscious indirect learning, or acquisition, encourages spontaneous and therefore more fluent use. Ideally we want both accuracy and fluency to develop. So in the classroom we need to provide scope for both systems to operate. You may also notice that in your class you have children who are temperamentally more inclined to operate in one way than the other. In all aspects of life there are people who like to get everything sorted out and others who like to 'muddle through'. The children who like to get on with something no matter how it comes out will need encouragement to work at conscious accuracy, and others who are keen to be precise will need encouragement to risk getting things wrong sometimes in order to communicate. We must be clear in our own minds which we are trying to encourage at any given moment and must also make it clear to the children in the way we set up activities what it is we are asking them to do. This is because each of the processes can easily get in the way of the other.

The main objective of teaching English at primary level is to enable learners understanding simple commands, instructions, and requests in English and carry them out. For this reason to learn English at primary level is necessary for the learners. The CLT situation is comparable to other English as foreign language countries. Textbooks are designed according to the learners' age level and by learning English students will speak in English as well as they will convey their message. Study revealed that using

CLT in primary section would be most effective for the learners with learning English. Qualified teachers can play vital role in improving learners' quality, therefore appropriate training should be provided to teachers. Policy makers should emphasize more on communicative language at primary level to ensure strong basic knowledge of learners.

In communicative language teaching classrooms there is a limited amount of error correction, and meaning is emphasized over form. Input is simplified and made comprehensible by the use of contextual cues, props, and gestures, rather than through structural grading. Learners usually have only limited time for learning. Sometimes, however, subject-matter courses taught through the second language can add time for language learning. Contact with proficient or native speakers of the language is limited. As with traditional instruction, it is often only the teacher who is a proficient speaker. In communicative classrooms, learners have considerable exposure to the second language speech of other learners. This naturally contains errors which would not be heard in an environment where one's interlocutors are native speakers. A variety of discourse types are introduced through stories, role playing, the use of 'real-life' materials and television broadcasts, and field trips. There is little pressure to perform at high levels of accuracy, and there is often a greater emphasis on comprehension than on production in the early stages of learning. Modified input is a defining feature of this approach to instruction. The teacher in these classes makes every effort to speak to learners in a level of language they can understand. In addition, other learners speak a simplified language.

Communicative approach to language teaching is one of the most effective in the process of teaching primary school children. But teachers can try to become more informed on other approaches and methods which they feel only begin to appear in development of the second language of students and provide some guidance in instruction in use of these forms at that moment to see if any benefits are made. It can be useful to stimulate learners to participate in process, make actions which draw attention of pupils to forms which they use in communicative practice, develop contexts in which they can provide feedback and encourage them to ask questions.

All methods can yield good results if they are used according to certain class or the level of knowledge of pupils or the atmosphere in a class.

Whenever method you would follow, it is important to be convinced that your students receive as much time as it is possible to communicate. Therefore it is very important to include work in small groups or pairs as part of your lessons. It gives students much more time to speak English during lessons.

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THE ROLE OF TEACHER IN LEARNING ENGLISH AND FOREIGN LANGUAGES

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Abstract

This article gives full information about roles of teacher in English classroom and this leads to the question “what a role actually is “. Afterwards the various roles will be introduced and then described in detail. What are the characteristics of role? What does it mean to perform it? We know that the English language teacher has to play in important role by taking responsibility to help the students in developing their communication skills. This paper attempts in highlights the vital role of the English language teacher in learning this language.

Key words: English language teacher, Controller, Assessor, Investigator, Participant, Role Model, Management Styles.

English as a world language is becoming more and more important in our culture, addition to this affecting the English classroom and its participants. The first and foremost important thing that the teacher of English has to do is to help the students in overcoming their fears about communication and motivate them to develop more positive perceptions of communication activities. In classroom teaching, he is expected to play the roles such as – Controller, Assessor, Manager, Resource, Participant, Investigator. This leads to the question what an English teacher can and has to do, in order to teach students successfully.

It is necessary to perform many various roles in the classroom to fully achieve the best learning development. Roles which have its own characteristics, work differently and have diverse aims. In this case, it is of an utmost importance to explain what a role actually is. In Merriam Webster Dictionary (since 1828) describes a role as:

“a part that someone or something has in a particular activity or situation”.

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The following definition is given in Oxford Advanced Learner's Dictionary (1317):

"The function or position that somebody has or is expected to have in an organization, in society or in a relationship".

In the English classroom, a teacher fulfills many roles with different aims. These roles differ from each other in a way of choice: he can choose whether he wants to act as a manager or not, but his children will always perceive him as a father.

Controller. The most common thought of a role might be fully organized classroom in which everything is controlled by the teacher (Harmer 1991, 236)

As a controller, standing in front of the class, talking to the students and giving instructions, might be the most ordinary role of a teacher. Harmer (1991, 236) points out the role of teacher in full way: "Everything what happens in the class is controlled by the teacher and is in his or her responsibility. He or she educates the students by introducing the target language, giving tasks, using repetitive drilling techniques. Furthermore, the teacher has complete control when it comes to the pace of a lesson, which means that everyone in the class is taught on the same level".

Investigator. A role not directly related to the behavior of the teacher is the investigator. The teacher analyzes the way of teaching, observes what is going on in the classroom and investigates the ways students learn, with the aim to develop his/ her methods of teaching (Harmer 1991, 242).

Facilitator. The teacher's statement also implied the role of a facilitator. It means that they have to direct and support students in learning process (Archana&Usha Rani, 2017). In classroom practices, the teacher support students by stimulating them with some questions at the beginning until closing activity.

Evaluator. As everyone is aware that evaluation plays a prominent role to a teacher's success. Evaluation is a subjective process, which is related to academics. Teacher has to be an effective evaluator while evaluating the student. True and fair evaluation should be done by a teacher in order to justice to a student's career. A student has a wide scope of learning through the mistakes committed. As an evaluator a student should also be focused on the areas of competence rather than on the weaknesses and every student should be adhered to positive expectations.

Assessor. Also teachers are expected to assess their students by correcting them and giving feedback to their development and performance. A teacher before assessing a student has to first own conclusions,

as to what extent a student will be benefitted with their correct assessment.

Manager. Another very essential role is in the one of the classroom manager. Good organization is a key factor in planning a syllabus, a lesson or just a particular task and helps to discipline the students. (Muller – Hartmann 32)

Resource. Furthermore, the teacher acts as a resource by helping the students if necessary. He/ she provides additional information or simply talks to them providing the resource of spoken language. (Harmer 1991, 241)

Role Model. The last role is the role model which goes beyond the classroom influencing children throughout their whole life. Honestly, affection or fairness, for example, are not only learned from parents but also from teachers at school. Therefore, a teacher must be fully aware that his behavior in general has a huge impact on the personal development of his/her students. (Mathew)

Conclusion.

Of late, the primary role of the teacher in a multidimensional language class is to establish conditions and develop so that students are able to practice the language in a meaningful context. They should create a learning environment that develops student's intellectual and thinking skills development. Besides, teacher plays various vital roles such as a learner, assessor, manager, facilitator, evaluator in English Language Teaching (ELT).

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ECONOMICS

HOTEL REVENUE MANAGEMENT

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Abstract

In this thesis, I tried to raise the issue of stabilizing the development of hotels (Fig. 1). We will consider specific methods of revenue management, enterprises of accommodation facilities, such as Yield Management (Revenue Management)

Key words: revenue management, Yield Management (Revenue Management) income management leverage, hotel pricing, hotel costs.

IS REVENUE MANAGEMENT ?;

Рис. 1.

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В современных условиях хозяйствования для большинства гостиниц решение проблем улучшения финансового – экономического состояния и стабильного наращивания капитала выходят на передний план.

В сфере туризма проблема стабильности развития гостиниц стоит достаточно остро. Это, в первую очередь, связано с тем что размещение является важнейшим элементом туризма. Как справедливо замечено, нет размещения – нет туризма!

Гостиничная индустрия – база системы гостеприимство в целом. Не секрет что многие гостиницы выживают и процветают исключительно за счет транзитных туристов и экскурсионного обслуживания. Это гостиницы при аэропортах, предоставляющие транзитные и трансфертным пассажирам номера по особым сниженным тарифам; гостиницы, находящиеся в местах религиозного паломничества; гостиницы, находящиеся в специфических географических зонах. Доходы гостиницы складывается из продажи номеров и прочих услуг, к которым можно отнести такие как телефон, услуги такси, аренда автомобиля, продажа сувениров, платное телевидение итд.

Методы управления доходами можно определить, как оптимизационную модель, которая основана на прогнозировании спроса для рыночного микро-сегментов. И одним из направлений прогнозирования и использования информационных систем в организациях средств размещения является система управления доходами или Yield Management (YM) или Revenue Management (RM)

Стратегические рычаги YM направлены на соответствие своевременности обслуживания и ценообразования, чтобы клиенты были готовы платить за обслуживание в связи со сроками его проведения. Базируясь на уровнях и характеристиках покупательского спроса, управление гостиницы в состоянии сдвинуть спрос тех клиентов которые относительно чувствительны к цене.

Управление доходом – это использование точной аналитики, которая предсказывает поведение потребителя на уровне микро-рынка и оптимизирует доступность продукта и цены, чтобы максимизировать рост прибыли. Основная цель управления доходом заключается в продаже правильного продукта правильному клиенту в нужное время за правильную цену. (рис.2)

Рис. 2.

Сущность этой дисциплины находится в понимании восприятия клиентами ценности продукта и точном выстраивания продукта размещения и доступности с каждым потребительским сегментом.

Стоит отметить, что управление доходами предприятия средств размещения должно выражаться в экономической технике, нацеленной на определение оптимальной ценовой политики на базе поведения спроса на услуги предприятий гостеприимства.

Рис. 3.

Итак, возможность применения метода УМ на предприятиях средств размещения является обоснованной, тем более что, по оценкам специалистов данного метода может увеличить оборот гостиницы до 7% и это вызывает существенную увелечение дохода.

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APPROACHES TO BUILDING A SYSTEM OF INDICATORS FOR THE MORTGAGE MARKET

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Abstract

The regional mortgage market is dependent on macroeconomic indicators, which is why studies based on real statistics of a particular subject of the Russian Federation are so important. Mortgage modeling techniques are needed that take into account the current state and dynamics of regional macroeconomic indicators. This is precisely what caused the authors' interest in the problem of statistical analysis and modeling of the process of mortgage lending in the region.

Key words: mortgage, banking, electronic mortgage, electronic mortgages, electronic Commerce.

Within the framework of the existing system of mortgage relations, a system of indicators is objectively required, since individual indicators do not allow understanding the current situation in the mortgage lending market. Due to the fact that various factors from related sectors of the economy have a strong influence on key indicators of the mortgage lending market, it is necessary to compare them within the framework of the indicator system. It is important that the scorecard has an applied character, allowing it to be used to analyze the level of performance relative to the market.

Different sources, as a rule, give their own systems of indicators for the development of the mortgage market. To determine the dynamics, the previous reporting period or the same period of previous years is used. In

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Russia, regular analytics on the mortgage market are published by the Central Bank of the Russian Federation, DOM.RF, Rosstat. The most complete and current information is published by the Central Bank of the Russian Federation. The main indicators of the mortgage market used by the Central Bank are presented in Appendix 2. From Appendix 2 it can be seen that the key indicators of the mortgage market are:

- The share of the volume of HMLs provided in GDP;
- The share of debt on HMLs in GDP;
- The average debt on HMLs per capita of labor;
- The growth rate of the volume of the MHI to the previous period;
- The share of MHLs provided in the volume of LCs issued in the reporting period;
- The share of MHLs provided in the amount of loans issued to individuals in the reporting period;
- The growth rate of debt on MHL to the corresponding period of the previous year;
- The share of debt on MHL in the amount of debt on housing;
- The share of debt on HMLs in the amount of debt on loans to individuals;
- The share of overdue debts on MHLs in the amount of debts on MHLs;
- Ratio of volumes of repaid HMLs and HMLs provided in the reporting period;
- The ratio of the volumes of prematurely repaid HMLs (rights of claim for HMLs) and provided by HMLs;
- Correlation of volumes of refinanced HMLs (rights of claim for HMLs) and provided by HMLs;

The main indicator of the development of the mortgage market in the country is the ratio of the mortgage loans to the country's GDP. The World Bank considers the share of mortgage housing loans in GDP at 25% as a guideline for middle-level countries. At the end of 2017, this indicator was 2.2%. The Russian economy needs more than tenfold growth in order to achieve the targets for developing countries from the World Bank.

It is worth noting the positive dynamics of current mortgage debt to the country's GDP. This indicates an increase in the share of penetration of mortgage products, as well as the popularization of mortgages.

The average value of mortgage debt per capita of labor is also growing, despite the crisis of 2014-2015. In 2017, this indicator reached 68,159 rubles, while the average salary of 1 employee is 39.1 thousand rubles. This suggests that the mortgage is still inaccessible to most residents of the country, only by cooperating, the family can afford to buy an apartment.

The growth rate of housing loans show a high amplitude of fluctuations. In 2015, there was a sharp decline, from 31% growth, to -34% drop in the number of loans issued. This fact indicates a strong dependence of the mortgage market on other external factors.

A high share of mortgage loans in the total volume of housing loans indicates citizens' trust in credit organizations. In 2017, 99.7% of citizens pledged real estate acquired or another. This is primarily due to a decrease in the interest rate provided that the property is pledged.

An increase in the share of mortgages in the total volume of loans suggests that consumers are increasingly choosing long and cheap money, despite the complexity of paperwork for mortgages.

The increase in debt indicates that the mortgage market is expanding every year, despite the crisis.

The indicator of the share of mortgage loan debt in the entire mass of housing loans is approximately equal to the proportion of the number of mortgage loans issued among all issued housing loans. The dynamics of these indicators are consistent with each other.

The share of mortgage debt in the total debt of individuals is growing. This is due not only to the expansion of the mortgage market, but also to an increase in the average term of mortgage loans.

One of the key indicators of the quality of mortgage pools is the share of overdue loans in relation to the entire volume of mortgage loans. It is worth noting that the quality of the loan portfolio at the end of 2017 is at the level of the world's leading economies. So, at the end of 2017, the share of overdue mortgages in the United States amounted to 1.1%, in Russia on mortgages issued in rubles 1.06%.

It is worth noting the increase in the share of new loans in relation to repaid and early repaid loans. This fact can be explained by lower interest rates on new loans. It was not profitable for the population to keep loans with higher rates.

The decrease in the share of refinanced loans can be explained by a temporary suspension of mortgage refinancing programs, for example, PJSC Sberbank resumed the mortgage refinancing program only in 2017.

The Central Bank also provides aggregate indicators of the mortgage market. First of all, this is the number of operating banks issuing loans in the Russian Federation, as well as the quantitative indicators of credit organizations for lending programs.

At the beginning of 2018, the actions of the Central Bank of the Russian Federation to improve the banking sector, as well as the consequences of the 2014-2015 crisis, forced 39.22% of credit organizations that issued mortgages at the beginning of 2014 to leave the market. The number of

banks issuing mortgages in the context of mortgage products has also decreased. The only product for which there has been growth is the number of banks on-lending existing mortgages.

Housing and mortgage markets are inextricably linked. Therefore, it is impossible to conduct a statistical analysis of the mortgage market without analyzing the situation in the housing market. The reports of the Central Bank of the Russian Federation on the housing lending market also contain data on the real estate market of individuals.

Since 2013 the number of registered residential premises has been decreasing. The number of premises purchased using credit funds increased until 2015, after a sharp decline in 2015, the trend again went towards an increase in the number of homes purchased with credit funds. In 2107, the number of residential premises purchased using credit funds reached 990,999 units, which is higher than the 2013 figure, but lower than 2014. The dynamics of the two indicators indicates the popularization of housing lending, the share of purchased residential premises with credit funds is growing every year. At the same time, the factor of reducing the number of registrations of property rights to residential premises has a negative impact on the mortgage market,

The number of housing loans granted repeats the dynamics of the indicator of registered rights to residential premises purchased at the expense of borrowed funds.

The indicator of the average volume of one housing loan can be analyzed only taking into account changes in the index of consumer prices for residential real estate. This is due to the fact that the average mortgage check can depend on the value of the property, as well as on the share of the down payment on the mortgage. Considering that the real estate price index increased by 5% on average until 2015, approximately the same percentage increased the average amount of a mortgage loan. In 2015, there was a decrease in the average mortgage check by about 5%, the consumer price index for real estate did not decrease so much on average by 2-3%, but then with a fall in property prices, the average volume of a mortgage loan increases. This suggests that there has been a decrease in the average down payment amount.

ECONOMIC GROWTH AND ECONOMIC SECURITY

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Abstract

The article is devoted to economic stability and economic security. the main author pays attention to the analysis of the Gross Domestic Product and its dynamics on the level of economic security.

Key words: GDP, economic growth, economic security.

Economic growth is a fundamental criterion for the development of society. This is the result of the economic activity of the state, as well as an indicator of its well-being and a guarantee of economic independence.

There are approaches in which economic growth is identified with a “quantitative characteristic of output growth” or with an increase in potential national output or potential real Gross domestic product (GNP), an increase in “economic power to expand production”, or with “an increase in the production capabilities of society”.

Economic growth is seen as an increase in real gross national product (GNP), net national product (NNP), or the growth rate of economic welfare - national per capita income over a certain period of time.

Gross national product-this is the market value of the total volume of goods and services created by manufacturers of a given country in one year, both within their own country and in other countries.

Gross domestic product-this is the value of all final consumption goods and services created in a country in a country, estimated at market prices.

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Table 1

The composition of GDP

Are included	Not included
<ul style="list-style-type: none"> • final goods and services; • the value of only those goods and services that were produced for sale, i.e., market value; • everything that is produced domestically, regardless of which country the factors of production belonged to; • the cost of only those goods and services that were produced in a given year. 	<ul style="list-style-type: none"> • financial operations (purchase of shares, bonds, interest on government bonds); • transfers (from lat. "translate", "transfer") (pensions, scholarships); • the cost of goods and services produced outside the country.

With the economic dynamics of economic growth, there is an increase in indicators that characterize the volume of national production. Such indicators can be nominal or real values of GNP, gross domestic product (GDP), industrial production, national income, both in gross terms and per capita.

Considering economic growth from the point of view of the interests of the whole society, two main goals can be distinguished: improving the material well-being of the population and maintaining national security. At the macroeconomic level, the leading indicators of economic growth dynamics are:

➤ Growth in GDP, GNP or gross national income; Growth coefficient = y_1 / y_0 , where y_1 is the indicator in the base period, y_0 is the indicator in the study period;

➤ The growth rate of GDP, GNP or national income per capita
 Growth rate = growth rate × 100%;

➤ The growth rate of industrial production as a whole, by major industries and per capita
 Growth rate = growth rate - 100%.

The growth rate per capita is widely used to measure economic growth, especially when compared internationally. This indicator is usually used to characterize the standard of living and the dynamics of the well-being of the country's population.

If the general GNP gives an idea of the size and state of the country's economy, then GNP per capita allows us to judge its standard of living and the damage to the development of the economy. With the same volume of real national product, its value per capita will depend on the population of a given country.

The following are statistics on GDP taken from the website of the Federal State Statistics Service. Table 2 shows the GDP in annual data starting from 2014 to 2018. Data revised in March 2019. They differ from the results of previous years by the amount of changes associated with the implementation of the international methodology for evaluating housing services produced and consumed by homeowners; assessment of consumption of fixed capital based on its current market value; alignment of export and import data with balance of payments data.

Table 2

Gross domestic product in annual data

Gross domestic product (at current prices, billion rubles)				
2014	2015	2016	2017	2018
79199.7	83,094.3	86014.2	92101.3	103,875.8

In this case, from 2014 to 2018 there is an increase in GDP by 18%.

Table 3 shows the elements of the use of GDP from 2014 to 2018. Elements such as final consumption expenditures, households, government, non-profit organizations, gross capital formation, gross fixed capital formation, exports, imports - GDP increases.

Table 3

Elements of the use of gross domestic product

(at current prices, billion rubles)					
	2014	2015	2016	2017	2018
Gross domestic product	79058.5	83,094.3	86014.2	92101.3	103,875.8
- final consumption expenditures;	56418,2	58,240.5	61389.8	65165.5	69333.0
- households;	41954.8	43242,3	45317.1	48135.7	50851.1
- government controlled;	14173.2	14684.1	15728.5	16649.2	18049.3
- non-profit organizations serving households;	290.2	314.1	344.2	380.6	432.6
gross accumulation;	17883.7	18603.4	20,242.8	22189.2	23611.2
gross fixed capital formation;	17115.1	17325.8	18910.5	20571,1	22237.4
-changing stocks of working capital;	768.6	1277.6	1332.3	1618.1	1373.8
net export;	5074,4	6700.7	4448.6	4921.3	10358.3
-export;	21425.9	23854.1	22137.6	23,994.3	31932.6
-import;	16351.5	17153.4	17689.0	19073.0	21574.3
Statistical discrepancy	-317.8	-450.3	-67.0	-174.7	573.3

For an element, the change in inventories of GDP is fluctuating. From 2014 to 2017, an increase in GDP is visible, which means an improvement in the quality of life of the population. And in 2018 there is a sharp decline, which means a decrease in the well-being of people.

Net exports jump sharply, from 2014 to 2015, there is an increase in GDP, and from 2016 to 2018, there is an increase, and in 2018, GDP rose very sharply. We will give the structure of GDP by source of income (table 4).

Table 4

GDP structure by income sources

(as a percentage of GDP)					
	2014	2015	2016	2017	2018
Gross domestic product	100.0	100.0	100.0	100.0	100.0
including:					
remuneration of employees (including remuneration and mixed income, not observed by direct statistical methods)	47.3	47.8	48.0	47.6	46,4
net taxes on production and imports	13.9	11.2	11.0	10.8	11.8
gross profit of the economy and gross mixed income	38.8	41.0	41.0	41.6	41.8

According to this table, it can be seen that the GDP of wages for workers increases from 2014 to 2016, and falls from 2016 to 2018. This indicates a poor employee income.

In net taxes and imports, there has been a decline in GDP from 2014 to 2017, and from 2017 to 2018, significant growth. GDP of gross margin of the economy and mixed incomes is slowly increasing from 2014 to 2018.

Economic growth in itself is controversial. So, it is possible to achieve an increase in production and consumption, material goods due to the deterioration of their quality. Such growth is either unstable or completely meaningless. Therefore, economic growth makes sense when it is combined with social stability. Such growth implies the achievement of a number of balanced goals: increasing life expectancy, reducing morbidity; raising the level of education and culture; fuller satisfaction of needs; social stability.

The growing volume of real production allows to some extent to solve the problem that any economic system faces: limited resources with unlimited human needs.

Structural changes in the country's economy can lead to a situation where a reduction in the output of certain types of products due to falling or unchanged demand for them is accompanied by a rapid growth in other types of products.

With all the shortcomings, economic growth remains the most used criterion for economic development. Economic growth can be measured both in physical terms (physical growth) and in value (value growth).

The first method is more reliable. It eliminates the effects of inflation. But this method is not universal, since when calculating the rate of economic growth it is difficult to derive a general indicator for the production of different products.

The second method is used more often, however, it is not always possible to completely "clear" it of inflation.

THE PROBLEM OF LEGISLATIVE DIFFERENTIATION BETWEEN MONOPOLY AND DOMINANT POSITIONS OF AN ECONOMIC ENTITY IN THE UKRAINIAN MARKET

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Abstract

The article deals with the problem of defining the notion of "monopoly (dominant) position" of an economic entity in the market and distinguishing between the concepts of "monopoly" and "dominant" positions. The terms used in domestic competition law do not reflect their conceptual differences. The article proves that the notions of "monopoly" and "dominant" positions of an economic entity in the market are not identical. *Key words:* a monopoly position; a dominant position; an oligopolistic position; legislative differentiation; an economic entity; foreign law; the Ukrainian market; a legal gap.

The current Ukrainian legislation does not make the difference between the notions of "monopoly" and "dominant" positions of an economic entity in the market. As for the definition of the monopoly and dominant positions of an economic entity in the market, the Law of Ukraine "On the Protection of Economic Competition" does not contain a legal definition of these concepts. There are only indications of certain circumstances in which the position of an economic entity is considered monopoly (dominant). Article 12 (1) of the Law of Ukraine "On Protection of Economic Competition" (hereinafter - the Law) states that an economic entity shall occupy a monopoly (dominant) position on the product market if: not a competitor is on the given market; the economic entity is not exposed to substantial competition as a result of the limited access of other economic entities to the markets of raw materials, to the markets of materials, and to the markets of distribution because of the existence of barriers to the entry of other economic entities into the market, because of the existence of privileges or other circumstances. [1]

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According to the Methodology of Determining the Monopoly (Dominant) Position of an Economic Entity in the Market, the monopoly (dominant) position of an economic entity is the position of the economic entity in the market that allows this economic entity individually or together with other economic entities to determine the conditions of turnover of goods in the market due to the fact that: the economic entity does not have any competitor in the market of the product or does not face significant competition due to the limited access of other economic entities to the market procurement of raw materials and sale of goods, the presence of barriers to market access for other economic entities, availability of privileges or other circumstances; the economic entity is one of two or more economic entities operating in the commodity market if there is no competition or little competition between them, and they (taken together) have no competitor in the product market or are not significantly competitive due to restriction of opportunities for other economic entities to access raw materials, supplies and merchandise, barriers to market access for other economic entities, privileges or other circumstances. In particular, if an economic entity is one such economic entities and the combined share of not more than three such economic entities having the largest shares in the same market exceeds 50 percent; the combined share of not more than five such economic entities having the largest shares in the same market exceeds 70 percent. [2] However, in both cases the dominant and monopoly positions have the same characteristics. That is why, the monopoly and dominant positions of the economic entity exist in the legislation of Ukraine as identical concepts.

As the scientist S. Valitov notes, the word "monopoly" comes from the Greek "monopolien" - one seller. The concept of "dominate" (Latin - "dominati") means to predominate or outweigh, but in no case to have the exclusive right (to be sole) in trade or production. The dominant economic entity operates in the market being surrounded by small competitors. These small competitors influence the conditions of circulation of the goods in a particular market, and, accordingly, influence the dominant economic entity. [3] This is a significant difference between the dominant and monopoly economic entities.

In the context of the adaptation of national legislation to the legislation of the European Union, it is necessary to analyze the relevant European legislation for formulating the definitions of the terms "monopoly" and "dominant" positions of the economic entity. These concepts are sufficiently differentiated in the antitrust and competition law of Eastern European countries (Polish, Czech, Bulgarian, Slovak), where monopoly is defined as a situation when an economic entity does not meet competition in

the market at all, and dominance - a situation where an economic entity does not face just significant competition in the market. [4]

According to Article 12 (2) of the Law, the position of an economic entity shall be considered as a monopoly (dominant) position if its share in the product market exceeds 35 percent unless the economic entity proves that it is exposed to substantial competition. According to Article 12(3) of the Law, the position of an economic entity may also be considered as a monopoly (dominant) position if its share in the product market is equal to or is less than 35 percent and if the economic entity is not exposed to substantial competition, in particular as a result of comparatively small market shares of competitors. I think it is necessary to apply the notion of dominant position of an economic entity in two cases mentioned above.

In my opinion, the concept of "oligopoly" (or "quasi-monopoly") should be implemented into the anti-competitive legislation of Ukraine. Oligopoly comes from a combination of Greek oligos - "small", "insignificant" and poleo - "sell", "trade" and means "a few sellers". Oligopoly is a market structure in which only a few interdependent firms operate in the market. Characteristic features of oligopoly are: 1) a small number of producers (usually up to 10), which lead to overall interdependence, the inability to carry out its own policy without affecting its competitors; 2) each firm has significant market power, influences the pricing process, but must take into account the reaction of competitors; 3) the goods produced can be homogeneous (aluminum, steel, oil) and differentiated (aircraft, cars, mobile communications, beer); 3) there are high barriers to entry (primarily related to high costs). [5] As the scientist E. Lobacheva states, oligopoly is considered as a situation in the market when several large competing firms monopolize the production and marketing of the bulk of products in the industry. [6]

There are also doubts among scientists regarding the appropriateness of differentiating the concepts of "monopoly" and "domination". According to R. Bork, the consideration of monopoly as an economic model, where one seller-monopolist confronts many buyers, is completely useless for the purposes of the law, since such definition significantly narrows the scope of antitrust regulation and leaves many related situations unattended. [7]

According to Article 12 (4) of the Law, it shall be considered that either of the two or each of more than two economic entities occupies a monopoly (dominant) position on the product market if there is no competition or if there is no substantial competition between them with respect to a certain product and if a condition provided for by Part 1 of the present Article is satisfied as regards the competitors taken together. In

accordance with Article 12 (5), the position of each of several economic entities shall be considered as a monopoly (dominant) position if, with respect to them, the following conditions are met: the combined share of not more than three economic entities having the largest shares in the same market exceeds 50 percent; the combined share of not more than five economic entities having the largest shares in the same market exceeds 70 percent; unless they prove that the conditions provided for by Part 4 of the present Article are not satisfied. To my mind, in these cases the term "oligopoly" should be applied, since oligopoly is a market structure characterized by the presence of a small number of firms in the market, each of which has a significant market share, and is subject to the characteristics reflected in Article 12, Parts 2 and 3.

I can conclude that the dominant and monopoly positions of an economic entity in the market are not the same terms. The terms "monopoly" and "dominant" used in domestic competition law do not reflect their conceptual differences. The dominant position, unlike the monopoly or quasi-monopoly, does not exclude competition but allows the economic entity to substantially affect competition and function independently from other economic entities without worrying that such behavior would cause damage to the economic entity. Article 12 shall be written in the following contexture:

"1. An economic entity occupies: a monopoly position in a commodity market if it has no competitor in that market; dominant position in the commodity market if there is no significant competition in this market due to limited access of other economic entities to the purchase of raw materials, supplies and marketing of goods, the presence of barriers to access to the market of other economic entities, the availability of benefits or other circumstances.

2. The position of an economic entity can be considered dominant if the share of the economic entity in the commodity market exceeds 35 percent, unless it proves to be competitive.

3. The position of an economic entity may also be considered dominant if its share in the commodity market is 35 percent or less, but it is not significantly competitive, in particular due to the relatively small size of the market shares held by competitors.

4. Each of two or more economic entities holds an oligopolistic position in the commodity market if there is no competition between them or there is little competition between them, and, taken together, one of the conditions of Part1 of this Article is fulfilled.

Oligopoly is also considered to be the position of each of several economic entities if the following conditions are fulfilled: firstly, the aggregate share of no more than three economic entities with the largest market shares in one market exceeds 50 percent; secondly, the aggregate share of no more than five entities that hold the largest market shares in one market exceeds 70 percent; thirdly, they will not prove that the conditions of Part 4 of this Article are not fulfilled. "

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THE IMPORTANCE OF PRODUCT QUALITY LEVEL AND ITS MANAGEMENT IN MANUFACTURING ENTERPRISES

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Abstract

The article deals with the concept of quality in production and the indicators that affect it. It also shows the direct relationship between the management process and product development. The experience of foreign countries related to the concept of quality and its management in a market economy is summarized.

Key words: Quality factor, evaluation, management process, product, consumer, purchase process.

The constant growth of production technologies has made it necessary for all manufacturing enterprises to pay special attention not only to the range of products, but also to their quality level. but also important for society and its development. Quality requirements played a key role in ensuring competitiveness in the 1980s. More than 80% of consumers in the world market value quality over price. The data show that quality costs account for at least 15-25% of total production costs. When an entrepreneur produces a product, the ability of the product to compete in the market economy and to establish itself in the market depends on two factors. These are:

- Price factor
- Quality factor

In the era of industrial liberalization, the second factor is gaining ground. Because quality is one of the key factors for the reputation and prosperity of an enterprise, and quality management is the beginning and the end of the work for all employees, from the manager to the specific executor. As a result, the issue of quality plays an important role in the economic policy of the state, including industry. Establishment of a quality service department in the company, which controls the quality of products,

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allows you to coordinate the activities of the company on quality. The Quality Service develops methodological recommendations on quality. This type of service is the sole responsibility of the CEO. It will be a model of the functional system of quality service. The company's management monitors not only that the product meets international standards of quality through this service. Maybe it will be able to constantly improve the quality of the product. Through a specific type of service, it studies the needs of consumers and their demands on product quality. It is advisable to identify non-compliance with specific product quality standards directly in the production process. To do this, quality control should be carried out throughout the entire technological chain: Access control of materials and components is carried out through laboratories; Development of methods for active control of technological equipment of the enterprise production process, as well as selection or full control over operations and final control of finished products; Enterprise laboratories should be provided with special exhibitions on periodic product testing. Systematization of quality functions The quality of each product should reflect the functional and incentive functions. Improving the quality of a product is ultimately a matter of quantity, saving resources, and fully satisfying social and personal needs. That is, any product must meet the highest technical, economic and aesthetic requirements, as well as a number of other requirements, to be able to compete in the global market. If the problem of quality is not solved, the needs of social production and the population in goods will not be met. Product quality is an economic category that reflects the relationship between producers and consumers, the company's relationship with the state in the production of quality products, the implementation of planned tasks and product pricing. In addition, product quality represents the relationship between enterprises for financial incentives for quality products and for material liability for the production of substandard products. At present, our country has adopted a number of government programs to improve product quality and produce competitive products in the real sector. In particular, in order to ensure the implementation of the Resolution of the President of the Republic of Uzbekistan No. PP-3698 of May 7, 2018, "Roadmaps" for the development of the real sector of the economy were developed and effective cooperation was established with 39 state and economic authorities. Funds to support innovative development and innovative ideas have been established in about 20 organizations, totaling 45.46 billion soums. soums were directed. It is necessary to manage any production in order to develop and raise it to a high level. When the term "management" is applied to the quality of a product, it is necessary to ensure that the product is properly installed, maintained and maintained in

the design, manufacture and use of the product by constantly monitoring the quality of the product and its competitiveness, influencing its defining conditions and factors. need to understand. Product quality management operations are carried out within the framework of a complex of engineering-technical, organizational-technological, control and other processes. The product quality management process consists of the following operations:

- Determining the level of product quality;
- collection and study of information on the product and the process of its production, which affects the quality of the product;
- decision making on product quality management and preparation for impact on the facility; - issue management orders;
- collection and analysis of information on changes in product quality as a result of management. Quality management should be carried out regularly in the enterprise. To do this, the company must have a quality management system. In recent years, 9000: 1 series ISO standards have become widespread, which incorporates international experience in product quality control at the enterprise.

In conclusion, the quality of products in the enterprise plays an important role in a developed economy. In order to improve quality, it is important to attract qualified quality managers to the real sector. A well-established marketing and management policy is also very effective in this area. Externally, the study of American, Japanese and European experience can take the company to a new level.

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THE ROLE OF INVESTMENT IN INCREASING ECONOMIC EFFICIENCY

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Abstract

This article focuses on the relevant sectors and industries of the economy organizational and economic mechanisms and peculiarities of expanding the scope of investment attraction are analyzed in depth. Development of innovative activity on the basis of increasing investment activity in various sectors of the economy scientific and methodological aspects of stimulation are described.

Key words: trends, investment climate, economic growth, capital investments, technological development.

As a result of the consistent implementation of the program of socio-economic development of Uzbekistan, high, stable and balanced rates of economic growth and trends in macroeconomic stability are strengthening, and living standards are improving. Great attention is paid to the development of the economy of our country and its regions, the implementation of program measures for the targeted use of foreign investment.

In this regard, at the current stage of economic reforms, based on the radical improvement of the business environment in the regions and the creation of a favorable investment climate for entrepreneurship, as well as the improvement of economic activity in the regions achieving efficiency is one of the urgent tasks.

On the basis of this analysis, the implementation of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 in the "Year of dialogue with the people and the interests of man[2]"

According to the investment theory, in the economic system, funds directed to fixed capital perform the following three functions: first, they improve the quality of fixed capital and ensure economic growth; second, they make economic structural changes; third, encourage the application of the results of scientific and technological development to the economy.

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Indeed, investments in the national economy in the first year introduce into the economic system tools, equipment and devices that are technically and technologically more advanced than the capital investments of the previous period [1]. This is the quality of fixed capital in the national economy improves their electrical, fuel and material capacity. It is obvious that investments in the economy are national increases the competitiveness of the product and allows the creation of relatively high added value.

During 2010-2017, the period of analysis, the volume of investments in fixed assets in the economy of Uzbekistan increased. In the report of the Cabinet of Ministers chaired by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on July 26, 2018, as a result of the implementation of 2,612 projects from all sources under investment and infrastructure projects this year, 6 billion 850 million US dollars of which \$ 4.9 billion is foreign investment, of which \$ 2.3 billion is loans from international financial institutions and \$ 2.6 billion is direct investment. Also, monitoring of projects in the network and regions is their implementation unsatisfactory situation, so this year to accelerate the implementation of investment and infrastructure projects in 2018-2019 to implement 580 projects with a total value of \$ 30 billion, including \$ 26 billion in direct investment 148 of these projects will be implemented by business associations and 432 by regional enterprises [5]. Of this, \$ 2.6 billion was spent on 456 projects this year. It was noted that the development of foreign direct investment in the amount of \$ 1 billion is planned.

The experience of consistent development of entrepreneurship as one of the effective ways of sustainable economic development in the practice of developed countries for the implementation of the above projects is showing its positive effect.

If in developed countries the share of small and medium-sized businesses in the gross domestic product (GDP) is 50-55%, as a result of structural reforms in Uzbekistan, the share of small business and private entrepreneurship in GDP is 54.9%. According to the World Bank's Doing Business ranking, Uzbekistan.

In 2018, according to the World Bank and International Finance Corporation (IFC) report "Doing Business 2018: Reforms to Create Jobs" published on October 31, 2017, Uzbekistan ranked 74th out of 190 countries and the country has improved its ranking by 13 positions compared to last year. In addition, the country has managed to enter the top ten reformist countries in terms of creating the most favorable conditions for doing business [3].

According to the World Bank, the significant increase in 6 out of 10 indicators in the Doing Business 2018 report also indicates the effectiveness of the measures taken to improve the business environment. This is an indicator of the registration of enterprises in Uzbekistan due to the radical improvement of the system of state registration and accounting of business entities ranked 11th on the list. In this regard, the country can lag behind the United States, Japan, France, Germany, Italy, Spain, Denmark and other developed countries.

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PHILOLOGY

COMMONLY USED ELEMENTS IN ENGLISH LULLABIES (CRADLE, MOON AND STARS)

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Abstract

This article describes the most common elements in English lullabies. Of these, the cradle, moon, and stars are the most common.

Key words: lullaby, cradle, child, moon, stars.

There's nothing quite like singing softly to an infant in your arms. It seems to be a universal impulse for adults—every culture around the world has its own lullaby tradition. But lullabies are not just for babies, and they are far more than just a useful way to settle a child to sleep. A lullaby makes child close to parents physically, emotionally, and musically. It bonds parent and child, lulling both singer and listener, synchronizing breaths and reducing stress. A lullaby can soothe an overstimulated child, comfort a child who is upset, or offer a quiet respite at any time of the day.

The lullaby can also transform the bedtime hour into an oasis of loving calm. For babies and toddlers, it provides a comforting bedtime ritual. For older children, who are increasingly verbal, it is often the time they spontaneously confide their hopes and fears. For parents and caregivers, it is a time to pause in their busy day and enjoy a moment of quiet intimacy. [1;3]

Lullabies include objects which deliver the message of mother to the infant. The most common elements are stars, moon and cradle. The most prevalent one is a cradle. After nine months of floating inside mom, it makes sense that babies are soothed by gentle movement. Therefore, mothers feel need for cradles for their babies to make sleep. While singing

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lullabies, mostly child is introduced with his surroundings first, that is the first thing he sees is his cradle.

Rock- a- bye, baby,
The cradle is green,
Father's a nobleman,
Mother's a queen;
And Betty's a lady,
And wears a gold ring;
And Johnny is a drummer,
And drums for the king.[2;]

In the given example the child is introduced with his cradle, parents and siblings. As for the second line, the colour of the cradle can be deduced. By lullabies child will have an understanding about his family and surroundings. Although the child is too young to differentiate the colours the singer starts singing by cradle's colour. And the rhymic words such as '*green*', '*queen*', '*ring*' and '*king*' in the text provide the rhyme of the song.

The night sky has always been an object of fascination for people and even the most ancient cultures kept careful record of the elements found there.[4; 70] As the sky is full of stars it is exciting for children to watch them. Children are told to count them to amuse. So the elements of the star and the moon are common elements of English lullabies.

Oh, my baby,
My curly-headed baby,
Do you want the moon to play with,
Or the stars to run away with?
They'll come if you don't cry,
Oh, lulla, lulla, lullaby. [2;12]

In the lullaby the moon and the stars are personified by the singer. She addresses the child as if they were live. She asks the child whether he wants to entertain with the moon or to run away with the child. Mother informs that they will come if the child does not cry. Mother makes promises to make the child quiet. She mentions about the moon and stars as the baby wishes to see them. In most English lullabies the moon and stars are an inseparable duo.

The Man in the Moon looked out of the moon,
Looked out of the moon and said,
"'Tis time for all children on the earth
To think about getting to bed!" [5;20]

The abovementioned lullaby describes a man in the moon. He looks at the children from the sky and reminds them the time to sleep. In general the words- moon and stars –are considered to be the words that remind us

night and sleep. This can be reason why these words are ubiquitous in English lullabies. It can be deduced that when we see the moon in the sky at night children should hurry to sleep.

To conclude, common objects that we have counted in English lullabies are prevalently used in the texts. They are personified from the children's point of view and act new figures. However, all of their function in lullabies is to call to sleep. The main reason to use the abovementioned elements in lullabies is a form of bribe to get the child to sleep.

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FULL EXPLANATION AND RESEARCHES OF BILINGUAL CORPORA AND ASSOCIATED PROBLEMS

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Abstract

The article shows that corpus-based machine translation and its possible applications in machine translation. The study is based on a bilingual corpus of texts, associated issues and translation unit alignment. The criteria used for Linguistic analysis alignment combine linguistic and statistical information. The study also suggests procedures to build a machine translation, Linguistic analysis of the corpus and structure based on parallel translated corpora. For the purpose of automating the training process (upstream) and not for validation (downstream). Here lies the major difference between machine translation (MT) and computer-assisted translation (CAT).

Key words: Bilingual corpora, minimal formalization, automating the training process, alignment, vice-versa.

The parallel corpus consists of English or French texts, together with their translation into Spain. In the current state of machine translation research *from* and *into Spain*, no reference corpus is yet available. However, resources abound. Below we list a few examples of the available corpora:

- News agency wires (Reuters, BBC, AFP, etc.);
- Multilingual publications by international organizations (UN, UNESCO, WHO, etc.);
- Foreign editions of biweekly and monthly periodicals (*Times*, *Le Monde Diplomatique*, *Elle*, *PC Magazine*, etc.);
- Classical and modern literary works translated from Arabic into English and French and vice-versa (for example, the catalog of specialized publishers such as *Maisonneuve* and *Actes Sud* in France).

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It should nevertheless be noted that this considerable amount of text data has not been utilized so far because of certain practical problems, mainly the following:

Acquisition: Even when the corpora exist, they are not always

Let us examine this question closer.

Thus, the objective is not to show the structural equivalencies between the two languages, but, more modestly and more pragmatically, to search the T2 (target text) unit that is closest to the "request" which constitutes the T1 (source text) unit. To do so, the starting point may be a preliminary alignment of words with the help of a traditional bilingual dictionary (Deb 92). Such an alignment, although rough, may yield satisfactory results at the sentence level (Kay 93), especially when combined with a statistical method (Bro 93) and minimal formalization of the major syntactic phenomena. The main advantage of this method is the use of translation memory, i.e., integration of the data which can be found in available text databases. The task can be somewhat simplified by using specialized and regular fields of application as reference corpora. In fact, in specialized fields (legal, computer science, medical, etc.), the message will be "machine" translated essentially by using a customized basic dictionary and, above all, a translation memory created by the human translator during the training phase.

Another interesting aspect of the proposed method is the technique for searching the database. The application uses key words to retrieve the equivalent phrase segments in the two different texts/languages. Once they are found, they are formalized by a human translator as models before being stored in the translation memory. This type of procedure is recommended, but for the purpose of *automating the training process* (upstream) and not for validation (downstream). Here lies the major difference between machine translation (MT) and computer-assisted translation (CAT).

Linguistic analysis of the corpus

The different levels of linguistic analysis serve as a basis for the phase of automatic analysis and formalization of the translation equivalencies:

- First, morphological analysis identifies words or morphemes in the corpus.
- Second, syntactic analysis identifies syntagms and their functions.
- Third, semantic analysis identifies the meanings of the units and any ambiguities.

The morphosyntactic analyzer must ensure both accurate and effective analysis (quality and speed of processing). We therefore recommend a "superficial" syntactic description (*shallow parsing*), along with a "statistical" approach. In other words, the analyzer must preferably be supported by a grammar automatically acquired from the previously processed corpus.

The usefulness of such a corpus transcends its application for machine translation. While the main objective is create translation memories, other applications may also be considered, such as drawing up bilingual terminological lists and extracting examples for the purpose of computer-assisted teaching. Once annotated, the corpus could be used as the basis for the enhancement of electronic dictionaries, or to create grammar books.

In an ideal system, tagging should be performed automatically by comparing the texts of the corpus following a *probabilistic* procedure. Although sometimes an adjective can be translated by a noun or vice-versa, the categories given by reference dictionaries should help resolve such a situation. In this respect, the use of grammatical categories has a strong impact on the quality of tagging; a system with fewer categories seems to have a better success rate than a system with an exhaustive list of categories.

In conclusion All these observations lead us to consider an aligned corpus not so much a set of equivalent sequences, but rather *corresponding text databases*. At any level (text, paragraph or sentence), the corpus should be considered a simple lexical database with "parallel units." In other words, we propose a *search method* similar to the one used for *document information research systems* (with the help of a bilingual search engine).

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NAVOI'S ETHICAL VIEWS IN "MAHBUB UL KULUB"DOI: http://doi.org/10.15350/UK_6/10/10*Melikuzieva Mavlyuda¹***Abstract**

This article addresses ethical issues in the book of Navaii "Mahbub ul Kulub". Negative and positive qualities are analyzed. "Repentance", "Satisfaction", "Patience", "Humility and mores", "Love" are commented.

Key words: "Repentance", "Satisfaction", "Patience", "Humility and mores", "Love".

Navoiy donishmand inson sifatida o'zining faoliyati davomida asosiy e'tiborni komil inson masalasiga qaratdi. Shoir asarlarida komil inson qanday bo'lishi kerak, uning zohiriy va botiniy xususiyatlari xususida javob berishga harakat qildi. Zero, bugungi kunda ham ma'naviy yetuk kishilar, yoshlar dunyoqarashi, kamoloti zamon va makon talabidir. Mustaqillikni ilk kunlaridayoq 1-Prezidentimiz I.A.Karimov o'zining qator asarlari, nutq va suhbatlari, umuman faoliyati davomida ma'naviyat, ma'rifat, o'tmish merosimizga hurmat kabi jihatlariga xalq e'tiborini tortdi. Bugungi kunda mazkur e'tibor Prezident Sh.Mirziyoyev tomonidan davom ettirilmoqda. Zero, yetuk kishilarni tarbiyalash bu yurt kelajagining garovidir. Bu borada Navoiy merosining orni beqiyosdir. Ayniqsa, uning «Mahbub ul qulub» asari zamon yoshlari tarbiyasida alohida o'rin egallaydi.

«Mahbub ul qulub» falsafiy, ta'limiy va axloqiy asardir. Ayniqsa asarning

«Maktab ahli to'g'risida»gi fasli diqqatga sazovor. Navoiy maktabdor domlalariga yuqori baho berib, ularning og'ir ishini quyidagicha: «Ularning ishi odam tugul, hatto devning ham qo'lidan kelmaydi», - deb ta'kidlaydi va xalq uchun mashhur bo'lgan baytni keltiradi:

Haq yo'lida kim sanga bir harf o'qutmish ranj ila,
Aylamak bo'lmas ado oning haqin yuz ganj ila.

¹*Melikuzieva Mavlyuda*, teacher of Kokand GPI, Uzbekistan.

Navoiy tomonidan keltirilgan mazkur bayt bugungi kunda ham o'z qimmatiga egadir. Biz pedagoglar hozirgacha yosh avlodni ma'naviy-axloqiy ruxda tarbiyalashda unumli foydalanib kelmoqdamiz.

«Mahbub ul qulub»ning ikkinchi qismi asosan axloqiy masalalarga bag'ishlangan. Shoir «Tavba», «Qanoat», «Sabr», «Ta'voze va odob», «Ishq» to'g'risida mulohazalar yuritadi. Shoir nazarida, «Tavba-gunohkor bandaning ko'ngil ko'zgusini gunoh zangidan tozalaydi. Tavba-baxtsizlik yo'lining oxiri va to'g'rilik yo'lining boshlanishidir... qabih ishlar, sharmandalik va rasvogarchilik tufayli xijolatga qolishdan ogoh bo'lmoqdir... Tavba-haqdan najot tilash vaqti kelganidir, bandaning nafsga tobe' bo'lishini tark etganidir.» Qanoat masalasida ham Navoiy e'tiborli mulohazalar bayon etadi. «qanoat bir chashmadirki, olgan bilan uning suvi qurimaydi. Qanoat bir cho'qqiki, unga chiqsang do'st-dushmanga muhtojlikdan xalos bo'lasan. Qanoat ekindir, uruo'i boylik, daraxtdir-mevasi muhtojisizlik... Shoir ushbu bobda tavbaning ahamiyati, tamagirlikning yomon oqibatlari haqida fikrlar bildiradi. Navoiy «Mahbub ul qulub»ning ikkinchi qismida sabrga alohida o'rin bergan. «Sabr-achchiq, ammo foyda beruvchi, u - qattiq, ammo ziyon-zahmatni daf etuvchi. Sabr shodliklar kalitidir. Sabr - ulovdir - sekin yuradigan, ammo manzilga eltuvchidir. Sabr tuyadir-og'ir qadam, lekin bekatgaolib boruvchidir. Sabr-nasihat go'y, tabib...»

«Mahbub ul qulub»ning uchinchi qismi «Turli foydali maslahatlar va maqollar» deb nomlanadi. Har xil foydali pandlar hamda hikmatlarni o'z ichi gaoladi. Unda odam va odamiylik, chin insoniy fazilatlar to'g'risida xalq tajriba va bilimining qaymog'i sifatida yig'ilgan fikrlar, shuningdek, Navoiyning hayoti davomida to'plangan xulosalari keltirilgandir. Shoir o'z fikrlarini «Tanbeh» sarlavhasi ostida beradi. Nafs qoralanadi. Bir «Tanbeh»da shunday deyiladi: «Kamtar odamlar ko'p gapirishdan qochadilar, ular ko'p eshitmoqni istaydilar va yoqtiradilar. Eshitmoq kishini boyitadi, ko'p gapirmoq sayozlatadi. Ko'p gapirgan - ko'p yanglishadi. Ko'p egan - ko'p yiqiladi. Tan kasalining asosi-ko'p emakdir, qalb kasalining sababi ko'p demakdir...»

Takabburlik, ehson foydasi, saxovat va himmat, muruvvat, vafo, hilm-muloyim tabiatlik, ilm, tilga e'tibor, yolg'onchi, nodonlar, sabr, qanoat, tama, may ichish, so'z odobi, qarilik, safar qilish foydasi va boshqalar haqida o'ziga xos tanbehlar beriladi.

Bir tanbehda shunday yoziladi: Oz gapirmoq - hikmatga sabab, oz yemoq sog'likka sabab. Og'ziga kelganini demoq-nodonning ishi va oldiga kelgani yemoq - hayvonning ishi.

Bayt:

Ko'p demak birla bo'lmagil nodon,

Ko'p yemak birla bo'lmagil hayvon.

Navoiy asarlarida xalq og'zaki ijodidan keng foydalanadi. «Mahbub ul qulub»da ham xalq maqollaridan foydalanganini ko'ramiz. O'zi ham shu ruhda hikmatli so'zlar yaratgan. Ularning ko'pchiligi maqolga aylanib ketgan. Asardagi «Ko'p degan ko'p yengilur, ko'p yegan ko'p yiqilur», «Vafosizda hayo yo'q, hayosizda vafo yo'q», «Tilga ixtiyorsiz, elga e'tiborsiz», «Chin so'z mo'tabar, yaxshi so'z muxtasar», «o't ishi qovurmoq va el ishi sovurmoq» kabilar shular jumlasidandir.

Xulosa o'rnida, professor A.Hayitmetov «Chinakam bezak» nomli maqolasidagi quyidagi fikrlarini keltirish o'rinlidir: «Alisher Navoiyning «Hayrat ul abrora», «Nazmul-javohir», «Mahbub ul qulub» asarlarining har biri bir «Odobnoma», har biri bir hilm va hayo bo'stonidir. Til va adabiyot darslarida, tarbiya soatlarida o'qituvchilarimiz, tarbiyachilarimiz ulardan to'liq foydalanishlari maqsadga muvofiqdir.»[1] Biz ham olimning ushbu fikrlarini quvvatlab, amaliyotga tadbiiq etmoqdamiz. Shunday qilib, A.Navoiyning «Mahbub ul qulub» asari shoir hayot xulosasi sifatida yaratilgandir.

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THE THEORETICAL HERITAGE OF SAUDUDDIN MASUD BINNI UMAR TAFTAZONI

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Turakulova Feruza¹

Abstract

This article contains information about the theoretical heritage of Sa'uddin Mas'ud bin Umar Taftazani, his worldview, services in the theory of knowledge, human behavior in his works, forms of logical cognition, consciousness and its sign.

Key words: Islamic philosophy, Sa'duddin Mas'ud bin Umar Taftazani, Amir Temur, "Tahzib al-logic and al-kalam", behavior, knowledge, logic, consciousness.

Islom soʻzi arabcha soʻz boʻlib, “boʻysunish”, “itoat etish”, “oʻzini Alloh irodasiga topshirish”- degan maʼnolarni anglatadi. 7-asrda Gʻarbiy Arabistonning Hijoz yerida paydo boʻlgan Islom jahonda keng tarqalgan uch dindan biri boʻlib, uning asoschisi Muhammad Sollallohu alayhi vasallamdir.

Islom falsafasi boʻlgan kalomning yirik vakili 1322-1392 yillarda yashab ijod etgan Sa'duddin Ma'sud binni Umar Taftazoniy boʻlib, u Niso, ya'ni Ashxobod shahri yaqinidagi Taftazon qishlogʻida tugʻilgan.

Taftazoniy 1340 yildan 1372 yilgacha, ya'ni oʻttiz yilga yaqin davr ichida Gʻijduvon, Jom, Turkiston, Hirot va Mavoraunnahrning boshqa shaharlaridagi madrasalarda falsafa va mantiqdan dars berib, yirik olim sifatida shuhrat qozongan.

Amir Temur daʼvatiga binoan Samarqandga kelib, saroyda xizmat qilgan Taftazoniy umrining oxirigacha saroyda yashab, ijod bilan shugʻullanadi va 1392 yilning 12 avgustida vafot etadi. Taftazoniyning nazariy merosi oʻrta asrlar fanining barcha sohalarini oʻz ichiga olgan. Qurʼon tafsiridan boshqa asarlari arab tilida yozilgan. Uning asarlaridan 14—16-asrning 2-yarmigacha Movarounnahr va uning atrofidagi madrasalarda oʻquv qoʻllanma sifatida foydalanilgan.

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Taftazoniy qirqdan ortiq asar yozgan bo'lib, bizgacha yetib kelgan asarlaridan diqqatga sazovorlari quyidagilar:

- «Taxzib al-mantiq val-kalom» («Mantiq va kalomga sayqal berish»)

- «Maqosid fi ilm al-kalom» («Kalom ilmining maqsadlari») yoki «Maqosid at-tolibin» («Tolibi ilmlarning maqsadlari»)

- «Risala fi zaviyas al-musallas» («Uch burchakning burchaklari haqida risola»).

Taftazoniy o'zidan oldingi o'tgan mutafakkirlarning asarlariga ko'plab:

- «Sharh alaqqoid», ya'ni Abu Hafs Nasafiyning «Aqqoid an Nasafiy» asariga sharh

- «Tahzib al-mantiq val-kalom», ya'ni «Mantiq va kalomga sayqal berish»

- «as Sa'diya», ya'ni XII asr oxiri va XIV asrning 1-yarmida yashagan Kotibiyning mantiqqa oid «ash SHamsiya» risolasiga sharhlar va hoshiyalar yozgan. Ayniqsa Naysaburiyning «Arifmetika haqida quyoshiy risola» asariga yozgan quyidagi 2 ta sharhi diqqatga sazovordir:

- birinchisi: 1389 yilda yozgan «Quyosh risola»si

- ikkinchisi: «Uchburchak burchaklari haqida risola» bo'lib, birinchisining geometrik qismini sharhlaydi.

Taftazoniy dunyoqarashidagi diqqatga sazovor masalalardan biri qazo va qadar hamda iroda erkinligidir. U o'zining «Tahzib al-mantiq va al-kalom» asarida insonning xulq-atvoridagi iroda erkinligi masalasiga kengroq to'xtalgan. Taftazoniyning fikricha, har qanday olijanoblik va xayrli ishlar o'z tabiatiga ko'ra xudoning mohiyatidan kelib chiqadi va u hamma narsaning xoliqi sifatida xayr-sharofatning yaratganligi sababidan insonlarni yomon xulq-atvordan tiyilib turishga chorlaydi. Yomon xulqlar, gunohlar insonga xos narsalar bo'lmasdan, ular faqat kishilarni sinash uchun yaratilgandir. Shunday qilib, uning fikricha, xudo o'z bandalariga ikki yo'lni «taklif» etadi, ya'ni sharaflı, xayrli faoliyat ko'rsatishni yoki nomatlub mashg'ulotlar bilan gunohga botishni, gunohga botish esa jazoga tortilishni keltirib chiqaradi. Mutafakkirning ta'kidlashicha, xudo tomonidan ko'proq insonlarga xayrli ishlar qilish, g'ayrisha'riy ishlar kamroq bo'lishi ta'kidlangan. Qaysi yo'lni tanlash insonning o'z irodasiga bog'liqdir. Shuning uchun xudo yomon xulq-atvorli insonlarni jazolaydi. Yomon xulq-atvorni qoralash xudoning irodasiga qarshi borish emas, chunki yomonlikni yer yuzida mavjudligi insonlarni poklikka chorlovchi sinovdir.

Taftazoniyning bilish nazariyasidagi qarashlari Ibn Sinonikidan farq qiladi. Masalan, Ibn Sino narsa, hodisalar haqidagi

ma'lumotlarni bilim deb bilsa, Taftazoniy ularni alohida his-tuyg'u va bilim o'rtasidagi vositaviy bosqich deb tushunadi. Ashyolar va hodisalar mavjudligi tufayli ular uyg'otgan his-tuyg'u shakllaridan bilim yuzaga keladi. Chunki hissiyot moddadan uning zaruriy sifatlari va aloqalari bilan birgalikda tashqi qiyofasinigina qabul qilib oladi. Shu sababdan mutafakkirning fikricha, hissiy tasavvurga ega bo'lish uchun moddaning bo'lishligi shartdir. Lekin aqliy, mantiqiy bilish esa moddiy asosdan ancha uzoqlashgan bo'lib, hissiy bilimlarga qaraganda yuqoriroq bosqichda hosil bo'ladi.

Taftazoniy fikricha, mantiq tafakkurdagi xatoliklardan xalos qiladigan vosita bo'lib, yangi bilimlar hosil qilish zaminidir. Mantiqiy bilish shakllari tasavvurot va tasdiqotdir. Biror ashyo yoki hodisani tasavvur etish va uning to'g'risida hukm chiqarishda asosiy o'rinni til bajaradi. Ong va uning belgisi nutq bir-biri bilan bevosita bog'langandir. Biror ashyo yoki hodisani belgisi bo'lgan so'zlar, biror bir mazmun tufayligina qandaydir ma'no kasb etadi. So'zlar va ularning har xil turlarini tilshunoslik fani o'rganadi, mantiq esa muayyan mazmunga aloqador munosabatdagi belgilar o'rnini aniqlovchi so'zlarni o'rganadi. Shunday qilib, Taftazoniy fikricha, mantiq fani mavhum mantiqiy ong bilan bog'langan bo'lib, tushuncha va hukmni ifodalovchi so'zlar va gaplarni tahlil etadi.

Xulosa qilib aytganda, Taftazoniy qomusiy olim sifatida mantiq, huquq, matematika, astronomiyaga doir asarlar yozgan, uning asarlari o'z ilmiy qimmatini hozirda ham yo'qotgani yo'q,

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“PARADOKSLAR”-TA'LIMNING INTERFAOL METODI SIFATIDADOI: http://doi.org/10.15350/UK_6/10/12*Abdullajonova Shaxnoza¹**Abstract*

This article discusses the term "paradox" and its history, formed from the Greek word "paradox", meaning "unexpected", "strange" and "paradox", which can be used in higher education as an interactive method. *Key words:* "paradox", "unexpected", "strange" and "paradox", interactive method, creative thinking.

Hozirgi ta'lim amaliyotida interfaol metodlar eng ko'p tarqalgan va barcha turdagi ta'lim muassasalarida keng qo'llanayotgan metodlardan hisoblanadi. Shu bilan birga ta'lim-tarbiya jarayonining deyarli barcha vazifalarini amalga oshirish uchun xizmat qilmoqda. Bir necha yillardan beri qo'llanilib kelinayotgan interfaol metodlar ta'lim-tarbiya jarayonining samaradorligini kafolatlab, qo'yilgan maqsadlarga erishishda pedagoglarni amaliy vositasiga aylandi. Ta'lim-tarbiya jarayonining muayyan maqsadlarini amalga oshirish uchun interfaol metodlarni to'g'ri tanlash muammosini hal etishda o'ziga xos tajriba asoslarini yaratgan bugungi kun pedagoglari rivojlangan mamlakatlardagidek yuqori natijalarga erishmoqdalar.

Ta'lim amaliyotda qo'llanilib kelinayotgan interfaol metodlar xilma-xil hamda ko'p sonli bo'lib, ularning har biri o'ziga xos xususiyatlarga, ta'lim-tarbiyaviy imkoniyatlarga ega, muayyan maqsadlarga, sharoitlarga mos ekanligi va boshqa sifatlari bilan bir-biridan farqlanadi. Bundan ko'rinib turibdiki, bu metodlarning har biri muayyan ta'lim-tarbiyaviy maqsadlar uchun mos bo'lib, uning o'rniga boshqa metodni qo'llash maqsadga muvofiq bo'lmaydi. Quyida oily ta'limning ma'ruza jarayonida qo'llanilishi mumkin bo'lgan "Paradokslar" interfaol metodini sharhlashni maqsad qildik.

"Paradoks" termini tarixi qadimgi Yunonistonga borib taqaladi va yunoncha "paradoxos" so'zidan olingan bo'lib, "kutilmagan", "g'alati" – degan ma'nolarni anglatadi. Ko'pchilik tomonidan qabul etilgan an'anaviy

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fikr, tajribaga o'z mazmuni yoki shakli bilan keskin zid bo'lgan, kutilmagan mulohaza, muhokama, degan ma'nolarda ham ishlatiladi. Har qanday "Paradoks" «shubhasiz to'g'ri», asoslimi, asossizmi, bundan qat'i nazar hisoblangan u yoki bu fikrni inkor etishdek ko'rinadi. "Paradoks" terminining o'zi ham dastlab antiq falsafada har qanday g'alati, original fikrni ifodalash uchun ishlatilgan.

Pedagog ma'ruzani olib borish jarayonida talabalarning tushunchalaridagi, bilimlardagi qarama-qarshilikka duch kelishlarini ta'minlaydi. Bunday vaziyat asosan talabaning tushunchalaridagi adashishlari va xatoliklari bilan bog'liq. Demak, bu muammoli vaziyat talabalarning oldingi fikr, tushunchalari va xulosalariga qarama-qarshi, paradoksal bo'lgan vaziyatdir.

Garchi, amallarda xatolik yo'q bo'lsada, talabalar muammoli vaziyatni yuzaga keltirgan amallardagi xatolikni izlaydilar.

Ijodiy fikrlay oladigan talaba amallarning bajarilishi jarayoni emas, balki mazkur amalning o'zi xato ekanligini aniqlay oladi, lekin ta'lim amaliyotida talabalar tomonidan muammoli vaziyatni yechimi topilmasa, albatta pedagogning o'zi oshkor qilib borishlari ko'zga tashlanadi.

Shunday qilib, talabalarning ijodiy fikrlashga tayyorlaydigan "Paradokslar" metodi quyidagi qo'llash qoidalariga ega:

1. Talabalar bilimlarini faollashtirib olish zarur
2. Paradoks obyekti sifatida olinadigan jarayon haqida talabalarning o'zlari to'g'ri deb hisoblangan fikrlari aslida xato bo'lishi kerak.
3. Talabalar muammoli vaziyatga o'zlari duch kelishlari kerak va to'g'ri deb bilgan narsalarining xato bo'lib chiqqanidan tushunmovchilikda qo'llashlari kerak, ya'ni hayron bo'lishlari. Bu o'ta muhim, chunki aynan shu sababli ular faol fikrlay boshlaydilar, xatoni topishga harakat qiladilar.
4. Paradoksni qarama-qarshilikni qanqaydir bir qiyinchiliklar bilan adashtirmaslik lozim
5. Paradokslar usuli-bu avvaldan bilganlari bilan yangi bilimlar o'rtasidagi ko'prikdir. Shu tarzda yangi bilimlarni avvaldan ma'lum bilim bilan o'zaro bog'lanishi va bu jarayonni his qilishga talabani "majbur" qilinishi uning xotirasida yangi bilimni mustahkamlanib qo'llashga yordam beradi.

"Paradokslar" metodining quyidagi yetakchi funksiyalari mavjud:

- 1-funksiya. O'rgatuvchi:
 - bilimlarni faollashtirishga asoslangan.
- 2-funksiya. Rivojlantiruvchi:
 - tahliliy tafakkurni, alohida faktlar orqasidagi hodisa va qonuniylilikni ko'ra bilishni shakllantirish.

3-funktsiya. Tarbiyalovchi:

-kommunikativ ko'nikmalarni shakllantirish

“Paradokslar” metodini qo'llashda pedagog taxminan faoliyatning quyidagi bosqich va ish mazmunlarini ishlab chiqishi maqsadga muvofiqdir:

1-bosqich. Tayyorlov bosqichi bo'lib, pedagog talabalar o'zlari duch kelishlari mumkin bo'lgan muammoli vaziyatni taxminan tanlaydi.

2-bosqich. Kirish bosqichi bo'lib, pedagog yangi hosil qiluvchi va ortirilgan bilimlar o'rtasidagi muammoni bayon qiladi va talabalarni qarama-qarshilik tomon olib boradi. Pedagog talabalarni muammoni yechishga yo'naltiradi va yechimni mustaqil ravishda o'zlari topishlarini taklif etadi.

3-bosqich. Asosiy bosqich bo'lib, pedagog talabalarga ma'ruza jayonida duch keladigan qarama-qarshiliklarni ma'lum qiladi. Bir savolga turli nuqtai nazardan qarashni ma'lum qiladi.

4-bosqich. Natijalarni taqdim etish bosqichida pedagog talabalarni diqqat bilan tinglaydi va oddiy qatnashchi sifatida savollar beradi.

5-bosqich. Umumlashtirish, yoki yakun yasash bosqichida pedagog yangi bilimlar talabalarning xotirasida qanchalik mustahkamlanib qolgani alohida ta'kidlaydi.

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TYPES OF LEXICALSEMANTIC RELATIONS IN UZBEK LANGUAGE

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Abstract

In this paper we present types of lexical semantic relations in Uzbek language aimed to be used in linguistic research or teaching linguistics. Differentiation of lexical semantic relations is crucial in the computerization of lexicological information, the creation of new Uzbek national corpora and improvement of tagging dictionaries. We have mentioned below three types of lexical semantic relations, such as synonym, antonym and graduonymy.

Key words: lexical semantic relations, synonym, antonym, graduonymy, hypernym, polysemy.

Relationships are the interactions and connections between the components of unity. These connections may be different. It is possible to specify several tones of relationships and relationships between them depending on the form, meaning or function of the language units. Similarities and differences are the main forms of such relationships.

There are different relationships between language lexemes. While some relationships are based on meaning, others have formal relationships. Therefore, the lexeme relationship can be divided into [1, 164p]:

- 1) lexicalsemantic relations;
- 2) lexicalform relations.

When lexicalsemantic relations are understood by the similarities and differences between lexemes in terms of meaning, the lexical form relations refer to the similarities and differences between lexemes in the terms of form in the Uzbek language.

Lexical units exist in the language, by creating different paradigms based on different semantic relationships. Synonym, antonym, graduonym,

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partonym, hyponym relations are considered such linguistic relationships. Lexicalform relationships include homonyms and patronyms.

The systemic nature of lexical layers of language has long been a subject of controversy. Nevertheless, the subdivision of synonyms and antonyms as individual lexico-semantic groups has been accepted by linguists without any objection[2,3p].

For many years, valuable materials on professional vocabulary, zonym, phytonymof the Uzbek language have been studied. Using these, there have been dozens of candidate dissertations and monographs that have approached language units from the aspect of system-structural linguistics.

In the work of many scientists I.Kuchkortoiev, R.Rasulov, S.Giyosov, Z.Husainova, T.Mirzakulov, O.Bozorov, Sh.Iskandarova, M.Rasulova, R.Safarova, B.Kilichev the structural features of the Uzbek language vocabulary with the help of structural methods are revealed.

Traditional linguistics focuses only on the major types of lexemes both internally and externally (homonym, synonym, antonym). However, as a result of systematic and structural research, such types of spiritual relations as hyponymy, hypernymy, graduonymy, hierarchy were developed. In particular, graduonymy was explained byO.Bozorov and Sh. Orifjonova, hypernymy was explained by B.Kilichev and hyponymy was explained by R. Safarova with the help of Uzbek materials. When classifying things and phenomena in the universe, the individual places a particular emphasis on species and sex. When dividing particular groups of meaning, it is primarily based on the system of relationships between them.

As H. Nematov[3,14-15pp] and R. Rasulov acknowledge, there are three types of relations between language units:

1. Paradigmatic relationships.
2. Hierarchical relationships.
3. Associational relationships.

We can see the similarity and associational relations between the members of the semantic domain.

According to A. Sobirov, the types of relations between members of the paradigm in the semantic field can be divided into the following groups[4,130p]:

1. Synonym relationship.
2. Hyper-hyponym relationship.
3. Holo-meronym relationship.
4. Graduonym relationship.
5. Functional relationship.
6. The attitude of contradiction.

Different ideas and approaches have been made by Uzbek scientists on lexical semantic relationships. We listed some of the lexical semantic relationships below.

Synonyms (gr. Synonymos - "the same name") are the lexemes with different shapes but with a different stylistic view. The relationship between synonym lexemes is called synonymy.

The frequent occurrence of synonyms in the language is an important indication of the vocabulary. Effective use of synonymous words is important in ensuring the meaningful and artistic performance of fiction works. It is also worth noting that the use of plenty of words next to each other in language does not enrich the language. For example, *traktorchi* ~ *traktorist* (tractor driver), *gazeta* - *ro'znoma* (newspaper), *buxgalter* ~ *hisobchi* (accountant), *aeroport* - *tayyoragoh* (airport) have the same meaning in Uzbek language. Therefore, such words are rare. Language uses one of these words and tries to exclude the other. The synonyms of each language are enhanced by words from other languages, as well as words are created using their individual opportunities. For example, *tajriba* (experience) - arabic, *sinov* (assay) - uzbek; *muhabbat*, *ishq* (love) - arabic, *sevgi* (love) - uzbek; *chashma* (wellhead) - persian-tadjik, *buloq* (wellhead) - uzbek and others.

The collection of the same meaning words performs the synonym set. There is a dominant word in the same meaning word of each group. This dominant word can be used instead of every word which belongs to the synonym set [5, 110p]. For example, *yuz*, *bet*, *aft*, *bashara*, *turq*, *angor*, *oraz*, *chehra*... The word "yuz" is the dominant word of this synonym set.

The paradigm of meaninglessness is always open. Synonym words will be enriched according to the demand of the society and time. Synonym set in the utterance can be expended by speech units, phrases, derivatives, vocabulary and metaphors. These are contextual synonyms and considered as the value and copiousness of speech [1, 166p].

Antonymy (gr. antonymo - "opposite name") is a contradictory relationship between lexemes: *yorug'*-*qorong'i* (light-dark), *kichkin-katta* (small-large), *oq-qora* (white-black), *chiroyli-xunuk* (beautiful-ugly) and so on. In addition to the common and unifying symbol of antonym lexemes, there must be the opposite sign [1, 167]. For example, *qish* (winter) is "the coldest season of the year" and *yoz* (summer) is "the hottest season of the year," or "*kirmoq*" (enter) and "inside", "*chiqmoq*" (exit) and "outside".

Antonym lexemes are based on the opposite of concepts. Antonym lexemes are the hyponym lexemes of the same type: *iliq-sovuq* (warm-

cold)-movement, **uzun-kalta** (*long-short*)-volume, *erkak-ayol* (*male – female*)-sex and so on.

The antonym phenomenon is a stable semantic relationship and by this relationship antonymic pairs are formed. If antonymic pairs have opposite meanings, they represent the two sides of the opposite events [6,83p]. For example, **kun**(*day-time*) and **tun**(*night*) refer to the two extremities of the day. There may be other intermediate events between the two parties (picture-1). In the first case A is antonym to B and in the second case B is antonym to A.

A-kun(*day-time*), *B-tun*(*night*), *C-oqshom*(*evening*), *D-tong*(*morning*)

Pic. 1.

If there are intermediate events between the meanings expressed by antonymic pairs, then we can say that this antonym relationship is based on graduonymy. In this case, the differences increase in the first and last lexemes and finally reached the antonym. For example, graduonymy based on reduction of light: **kun** → **oqshom** → **tun** (*day-time* → *evening* → *night*); graduonymy based on increasing the temperature of the sun: **qish** → **bahor** → **yoz** (*winter* → *spring* → *summer*).

Graduonymy (gr. gradatio - “increasing”, onymo - “name”). It is well-known that the vocabulary units form a certain number of degrees according to their interrelationships and one of the most striking examples is the word that contains the word “o’rta” (medium).

Graduonymy (lexical grading) has been studied by many Uzbek scholars. In particular, S. Giyosov, E. Begmatov, H. Nematov, R. Rasulov, O. Bozorov and later A. Sabirov, R. Safarova, M. Narziyeva, M. Fayzullaeva, J. Jumabayeva and others.

This phenomenon was introduced by Uzbek linguists’ professor Nigmatov [3,14-15pp], Bozorov [7]. This word means the graduation of words. In Uzbek linguistics, the units situated from the right and left side of a graduonymic row’s centre/dominant are synonyms the last word on the right and the last word on the left are antonyms eg. tiny ~ small ~ medium ~ big ~ enormous ~ gigantic.

According to this phenomenon, sameness, synonyms, differentiation, the words with opposite meanings, synonyms and antonyms were

joined – they are joined in one graduonymic relation. Such kind of relations gives opportunities to study them on lexical, morphological and syntactic level[8,1p].

A. Sabirov's investigations show that lexical grading in semantic fields (graduations) occurs in several forms. In other words, it serves as the main tool for organizing the core, template of the field hierarchy [4, 147-149pp]. The following types can be mentioned.

1. Internal grading of the members of the field. This level can be horizontal, vertical and spiral.

a) Vertical grading: *past* → *o'rta* → *balad* → *osmono'par* (low → medium → high → skyward) (for things); *pakana* → *o'rtacha* → *novcha* (socky → medium height → lanky); *tepalik* → *adir-lik* → *tog'lik* (height → hill → mountain); *tomir* → *tana* → *shox* (root → trunk → branch);

b) Horizontal grading: *kalta* → *risoladagidek* → *uzun* (short → medium → long); *millimetr* → *santimetr* → *detsimetr* → *metr* → *kilometr* (millimeter → centimeters → decimeters → meters → kilometers);

c) Grading at full scale: *ozg'in* → *binoyidek* → *semiz* → *mesh* (thin → medium → fat → overweight); *xira* → *tiniq* → *musaffo* (opaque → clear → transparent); *tumov* → *gripp* → *bronxialastma* (rheum → flu → bronchial asthma).

2. Grading between lexico-semantic groups or meaningful clusters. For example, the semantic domain associated with plants (phytonyms) in terms of social usefulness can be classified as follows:

1. The micro field of inferior plants
2. The micro field of water-plants
3. The micro field of wild plants
4. The micro field of harmful plants
5. The micro field of curative plants
6. The micro field of home flowers

3. Graduonymy between macro fields, which represent the basic concepts of material existence. *The inanimate objects and phenomena* → *plants* → *animals* → *human* → *Allah* can be an example of this.

The members that make up each sub-paradigm do not have the same functional-methodical status. Depending on the frequency of use, methodical styles and semantic properties, they can be placed at a particular level. For example, the appearance of animals and the degree of predation play a major role in the degree of zoonyms such as *rab-bit* → *fox* → *wolf* → *bear* → *lion*.

As for similarities and differences of lexical graduonymy in the Uzbek and English languages, that since in the dictionaries of the English language there is a complete, thorough, detailed interpretation of the words, it is possible to create graduonymic lines with a large number of lexeme [9,66p]. Because of the originality of the Uzbek language, its linguacultural and other features are defined several peculiarities not similar to graduonymic lines in English. For example, the line of the Uzbek language “*nimchorak* → *chorak* → *yarim* → *butun*” is different from the line of “*quarter* → *half* → *whole*” in English. In this graduonymic line, there is no equivalent of the word “*nimchorak*” in English.

Several types of lexical-semantic relations, in addition to the relationships we have mentioned above, can be referred to. In particular, polysemy, monosemy, meronymy or hypernymy, hyponymy, polysemy. Researches on these phenomena are carried out at leading scientific centers and higher educational institutions of the world, as well as at the National University of Uzbekistan and the Uzbek Language and Literature University named after Alisher Navoi. Differentiation of these lexical semantic relations is crucial in the creation of new Uzbek national corpora, computerization of lexicological information, and improvement of dictionaries' annotations. We will do further research on other types of relationships.

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ABOUT WORD SYNTACIS

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Abstract

The article analyzes the internal structure of compound words. The syntactic relationship of morphemes that make up the internal structure of a word is illustrated by the fact that the great syntax is different from the control object and the words in the sentence. At the level of the word, the affix of the morpheme, which forms its lexical origin, is polyphonic expensive.

Key words: word structure, internal structure, compound words, word level, syntactic link.

Лингвистическая природа слова сложна. Не секрет, что по-прежнему востребованы не только его семантические аспекты, но и формально-структурные аспекты. Это правда, что лексикология и морфология имели дело со значением слова, и в этих областях были достигнуты большие успехи. Это должно быть подчеркнуто. Однако с развитием лингвистики синтаксические проблемы, связанные со словом и его внутренней структурой, также были включены в нашу программу исследований и, как следствие, понятие синтаксиса слова.

Научное обоснование концепции синтаксиса слова в основном отражено в материале слова. Поскольку слова являются продуктом лексического происхождения, их структура является важным фактором в исследовании. Проще говоря, внутренняя структура поддельного слова требует его морфологической структуры. Морфологический подход к описанию проблемы является ключом к словообразованию с формирующим формантом.

Следует отметить, что когда мы сравниваем значение слова со словесным выражением, мы видим, что такая производная является номинативной формой компактного высказывания в процессе преобразования. Можно отметить это номинальное выражение (из за того, что это связано с выражением конкретного предложения). По нашему мнению, все эти случаи напрямую связаны с внутренней

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структурой составного слова. Иными словами, внутренняя структура, которая возникает в процессе словообразования, не только формирует синтаксические отношения на поверхности, но также создает определенное субъективное выражение.

С логической точки зрения, выражение предложения непосредственно связано с предикатом. Это, в свою очередь, показывает что фактор в статусе предиката, во внутренней структуре составного слова, существует в скрытой форме. Именно эта ситуация дает возможность доказать наличие выражения предложения в составном слова. Например, обратим внимание на составное слово “переводчик”. Здесь мы можем увидеть наличие скрытого значения в словосочетании и предложении: человек, который занимается переводческой деятельностью – он переводит. В обоих случаях наличие внутренней предикации не требует доказательства: переводить, заниматься переводом. Во внутренней структуре данного составного слова “перевод” появляется ранее упомянутый фактор предикации и полностью показывает связь между составным словом и индивидуальным выражением предложения.

Когда речь заходит о составном слове, некоторые лингвисты считают его структурное состояние в статусе синтагма. Например, английский лингвист Марчанд Г. отмечает, что составное слово формируется в рамках синтагматической теории Соссюра. Ученый обращает внимание на то, что в этом процессе наблюдается характерное синтагме статус определителя – определения [1: 153]. По нашему мнению, можно согласиться с данными размышлениями Марчанда, так как относительно операнды деривации составного слова можем толковать оператора в широком смысле определителя. Но Кубрякова Е.С. критически относится к этой мысли Марчанда и считает, что во многих второстепенных состояниях языковых единиц статуса синтагма, а также одно – морфемные составные слова остаются вне поля внимания [2: 241].

По нашему мнению, размышления Курыкова Е.С. имеют место возражению.

Потому что, во внутренних структура составных слов второстепенного характера наблюдаются все выше упомянутые состояния (внутренняя предикация, выражение суждения). Однако одно-морфемные составные слова не имеют одинаковое значение для всех. Наравне с выше упомянутым необходимо сказать, что синтаксические свойства морфем, составляющих внутреннюю структуру состав-

ных слов, различаются по своему отношению к предмету более крупного синтаксиса и словам в предложении. Когда речь идет об этом Н.Турниёзов И.Х.Хайруллаев говорят: “Очевидно нельзя сказать, что синтаксические взаимодействия компонентов (морфем) структуры полностью подчинены аналогичным правилам по отношению к компонентам предложения. Потому что предложение образует высшую точку иерархических отношений языковых единиц. Отношение слов в предложении всегда динамично охарактеризовано. В то время как синтаксическое отношение компонентов структуры слова имеет статический статус. Однако в принципах их формирования существует общность” [3: 38-39].

Коротко говоря, решение проблем связанных с внутренней структурой составного слова предполагает основную задачу малого синтаксиса, в сущности, атомарный предикат, который напрямую связан с синтаксисом слова на основе внутренней структуры относится к синтаксической связи и лингвистической природе предложения.

Исходя из вышеизложенного, мы можем обосновать, что первые синтаксические отношения языковых единиц родились в морфологии (не исключены взаимоотношения фонем), и целесообразно назвать эти отношения микросинтагматическими отношениями. Мы также можем увидеть доказательства нашего мнения в комментариях Турниязова Н. по этому поводу: «Что характерно, мы изучаем связь между словами как синтаксические явления и интерпретируем взаимодействия морфем как морфологические явления. К тому же, в обоих случаях на глаза бросаются синтаксические отношения (в первом, макро, микро-; во втором, микросинтагматические) [4:26].

Очевидно что, взаимодействие языковых единиц происходит в синтагматическом ряду. Этому правилу подчиняется начиная с взаимосвязи фонем взаимоотношений слов. Однако, как упомянуто ранее, языковые единицы различаются по формам и функциям. Поэтому целесообразно использовать понятие “микросинтагматическое отношение” при объяснении взаимосвязанности динамических языковых единиц, и использовать термин “синтаксическое отношение” при изучении взаимосвязи слов. Это также может быть связано с тем, что синтаксический ряд свободен от взаимосвязи слов, а связь между фонемами и морфемами не является статичной. Например: *Ночь началась уже давно. (Омон Мухтор).*

В данном предложении можно менять порядок слов: *Давно уже началась ночь – уже давно началась – началась ночь уже давно.*

Конечно, нельзя сказать, что внутренние смысловые доли в предложении одинаковы. Потому что, это связано с тем, на какое слово падает логическое ударение. Однако, на данный момент, из-за того, что основная задача показать, что использование слова имеет динамичный характер, внимание обращается именно на это. Порядок морфем или фонем в слове нельзя изменить таким образом. Е.С. Кубрякова объясняет взаимосвязь языковых единиц как синтаксическое явление и приводит как пример составные слова. Конечно в каждом составном слове можем увидеть вторичный характер языка. Таким образом Е.С. Кубрякова характеризует составные слова как номинативное явление появление этого явление и подчиняется синтаксическим правилам [5: 108].

К мнению Е.С.Кубряковой можно присоединиться. Потому что, словообразование требует вторичной номинации, при котором синтаксическое отношение формуруется в результате взаимосвязи морфемы. Но эта синтаксическая связь формируется внутри морфологической единицы, а не внутри синтаксической единицы. Поэтому мы используем концепцию микросинтагматизма в этом случае, и эту концепцию можно использовать не только при интерпретации горизонтального ряда морфем, но и в фонемах. Взаимосвязи языковых единиц на словесном уровне делится на 2 типа: 1. Взаимосвязь фонем, образующих первичную номинальную единицу 2. Взаимосвязь морфем, образующих вторичную номинальную единицу. В данном случае в обоих типах проявляется концепция микросинтагматизма.

Стоит отметить, что морфема аффикс, которая формирует свое лексическое происхождение на поверхности составных слов, имеет полифоническое значение. Мы видим это во внутренней структуре составного слова и в тоже время в создании предложения как номинативной единицы. Как известно, согласно общему правилу, все слова также являются номинальными единицами. Что указывает на то, что они являются нопредикативной единицей. Но когда мы думаем о словах, мы должны отклониться от этого правила на время. Иначе говоря, составные слова, не подчиняются этому традиционному правилу. Потому что имеются признаки внутренней предикативности. Например, обратим внимание на слова "учитель". На данный момент составное слово "он учит" не только представляет сообщение, но и имеет предикат. Однако, это не признак эксплицитности, а имплицитности. Следовательно, нет реакции на инцидент. Если мы увидим смену статуса этого составного слова, и повысим до степени предложения, увидим реакцию на событие

эксплицитным способом. Что также сильно повлияет на выражение его пропозитивного значения, то есть оно меняет скрытое пропозитивное значение для открытого пропозитивного значения. Кроме того, в этом процессе маленький объект проверки синтаксиса также становится большим объектом синтаксиса.

Конечно, таким образом, мы не хотим комментировать объекты проверки большого синтаксиса, потому что наше основное внимание уделяется объяснению проблем малого синтаксиса.

Тем не менее стоит также отметить, что сегодня морфология получает новые задачи в дополнение к традиционным вопросам изучения. Канцельсон С.Д. подчеркивает, что “Одним из серьезных недостатков традиционной морфологии является то, что она путает грамматическую форму с флективной формой” [6: 120].

Следует также отметить, что грамматическая форма слова не в языковых единицах, а в речи и служат источниками речи. Исходя из этого, С.Д.Канцельсон утверждал, что виды слов составляют одну сторону проблем морфологии, грамматические формы составляют вторую сторону. Согласно мнению ученого, идея о том, что морфологии это наука о словах и категориях слов, потеряла свое значение [6: 20-23].

По нашему мнению, можно присоединиться к этим суждениям С.Д.Канцельсона. Из этого, конечно, нельзя сделать вывод, что синтаксис и морфология объединены. Потому что, несмотря на то, что в основе составных слов лежат синтаксические отношения, считаются морфологической единицей. Выше мы упомянули, что составные слова являются объектом проверки малого синтаксиса. Точно также, относительно грамматических формы слова должны быть приняты более серьезные выводы. Можем сказать, что для этого созданы основы в традиционной морфологии.

Например, тот факт, что все учебники и учебные материалы дают информацию об окончаниях, изменяющих слова, является подтверждением нашего мнения.

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SPECIFICITY OF GENDER AND POLITICAL LANGUAGE IN UZBEK AND ENGLISH

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Abstract

This article is dedicated to the specific peculiarities of gender and political discourse in Uzbek and English languages. The comparisons of both male and female politicians' political language and style will be analyzed. Furthermore, article gives detailed data about divergences in their speech.

Key words: communication, typical men and women, rapport talk, report talk, gender, intimacy.

Representatives of different cultures speak differently. Communication of male and female sex is slightly different. Communication between them is also a kind of cross-cultural communication. "The statement about men and women as absolutely identical people is initially incorrect. First of all, both are people, individuals with equal opportunities, rights and freedoms. The positive characteristics of men and women, such as, for example, rationality, restraint of the former and emotionality, and openness of the latter, are dictated not by biological affiliation, but rather by spiritual belonging to one or another sex.

The style of communicative behavior is influenced by typical features of representatives of a particular gender. Here are typical features of men and women: [1;141]

Table 1

Typical features of men and women:

Typical man	Typical woman
• aggressive	• calm
• enterprising	• in need of protection
• dominates	• gentle
• tactful	• talkative
• hides emotions	• emotional
has business skills	• understands the feelings of others
• independent	• easily accepts decisions

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These and other features influence the perception of the world by representatives of opposite groups. Many men perceive the world as a separate person in the hierarchy of social structure, in which he stands above or none of the others. Women mostly perceive life as a separate person in the structure of mutual relations. In their world, the conversations are reminiscent of the negotiations aimed at achieving even greater intimacy, in which people are trying to find and give each other help and support, to reach agreement. [2;94] Since childhood, women learn to conduct cooperative conversations, conversation-communication (rapport talk), that is, they learn to be friendly, express sympathy, and provide support. [2;94] For women, conversation is a means of rapprochement and mutual understanding. In this regard, they ask more questions and express more responses. As we are investigating political discourse, let us analyze some examples from the speeches of politicians. In fact gender peculiarities and the nature of sex reflect on the use of various language forms in every sphere even policy.

*Dear friends, we are **so glad** to meet you again, as we have **very warm** memories from meeting many of you in Vienna this summer. As the representative of "Information and Mass communication Agency", I am **pleased** to talk about our works **ensuring** a freedom of speech in Uzbekistan. (Saida Mirziyayeva)*

*We **clearly** understand the importance of achieving strategic goals. It **requires** the further development of information sector, **enhance** the role of media in society, **ensure** openness of the government sector agencies and close interaction the press services, media and citizens. We can **confidently** say that our society is changing. It is becoming **increasingly demanding** in terms of information. (Saida Mirziyayeva)*

The speech of Mirziyayeva is full of emotive words and the verbs that makes it persuasive. It differs from the authentic English discourse of female politicians. The members of our nation are known for being hospitable and it is observed in the speech above. In spite of being in English language, Uzbek mentality can be easily discerned. As a matter of fact, men tend to conduct "one-sided" conversations, information-type conversations that take the form of "talk-message" (report talk). Their conversations do not focus on feelings and relationships, but on demonstrating their knowledge, skills, and awareness. Since childhood, men learn to use conversations to attract attention to and not lose it. Therefore, they feel comfortable in large groups consisting of people they do not know, in other words, during public or political performances.

*"O'zbekistondagi yoshlarning barchasi mening farzandim deb **bar-alla** aytaman. **Bilingki**, siz hech kimdan kam bo'lmagansiz va hech qachon*

*kam bo'lmaysiz! Bu mening yurtim, mening vatanim deb, kerak joyda **sap-chib chiqib** "men borman" deng. (Islom Karimov)*

*We will **dismantle** terrorist networks (Goal) that threaten our people. Whenever possible we will **build** the capacity of our partner, **respect** the sovereignty of nations and **work to** address the root cause of terror. (Barack Obama)*

The speech of the first President of the Republic of Uzbekistan addressed to the young generation is very impressive. His speeches are usually abundant with rhetoric question and exclamation. Indeed, we can say it is "to the point"

On the other hand, Barack Obama's discourse is directed to problem solving rather than emotiveness. He is an aggressive speaker, the verbs deployed in the speech express high confidence. If women speak and hear a conversation based on a relationship of connection and intimacy, and men speak and hear a conversation based on human status and freedom, then communication between men and women can be seen as communication between different cultures due to the clash of conversational styles. Men express their thoughts directly ("Let's get down to business" "" Get to the point", "Don't heat around the bush"). Women circle around the purpose of the conversation for a long time. Men, when expressing their thoughts, logically build their statements systematically, in contrast to women, who always change the consistency of their thoughts.

Let us analyze some more examples of English and Uzbek representatives of politics.

*Faqatgina Orol fojiasi emas, undan tashqari ham ekologik muammolarimiz **talaygina. Tonnalab** osh damlab rekord o'rnatishga uringandan ko'ra, **gektarlab** yerlarni ko'kalamzorlashtirish lozim. (Nizomiddin Bakirov)*

Now let us turn to women politicians.

*Avvalo amalga oshirishning aniq mexanimi mavjud bo'lmagan, davlat va jamiyat rivojiga ijobiy ta'sir ko'rsata olmayotgan umumiy xarakterdagi qonunlarni ma'qullash amaliyotidan to'liq voz kechish **lozim**. Shuningdek, o'tkaziladigan har bir nazorat tadbirining aniq amaliy natijalar bilan yakunlanishiga erishish **shart**.*

*«Gender **tengligi**, xotin-qizlar huquqlarining **to'liq** ro'yobga chiqishini ta'minlash, aholi, xususan yoshlarni ish bilan ta'minlash, jamoat tartibini saqlash bo'yicha ishlarda **faol** ishtirok etish senatorning asosiy vazifalaridan bo'lishi **shart**. (Tanzila Norboyeva)*

*Ma'lumki, axborot xizmatlari davlat organlari va fuqarolar o'rtasidagi muloqotni amalga oshirishda o'zaro bog'lab turuvchi "**ko'prik**" vazifasini bajaradi. Xalq bilan davlat o'rtasidagi o'zaro muloqot qanchalik*

yaxshi ta'minlansa, aholining davlat organlariga bo'lgan ishonchiva hurmati shunchalik ortadi.

*Shu o'rinda **nima uchun** matbuot amalda to'rtinchi hokimiyat darajasiga ko'tarila olmayapti, degan savolga, ko'p omillar qatori vazirlik va idora rahbarlarining matbuot kotibi yoki axborot xizmatlariga nisbatan e'tiborsiz munosabatini asosiy sabab qilib ko'rsatish mumkin.*(Saida Mirziyayeva)

*I believe that, on the eve of a **new** millennium, it is time to **break our silence**. It is time for us to say here in Beijing, and the world to hear, that it is no longer acceptable to discuss women's rights as separate from human rights. These abuses have continued because, for too long, the history of women has been a history of **silence**. Even today, there are those who are trying to silence our words. The voices of this conference and of the women at Hairou must be heard **loud and clear**. (Hillary Clinton)*

Women's speech is much longer in the examples above. They are not good at delivering short speeches. Female include their emotions towards a certain issue using many stylistic devices, overstatement and emotional adjectives. They talk about women's rights, equality and solutions to them. In Mirziyayeva's and Clinton's speech metaphors are used. (muloqot ko'prigi, break our silence).

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EMOTIONAL WORD ANALYSIS WHICH MEANS INSULT WORDS IN ENGLISH

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Abstract

In this article, the words that are insulting in English are extensively analyzed and grouped. The main function of insulting words is to discredit a person in front of others. The article also gives a wide range of zoometaphors applied to humans in relation to their negative qualities. These words are words that have a negative connotation. The article gives several examples of these words.

Key words: emotion, insults, zoometaphores, vulgarisms, context.

The study of human emotions and their linguistics is one of the most pressing issues today. The word “emotion” is derived from the Latin word for arousal, excitement, and is defined as “a person's reaction to the influence of external and internal stimuli, covering all types of emotions and experiences”.

Emotions include words that express all emotions, such as joy, sorrow, joy, anger, hatred, love, friendship, as well as insults.

A group of words in an emotional lexicon that have a semantic representation of insult will consist of words that have a negative connotation. Emotional vocabulary is very diverse. We need to distinguish words that express emotion from words whose main function is to evoke emotion. Based on the collected language materials, we analyzed three types of emotional lexicon, taking into account the function they perform in the text. The purpose of the first type of emotional vocabulary is to make a certain impression and evoke a response.

The second type of emotional vocabulary represents the emotional state of the “opener of one’s heart” in a given context. S. Lewis points out that when two people use the words **Damn** or **Bloody** or **Sickening** when they are late for a train and stay on an empty platform, they don’t try to provoke a sense of frustration in each other, they just open their hearts. [1] As can be seen from this example, words of insult are among the emotional

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words that serve to express emotion, such as words of encouragement. If this group of emotional vocabulary is compared with the other groups described above, this is exactly the function of insult words. However, the origin and intended purpose of insults are not the same. When analyzing the content of the group, first of all, different types of curses (curses) are distinguished: **God, My God, My God, (the) devil, (the) hell, on earth**, and so on. This type of insult is close to exclamatories. Those who pronounce these words do not aim to exchange ideas with the listener, the predominant function of these words is to express emotion. From the examples given, it is clear that the words denoting curses are the names of monsters beings and ideas, i.e. the very nature of emotional words determines their function.

The next third group of insulting words can be grouped under the conditional name “vulgarisms”. Unlike words that express curses, vulgarisms inevitably become rude, insulting words that are perceived by the listener in exactly the same way. Their overall emotional meaning is sharply negative. However, their functional orientation brings them closer to a group of curses because insulting words are as impersonal as cursing words, meaning they are not directed at any specific person. Thus, their main function is also to express emotion. Vulgarisms include words such as **bloody (blaster, blessed, blooming** - euphemisms), **damn, beastly, rotten, stinking, four-letter words**, and so on. Here are some examples: 1. **She successively related the story of Bishop W. as the bloody shovel. This somewhat shocked the ladies, but Mrs. Maystone Ryle could not spoil her point by the omission of a swear word. (Craddock, 100).** 2. **They'll all want to know, but it's none of their darn business. (Terrace, 99).** 3. **“Everyone else in this blasted college may change their minds twice a week”, said young Luke, who was frantic with hope, who had anyway given up being tactful with me. (Masters, 20).** There are cases where a single word itself can be perceived as both a vulgar vulgarism and a specially targeted insult. For example: **“You're a damned bully”, he whispered in a passion of misery and futile rage. “A damn stinking bully”. “Come, come”, said Mr. Cardan. “I protest against stinking” (Leaves, 253).**

It is clear from the context that the main goal of the speaker is to “open his heart,” but the word stinking, which is included in the vulgarisms in the above explanation, is actually perceived as insulting by the listener.

An unsystematic approach to vocabulary of this type has already been noted. We begin the analysis with a group of zoometaphors: **ape, bug, crab, goose, hen, hyena, worm, jackal, sparrow, horse, dog**, and so on. In the presence of certain common features, they have much more features

that differentiate their use. For example, **ape** is not only **a person who imitates, mimic** (according to WND) [2], but also a **silly, simpering person; crab** this - **cross, irritable person; bug** this - **stupid person (narrow-minded); goose** this - **silly, foolish person; hen** this - **an old fussy woman, (... woman** - according to WND); **worm** this - **low, dishonest person**, etc.

In conclusion, it can be said that words whose main task is to offend a person, to discredit him in public, can be conditionally called “insult” (“curse”). Insults are always directed at specific individuals, who evaluate them “according to their dignity” and respond accordingly.

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LEXICAL FEATURES OF THE TEXT OF OFFICIAL DOCUMENTS AND THEIR PRESENTATION IN TRANSLATION

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Abstract

This article analyzes the various aspects of official documents and their differences from speaking register, as well as the issues of preserving the characteristics of the original text in the translation process. The grammatical features of the translation are partially discussed using official texts as examples.

Key words: official documents, business letters, correspondence, official and diplomatic terms, scientific style, neologisms.

На языке официальных документов термины и конкретные слова структурированы в соответствии с темой и значением текста. Используются юридические, формальные и определенные дипломатические термины (например, import – импорт, contract–контракт, businessproposal–коммерческое предложение, demand–спрос), а также терминологические термины. В частности, слова, используемые в административно-служебной речи (duly, properly, abovestated, present, hereby...), лексико-фразеологические единицы в тексте и их частое употребление, характерны для официальных текстов (with inreporting period, taking into account, it has been issued to submit..., as discussed...).

В научном стиле можно широко использовать именную фразу, например, имена лиц, связанных с названием действия или ситуации (contractor – подрядчик, designer–дизайнер, customer–заказчик), предлоги, связанные со сложным существительным, представляющим стандартные аспекты содержания (dueto, withregardto, inconnectionwith...).

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В существительных атрибутов, то есть в описательных существительных, устойчивые фразы и «неделимые» предложения служат для раскрытия текста научного стиля при сохранении формально-административного стиля.

Использование специальных неологизмов, специальных терминов и сокращений для языка официальных документов является обычным явлением.

Неологизмы включают в себя:

Во-первых, неологизм относится к новым словам и единицам языка, которые служат для выражения новых, ранее неизвестных вещей и событий.

Во-вторых, неологизмы включают слова и фразы, которые еще не признаны, понятия на общем языке.

Появление неологизмов является результатом различных изменений в обществе, которые произошли в области публикаций и другими способами, например, в политике, экономике и культуре. Неологизмы делятся на две категории: новые слова и слова с новыми значениями, полученными из «старых» лексических единиц.

В то время, когда деловой мир процветает, неологизмы впервые появились в этой области. В результате возникли некоторые трудности для переводчиков. Зачастую эти слова и словосочетания не встречаются в узбекско-английских словарях, так как любой словарь отстает на несколько лет в области регистрации новых слов.

Словари учитывают появление неологизмов, их временность и быстротечность. Неологизмы, как и многие воображаемые слова и фразы, появляются быстро и неожиданно, особенно в области газетной журналистики, и используются для описания особой ситуации.

Таким образом, отличительной чертой неологизмов является их случайная особенность, то есть они не соответствуют стандартному использованию. Например, сравнительно недавно была введена новая лексическая единица на узбекском языке, такая как дом обслуживания, как учреждение сферы услуг, которое является относительно новым для словаря, хотя оно использовалось в языке в течение нескольких лет. Как это можно перевести на английский? Для этого вам нужно знать, что означает дом на дому.

Слово означает пункт государственной службы. Следовательно, эта лексическая единица имеет следующие варианты перевода: a house of public amenities and services, public service establishment, consumer service, communal service. Наличие ряда решений подразумевает, что эта фраза носит случайный характер и еще не была обобщена. Такие слова, как агентство к вашим услугам

(at-your-service agency), комитет по управлению домом (house management committee), дом / центр отдыха (holiday home / centre), прочно укоренились в узбекском языке и не считаются неологизмами.

То же самое касается переводов с иностранного языка на узбекский. Например, на английском языке в последние годы с элементом «in»: live-in, eat-in, love-in, lock-in, camp-in, mail-in, sit-in, teach-in, pray-in, talk-in; in -crowd, in-depth, in-company, in-cap, in-jargon, in-language, in-thing, in-word; появились неологизмы с приставками «mini» и «maxi»: minimarket, miniboom, minicomputer, minicruise, minidose, mini survey, maxicoat, maxidress, maxilength, maxi-shorts, maxi-order, maxi-taxi. Трудно найти такие слова в словаре, потому что они появляются быстрее, чем словари. Единицы, изученные на иностранном языке, называются неэквивалентными, если они не имеют регулярного соответствия на целевом языке.

Неэквивалентными грамматическими единицами являются отдельные морфологические формы (название действия) и часть речи (статья), синтаксические структуры (абсолютные конструкции). Неэквивалентные единицы встречаются в одной из пар аналитических языков. Единица иностранного языка не эквивалентна исходному языку и имеет регулярные соответствия на других языках.

Наличие неэквивалентов не меняет их содержание при переводе. Мы уже знаем, что даже с обычными совпадающими словами перевод может не совпадать. В таких случаях мы используем контекстную подстановку, то есть мы даем смысл на основе содержания текста. Точно также иногда неэквивалентная единица создает случайное соответствие.

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HISTORICAL AND CULTURAL SCIENCES

CATHOLICISM IN GEORGIA IN THE FIRST HALF OF THE 14TH CENTURY

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Abstract

In the first half of the XIX century, because of the deliberate policy of Giorgi V (1318-1346), Georgia managed to regain the previous greatness. According to the opinion prevalent in the historiography, the restored country became so popular that in 1329 Pope John XXII moved the Episcopal Catholic Church from Smyrna to Tbilisi. The Pope's intention was conditioned by the fact as if there were many Catholics. However, in that period Georgia was divided into three parts under the Mongolian Rule. Consequently, the allegations about the revival of the country, its authority and the Pope's decision are hasty. As it clears up in the East and in Georgia as well the inspiration of the Catholics began from the regiment of Oljaitu, with his backing. During his rule while fighting against the Turkish and the Mamelukes he tried to have contacts with the Europeans.

Apparently, Giorgi V acknowledged the necessity of close relations with Europe, so with his support the Catholic missionaries were free in their activities in Georgia. Thus the Catholic Parish in Georgian began its existence, though the country's conversion to the Catholicism could not be

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the part of the state policy (there is no evidence of it), as well as the increase in the number of converts to the Catholicism was unreal.

So the establishment of the missionary center in Tbilisi and the aspiration to build the Catholic Church in Georgia were conditioned by the desire to change the situation, to attract more attention and to increase the number of the Catholics but not with the great number of Catholics existed here.

Key words: Georgia, Catholic Church, Pope John XXII, King Giorgi V, Catholic Missionaries, Oljaitu Khan.

In the XIV century Georgia regained the previous greatness. King Giorgi V, via his intrepidity, determined activities and relations with khans, managed to fulfill the arrangements for the restoration of the Georgian State, its unity, independence, economic bases and influence in the neighborhood. According to the opinion established in the historiography, restored land gained such authority that Pope John XXII moved the Episcopal Catholic Church from Smyrna to Tbilisi [Papuashvili, 1955:89-94]. If the Episcopal Catholic Church had been to move 10 years later, such interpretation would have been appropriate. But in 1329 Georgia was still divided into three parts under the rule of the Mongolians, so the talking about the country's restoration, its authority and therefore the Pope's decision is premature.

As it clears up in the East and in Georgia as well the activation of the Catholics began from the regiment of Oljaitu Khan (1304-13160, with his backing. Interestingly, Oljaitu Khan's Christian mother had her son baptized and named as Nicholas in 1289 in honor of Pope Nicholas V. Oljaitu Khan's father Arghun had diplomatic relations with that pope [<https://ka.wikipedia.org/wiki/Oljaitu>]. Although, in 1295 he became Muslim, during his rule he tried to contact the European rulers, fought the Mamelukes and the Turks. Exactly at that time the summer residence of the Ilkhans – Sultanie (near Kazvin) became the center of the Catholic Missionaries. By 1315 there were 25 Catholic churches established in that center [Tamarashvili, 1902:39; Papuashvili, 1995:91]. In 1307 Pope Clement V (1305-1314) sent a number of Franciscan and Dominican brothers. Next Pope John XXII (1316-1334) continued the same policy [Tamarashvili, 1902:28]. Remarkably by the help of the rich Italian cities the commerce of which the Pope supported greatly, he wanted to increase his influence in the East. In that period Genoa and Venice dominated the Black Sea trade. Of course all that helped the formation of the Catholic population here.

In 1318 the part of the missionaries sent to Tbilisi, went back to Rome. They informed the Pope that the spread of Catholicism here went well. The last thing inspired the Pope to think about the unification of two churches. In 1321 he wrote to King Giorgi V and urged him to join the Saint Peter's Church: "... We beg you and in the name of Jesus Christ ask you not to delay the joining the Holy Church of Rome. These days our appeal was inspired by the help of the God and suggestion of our brothers. They miss you very much and want to baptize you and your people [Tamarashvili, 1902:29-30; 1995:496-497]. As we think this issue was discussed here beforehand and the Missionaries told about the Georgians' reaction to the Pope. The Pope's promise indicates to it: "if you think that this joining is impossible by this meek Ecumenical Council, we inform you that we are ready to call ecumenical council if you and your Bishops want to..." [Tamarashvili, 1902:29-30; 1995:496-497].

Unfortunately the King's answer did not survive. Possibly, according to the situation existed in the country the king could not accomplish the Pope's request if we don't say anything about the King's wish. The fact that in a few years in Tbilisi there was established the Episcopal Catholic Church indicates that the Pope's request was taken into account in some sense. According to the 1329 papal bull the Pope abolished the Episcopal Catholic Church in Izmir persecuted by the Turks and for a new Episcopal center he chose city Tbilisi "well-known and wonderful". The Dominican monk John from Florence was chosen as a bishop [Tamarashvili, 1902:35-36]. The Tbilisi Eparchy subdued to the Sultanate.

King Giorgi Brtskinvale himself attended the first blessing at a new established cathedral. Enchanted by the Latin Mass he thanked the Catholic priests and Eparchy [Tchitchinadze, 1920:4]. Apparently, the King appreciated the necessity of relations with Europe especially in the period of the Turkish and Mongolian aggression. So with his support the Catholic Mission was given fully freedom of activity. The result of the last was the formation of the Catholic parish. "The Georgian Government supposed that the Catholic Population of Tbilisi would be the favorable tool to provide economic, political and cultural relations with Western Europe and he did not prevent Catholicism from spreading [Menabdishvili, 2005:66]. The 1328 papal bull says: "rich with people, adroit and wealthy" Tbilisi and the most part of the population of its surroundings became Catholics. The last thing determined the move of the Episcopal Catholic Church from Smyrna to Tbilisi. In the letter of 1329 the Pope softens the merit of Dominican monks and says that because of them many natives became Catholics. According to the Pope "the believers of that place are sure and hope firmly that if those nuns continue to preach of the Gospel in those people, as they

did so far a big number of the people will get Catholicism [Tamarashvili, 1902:34].

Unfortunately, the position of the head of the Orthodox Church is not clear in those letters. In the period of Giorgi Brtskinvale there were two Catholicos-patriarchs: Ekvtime and Basili III. Surely, in the view of the conditions that the Catholic Missionaries were very active, the Patriarch should have taken steps against the decrease of the Orthodox parish. According to Tamarashvili both patriarchs did great deeds for their country. So the King could not have better advisers or accomplices than both Patriarchs when beginning new initiation. Thus one of the compilers of the code "Dzeglis-deba" was Ekvtime [Tamarashvili, 1995:417]. In such situation unless the change of the faith had been the part of the state policy, the Pope would not have been able to find the supporter for his endeavor (there is not known such a supporter). So the rapid increase in the number of Catholics could not have been true. In fact the last letter of the Pope was the effort to prove his wish as reality.

According to researcher Rogava, Giorgi Brtskinvale did not restrict the activities of the Catholic Missionaries, he was nice to them, but neither the King nor the people changed their faith [Rogava, 1996:20].

Researcher Menabdishvili thinks that the fact about a big number of the Catholics in Tbilisi and in its surroundings is exaggerated [Menabdishvili, 2005:63]. Researcher T. Ivelashvili says that Catholic parish in Georgia of that period was not numerous and existence of the Catholic Episcopal Cathedral in Tbilisi did not mean the Catholics' great success [Ivelashvili, 2009:19-20].

With different judgments came Mikhail Tamarashvili: "...there is no doubt the Catholicism in Georgia at the beginning of that century had significant success, such huge success that not only many Georgians became Catholics, they became Missionaries themselves as well; they visited the faithless lands and shed the blood for Christ. As a valid proof of this Tamarashvili talks about the torture of laity Demetre from Tbilisi in India, who was an interpreter of the Catholic brothers [Tamarashvili, 1995:498]. It is notable that Luka Isarovi in his book published in 1898 describes Demetre as a person who knew only the Tatar language and said nothing about his martyrdom [Isarovi, 1898:20]. Unfortunately, another evidences indicating to the Catholics' success are not found in this book, so it is not reasonable to draw the far-reaching conclusions.

In the same 1329 year the Pope urged Giorgi V and his people to join the Catholic Church. It is remarkable that in this letter the Pope neither mentioned the huge number of the Catholics among the Georgians nor showed his appreciation for the support of Missionaries. Yet actually who

was the person if not a king to whom the Pope had to say such kind of things in order to gain his approval.

As it is known Giorgi V had to make far more important decisions related to the liberation and restoration of the country, consequently there could not have been any changes in the Georgian-Roman relations. Nor was any foundation for it. In the period of the Mongolian Rule Georgia did not get any tangible support nor from West Europe neither from the Pope. So there could be no expectation regarding the success of the Missionaries' activities. A few years earlier in his first letter to the King the Pope asked the Georgian government to welcome his missionaries. The last thing clearly illustrates the state of the Catholic Church, the number of the Catholic parish and its influence in Georgia. Accordingly there is nothing palpable to argue that there were any changes in the number of religious groups either. So the establishment of the missionary center in Tbilisi and the aspiration to build the Catholic Church in Georgia were conditioned by the desire to change the situation, to attract more attention and to increase the number of the Catholics but not with the great number of Catholics existed here.

The fact that until the 10-s of the XVI century when the Catholic Cathedral was abolished in Georgia no Georgian clergy became the bishop of Tbilisi Catholic Cathedral, there could not have been many Catholics among the Georgians in the following centuries either. Besides there is no evidence to allege that there was any need to build a catholic church in other regions or cities if we don't take into account the cathedral of Tskhumi. It means that Tbilisi Catholic Cathedral was run formally. Perhaps some number of the Georgians became Catholic but it could not have an impact on the life of the Georgians in the XIV-XV centuries.

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IOSEB (JOSEPH) JUGASHVILI'S (STALIN) BIOGRAPHY AND ARCHIVAL MATERIAL FROM ARCHIVES REPUBLIC OF GEORGIA

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Abstract

Only small information is known for the public about the love affair of noblewoman Stefania and Yosef Jughashvili - Stalin. Her real photos was partly unknown, too; and it's I think one of the real photo of Stefania. We know Yosef Jughashvili was arrested in Baku 1908 and exiled in Solvichegodsk. He met Stefania Petrovskaya there for the first time which was arrested for a revolutionary activity in Moscow 1907.

Yosef Jughashvili was escaped from the exile and returned back to Baku where he continued his revolutionary activity. At that time Stefania was released too and she went to Yosef Jughashvili in Baku. They started living together and they were arrested at the beginning of March 1910 together as well.

Different authors wrote about the love affair of Yosef Jughashvili and Stefania Petrovskaya¹⁹, however, it was not known that Petrovskaya's registration card was kept in historical archive of Georgia, in Tbilisi.

Key words: The Georgian archives, Josef Stalin, biography, Parish Register documents, Gendarmerie registration card, historiography

Studying the biography of a person like Yosef Dzhugashvili (Stalin) does not lose its relevance. Numerous historians have studied his biography. However, there are still unexplored materials but, I should be noted that it is impossible to publicize previously unknown documents about Yosef Jughashvili that I have discovered in various archives in Georgia, without the analysis of the already-known materials. To some extent, the content of these new materials is different from the "true" facts that are already known to us. Although the information and documents, examined in this article, are to some extent contradictory, the analysis of them makes it evident that Yosef Jughashvili's Biography is not sufficiently studied.

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¹⁹A. Островский, Кто стоял за спиной Сталина? Москва, 2004; С. Турченко, Тюремная невеста Сталина, Рабочая газета, 25, 04, 2008; Simon Sebag Montefiore, Young Stalin, New York, 2007; and etc.

First of all, I am presenting the metric record about the marital union which was recorded on May 17, 1874 in the so-called "Parish Register (church metric book)" of Gori "Soboro" (Charch). In particular, this is a marriage record between "Gori temporary resident, peasant Besarion Jughashvili, son of Ivane* – of Orthodox faith, first marriage", and his spouse – "Gori resident Ekaterine Geladze, daughter of the dead peasant Glakha Geladze, of Orthodox faith, first marriage". The record contains the list of clergymen who conducted the marriage ceremony as well as the names of witnesses. Witnesses of the groom had been "Gori residents, peasants: Alexi Zozievi, son of Nikoloz, Kopinovi, son of Iase and Ivane Baramovi, son of Yosef";* witnesses of the bride had been "Gori residents: Ivane Mamasakhlishovi, son of Stephane, Ivane Mechitovi, son of Glakha and Stephane Galustovi, son of Giorgi".¹ (see document #1-2)

At this stage of the research, I will not make a detailed analysis of this and other documents, and will only point out that the information given in this document contradicts the reminiscence of Yosef Jughashvili's mother Ekaterine (Keke) Geladze who states the following: "We had two witnesses. Elder witness Iakofa Egnatashvili helped us greatly in founding the family and after that."²

There are other very interesting documents about Yosef Jughashvili which are in one of the case of Party Archive of the Ministry of Internal Affairs of Georgia. One of the documents is a certificate signed and sealed by the priest of Gori Dormition Cathedral (Sobori):

"Copy of Birth-certificate extract of Gori Dormition Cathedral of Tbilisi Province. Yosef Jughashvili was born in one thousand eight hundred seventy eight. In the paragraph gender male is mentioned: Ioseb was born on sixth (6) and baptized on seventeenth (17) December. His parents: a peasant Besarion Jugashvili and his legal wife Ekaterina Gabrielovna, both of them are Orthodox. He was christened by a peasant Mikheil Tsikhitarishvili, residing at Gori. Christening ceremony was done by the Archpriest Solomon Khakhanovi with Kvinikadze who did Eucharist of a child. The authenticity of the document is confirmed by the signature and the

*Solomon is struck through and written Ivane

*Presumably Ivane Baramovi, son of Ioseb was the son of the merchant Ivane Baramovi (Baramiantsi), who established a shoe-making and cobbling factory in Gori in 1860-1870s, and where Besarion Jughashvili used to work

¹The Georgian Central Historical Archives, Fund 440, Description 2, the case 40, pages 35-36

² "Archival Bulletin", 2008, No. 1, Ekaterine (Keke) Geladze Memories "The Child Brought Up Thanks To Needle-Point", pages 45-49

seal of the church. The certificate is issued on the basis of Besarion Jugashvili's personal request on 19th of August 1886, Gori.

Priest of Gori Dormition Cathedral Ivane* Gamrekeli (signature)

Seal"⁴ (See Document # 6)

The above mentioned document is followed by a letter dated with 5th of October 1899 sent by Tbilisi Theological Seminary Department to the Exarch chancellery of Georgia:

"Tbilisi Theological Seminary Department represents documents of former pupil of the seminary, Ioseb Jugashvili, namely - Success Certificate, Birth Certificate and request dated with 19th of August 1886.

Rector of the seminary: Archimandrite Germogen (Signature)

Secretary: (Signature)"⁵

Health certificate issued by the doctor of Gori County is quite interesting as well; this certificate arises several questions or gives us answers concerning Yosef Jughashvili's appearance and health:

"Certificate

Issued on the son of Besarion Jugashvili residing at Gori, Ioseb who is 8 years old* and he is naturally strong and have a healthy body structure, have no physical defect. He has pockmark on the face which is visible.* I certify with my signature and treasury seal in August 1886, Gori.

Doctor of Gori County: (Signature)

Seal"⁶ (See Document # 7)

We see documents having the following content in the same archive case:

"The above mentioned pupil Yosef Jughashvili, if he is not going to start work in sacred department, he is obliged to pay two hundred (200) rubl of his tuition fees for Tbilisi Theological Seminary Department, Holy Synod of 1891 year as well as according to the high approve on 26th of July 1891. Herewith, Jughashvili is obliged to pay for the books of fundamental and teaching library lost by him eighteen rubl and fifteen copeek (18 rubl, 15 copeek) to Tbilisi Theological Seminary Department.

Rector of the seminary: Archimandrite Germogen (Signature)

*Iona?

⁴Archives of Internal Affairs Division II, (former party archive bodies), the Fund 8, Description 5, the case 414, page 2

⁵Archives of Internal Affairs Division II, (former party archive bodies), the Fund 8, Description 5, the case 414, page 3

*it means in 1878

*he injured his arm presumably later?

⁶Archives of Internal Affairs Division II, (former party archive bodies), the Fund 8, Description 5, the case 414, page 5

Secretary: (Signature)

Seal"

The following text is on the same page of the above mentioned document:

"The above mentioned Jughashvili was studying in the seminary at the expense of the Treasury; he has a commitment four hundred eighty (480) rubl.

If Jughashvili is not going to start work in sacred department or primary teaching public schools, according to the statute of Orthodox Seminary 22nd of August 1884, he is obliged to pay back the sum used for his keeping in the seminary and certificate issued by the seminary department.

In order to confirm this I give him – Jughashvili the certificate according to the statute of Tbilisi Theological Seminary Department and sealed by Tbilisi Department,

June " _ " 1899,

October 2"

Rector of the seminary: Archimandrite Germogen (Signature)

Secretary: (Signature)

Seal"⁷

Materials retrieved by me differ from the official biography of Stalin. In a research process too many questions arose, including – who was a young Stalin factually? What did influence on his ideology? What was the condition that one of the best pupils of Tbilisi Seminary, first ranking, left the seminary without any special reason.

Exactly, Yosef Jughashvili was not excluded from the seminary because of revolutionary activity or other known reason – just he did not attend on lessons in the fifth class. According to the academic journals of Tbilisi Seminary, Stalin was included in the list of pupils of fifth class but he was not attending. Memories of Mikheil Elizbarashvili, who was studying with Yosef Jughashvili in the seminary and living with him in a seminary hostel, confirms that Yosef Jughashvili was not excluded from the seminary because of a revolutionary activity. He writes: "In the fifth class Soso was not attending, that's why administration excluded him."⁸

⁷Archives of Internal Affairs Division II, (former party archive bodies), the Fund 8, Description 5, the case 414, page 6

⁸Archives of Internal Affairs Division II, (former party archive bodies), the Fund 58, Description I, the case 58, page 154

In the certificate confirming graduation of the fourth class of Tbilisi Theological Seminary, the original of the certificate is kept in the archive of the Ministry of Internal Affairs, Yosef Jughashvili had the following marks:

“Certificate

Pupil of Tbilisi Theological Seminary Yosef Jughashvili, a child of peasant Besarioni, Tbilisi Province, town Gori.

Born on the sixth of December, one thousand eight hundred seventy eight. After graduation of a full course of Gori Theological Seminary, in September 1894 he went to Tbilisi Theological Seminary where he was studying till the 29th of May 1899 and

Had the following success in the subjects:

Behavior: Excellent /5/

Explanation of Scripture: Very good /4/

Bible History: Very good /4/

Church History: Good /3/

Basic Theology: Good /3/

Gomelistika: Good /3/

Liturgy: Very good /4/

Russian Narratives: Very good /4/

History of Russian Literature: Very good /4/

General (World) Civil History: Very good /4/

Russian Civil History: Very good /4/

Algebra: Very good /4/

Geometry: Very good /4/

Pasxalia: Very good /4/

Physics: Very good /4/

Logic: Excellent /5/

Psychology: Very good /4/

Georgian Chant: Good /4/

Languages:

Greek: Very good /4/

Latin – not studied

Chant:

Slavic: Excellent /5/

Georgian: Very good /4/

According to the decision of Pedagogic Meeting of the Seminary on 29th of May 1899, approved by The High Nobility, Exarch of Georgia, Archbishop Flavian, Yosef Jughashvili is excluded (left) from Tbilisi Theological Seminary after graduating the full 4th course and transferred to the 5th class, and that's why he will not be able to use any advantage which is given to graduates of the full course of the seminary according to the paragraph

178 of the regulations of Orthodox Theological Seminary approved on 22nd of August 1884.

While sending to Compulsory Service he will use privilege which is given to the students of the first class education institutions. (Statute of military duty, Paragraph 56, part 2)

The above mentioned certificate is given to Jughashvili, with a proper signature and seal from Tbilisi Theological Seminary,

Tbilisi, 1899 year June “ _ ”

October “2”

Rector of the Seminary: Archimandrite Germogen

Seminary Inspector: Priest nuns Dimitri

Seminary Department members: signature

Department Secretary: signature⁹ (see document # 8-9)

There are many interesting archive document about how Yosef Jughashvili was studying in Tbilisi Theological Seminary. It is said in this document that Yosef Jughashvili started studying in Tbilisi Theological Seminary in September 1894. His annual attendance is well shown in different subjects from the class journals of Tbilisi Theological Seminary.

For example, journals of 1894 or 1895 years where we see that Yosef Jughashvili was the pupil of the first department of the mentioned course and he was included among the first grade students. In other material – in the journal of seminary pedagogic meetings 1895, Yosef Jughashvili is among the first grade students again. I'd like to say, that young Yosef Jughashvili was studying very well and point of some authors that he did not have a good education is purely absurd. Even more, according to the information of the pupils studying with him, seminary pupils were interested in getting modern knowledge and read different type of literature, including Lipperto's "History of Culture," Letourneau's "Sociology" and others."¹⁰

Transferring from the second class to the third one 1895/1896 years Yosef Jughashvili is among the first grade students.¹¹

⁹Archives of Internal Affairs Division II, (former party archive bodies), the Fund 8, Description V, the case 414, page 4

¹⁰Archives of Internal Affairs Division II, (former party archive bodies), the Fund 8, Description 1, the case 3, page 305-306

¹¹The Georgian Central Historical Archives, Fund 440, Description 2, the case 2, pages 267

It is interesting that in the same case in the list of the sixth class 1896/1897 years Giorgi same Gigo Kasradze¹² is included who was an agiler or “trusted person” of the participants of “Erevan square” expropriation dated with 13th of June 1907 in Tbilisi post.¹³

.....
In a Historical archive Republic of Georgia I’ve retrieved the other seemingly ordinary document about Yosef Jughashvili - Stalin.* It is a letter which is sent by Baku Gendarmerie Principal Division to Tbilisi on 26th of April 1910.¹⁴ In this letter speech is about sending Gendarmerie registration cards of Yosef Jughashvili and Stefanie Petrovskaya from Baku to Tiflisi*. (See Document 10)

Retrieving the document and its further analysis gave me quite interesting results. The issue is that there is a registration card of Baku Gendarmerie Principal Division kept in the archive of the Ministry of Internal Affairs of Georgia; this card was filled on the name of Yosef Jughashvili.¹⁵

There are several photos of Yosef Jughashvili on the front side of the card – profile, full face and standing one. (See Document 11)

Herewith we have other data filled according to the paragraphs:

“Age – 30-32

Birth year - December 1879*

Height – 1 meter and 69 centimeters

Hair – color black, curling, thick

Body structure – thin

Beard and mustache - chestnut-colored, and etc.

On the second page of the registration card written as follows¹⁶:

(See Document #12)

Nickname – Koba

¹²The Georgian Central Historical Archives, Fund 440, Description 2, the case 3, pages 375

¹³Archives of Internal Affairs Division II, (former party archive bodies), the Fund 8, Description 2(1), the case 22, page 28-46

*He was origin from Georgia

¹⁴The Georgian Central Historical Archives, Fund 94, Description 1, the case 300, pages 43

*modern Tbilisi

¹⁵Archives of Internal Affairs, The Museum fund, Documents about Yosef Jughashvili (Stalin), the case 3, page 1

*the date is not mentioned, more preciously there is date outline, but incomplete. Covered by the photo; this is one of the first documents where Stalin’s birth year is mentioned by mistake 1879; he was born in 1878, 6 December

¹⁶Archives of Internal Affairs, The Museum fund, Documents about Yosef Jughashvili (Stalin), the case 3, page 2

First name, patronymic, last name – Jughashvili Yosef Besarion

Title – pheasant, Gori county of Tbilis province

Love connection – Petrovskaya

And there are other information too.

As I've mentioned above from the content of documents about Yosef Jughashvili listed above I continued searching in historical archive funds of Georgia.

Indeed, in a historical archive of Georgia, in one of the funds of Tbilisi Gendarmerie Principal Division I've found out a registration card filled on the name of Stefania Petrovskaya by Baku Gendarmerie Principal Division.¹⁷ Like Yosef Jughashvili's registration card, Stefania Petrovskaya's registration card is filled on 30th of March 1910, too. Even more, according to the record of registration card, Stefania Petrovskaya was arrested on the same day 23rd of March 1910 in Baku, the same time when Yosef Jughashvili was arrested.

On the front page of Stefania Petrovskaya's registration card is written: (See Document 13)

"Age according to the appearance – 24 years old

Birth year – 13th of October 1885

Height – 1 meter and 61 centimeters

Hair – color beige, average thick

And etc.

On the same page of the card there is a fingerprint print of Stefania Petrovskaya's right hand.

On the second page of the registration card we read¹⁸:

Nickname -

First name, patronymic, last name – Petrovskaya Stefania

Title – noblewoman, from Odessa

Father – Leonard

Mother, maiden surname – deceased

Marriage – single

Love connection – Jughashvili

and other information.

(See Document 14)

The card is filled in Baku Gendarmerie Principal Division on 30th of March 1910.

¹⁷The Georgian Central Historical Archives, Fund 156, Description 3, the case 3755, page 1

¹⁸The Georgian Central Historical Archives, Fund 156, Description 3, the case 3755, page 2

OBI-RAHMAT SHRINE

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*Komilov Bakhodir*¹

*Put yourself in the light of the good,
Put the love of the pure in your heart.
Every quality makes a good man,
He knows from the conversation of the good.*

"Since it is impossible to defeat a nation that knows its history and draws its spiritual strength from it, we must restore our true history and arm our people and our nation with that history," he said. It is necessary to arm with history, to arm again. "

IslomKarimov

Burchmullo village is located on the upper eastern shore of the Charvak Sea in Bostanlyk district of Tashkent region. The village is home to the ancient Paleolithic site Obi-Rakhmat, derived from the Persian word Obi-Rahmat, which means thanks to water. Located at an altitude of 632 meters above sea level. Obi-Rahmat Cave, an ancient Paleolithic monument, is arched, more than 20 meters wide, facing south, wide, dry and bright. Archaeological excavations have revealed that people lived in the cave for a long time. As evidence, 21 cultural layers 10 meters thick were found in the cave, reflecting the culture and life of primitive people. One of its cultural strata is the excavation of a variety of tools and utensils made of limestone flint, including nuclei, blades, sharp-edged chisels, scrapers, shovels, and knives, totaling more than 30,000. The processing techniques of the weapons found in the cultural strata have a unique style, characterized by a prism-shaped grout technique, partly by a levulla-type technique. In addition, bones of deer, mountain goats, pigs, gazelles, lions, and argali were found in the cave, from which bones were used to make spears. Scientists estimate that the people in the cave lived between 120,000 and 40,000 BC, and that this coincided with the first half of the Ris-Vyurm ice age.

It is bordered on the southeast side of the village of Burchmullo by

¹*Komilov Bakhodir*, Student of History Teaching Methods faculty, Chirchik Pedagogical Institute, Uzbekistan.

the Poltovsay coast and the Chatkal ridge. The population lived mainly on the right bank of the Chatkal River, and their main occupations were handicrafts, mining, and farming. The history of the miners here dates back to the XIII-XII centuries BC. The historical and cultural ties between the peoples of the East and the West The Great Silk Road played an important role in the development of trade relations in the ancient world. This road originated in the 2nd century BC and passed through the place of Obi-Rahmat, the "Lal Yuli" (ancient branch of the Great Silk Road). From the place of Obi-Rahmat, the Poltovsoy valley was the starting point for the Sargardon, Arab village, Akbulak, and Maidontol miners, along the Chatkal River, through the Nayza grove, to Urumqi, and then to China. Traders from distant cities traded porcelain, cotton, tableware, gold, and bronze in the village of Ardolkent (now Burch-Mullo) at the confluence of the Chatkal and Koksuv rivers. Mainly local and commercial products were transported to Shosh on horseback and in carts. After a night's rest at the Obi-Rahmat shrine in front of the road, all the merchants were cleansed and set out on horseback. Therefore, the Obi-Rahmat shrine is the first step in starting a great business, and even religious legends are not absent. When they returned from business, they gathered here, spent the night cleansed, and then continued their journey to the village of Ardolkent, now Burchmullo.

The ancients recited many prayers for the development of the great business and reminded that on the way they would visit the ancient abode of Obi-Rahmat, where the Prophet Idris had set foot. Andrew lived 365 years and was very pleasing to God. Prophet Idris spent most of his life in the air, and one day he came here to rest and pray under a huge maple tree that rises to the sky. However, no water was found. Then he prayed to Allah for water. A call came from Allah: "O Idris, dip your five paws in the ground." When the Prophet (peace and blessings of Allaah be upon him) did so, water came out of his five fingers.

It is said that Idris entered Paradise during his lifetime and was the mentor of the seamstresses.

In front of the spring there is a solitary plane tree, 750-800 years old, 8.47 cm in diameter.

The second step of the pilgrims of the Prophet Idris was not only the shrine of Obi-Rahmat, but also the shrine of Arashaoblo, located in the mountainous area of the present-day border of Ahangaran. The third step of the Prophet Idris was in the cave "DastuSufyion" in the Chatkal district of Jalal-Abad region of Kyrgyzstan, where the spring of the shrine "Arshaoblo" is rich in various microelements. Legend has it that the prophet Idris disappeared in this cave. However, there is almost no information about the tombs of the prophet Idris.

Pic. 1.

The Obi Rahmat shrine is owned by the Golden Heritage Foundation. (This valuable information was mentioned by Sheikh Alijon Doda of the current Obi-Rahmat shrine)

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**GROUP OF HUNTERS AND FISHERMEN VLADIMIR POLYTECHNIC
INSTITUTE (BASED ON THE MATERIALS
OF THE VLSU HISTORY MUSEUM)**

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Goncharey Valery¹

Abstract

The article is dedicated to the team of hunters and fishermen of the Vladimir Polytechnic Institute. The history and environmental activities of members of this community are presented.

Key word: hunter, fisherman, Vladimir Polytechnic Institute.

Охотничий и рыболовный промысел известен с древнейших времен. На территории Владимирского региона первая охотничья организация возникла еще в конце XIX века – «Общество правильной охоты». В советский период было создано Всероссийское общество охотников и рыболовов, отделение которого было и в нашей области [1]. Участниками этого общества были охотничье-рыболовные коллективы, которые организовывались в учреждениях и на предприятиях.

В фондах Музея истории Владимирского государственного университета им. А.Г. и Н.Г. Столетовых хранятся документы и фотографии, рассказывающие нам о деятельности коллектива охотников и рыбаков. Появился он во Владимирском вечернем политехническом институте в 1960-х годах и состояло из преподавателей и студентов.

Организатором и руководителем этого объединения был Александр Михайлович Каманин. Было выбрано бюро общества и назначены ответственные за разные направления работы, об этом нам рассказывает статья газеты «Политехник»: Г.А. Комлев – заместитель председателя и руководите секции охотничьего собаководства, Н.А. Андрианов – руководитель сектора культмассовой работы, С.А. Касьянов – руководитель секции спортивного рыболовства, С.В.

¹*Goncharey Valery*, vice director, The Museum of history of Vladimir state University named A.G. and N.G. Stoletov. Russia.

Федоров – координатор деятельности секции общественных охотинспекторов, В.П. Сорокин – руководитель секции стендовой стрельбы, Г.Л. Ижорин – тренер общества. А.А. Сорокин был назначен ревизором охотничье-рыболовного коллектива [2 с.3].

Участники коллектива стали развивать охотничью и рыболовную культуру, за это в качестве поощрения в охотпользование сотрудникам и студентам института. было передано охотничье хозяйство поселка Красное Эхо Гусь-Хрустального района Владимирской области площадью 30 тысяч гектаров [3 с.3]. На территории хозяйства в селе Дубасово была устроена охотничья база с долевым участием охотничьих коллективов завода «Электроприбор» и Владимирского научно-исследовательского института синтетических смол [4]. В нашем музее хранятся фотографии с изображением дома на базе и охотников [5], а также почетная грамота Александра Александровича Сорокина, награжденного за активное участие в строительстве и благоустройстве охотничье-рыболовной базы в охотничьем хозяйстве поселка Красное Эхо [6].

На охоту преподаватели и студенты Владимирского политехнического института выезжали зимой и весной. В зимнее время года охотились на кабана, лося и глухаря, а в весеннее время на уток, для этого на базе держали собаку [4]. В фондах нашего музея сохранились фотографии с зимней и весенней охот, где можно видеть охотников у подстреленного лося, сидящих на привале или стоящих около весеннего костерка [7].

Занимались участники коллектива и рыбной ловлей. 22 марта 1987 года на Куриловском водоеме в Собинском районе были организованы городские соревнования по ловле рыбы зимними снастями. Команда института в составе трех человек: Б.К. Попова, А.И. Христофорова и А.К. Тимохина принимала участие в соревновании и заняла первое место. Победителям был вручен переходящий кубок областного правления общества охотников и рыболовов и диплом первой степени. В музее университета сохранился диплом и справка о передаче в экспозицию кубка за подписью председателя охотбюро вуза Н. Андрианова и работника музея В. Лепарской [8].

Большую работу участники охотничье-рыболовного коллектива вели в области охраны природы. Неоднократно ими совершались выезды на охрану охотничьих угодий, и в 1980 году было задержано четыре браконьера [9 с.2]. Заботились члены общества и о животных. Устраивали кормушки, с овощных баз привозили подпорченные овощи, заготавливали сухари, косили сено, устраивали солонцы, для кабанов запасали жёлуди [4]. А. Каманин в институтской газете

опубликовал заметку, в которой просил охотников заготовить желуდეи и рассказал, как это сделать во время прогулки в загородном парке города Владимира [10 с.3]. Призывали соблюдать рыболовную культуру и бороться за зарыбление водоемов области, в том числе озера в селе Дубасово [3 с.3].

Охотниками и рыбаками института проводилась общественно-культурная работа. В институте проводили беседы и лекции для студентов и сотрудников, выставки материалов о животном и растительном мире, выпускались информационные листки и газета «Охотник-спортсмен» [11] Организовывали и проводили вечера охотников, на которых выступали председатель правления общества охотников В.Е. Портянко, охотинспектор Владимирской области Н.Д. Сысоев, старший редактор журнала «Охота и охотничье хозяйство» В.В. Бибиков и известный московский писатель О.В. Волков [4]. Об этом мы узнаем из воспоминаний А.М. Каманина и фотографий из музейного фонда, на которых запечатлены участники охотничьего общества и гости.

В заключении стоит отметить, что существование коллектива охотников и рыболовов во Владимирском политехническом институте – одна из интересных страниц истории нашего вуза. Участники этого общества не только охотились или ловили рыбу, но и проводили большую работу по охране природы, выпускали информационные листки и газету, устраивали встречи с представителями охотничьей инспекции Владимирской области и представителями журнала «Охота и охотничье хозяйство». Документы и фотографии из фондов Музея истории ВлГУ используются его сотрудниками для проведения экскурсий, а в 2016 году часть музейных предметов была продемонстрирована на выставке «Музей раскрывает фонды».

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NATURAL SCIENCES AND MEDICINE

DYNAMICS OF CHANGES THE STATE OF LOCAL ORAL IMMUNITY IN CHRONIC GENERALIZED PERIODONTITIS

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Abstract

To identify changes in the complex of indicators of local humoral immunity of the oral cavity (content of immunoglobulins of classes IgM, IgG, IgA, secretory immunoglobulins sIgA, albumin), 45 patients with chronic generalized periodontitis were examined. The analysis found that in patients with chronic generalized periodontitis in the oral fluid, an increase in the content of immunoglobulins of different classes occurs with a corresponding increase in interleukins.

Key words: local humoral immunity, chronic generalized periodontitis.

Хронический генерализованный пародонтит является одним из наиболее часто встречающихся заболеваний зубо-челюстной системы. Известно, что в развитии ХГП значительную роль играет взаимосвязь общего состояния организма и разнообразных местных факторов. Микрофлора полости рта и пародонтального кармана при ХГП зависит от многих факторов - состояния реактивности организма, соматической патологии, местных защитных факторов, гигиенических навыков, характера питания, возраста, наличия мягкого

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налета, над - и поддесневого зубного камня, нарушения прикуса, травм пародонта, кариозные поражения (1, 5), нависающие края пломб, особенности расположения зубов в дуге и их скученность, ортодонтические конструкции, некоторые пломбировочные материалы, влияние вредных привычек.

Возникновению и течению ХГП сопутствуют существенные изменения содержания в ротовой жидкости гуморальных факторов: иммуноглобулинов классов IgA, IgG и секреторных иммуноглобулинов — sIgA, играющих ведущую роль в процессах защиты слизистой оболочки ротовой полости; альбумина, концентрация которого в ротовой жидкости возрастает в результате повышения проницаемости стенок кровеносных сосудов; внеклеточной пероксидазы, поступающей в ротовую жидкость из активированных фагоцитов при их дегрануляции и деструкции. Согласно современным представлениям, цитокинам отводится важнейшая роль в регуляции процессов иммуногенеза.

Как следует из полученных данных, для всех больных ХГП характерно увеличение в ротовой полости содержания факторов, свидетельствующих о наличии воспалительного процесса (ФНО-а, АЛБ, ПЕР) и активации процесса гуморального иммуногенеза (IgG). Изменения же содержания других гуморальных факторов иммунитета в ротовой полости больных внутри групп больных ХГП с различной частотой существенно различаются как по величине, так и по их направленности (Табл.1). Так, увеличенная концентрация в ротовой полости IgM, характеризующая степень остроты воспалительного процесса, отмечена только у больных с легкой и средней степенями ХГП (20 - 30 % пациентов), но не выявлена при тяжелой степени ХГП.

Возрастание уровня содержания в ротовой жидкости ИЛ - 10, контролирующего интенсивность антителогенеза, выявлялось в 50% случаев пациентов с легкой степенью ХГП, и у 30% больных со средней и тяжелой степенью ХГП. При этом у ряда больных со средним и тяжелым ХГП (5-10 % из их числа) уровень ИЛ - 10 превышает нормальный в 6-12 раз (10-20 пкг/мл). Данных больных, как правило, характеризовало наличие наиболее выраженных признаков активного острого местного воспалительного процесса с определенным дисбалансом в течение процессов антителогенеза (повышенный уровень содержания в ротовой жидкости IgM и IgG при сниженном — IgA).

Таким образом, у всех пациентов с ХГП в полости рта отмечаются сходные изменения содержания гуморальных факторов, характеризующих формирование местного воспалительного процесса

(увеличенное содержание альбуминов, внеклеточной пероксидазы, цитокина ФНО- α) и активацию процессов антителообразования (возрастание концентрации IgM, IgG, цитокина ИЛ 10), интенсивность которых в значительной степени соответствует степени тяжести поражений. При этом, однако, у значительной части больных с диагностированным ХГП в ротовой полости выявляются местные нарушения процессов иммуногенеза. В основном такие нарушения проявляются сниженным содержанием основных гуморальных факторов защиты слизистых оболочек — sIgA (до 30% всех пациентов). При этом в основе такого снижения могут лежать, как собственно подавление синтеза лимфоцитами полости рта IgA, так и нарушения синтеза клетками эпителия ротовой полости секреторного компонента (s) для sIgA.

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EFFECT OF POLYPHENOL EUPHORBIN (ISOLATED FROM THE EUPHORBIA HIMUFUSA) ON THE TRANSPORT CALCIUM IN SYNAPTOSOMES

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Abstract

The purpose of this study was to determine the effect of L glutamate and polyphenol euphorbin on the transport of NMDA-receptor mediators in rat's brain synaptosomes. The study was carried out using the Weilers method. Synaptosomes were isolated from the brain of rats by a two-step centrifugation method. The entire isolation procedure was carried out at 4°C. Euphorbin competes with L glutamate for glutamate binding site of NMDA-receptors.

Key words: Euphorbin, synaptosomes, L glutamate.

1. Introduction

Calcium plays an important role in the process of releasing the neurotransmitter and performing the function of transferring excitation and inhibition of the brain nerves. All this is closely related to the movement of calcium ions in nerve cells[[5]]. In all living organisms, calcium ions act as a universal intracellular messenger in cells. Brain functions are manifested in specific synapses through the release of neurotransmitters that trigger a series of biochemical signaling events in postsynaptic neurons. One of the most noticeable of these events is a short-term and rapid increase in calcium levels. This is a local increase. Calcium concentration leads to a number of long-term and short-term changes specific to synapses.[[11]].

These include the insertion or removal of specific calcium channel subunits at or from the membrane and the post-translational modification or degradation of synaptic proteins[[3]]; [[9]]; [[7]]. Calcium homeostasis

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perturbations in neurodegenerative diseases[[20]]. Perturbations in calcium homeostasis were observed in several neurodegenerative disorders including Alzheimer's disease [[12]]; [[18]]; [[1]]; [[10]]; [[13]]. Parkinson's disease (PD) [[23]]; [[6]]; [[21]]; Huntington's disease (HD) [[16]]; [[14]]; [[8]]; [[2]]; and amyotrophic lateral sclerosis (ALS) [[17]]; [[22]]; [[15]];

2. Material and methods

Experiments were conducted on 20 outbred male albino rats weighing (200-250g) contained in a standard vivarium ration. All experiments were performed in accordance with the requirements of "the World Society for the Protection of Animals" and "European Convention for the protection of experimental animals"[[4]].

Synaptosomes isolated from rat brain by a two-step centrifugation[[24]]. The whole procedure of selection was carried out at 4°C. To measure the amount of cytosolic Ca^{2+} was calculated from the equation of Grinkevich[[25]] in synaptosomes isolated from brain of rats placed in an environment similar to, the one that was used to isolate cells were added 20 μM of chlortetracycline (CTC). Incubated for 60 min to achieve maximal interaction with the membrane - CTC Ca^{2+} as in plasma, and intracellular membranes. CTC excitation wavelength – 405 nm, recording – 530 nm. Results are expressed as a percentage, taking 100 % of the difference between the maximum value of fluorescence intensity (fluorescence dye, a saturated Ca^{2+}) and its minimum value (in the absence of fluorescence of the indicator of Ca^{2+}) obtained after adding EGTA.

3. Results and discussion.

Investigation of the effect of L glutamate on the level of cytoplasmic calcium in brain synaptosomes of rats. Synaptosomes obtained from rat brain were used in the work, which is an adequate and convenient model for studying presynaptic processes. The activity of L glutamate was judged by the change in the intensity of the fluorescent signal, by the change in the cytoplasmic levels of free calcium [Ca^{2+}]in. A fluorescence ratio excited by light at 340 and 380 nm (F340/F380) in synaptosomes was established with the help of the Ca^{2+} -sensory chlortetracycline probe (CTC).

The effect of polyphenol euphorbin (1-O-galloyl-6-bisgalloyl-2,4-valoneoyl- β -D-glucose) isolated from the plant (euphorbia himufusa)[[19]] on the glutamatergic neurotransmitter system in rat brain synaptosomes was studied. Preincubation of Euphorbin (10-100 μM) with the complex of the CTC-synaptosomes increases the fluorescence and accordingly, the level of [Ca^{2+}]in difference from L glutamate.

The effect of L glutamate was observed depolarization of the synaptic membrane and a rise in intracellular calcium without an appreciable

change within the concentration of internal sodium ions. Increase in synaptosomal calcium was inhibited by the addition of L glutamate. Activation of L glutamate receptors causes the opening of calcium channels ionotropic receptors, calcium influx into synaptosomes and depolarization of the synaptosomal semipermeable membrane, followed by the discharge of aminoalkanoic acid neurotransmitters. L Glutamate partially reduces the action of euphorbin, which can indicate that a part of the external calcium comes under the influence of euphorbine also through the open glutamine site and in situ of calcium channels NMDA-receptors. Even the preliminary addition of L glutamate doesn't completely abolish the action of euphorbin, which can indicate that euphorbin has several mechanisms of action on rat brain neurons, the results of which is a rise in $[Ca^{2+}]_{in}$.

In these studies, it had been found that the effect of euphorbin chargeable for the opening of calcium channels with other sites of NMDA-receptors against the background of magnesium ions, argiobatin and nifedipine, a change within the extent of $[Ca^{2+}]_{in}$ synaptosomes wasn't observed. It had been found that euphorbin slightly increases the fluorescence and also the extent of $[Ca^{2+}]_{in}$, respectively, within the synaptic membranes compared with the control. The results obtained indicate a possible competition between euphorbin and L glutamate for the placement of regulation of the opening of ion channels of NMDA-receptors. The results indicate the possibility of using euphorbin, as an exciting neurotransmitter in neurodegenerative diseases

Fig. 1 Effect of euphorbin on calcium-dependent NMDA-receptor processes on the background of nifedipine. Reliability level * - $P < 0,05$; ** - $P < 0,01$; *** - $P < 0,001$. (n = 6)

4. Conclusion

In these studies, it had been found that the effect of euphorbin liable for the opening of calcium channels with other sites of NMDA-receptors against the background of magnesium ions, argiolobatin and nifedipine, a change within the level of $[Ca^{2+}]$ in synaptosomes wasn't observed. It had been found that euphorbin slightly increases the fluorescence and also the level of $[Ca^{2+}]$ in, respectively, within the synaptic membranes compared with the control. The results obtained indicate a possible competition between euphorbin and L glutamate for the location of regulation of the opening of ion channels of NMDA-receptors. The results indicate the chance of using euphorbin, as an exciting neurotransmitter in neurodegenerative diseases.

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INFLUENCE OF TEMPERATURE AND HUMIDITY OF AIR ON THE IMPORTED ROCKS OF HERE SILKOPRAY IN UZBEKISTAN FROM ABROAD

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Abstract

This article examined the negative impact of environmental factors (temperature, humidity, light, air circulation, amount of nutrition) during the revitalization of the grass and feeding of caterpillars of silkworm hybrids imported to Uzbekistan on the productivity of the silkworm. The experiments were carried out for several years in the laboratory of the Department of Sericulture and Tutculture of the Tashkent State Agrarian University, as well as in areas with different soil and climatic conditions. The experiments, the results of which are covered in this scientific article, were conducted to improve the productivity of the silkworm,

Key words: grena, larva, mulberry silkworm, air humidity, temperature, waterworm, feeding, mulberry leaves, cocoon, caterpillar viability, productivity.

Шелководство в Узбекистане имеет древнейшую историю и свои многовековые традиции. С момента приобретения независимости нашей страной в сфере шелководства осуществлены структурные изменения, направленные на дальнейшее углубление экономических реформ, запуск новых производственных мощностей и модернизацию существующих, создание оптимальных условий для привлечения зарубежных инвестиций, расширение объема производства и ассортимента готовых изделий, конкурентоспособных на мировом рынке.

Оптимальные почвенно-климатические условия нашей страны дают возможность достойно продолжать традиции богатого культурно-исторического наследия в области производства шелка и

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дальнейшего развития шелководства на территории республики. В настоящее время за счет имеющейся базы питания на рядах 80 миллионов тутовых деревьев и шелковичных плантаций на площади 51тысячи гектаров земли ежегодно выкармливают свыше 350 тысяч коробок тутового шелкопряда и выращивается свыше 19 тысяч тонн коконов.

Аналитические результаты показывают, что на сегодняшний день устарели и не модернизированы технологии производства в отечественных предприятиях, специализирующихся на выращивание грены тутового шелкопряда. Вследствие недостаточного уровня системного подхода к отрасли и координации, данные предприятия полностью не обеспечивают потребность хозяйств к грене тутового шелкопряда в нашей стране.

Чтобы покрыть дефицит грены тутового шелкопряда, ежегодно в республику импортируют 230-250 тысяч коробок грены тутового шелкопряда, что составляет 50 процентов потребности предприятий отрасли. В условиях Узбекистана мало изучены происхождение тутового шелкопряда, импортируемого из зарубежа, агротехника выкармливания гусениц, урожайность коконов, их качество и технологические особенности. В итоге количество и качество выращиваемых в Республике коконов не отвечают требованиям.

Как показывают анализы, породы и гибриды тутового шелкопряда, ввозимые из зарубежа, не могут полностью реализовать свои внутренние возможности в климатических условиях нашей страны.

Известно, что все живые организмы являются неотъемлемой частью внешней среды. Для нормального роста, развития и реализации внутренних возможностей каждому животному или растению требуются определенные и стабильные условия. Основные свойства, продуктивность и генетические факторы тутового шелкопряда проявляются под воздействием условий внешней среды [1,2].

В случае отсутствия оптимальных условий внешней среды тутовый шелкопряд не сможет полностью проявлять свои генетические возможности, заложенные в генотипах, и снизятся его продуктивные свойства [5].

Не создавая определенные режимы температуры, невозможно достичь нормального роста, развития и продуктивности тутового шелкопряда [3,4].

В связи с этим, изучение влияния факторов внешней среды (температуры, влажности воздуха, света, циркуляции воздуха, площади питания, количества питания и другие) на ввозимые из зарубежа гусеницы тутового шелкопряда приобретает важное значение.

Методика проведения исследований. При осуществлении цели взяли грену гибрида тутового шелкопряда, ежегодно ввозимого из Китая, и для сопоставления с ним использовали грену гибрида тутового шелкопряда “Ипакчи-1 х Ипакчи-2”, который в данное время выкармливается в республике.

Исследовательские работы проводились на кафедре Шелководства и тутоводства Ташкентского государственного аграрного университета, а также в областях с различными климатическими условиями.

При выявлении процента оживления в инкубатории грены гибридов, взятых для опытов, установили:

- 1.Сроки оживления грены в инкубации.
- 2.Количество гусениц, оживленных из грены в первый, второй и третий дни, %.
- 3.Количество нежившей грены, %.
- 4.Итого в % количество оживленных гусениц.

Из грены гибридов, привезенных из зарубежа, сформировали 5 вариантов. Каждый вариант имел четырёхкратную повторность, в каждой повторности по 200 шт. грены и грену всех вариантов оживили одновременно, но при различной температуре и влажности воздуха.

Для выкармливания гусениц из каждого варианта сформировали по 4 повторности, в каждой повторности взяли по 200 шелколических гусениц и выкармливали по приведенному выше режиму.

Результаты исследования. Гусениц тутового шелкопряда по всем вариантам выкармливали одинаковым кормом и в одинаковом количестве. Известно, что большую часть тела гусениц шелкопряда составляет вода. Отклонения от нормы воды в их теле и червоходне отрицательно влияет на них. Содержание влаги в теле гусениц зависит от влажности воздуха червоходне. Сведения о влиянии температуры и влажности воздуха в червоходне на жизнеспособность гусениц тутового шелкопряда представлены в нижеприведенной таблице 1.

Таблица 1

Влияние температуры и влажности воздуха
 в червоточине на жизнеспособность гусениц

Варианты	Гусеницы 1-возраста		Перед заливкой коконов	
	число	%	число	%
1	2	5	17	18
Температура 20 - 21 °С, влажность 60-65 %				
Вариант- 1 японская порода	200	100	175	87,5
Вариант- 2 китайская порода	200	100	176	88,0
Вариант- 3 К Ипакчи - 1	200	100	181	90,5
Вариант- 4 китайский гибрид	200	100	177	88,5
Вариант- 5 китайский гибрид	200	100	177	88,5
Вариант- 6 японский хкитайский	200	100	173	86,5
Вариант- 7 китайский х японский	200	100	174	87,0
Вариант- 8 К Ип-1хИп-2	200	100	180	90,0
Температура 25 - 27 °С, влажность 70-75 %				
Вариант- 9 японская порода	200	100	184	92,0
Вариант- 10 китайская порода	200	100	186	93,0
Вариант-11 К Ипакчи - 1	200	100	192	96,0
Вариант- 12 китайский гибрид	200	100	188	94,0
Вариант- 13 китайский гибрид	200	100	187	93,5
Вариант- 14 японский хкитайский	200	100	182	91,0
Вариант- 15 китайский х японский	200	100	183	91,5
Вариант-16 К Ип-1хИп-2	200	100	190	95,0
Температура 25 - 27 °С, влажность 80-85 %				
Вариант- 17 японская порода	200	100	184	92,0
Вариант- 18 китайская порода	200	100	186	93,0
Вариант-19 К Ипакчи - 1	200	100	188	94,0
Вариант- 20 китайский гибрид	200	100	187	93,5
Вариант- 21 китайский гибрид	200	100	188	94,0
Вариант- 22 японский хкитайский	200	100	186	93,0
Вариант- 23 китайский х японский	200	100	187	93,5
Вариант-24 К Ип-1хИп-2	200	100	186	93,0

Как видно из цифр, приведенных в таблице 1, изменение количества влажности воздуха в червоводне оказывает влияние на развитие, переход с возраста на возраст и жизнеспособность гусениц. Например, если при содержании гусениц при температуре 20-21⁰С и влажности 60-65% их жизнеспособность перед завивкой в породах и гибридах, привезенных из Японии составила 86-87%, то в породах и гибридах, привезенных из Китая составила 88-89%, а в местных породах и гибридах была равна 90-91%. Незначительный рост температуры и влажности в червоводне (при 25-27⁰ С и влажности 65-75%) становится причиной изменения показателей жизнеспособности. В частности, жизнеспособность у японских пород и гибридов была равна 91-92%, у китайских пород и гибридов - 93-94% и у местных пород и гибридов - 94-95%. Эти показатели повторялись и при температуре 25-27⁰ С и влажности 80-85% в червоводне, т.е. стало известно, что рост влажности в червоводне до 80-85% не оказывает отрицательного влияния на развитие, линьку, переход с возраста на возраст шелковичных гусениц. Но снижение влажности ниже нормы отрицательно влияет на жизнедеятельность шелковичных гусениц.

Рис. 1. Шелковичные гусеницы, выкармливаемые при 20-21⁰С и влажности воздуха 60-65%

Проведенная в этом направлении исследовательская работа является частым случаем в производстве, и в большинстве случаев не соблюдают режим влажности воздуха в червоводнях. Но к этому неблагоприятному фактору у пород различная ответная реакция.

Рис. 2. Шелковичные гусеницы, выкармливаемые при 25-27°C и влажности воздуха 70-75%

Рис. 3. Шелковичные гусеницы, выкармливаемые при 25-27°C и влажности воздуха 80-85%

Выводы. Из вышеизложенного можно сделать заключение, что если личинки, оживленные из грены тутового шелкопряда, привезенного из зарубежа, выкармливают при температуре 25-27°C влажности 70-75%, они полностью представляют свои показатели производительности. Наряду с этим стало известно, что если поднять влажность воздуха в червоводнях до 80-85%, придерживая при этом температуру в норме, степень жизнеспособности гусениц проявится на должном уровне, так как в Японии и Китае тутовый шелкопряд выкармливают при высокой влажности воздуха. Поэтому, чтобы в сухих климатических условиях Узбекистана эти породы смогли

полностью представлять свой потенциал, следует строго соблюдать режимы температуры и влажности воздуха.

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SYNTHESIS OF PYRAZOLE DERIVATIVES BASED ON DIPROPARGYL ETHERS OF PYRIDINECARBOXYLIC ACIDS

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Abstract

By the cyclization of dipropargyl esters of nicotinic and isonicotinic acids with diazomethane, pyrazoles derivatives are obtained.

Key words: dipropargyl esters of nicotinic and isonicotinic acids, pyrazoles.

Ацетиленовые соединения широко используется в реакциях присоединения, замещения, а также циклизации приводящих к производным фуранам, тиофенам, пирролам, 1,2,3-триазолам, в основе которых лежат такие процессы, как 1,3-диполярное циклоприсоединение, внутримолекулярная циклизация и др./1-3/.

Интенсивное развитие этого направления объясняется выявившимися в ходе исследований широкими возможностями, связанными со специфической реакционной способностью тройной связи.

Синтезируемые на основе ацетиленовых соединений производных пиразолы, проявляя высокую реакционную способность, вступают в различные химические реакции.

С целью получения водорастворимых препаратов были синтезированы пиразолы с остатками пиридинкарбоновых кислот.

Симметричные диацетиленовые эфиры никотиновой и изо-никотиновой кислоты /4/ были получены окислительной конденсацией/5,6/ по схеме:

Полученные дипропаргильные эфиры никотиновой и изоникотиновой кислот предоставляют собой кристаллические вещества, хорошо растворимые в воде. Соединение идентифицировалось с помощью ИК-спектров.

Так, в ИК-спектре присутствуют полосы поглощения в области $2180-2130\text{см}^{-1}$ характерные валентным колебаниям $-\text{C}\equiv\text{C}-\text{C}\equiv\text{C}-$ связи.

Полученные дипропаргильные эфиры никотиновых и изоникотиновых кислот использованы для синтеза производных пиразола.

3,4-дизамещенные производные пиразолов синтезированы взаимодействием диазометана дипропаргильным эфиром гексадииндиола никотиновой и изоникотиновой кислоты по схеме:

Выход целевых продуктов составляет 88-92%.

Структуры синтезированных соединений подтверждено ИК-спектроскопией.

ИК-спектры соединений имеют полосы поглощения характерные для связи $\text{C}-\text{O}-\text{C}$ дизамещенного кольца, никотиновой и изоникотиновой кислоты.

Например, в ИК-спектре 4-[3-никотиноил-оксипропинил-1]-3-(никотиноил оксиметил)-пиразола, имеются поглощения в области $1450, 1500, 1640\text{ см}^{-1}$, характерные валентным колебаниям дизамещенного пиразольного кольца. В области 3240см^{-1} присутствует полоса поглощения соответствующая колебаниям NH -группы.

Полоса в области 1240см^{-1} относится к валентным колебаниям связи $\text{C}-\text{O}-\text{C}$.

В ходе экспериментов было изучено влияние различных факторов на выход конечных продуктов.

При реакции циклизации дипропаргильных эфиров никотиновой и изоникотиновой кислоты, большое значение имеет подбор температуры реакционной среды.

Например: реакции циклизации дипропаргильных эфиров никотиновой и изоникотиновой кислоты с диазометаном при комнатной температуре (+18, +20°C), выход конечного продукта составляет 92%. При повышении температуры (+25°C) выход продукта составляет 78,5%.

Снижение температуры также приводит к уменьшению выхода целевого продукта. Так, при -10°C выход составляет лишь 50,5%.

Таким образом, найдено, что для получения производных пиразолов с хорошим выходом, реакцию необходимо проводить при комнатной температуре.

Существенную роль при реакции циклизации имеет выбор растворителей.

В качестве растворителей использовались диэтиловый эфир+диоксан, диэтиловый эфир +диметилформамид, диэтиловый эфир. Наиболее подходящим растворителем оказался диэтиловый эфир, с использованием которого реакция циклизации протекает гладко, выход конечного продукта несколько увеличивается и кроме того, продукт получается в более чистом виде.

Экспериментальные данные еще раз подтверждают отсутствие заметного влияния полярности растворителя на процесс циклизации/7/.

Таким образом, димеризацией дипропаргильных эфиров никотиновой и изоникотиновой кислоты, получены симметричные эфиры гексадииндиолов, взаимодействием которых с диазометаном, синтезированы водорастворимые производные пиразолов.

Состав полученных производных пиразолов подтверждены элементарным анализом, структуры установлено ИК-спектроскопией.

Изучены влияние температуры реакционной среды и выбор растворителей на выход конечного продукта.

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**INFLUENCE OF MASUD PLANT GROWTH STIMULANT ON GROWTH,
DEVELOPMENT AND HARVEST OF SORGH GRAIN
DURING RE-SOWING IN SOUTH OF UZBEKISTAN**

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Abstract

In the conditions of the Surkhandarya region, the use of the growth stimulator Matsuda for obtaining an early and high crop of the repeated culture of sorghum of the Karabash variety was studied. When using Matsuda growth stimulant (seed treatment at a rate of 3.0 l / t; and spraying plants in the full-seedling phase of 6.0 l / ha; exiting the tube 9.0 l / ha), it had a positive effect on the yield and quality of sorghum seeds.

Key words: sorghum, stimulant, Masuda, seed and plant treatment, productivity, oil content, protein.

Зерно сорго отличный корм для животных и домашней птицы. Стебли и метелки сорго используются для приготовления силоса. После укоса отрастает отава, которая используется на зеленый корм или силос. Вместе с тем зерно сорго содержит много крахмала пригодного для продовольственных целей, служит ценным сырьем для крахмало-паточной промышленности. Из стеблей сахарного сорго добывают сладкий сироп, перерабатываемый в патоку, которая используется в кондитерской промышленности.

Урожай зерна сорго на орошаемых землях Узбекистана не уступает урожаю кукурузы. Сорго содержит кормовых единиц и переваримого белка больше, чем кукуруза.

Однако урожайность повторной культуры сорго после озимой пшеницы в производственных условиях остается довольно низкой. Высокая степень реализации потенциальной урожайности повторной культуры сорго может быть обеспечена внедрением современных научно-обоснованных технологий возделывания. Одним из важнейших элементов этих технологий является применение регулято-

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ров роста - физиологически активных веществ, влияющих на процессы жизнедеятельности растений и позволяющих более эффективно использовать растение сорго: повышать урожайность, улучшать качество продукции, условия уборки и хранения.

Получение высокого уровня урожайности, который может обеспечить высокую экономическую эффективность возможно за счет включения в технологию возделывания культуры новейших приемов, одним из которых является применение регуляторов роста растений [2; -С.68-72.].

Установлено, что при применении ростовых веществ повышается активность ферментов и биосинтеза нуклеиновых кислот и белков, ускоряется всхожесть семян, интенсивно развивается корневая система [1, 78 стр.].

Применение регуляторов роста в сельскохозяйственном производстве преследует многие цели: предотвращение полегания зерновых культур и стекания зерна, повышение засухо и морозостойчивости растений, а также повышение урожайности и качества выращиваемой продукции. Использование регуляторов роста позволяет уменьшить кратность обработок посевов фунгицидами в период вегетации и снизить норму их расхода на 25-50% [3. - С. 19-22; 4. - С. 8-10; 5. - С. 18-22].

Цель исследований: разработать технологии применению стимуляторов роста для получения высоко и качественного урожая сорго при повторных посевах после озимой пшеницы в Сурхандарьинской области на юге Узбекистана, а также рационального использования земельного и водного ресурса, увеличить объем продуктов питания и кормовых единиц, повысить экономическую эффективность.

Методика исследований. Опыты проводились на такырно-луговой почве Сурхандарьинской опытной станции НИИССАВХ расположенной в южной зоне Сурхандарьинской области Термезского района. Почва незасоленная, содержание гумуса на глубине 0-30 см почве составила 0,669-0,597%, общего азота 0,059-0,054%, фосфора 0,124-0,100%, обменного калия 125-125 мг/кг, залегание грунтовых вод на глубине 1,5-2,0 м, по механическому составу тяжелосуглинистая.

Результаты исследований. Применение исследуемые препараты оказал положительное влияние на рост и развитие растений сорго. В фазу созревания (перед уборкой) на всех вариантах с применением стимулятора растения сорго были высокорослыми, по срав-

нению с контролем без обработки. Наилучшие результаты были получены на варианте с обработкой стимулятором Маъсуда нормой 3,0 л/т и опрыскивания в фазах полных всходов 6,0 л/га и выхода в трубку 9,0 л/га.

При этом на контрольном варианте высота растений достигла 207,2 см, с применением препарата Маъсуда (обработка семян нормами 2,0; 3,0; 4,0 л/т; опрыскивание растение в фазу полных всходов 6,0; 6,0; 6,0 л/га, в фазы выхода в трубку 9,0; 9,0; 9,0 л/га) высота растений достигла соответственно 207,5; 217,9; 211,6 см, что выше варианта без обработки на 0,3; 10,7; 4,4 см.

Урожай зерна является основным показателем в оценке изучаемых приемов по возделыванию сорго (Таблица.).

В среднем (за 3 года) урожайность сорго была на варианте (контроль) без обработки составила 18,7 ц/га. Максимальная урожайность была отмечена на вариантах при применении препарата Маъсуда (обработка семян нормой 3,0 л/т; опрыскивание растений в фазу полных всходов 6,0 л/га, в фазу выхода в трубку 9,0 л/га) и составила 21,1 ц/га, что на 2,4 ц/га выше контрольного варианта.

При применении препарата Маъсуда (обработка семян нормой 2,0 л/т; опрыскивание растений в фазу полных всходов 6,0 л/га и в фазу выхода в трубку 9,0 л/га) урожай хлопка-сырца составил 20,9 ц/га, что выше варианта без обработки на 2,2 ц/га.

Таблица

Влияние стимулятора роста растений Маъсуда на урожайность
зерна сорго

№	Варианты опыта	Рост и развития, 1.XI		Урожай зерна, ц/га	Прибавка к контролю, ±
		рост раст., см	листьев на одно раст., шт		
1	Контроль без обработки	207,2	9,6	18,7	-
2	Маъсуда 2,0 л/т; 6,0; 9,0 л/га	207,5	10,5	20,9	2,1
3	Маъсуда 3,0 л/т; 6,0; 9,0 л/га	217,9	11,0	21,1	2,3
4	Маъсуда 4,0 л/т; 6,0; 9,0 л/га	211,6	10,3	20,8	2,0

При применении препарата Маъсуда (обработка семян нормой 4,0 л/т; опрыскивание растений в фазу полных всходов 6,0 л/га,

в фазу выхода в трубку 9,0 л/га) урожай зерна составил 20,8 ц/га, что выше варианта без обработки на 2,1 ц/га. В заключении можно отметить, что на протяжении всего периода исследований применение регулятора роста Маъсуда, усиливал ростовые и формообразовательные процессы что положительно сказалось на получении более высокой урожайности, чем на контроле без обработки.

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HABITAT OF THE EAST CAUCASUS TOUR (CAPRA CYLINDRICORNIS) IN LAGODEKHI NATURE RESERVE

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Abstract

Lagodekhi protected area is one of the most important areas within Georgia and the entire Caucasian region in respect of biodiversity. World Wildlife Fund (WWF) identified it as a global eco-region of special importance, Conservation International-Biodiversity hotspot. Among the large mammals inhabiting Lagodekhi reserve, Caucasus endemic-Eastern tur (*Capra cylindricornis*) is most famous. It is in IUCN red list of threatened species and is classified as vulnerable (VU). As the population is declining, its monitoring and protection is highly important. In this respect, conservation status of threatened Caucasus endemic, Eastern tur, should be checked every year and constant monitoring system to study tur populations should be implemented.

We conducted a survey at Lagodekhi reserve (Kabali and old reserve area) in 2019 and based on the findings of the effective research, made over 41.30 sq.km, it was concluded that minimum 630 species of Eastern tur (*Capra cylindricornis*) inhabit Lagodekhi reserve. Under the effective research, conducted over 4.80 sq.km in the Kabali river gorge, our camera traps detected 146 individuals – with density of 30.4 individuals per 1 sq.km. Over 36.50sq.km of the old reserve, 484 individuals were detected with density of 13.2 individuals per 1 sq.km. 630 Eastern turs detected within Lagodekhi reserve is not a full population as certain number,

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inhabiting the forest, was not registered and the existing data do not give accurate information on the size of the population inhabiting Lagodekhi forest.

Введение: в настоящее время на Земле выделяют 25 «горячих точек» биологического разнообразия. Одним из них является Закавказье, а в частности, Грузия. На основе критериев, установленных Всемирным фондом охраны природы (WWF), таких как: разнообразие видов, уровень эндемизма, таксономическая уникальность, эволюционные процессы, особенности развития флоры и фауны, разнообразие растительности и редкость биомов на глобальном уровне, Закавказье также является одним из 200 глобальных экорегионов. *[Стратегия и план действий по охране биоразнообразия Грузии, 2014 г].*

Фауна Грузии разнообразна. Благодаря своему географическому положению, Закавказье является местом обитания, с одной стороны, представителей фауны Восточно-Европейской зоогеографической провинции (Евро-Сибирская область), а с другой - засушливого и полусухого климата (Ирано-Туранская провинция, Сахара-Гобийская область). Характерен высокий уровень эндемизма (процентное количество кавказских эндемиков) как среди многих групп беспозвоночных, так и позвоночных (Арабули, 1982).

Множество распространённых в Грузии животных, являются редкими видами в глобальном масштабе и они внесены в Красный список Международного союза охраны природы (IUCN). Важнейшей частью охраняемых территорий Грузии является Лагодехский заповедник, который является одним из 14 государственных заповедников (категория IUCN Ib) и из 18 заказников (категория IUCN IV).

С точки зрения биологического разнообразия, охраняемая территория Лагодехи является важнейшим местом не только в Грузии, но и во всем Закавказском регионе, и Всемирным фондом природы (WWF) территория признана одним из важнейших экорегионов мира (Global Eco-region) (экорегион Кавказских смешанных лесов), а Международным обществом сохранения природы - Conservation International горячей точкой биоразнообразия (*Пятый национальный доклад Грузии в рамках Конвенции по биоразнообразию*).

Среди крупных млекопитающих Лагодехского заповедника, прежде всего, следует отметить Кавказского эндемика – Восточнокавказского тура (*Capra cylindricornis*), который Международным союзом охраны природы (IUCN) занесён в Красный список и относится к категории находящихся под угрозой исчезновения животных - VU (уязвимые виды). Восточнокавказский тур распространен в восточной части Главного Кавказского хребта. С востока его ареал обитания ограничивается Азербайджаном, а западные границы простираются до горы Шхара. Наспространен в Азербайджане, Грузии и России.

На территории Грузии Восточнокавказский тур (*Capra cylindricornis*) обитает в Лагодехи, Тушети, Хевсурети, Пшави и Казбеги. На территории Грузии самой важной угрозой для популяции тура являются: сельское хозяйство, охота, использование дериватов, угрозы, действующие внутри популяции, рекреация, туризм. Угроза, существующая внутри среды обитания тура, оказывает влияние на его численность популяции. Поэтому параллельно с борьбой с причинами необходима интенсивная и качественная охрана, способствующая сохранению существующего биоразнообразия (Мchedлури, Т., 2011).

Мы считаем целесообразным ежегодно оценивать состояние находящихся под угрозой исчезновения Кавказского эндемика - Восточнокавказского тура, как уязвимого вида; проводить базовые и прикладные исследования и внедрять систему постоянного мониторинга, используя соответствующие методы для изучения популяции тура, и этим способствовать охране и консервации их видов.

Методы исследования: для определения численности и распределения Восточнокавказского тура (*Capra cylindricornis*) были использованы фотоловушки; для количественного учета видов были использованы следующие методы: учет на линейных трансектах с фиксированной и нефиксированной шириной; учет на трансектах с неравными площадями; специализированные матрицы для полевых работ и дальнейшего статистического анализа; для оценки видового разнообразия и его распределения был использован метод определения индекса видового разнообразия (SP) (Nichols & Conroy 1996. Soule & Terborgh 1999); метод определения частоты встречаемости видов (FI) (Conroy, 1996; Caugley 1977); методы индекса Шеннона-инера Shanon-Wiener) и Симпсона (Simpson); (Begon at all. 1990); эмпирическая модель видов, численности, распределения (MSI) (Burnham, Overton, 1979).

Результаты исследования и обзор: на основании меморандумов, заключённых между Министерством охраны окружающей среды и сельского хозяйства Грузии и Администрацией охраняемых территорий, нам была предоставлена возможность наблюдать за турами в охраняемой зоне Лагодехи. Вместе с руководителем и сотрудниками администрации охраняемых территорий Лагодехи мы провели учёт Восточнокавказского тура. Для этого мы использовали один из широко используемых методов - учёт на трансектах с нефиксированной шириной. В это время движение осуществлялось на сухопутном транспорте и / или пешком. При наземном учете на трансектах с нефиксированной шириной мы измеряли пройденное расстояние и перпендикулярную дистанцию до наблюдаемого объекта. Местоположение объекта определялось географическими спутниковыми навигаторами (GPS), а перпендикулярное расстояние - с помощью дистанционных датчиков (Rangefinder). Полученная информация была обработана с помощью компьютерной программы - Distan 3се 6.0.

С целью стратификации и учёта животных, исследуемую территорию мы разделили на страты. В процессе стратификации максимально учитывались физико-географические особенности территории; вероятное распределение Восточнокавказского тура; затем внутри стратов, по принципу случайности, были отобраны трансекты, в которых учитывалось или само животное и / или любой признак жизнедеятельности (экскременты, следы и т. д.). Учёт туров происходил на участках, отобранных внутри страт.

С целью определения количества и плотности, мы проводили идентификацию следов. Каждый зарегистрированный след измерялся и, в результате сравнения этих параметров, он был идентифицирован, были установлены количество и плотность (количество особей на единицу площади); с целью определения рациона питания в зависимости от времён года, проводили анализ экскрементов. Для установления интенсивности угроз были использованы специальные формы, с указанием категорий угроз, определенных Международным союзом охраны природы (IUCN).

Каждая угроза, в зависимости от интенсивности действия, условно была оценена по следующей системе: сильная - 3; средняя - 2; незначительная - 1; не действующая - 0. При учёте туров важную роль играют фотоловушки. Их место расположения, в зависимости от времён года, отличается зонированием, их устанавливали на естественных солонцах, природных минеральных водах, источниках, дорожках и др. Фотоловушки (фотоаппараты с дистанционным

управлением) мы использовали, для определения количества туров. С их помощью было установлено соотношение полов, количество детёнышей, их сезонная и суточная активность. Фотоловушки размещались на высоте 60 см на дорожках, часто используемых крупными млекопитающими, и снимки были сделаны только тогда, когда мимо проходило относительно большое животное. Были определены новые места обитания туров.

За годы проведённых наблюдений на охраняемых территориях Лагодехи удалось доказать, что популяция и количество Восточнокавказского тура увеличивается. В 2001 году было зарегистрировано только 200 особей, а к 2017 году их число увеличилось до 616 [Научно-исследовательский центр по консервации видов «NACRES» 2017].

Тенденция популяции тура в Лагодехи в 1947-1994 г.г. представлена на графике №1. Синяя линия и точки - природные данные (обобщены и обработаны Георгием Суламанидзе); красные точки - результат независимого учёта, проведенного Энукадзе (1961) и Члаидзе (1965). Данные 2000-2017г.г. указаны на графике №2. Динамика популяции тура, отмеченная синей линией – это данные Администрации охраняемых территорий Лагодехи, красные точки - данные независимых регистраторов.

Граф. 1. Синяя линия и точки - природные данные (обобщены и обработаны Георгием Суламанидзе); красные точки - результат независимого учёта, проведенного Энукадзе (1961) и Члаидзе (1965).

Граф. 2. Динамика популяции тура, отмеченная синей линией – это данные Администрации охраняемых территорий Лагодехи, красные точки - данные независимых регистраторов.

В результате исследования, проведённого нами в 2019 году, было установлено, что в Лагодехском заповеднике обитает не менее 630 особей Восточнокавказского тура (*Capra cylindricornis*). Информация, полученная в результате обработки данных, указана в таблице №2. Эффективная площадь исследований составляет 41,30 км², отсюда, Кабали - 4,80 км²; Старый заповедник - 36,50 км². Плотность в долине реки Кабали составила 30,4 особей на 1 квадратный километр, в Старом заповеднике 13,2 особей. Исходя из этих показателей, в течение периода исследования было зафиксировано минимальное количество популяции тура: Кабали - 146 особей и Старый заповедник - 484 особи.

Навание	Ареал эффективного исследования	Общее количество зарегистрированных индивидов	Плотность км ²
Кабали	4.80 км ²	146	30,4
Старый заповедник	36.50 км ²	484	13,2

Заключение: Т.о. в результате эффективного исследования, проведенного в 2019 году на территории ареала Лагодехского заповедника, площадью 41,30 км² (Кабали и Старый заповедник) и полученных результатов, было обнаружено, что в Лагодехском

заповеднике обитает не менее 630 особей Восточнокавказского тура (*Capra cylindricornis*). В долине реки Кабали, на территории эффективного исследования площадью 4,80 км², с помощью фотоловушек было зафиксировано 146 особей. Плотность составляет 30,4 особей на 1 км². На территории Старого заповедника площадью 36,50 км² было зафиксировано 484 особи, плотность составляет 13,2 особи на 1 км². 630 особей Восточнокавказского тура, зафиксированных в Лагодехском заповеднике, - это минимальное количество, т.к. во время исследования определённая часть популяции леса не была зарегистрирована, а по имеющимся данным трудно определить, какой процент популяции обитает в Лагодехском лесу.

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ATMOSPHERE AND ITS TECHNOGENIC POLLUTION AS AN ENVIRONMENTAL PROBLEM

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Abstract:

The article reflects the Greek lexical meaning of the atmosphere, its appearance in space and on the earth, as well as a description of the technological pollution of the atmosphere and its types as an environmental problem.

Keywords: atmosphere, pollution, biological pollution, organic, inorganic, technogenic, radioactive, environmental problems.

Атмосфера (от. др.-греч. ἀτμός — «пар» и σφαῖρα — «сфера») — газовая оболочка небесного тела, удерживаемая около него гравитацией. Поскольку не существует резкой границы между атмосферой и межпланетным пространством, то обычно атмосферой принято считать область вокруг небесного тела, в которой газовая среда вращается вместе с ним как единое целое. Толщина атмосферы некоторых планет, состоящих в основном из газов (газовые планеты), может быть очень большой. Атмосферные газы Земли рассеивают синие длины волн лучше других, поэтому если смотреть из космоса, то вокруг нашей планеты имеется голубое гало, а если смотреть с Земли, то видно голубое небо.

Виды загрязнений: биологическое – загрязнителем являются организмы, привнесение и размножение которых несёт нежелательный характер как для человека, так и для экосистем в целом. Загрязнение грунтов – привнесение в грунты или возникновение в них новых, как правило, не характерных для них компонентов-загрязнителей (твердых, жидких, газообразных, биотических или комплексных), оказывающих вредное воздействие (прямое или косвенное) на экосистемы, включая и социальные (человека).

Процесс загрязнения грунтов может быть:

- естественным

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-природным (например, загрязнение почв и горных пород вредными токсичными компонентами при извержении вулкана)

-искусственным (техногенным, антропогенным). Наибольшие экологические проблемы связаны именно с техногенными загрязнениями.

Техногенными загрязнителями (или загрязняющими веществами) называются несвойственные окружающей природной среде посторонние химические продукты техногенного происхождения, поступающие в природную среду в таких концентрациях, которые вызывают вредное токсическое воздействие на экосистемы, живые организмы и особенно на человека. При этом вредное воздействие может иметь острый или хронический грунтов характер, проявляться как непосредственно, так и после накопления этих веществ до критических доз или их превращений, а также в результате синергетических процессов (взаимного влияния и усиления). В самом общем случае загрязнители грунтов подразделяют на классы:

1)неорганических загрязнителей;

2)органических загрязнителей;

3)систематика техногенных загрязнителей радиоактивных загрязнителей;

4)биологических загрязнителей.

К неорганическим загрязнителям относятся:

- тяжелые металлы;

- минеральные соли и вещества (удобрения, цианиды, асбест, противогололёдные реагенты и др.);

- неорганические кислоты (хромовые кислоты и др.) токсичные щелочи и др.

К органическим загрязнителям относятся:

- низкомолекулярные органические соединения (хлорорганические пестициды (ХОП), гербициды, инсектициды, фунгициды, ароматические амины);

- ПАУ (полициклические ароматические углеводороды, флуорантен, пирен, нафталин и др.);

- ХОС (хлорорганические соединения);

- фенолы;

- нефть и нефтепродукты (нефтяные шламы, мазут, керосин, бензин, различные растворители;

- красители (краски, лаки, родственные продукты);

- органические кислоты и др.

К радиоактивным загрязнителям относятся жидкие, твердые и газообразные вещества, обладающие радиоактивностью.

К биологическим загрязнителям относятся вредные патогенные микроорганизмы, бактерии, водоросли и т.п.

Основной критерий загрязнения окружающей среды различными веществами — проявление признаков вредного действия этих веществ в окружающей среде на отдельные виды живых организмов, так как устойчивость отдельных видов последних к химическому воздействию существенно различается.

Экологическую опасность представляет то, что в окружающей человека природной среде по сравнению с природными уровнями превышено содержание определенных химических веществ за счет их поступления из антропогенных источников. Эта опасность может реализоваться не только для самых чувствительных видов живых организмов.

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JURISPRUDENCE

THE CONSTITUTIONAL BASIS FOR THE REFORM OF THE JUDICIARY OF THE REPUBLIC OF KARAKALPAKSTAN

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Abstract

The article is devoted to the analysis of the constitutional regulation of the judicial power of the Republic of Karakalpakstan, based on the legislation and judicial and legal reforms implemented in Uzbekistan.

Key words: constitution, judicial power, judicial system, judicial reform, justice, judicial legal reform.

Понятие судебная власть в своей основе имеет конституционные положения, придает ей особую значимость и вес. Толкование соответствующих конституционных норм в своей прикладной части должно найти непосредственное отражение в судебной практике, в своей теоретической части – служить основанием для совершенствования процессуального права и процессуального законодательства. Эти и иные соображения взяты нами во внимание при попытке исследования комплекса вопросов, возникающих в связи с пониманием сущности судебной власти.

Стоя на страже закона, суд подчиняется определенным требованиям. Его деятельность строго регламентирована нормами гражданского процессуального и уголовно-процессуального законодательства.

В каждом государстве устанавливается своя модель защиты прав и свобод граждан, в том числе конституционных. Как правило,

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на любой суд возлагается обязанность защиты конституционных прав и свободы граждан. Исходя из особого характера и природы, роли и значения конституционных (основных) прав и свобод личности в мировой практике наметилась тенденция специальных мер их защиты.

Из трех ветвей власти только судебная власть формируется не на политической, а на профессиональной основе. Автономность судебной власти обеспечивается механизмом самоорганизации и самоуправления, а также путем конституционного закрепления социальных и материальных гарантий независимости судей.

Судебная власть Республики Каракалпакстан – это разновидность государственной власти, представляющая единую структуру, на сегодняшний день состоящий из Суда Республики Каракалпакстан по гражданским делам, Суда Республики Каракалпакстан по уголовным делам, экономического суда Республики Каракалпакстан, административного суда Республики Каракалпакстан, межрайонных, районных (городских) судов.

Судебная система Республики Каракалпакстан – это установленная Конституцией Республики Узбекистан, Конституцией Республики Каракалпакстан и Законом «О судах» совокупность судов, организованных на демократических принципах с учётом административно-территориального устройства республики.

С обретением независимости Республикой Узбекистан и принятием решения о построении подлинно демократического правового государства начался процесс становления независимого Узбекистана и входящего в его состав Республики Каракалпакстана как цивилизованного демократического правового государства, обеспечивающего защиту прав и свобод человека от произвола, охрану законных интересов личности.

В преамбулах Конституции Республики Узбекистан и Республики Каракалпакстан провозглашается приверженность правам человека, идеалам демократии и социальной справедливости. Конституция Республики Узбекистан и Республики Каракалпакстан впервые провозгласили, что права и свободы человека являются высшей ценностью (ст. 13 Конституции РУз) и возложили на себя обязанности по их соблюдению и защите (ст.43 Конституции РУз и ст.41 Конституции РК) [1].

Также демократический принцип закреплён в статье 11 Конституции Республики Узбекистан и в статье 11 Конституции Республики Каракалпакстан 1993 г., где впервые провозглашён принцип

разделения властей «Система государственной власти Республики Каракалпакстан основывается на принципе разделения властей на законодательную, исполнительную и судебную» [2].

Судебно-правовая реформа является стратегически важной задачей государственного реформирования. Осуществляемая в нашей стране реформа судебной системы – это неотъемлемая часть процесса становления правового государства и гражданского общества. Вследствие этого в настоящее время важной проблемой является поиск той золотой середины, того взвешенного подхода, который позволил бы создать наиболее эффективные условия и возможности для полноценной реализации прав и свобод человека, а без независимой демократичной судебно-правовой системы, эту сложную общенациональную, общеправовую задачу решить невозможно.

Для достижения этой цели судебно-правовая сфера требовала глубоко осмысленных и кардинальных преобразований, реформирования, что и было предпринято.

На сегодняшний день осуществлена широкомасштабная работа по обеспечению реальной независимости судебной власти. Одним из важных направлений, реализуемых в Узбекистане реформ является демократизация судебно-правовой системы, обеспечение ее подлинной независимости и укрепление гарантий надежной защиты прав, свобод и законных интересов граждан.

В целях коренного повышения эффективности проводимых реформ, создания условий для обеспечения всестороннего и ускоренного развития государства и общества, реализации приоритетных направлений по модернизации страны и либерализации всех сфер жизни Указом Президента Республики Узбекистан от 7 февраля 2017 года УП-4947 «О стратегии действий по дальнейшему развитию Республики Узбекистан» утверждена Стратегия действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017-2021 годах [3].

Согласно данному Указу, в целях коренного совершенствования системы отбора кандидатов и назначения на должности судей, расширения участия судей в данном процессе, повышения статуса и полномочий органа, ответственного за формирование высококвалифицированного судейского корпуса, образован Высший судейский совет Республики Узбекистан.

В рамках реализации мер, предусмотренных Стратегией действий, главой государства был издан Указ от 21.02.2017 г. № УП-4966

«О мерах по коренному совершенствованию структуры и повышению эффективности деятельности судебной системы Республики Узбекистан» [4], а палатами Олий Мажлиса был принят Закон о внесении изменений и дополнений в Конституцию и иные законодательные акты страны. Указанные акты создают правовую базу для усиления судебной защиты прав и свобод граждан, обеспечению их доступа к правосудию, повышения эффективности судебной власти, расширению общественного контроля за отбором кандидатов на должности судей.

Согласно этому стратегическими задачами системных преобразований в судебной системе являются:

- во-первых, обеспечение эффективной защиты конституционных прав и свобод граждан, прежде всего от необоснованного уголовного преследования и вмешательства в частную жизнь, прав граждан на личную неприкосновенность и справедливое судопроизводство;

- во-вторых, достижение более сбалансированного и устойчивого равновесия между законодательной, исполнительной и судебной ветвями власти, а также обеспечение подлинной независимости последней;

- в-третьих, повышение статуса судебной власти, изменение отношения к судам в обществе, приведение законодательных основ судебной власти в соответствие с требованиями демократического государства;

- в-четвертых, совершенствование правовой базы и системы, необходимой для согласованной эффективной деятельности структур, участвующих в осуществлении правосудия вместе с судебными органами (адвокатура, прокуратура), органами внутренних дел и другими новыми правовыми механизмами;

На базе хозяйственных судов во всех районах и городах республики образованы и экономические суды. Такая современная система разрешения судебных споров в предпринимательской деятельности направлена на обеспечение доступности к ним со стороны предпринимателей, а также позволит сэкономить значительные средства и время. Данная реформа приведет к устранению дублирования функций управления судебной системой и формированию единой судебной практики.

Вместе с тем, особое значение имеет формирование новой системы судов, уполномоченных рассматривать споры, вытекающие из публично-правовых отношений, а также дела об административных правонарушениях.

Так, впервые образуются судебная коллегия по административным делам Верховного суда Республики Узбекистан, административные суды Республики Каракалпакстан, областей и города Ташкента, районные (городские) административные суды, которые в свою очередь призваны обеспечивать реализацию конституционной гарантии прав граждан на обжалование в суд незаконных действий (бездействия) государственных органов и их должностных лиц.

До сегодняшнего периода рассмотрение жалоб на действия (бездействие) государственных органов и их должностных лиц осуществлялись судами по гражданским делам и хозяйственными судами в соответствии с Гражданским и Хозяйственным процессуальными кодексами, что касается дел об административных правонарушениях – судами по уголовным делам в соответствии с Кодексом об административной ответственности. Теперь подобные дела будут рассматриваться вновь создаваемыми административными судами.

Сегодня в Узбекистане и в Каракалпакстане основательно утвердилась точка зрения, что судебная власть является самостоятельной ветвью государственной власти, выполняющий государственную функцию защиты прав и свобод человека и гражданина. Судебная власть в Каракалпакстане занимает свое достойное место в системе разделения властей и выступает важным фактором правового развития общества. Повышение эффективности правосудия является одним из важнейших условий проведения демократических преобразований страны. Вследствие чего осуществляемая в стране судебно-правовая реформа, направлена на расширение роли и независимости судебной власти, что, в свою очередь, служит усилению гарантий защиты прав, законных интересов и свобод граждан и общества в целом.

Судебно-правовая система является одной из сфер, которая подвергалась коренному реформированию и демократизации. Объясняется это тем, что без новой, независимой, демократичной судебно-правовой системы невозможно и полноценное функционирование социальной, экономической и духовной жизни государства.

В заключение стоит отметить, что реализация положений, изложенных в данной статье, безусловно, связана с некоторыми законодательными актами, включая Конституцию Республики Узбекистан, Закон о судах и другие соответствующие нормативно-правовые акты. В целом, Указ предусматривает исторические изменения, которые позволят улучшить и оптимизировать судебную систему Республики Каракалпакстан с учетом международных и современных тре-

ований правосудий. Повышение эффективности правосудия является одним из важнейших условий развития демократических преобразований в государстве. В связи с этим проводимая судебно-правовая реформа направлена на расширение роли и независимости судебной власти, что в свою очередь, служит усилению гарантий защиты прав, законных интересов и свобод граждан.

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LEGAL REGULATION OF WORKING HOURS IN SOME FOREIGN COUNTRIES

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Abstract

The article deals with the issues of legal regulation of the employee's working time with the study of foreign experience, which analyzes various aspects of issues related to working time in foreign countries, flexible mode of regulation of working hours, working hours, working week.

Key words: labor legislation, labor relations, working hours, working week, working hours in foreign countries.

The international labour standards are a normative element of labour law, one of the achievements of modern development and the development of social policy instruments by the joint efforts of the international community, which are reflected in the results efforts by states to introduce social values into the market economy.

The content of these standards is a reflection of the experience of many countries, the formation of the most valuable and comprehensive principles and bases of the national labor law, the creation of practical rules with the participation of lawyers, the existing system of labor legal regulation, various views and approaches, various political forces and interests. The result of a collision of concepts involves finding a compromise legal formula that will be converted into international documents.

One of the crucial objectives of the research is to analyze and describe the terms of the working hours in legal studies.

To date, the Republic of Uzbekistan has acceded to 70 basic human rights documents by the UN became the participant of 10 main international treaties. The Universal Declaration of Human Rights, which includes

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the basic democratic principles and requirements of the international community in the field of human rights and freedoms, has become a political and legal basis for the formation of an international system of law in this field. the right to a reasonable day-to-day rest and the right to paid leave [1].

In addition, the International Labor Organization (ILO) is the main convention in the field of working hours of the International Labor Organization No. 47 "On reducing working hours for up to forty hours", which the Republic of Uzbekistan acceded to in 1995 and these international norms are also found in national legislation. In addition, the International Labor Organization and other international humanitarian organizations set out measures to prevent employees from getting sick at work, to prevent them from working longer than prescribed [2].

According to recent OECD labor market research, the study has been conducted in 38 countries. These countries include Germany, Denmark, Switzerland, Austria and Luxembourg, but Mexico, Costa Rica and South Korea are the leading countries in terms of actual working hours.

The most industrious workers in Europe are the UK, Greece and Portugal. Despite working 43.7 hours a week, the British often stay at work. Portuguese people work 8 hours and 48 minutes a day, an average of 48 hours per week. However, according to experts, the employees are not fully engaged in their duties during this time.

In Asia, people work a little harder. In China, for example, the average daily working time is 10 hours, with 6 days a week. The result is 60 hours of work per week. During this time, the Chinese will be given 20 minutes for lunch and 10 days for a vacation.

Of the Labor Code of the Republic of June 5, 1994 Paragraph 39 provides that an employer may be entitled to another work schedule if it is not possible to use a normal work schedule schedule [3]. Also, one of the types of working hours is non-permanent work time for certain categories of workers. In addition, there are special rules for the use of free time in Beijing and in some parts of the People's Republic of China (including the total number of working hours and the timetable that is not set).

To set an unplanned work day:

First, obtain the consent of an employee or a trade union organization to establish a non-permanent working day;

Second, to prepare all the necessary documentation;

Thirdly, obtaining the consent of the district labor and social security department.

It is also required that all employees, other than managers, be required to establish permanent non-working hours from the District Department of Labor and Social Welfare [4].

In addition, a number of European laws have been passed in the Federal Republic of Germany to regulate labor relations. In particular, the Law on Working Hours is the basis for the regulation of working hours. This law regulates working hours, breaks, night shifts and working hours in certain areas [5].

In Germany, full-time work can be up to 40 hours per week, up to a maximum of 48 hours. Payment of compensation is also allowed up to 60 hours.

The working week is set for Monday-Saturday, with most employees working Monday through Friday. The law also allows for overtime and shift work. According to the Law on Working Hours [6], many professions provide nighttime hours between 23:00 and 6:00. In the Federal Republic of Germany, employees generally do not work on Sundays a week and on holidays as specified by the law.

In addition, according to this law, the normal working time is 8 hours a day, and under certain conditions this time can be extended up to 10 hours. 6 hours of daily working hours.

Up to 9 hours an employee is entitled to a minimum of 30 minutes minimum lunch time. For a long working day, the minimum break is 45 minutes. These breaks are divided into several parts, but each break must be at least 15 minutes. An employee cannot work more than 6 hours in a row. At the end of working hours, the employee must have at least 11 hours of free time.

In addition, there are other economically developed countries in the United States (hereinafter referred to as the US), which also applies labor law to federal law.

The basic labor law regulation in the United States is the Fair Labor Standards Act (FLSA) of 1938, which regulates normal working hours, overtime, and legal regulation of underage labor. implied [7].

This law primarily covers the work hours of government employees, as well as those working in the private sector (public and municipal employees, employees working in companies with annual turnover of more than \$ 500,000, interstate commerce workers).

There is no legal definition of working hours in the United States, but the Code of Federal Regulations envisages a working week that may mislead some researchers. According to the law, a working week is defined

as working hours with a duration of 168 hours. This means that this definition is a logical fallacy, as the employee does not have time to sleep and rest during the week and is unable to work 168 hours per week.

We can conclude that American law, when describing the work week concept, refers to employee time (daytime, nighttime and overtime). In the US, work week is not always on the calendar. The work week can start from any day of the week and at any time of the day. Typically in all businesses and organizations, the work week is defined by the employer, as well as the right of the employer to change the workweek if the overtime pay is permanent [8].

"The analysis of the Law on Fair Labor Conditions" provides the following legal norms for working hours:

- normal working hours (40 hours work week);
- reduced working time (for minors);
- part-time (as a rule, in collective agreements. Additional work time is paid in proportion to the time worked) [9].

This law does not limit the employer's right to hire outside workers for 40 hours. It is also envisaged that the employer should pay at least one and a half times the remaining overtime if the employer has more than 40 hours per week [10].

The peculiarities of legal regulation of working hours in the United States are that each state has several powers to regulate labor relations and the right to adopt its own laws. This often worsens the legal status of employees as compared to applicable federal laws.

In some states, over 40 hours work hours are not considered overtime. Additional work is recognized in Minnesota, USA, over 48 hours per week. Kansas law only handles overtime work, which is done beyond 46 hours per week [11]. In fact, these state laws increased their normal working hours by 46 and 48 hours, respectively.

The Fair Labor Conditions Act does not include provisions for the need to obtain written approval from an employee for overtime work, which allows an American employer to hire workers outside of normal working hours without written consent.

In the US, the maximum limits for these cases are not set at the legislative level. Additional work includes any work done outside of a certain hour during the day or week.

If it is not clear who should take the initiative, it can be concluded that overtime work in the United States can be initiated by both an employee and an employer.

Based on the foregoing, I would suggest that you make some suggestions for our national legislation.

In addition, it is now the most important legal instrument not only in Uzbekistan, but also in the Commonwealth of Independent States, that the proper scheduling of working hours is appropriate. The regulation of working hours allows the organization of the labor process and the provision of free time to employees, as well as the effective use of flexible approaches to legal regulation of labor relations both for the employer and the employee.

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STATE AND PROSPECTS OF DEVELOPMENT OF THE SPHERE OF LABOR OF CIVIL SERVANTS IN THE REPUBLIC OF UZBEKISTAN

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Abstract

The article analyzes the state of the project of Law of the Republic of Uzbekistan "On public service" and the prospects for the development of the sphere of labor of civil servants in the Republic of Uzbekistan.

Key words: public service, qualification classes and ranks of public service, public civil servant.

В последние годы осуществляются широкомасштабные преобразования, направленные на повышение эффективности деятельности государственной службы в стране [1]. Принимаются меры по отказу от практики совмещения органами хозяйственного управления государственных регулятивных и хозяйственных функций, созданию современной системы оплаты труда и социального обеспечения работников государственных органов и организаций.

Стоит отметить, что на сегодняшний день в Узбекистане отсутствует единый закон в сфере регулирования труда государственной службы. Трудовые отношения лиц, работающих в государственных учреждениях Узбекистана их права и обязанности регулируются не только действующим Трудовым кодексом, но и иными нормативно-правовыми актами, в частности, законами «О судах», «О Генеральной прокуратуре», «Об адвокатуре», «О нотариате» и другими законами.

В рамках Государственной программы по реализации Стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017–2021 годах в «Год диалога с народом и интересов человека», утвержденной указом Президента Республики Узбекистан от 7.02.2017 г. № УП-4947, а также распоряжением Президента Республики Узбекистан от 14.02.2017 г. № Р-4849 «Об организационных мерах по реализации Стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017–

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2021 годах», предусматривался разработка проекта закона «О государственной службе».

Проекта Закона «О государственной службе» на основе модели Германии, был разработан еще в 2015 году¹.

Естественно, при разработке данного проекта закона необходимо учитывать национальный опыт, законодательство зарубежных стран, идеи и концепции передовых государств, на основе которых осуществлялось реформирование государственной службы.

В декабре 2017 года Министерством занятости и трудовых отношений были разработаны Концепция и проект Закона Республики Узбекистан «О государственной службе» и внесена в Кабинет Министров. В 2018 году Концепция и проект закона дорабатывался Министерством юстиции и были внесены в Администрацию Президента РУ. Проект был загружен в <https://regulation.gov.uz> 21 мая 2018 года и на протяжении месяца проводилось его обсуждение [2].

Целью законопроекта является регулирование отношений в области государственной службы путем реализации установленных задач, в частности:

- обеспечения единства организационно-правового механизма государственной службы и статуса государственного служащего;

- поэтапного создания основ карьеры государственных служащих;

- установления гарантий справедливого отбора и продвижения по службе на основе достоинств и заслуг;

- регламентации процедур приема, прохождения и прекращения государственной службы/

Проект также конкретизирует квалификационные классы и ранги государственной службы.

Глава нашего государства Шавкат Мирзиёев подписал указ «О мерах по кардинальному совершенствованию кадровой политики и системы государственной гражданской службы в Республике Узбекистан» № УП-5843, которая вступила в силу 3 октября 2019 года. В документе отмечается отсутствие закона прямого действия, обеспечивающий комплексное правовое регулирование государственной гражданской службы, в том числе процедуры открытого независимого конкурсного отбора кандидатов.

Указом определяется, что государственным гражданским служащим является гражданин Узбекистана, осуществляющий свою

¹ Антикоррупционные реформы в Узбекистане 4-й раунд мониторинга в рамках Стамбульского плана действий по борьбе с коррупцией.

деятельность на должностях, внесенных в Государственный реестр должностей государственной гражданской службы.

Иностранные граждане и лица без гражданства также могут занимать должности государственных гражданских служащих в порядке, установленном отдельными решениями президента Узбекистана.

Военная служба в Вооруженных силах Узбекистана и служба в правоохранительных органах является государственной специальной службой и регулируется отдельными актами законодательства.

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IMPROVEMENT OF LEGAL BASE OF LEASING ACTIVITY IN UZBEKISTAN

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Abstract

This article is devoted to the study and analysis of the legal regulation of leasing activity in Uzbekistan. The national legislation of the Republic of Uzbekistan in the field of regulation of leasing activity was studied, the existing problems were identified. Based on progressive foreign experience, proposals have been developed to improve legislation in the area of leasing activity. The purpose of this study is a comprehensive study of the legal regulation of leasing activity and the development of proposals to improve the legislation of the Republic of Uzbekistan in this area.

Key words: leasing, leasing activity, lessor, lessee, leasing company, object of leasing, subject of leasing, wright, obligations, responsibility.

Introduction. From a legal point of view, leasing relations are civil in nature, the subjects of which are equal, property independent and free when establishing contractual relations on the acquisition by lessors and transfer of leased objects to lessees. Therefore, leasing relations are regulated by the civil legislation of the Republic of Uzbekistan, among which the Civil Code of the Republic of Uzbekistan (further in the text – the Civil Code) and the Law of the Republic of Uzbekistan “On leasing” (further in the text – the Law on leasing) play a key role. However, leasing relations, with their diversity, can be regulated by the norms contained in numerous laws and regulations. Let us briefly consider the main regulatory acts that directly or indirectly affect the exercise of rights, the fulfillment of duties and responsibilities of participants in a leasing agreement in the process of conducting leasing operations.

1. The Constitution of the Republic of Uzbekistan. The Constitution is a normative legal act of higher legal force, fixing the foundations of the political, economic and legal systems of our country, the foundations of the legal status of the state and the individual, their rights and obligations. The current Constitution of our country does not contain a single rule directly related to leasing activities, however, a number of its provisions are fundamental to any business, including leasing activities, and are fundamental to

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the organization of the entire economic life of society. In particular, Chapter XII of the Constitution devoting to the economic foundations of society, contains three articles – 53, 54 and 55, and provides such fundamental provisions as diversity, equality and legal protection of property forms, freedom of economic activity and entrepreneurship, inviolability and state protection of private property, etc. [1] These provisions of the Constitution are fundamental for the leasing sector.

2. *Civil Code*. [2] The Civil Code, rightly called the "economic constitution", is the main regulatory act governing the conclusion, execution, amendment and termination of a lease agreement. In addition to the norms directly related to the regulation of leasing relations, there are numerous provisions without which it is impossible to carry out certain aspects of leasing operations. The rules directly related to the legal regulation of leasing relations are contained in the articles of Chapter 34 Property lease (rental). In particular, leasing as a type of lease contract is under the regulation of the provisions contained in §1 General provisions of this Chapter, the provisions of §6 of this Chapter are directly related to leasing.

In accordance with the leasing agreement, the lessor shall have the duty to purchase from the seller a leasing object indicated by the lessee which will then be transferred to the lessee for temporary possession and use. This means that the acquisition of a leased asset from the seller is an integral part of the leasing operation. The contract for the purchase of a leased asset is fully subject to the direct regulation of the provisions contained in Chapter 29 Purchase and Sale.

In accordance with article 18 of the Law on leasing, the leasing object must be insured against all types of risks. Therefore, when carrying out leasing operations, we are directly faced with the need to apply the rules of the Civil Code for insurance, namely, Chapter 52 Insurance.

In practice, most leasing companies require their clients to provide security for their obligations to pay leasing payments (except cases when the lessee takes participation in financing of the acquisition of the leased asset in the amount of at least 20-30%). Most often the security is a pledge of movable and immovable property, however, it is possible that a leasing company can accept a guarantee of third parties and a bank guarantee, which is often practiced in neighboring countries. And all relations to ensure the fulfillment of obligations of lessees to timely pay leasing payments, are governed, first of all, by the norms contained in the article of Chapter 22 of the Civil Code of the Ensuring the Performance of Obligations.

Many of the rules of the Civil Code are used to regulate the activities of leasing companies and lessees as business entities. Leasing companies

and a lessees are always legal entities and, accordingly, all the rules of the Civil Code governing the activities of legal entities that determine their legal status, the procedure for the creation and termination of activities, governing bodies, etc., are subject to the regulatory impact of the articles of the relevant Civil Code. Or all the rules of the Civil Code governing the emergence, exercise and protection of civil rights and obligations (regarding the rights and obligations of participants in a lease agreement) and contained in Chapter 2, as well as the rules of subsection 1 and 2 of Section III, the law of obligations also applies to parties to a lease agreement.

Thus, the Civil Code is the main regulatory act containing legal norms governing almost all aspects of the activities of participants in leasing relations.

3. The Law on leasing. [3] This Law is a special law adopted to regulate leasing activity. It is adopted in the development of the above rules of the Civil Code governing leasing relations, and its provisions should not contradict the relevant provisions of the Civil Code.

The law contains rules governing all key issues related to the conclusion and execution of a leasing agreement. First of all, this Law defines leasing activity, under which Article 2 of the Law implies a special type of financial lease, when one party (lessor), on behalf of the other party (lessee), acquires property (object leasing) and provides it to the lessee for a fee on the terms and conditions specified in such an agreement for possession and use for a period exceeding twelve months.

Further, this Law also defines such key terms as leasing activity, objects and subjects of leasing, defines the conditions for concluding, amending and terminating a leasing contract, the rights, obligations and responsibilities of lessors, lessees and the seller of leasing equipment, ownership and transfer of risks to the object leasing and many other important points of conclusion and execution of a leasing contract.

4. Other laws of the Republic of Uzbekistan. Traditionally, in the Republic of Uzbekistan (like in many other countries) business entities acting in leasing relations as lessors or lessees are created and operate in the form of a joint stock company or limited liability company. The norms regulating their activity are contained primarily in the Laws of the Republic of Uzbekistan "On Joint-Stock Companies and Protection of Shareholders' Rights" [4] and "On Limited and Additional Liability Companies" [5].

As stated above in leasing practice very often lessors require from lessee a security in the form of pledge. The conclusion and execution of pledge agreements in leasing operations framework is regulated by the Laws of the Republic of Uzbekistan "On Pledge" No. 614-I dated May 1 [6], 1998 and "On Mortgage" No. ZRU-58 dated October 4, 2006. [7]

As above mentioned in accordance to Article 18 of the Law on leasing the leasing object must be insured. Insurance of the leased asset is in accordance with the requirements of the Law of the Republic of Uzbekistan "On insurance activities" № 358-II dated April 5, 2002 [8]

As it was stated, the main acts of legislation governing the leasing agreement are the Civil Code and the Law on leasing. Having made a comparative analysis of these two legal acts with relevant codes and laws in the field of leasing in the CIS countries, with regulatory acts in the field of leasing in developed countries, with the legal regulation of leasing relations in the Muslim system of law, and taking into account the modern dynamics of the development of leasing relations the author concluded that significant changes and additions are required in the Civil Code and the Law with regard to leasing regulation.

In accordance with the Decree of the President of the Republic of Uzbekistan "On Measures to Improve the Civil Legislation of the Republic of Uzbekistan" No. R-5464 dated April 5, 2019, the Interdepartmental Commission for the Improvement of Civil Legislation of the Republic of Uzbekistan was created, which should prepare a new revision of the Civil Code and other legal acts aimed at improving civil law by April 1, 2020. [9] Being a member of one of the Working Groups for the preparation of the above draft Civil Code, the author prepared the draft of Chapter 34 of the Civil Code "Rent", which were submitted to the Ministry of Justice of the Republic of Uzbekistan. In addition, the author prepared a new version of the Law of the Republic of Uzbekistan "On Leasing", which was sent to the Legislative Chamber of the Oliy Majlis, the Presidential Administration and the Ministry of Justice of the Republic of Uzbekistan.

Proposals. In order to improve the legislation governing leasing operations the author proposes the following changes to the Civil Code:

1. The author proposes to exclude from article 588 the provision defining the use of the leased asset for business purposes. An analysis of the leasing legislation of foreign countries regarding the use of the leased asset showed that many countries, including the CIS countries (in particular, Russia, Ukraine, Belarus and Kazakhstan) have long ago excluded such a requirement from their Civil Codes.

Because of this requirement a huge number of non-profit organizations (political parties, social movements, charitable foundations, religious institutions, etc.) that do not carry out business activities cannot use leasing services although they receive proceeds from their founders to be sufficient for timely payment of lease payments.

2. The author proposes to exclude article 596 of the Civil Code, devoted to subleasing because of the need to regulate the issue of subleasing

in the Law on leasing. The Civil Code already has articles 546 and 550, the rules of which govern relations on a sub-loan basis, and Article 596 only duplicates them, adding nothing new. And in accordance with Article 557 of the Civil Code, the rules on hiring (including sub-leasing) are also applicable for leasing, unless otherwise provided in paragraph 6. Thus, Article 596 is redundant and should be deleted from the Civil Code, and certain issues of sub-leasing are more wide format should be regulated by law.

The author also proposes to adopt the new version of the Law on Leasing. The author suggests not limit to making amendments and additions to the current Law, but to approve it in the new version not only because of the large number of proposed changes and additions, but because of the need to change the rules governing a number of fundamental conditions for leasing activity. The most important provisions of the Law on leasing in the new version are as follows:

1. The author believes that the Law in new version at the very beginning in Article 1 should clearly define the goals and scope of its application. The author proposes the following edition of Section 1 of the Law;

“Article 1. Purpose and scope of this Law.

The purpose of this Law is to stimulate investment activity on the basis of leasing, including by attracting foreign investment, and to protect the rights of participants in leasing relations.

This Law governs relations related to the conclusion, execution and termination of a leasing contract.”

This version of Article 1 of the Law in new version is of fundamental importance, both for law enforcement practice in the field of expanding the financial base of the activities of leasing companies and protecting the rights of consumers of leasing services, and for scientific purposes, directing the vector of research in the field of civil regulation of leasing relations towards research legal support of investments (because the main problem of the leasing sector in Uzbekistan is the lack of financial resources for financing leasing transactions by leasing companies) and ensuring the protection of bona fide participants in leasing relations.

2. If in the current version of the Law key terms are scattered in various articles (for example, the term of leasing - Article 2, the term of leasing activity - Article 8, etc.), the author proposes in the new Law one article - in article 3 to collect all key terms, with which we encounter in practice, and include the following terms:

“Leasing is a combination of economic and legal relations arising in connection with the acquisition by a lessor of non-consumable property and its transfer to a lessee for temporary possession and use.”

A deep and comprehensive analysis of leasing relations shows that leasing in terms of content is an economic category that cannot be carried

out without formalizing the relevant legal relations. When implementing a leasing operation, important are not only such economic components of leasing as the conditions for financing a leasing project and calculating its profitability, the actual operation of the leased object and the payment of leasing payments, etc., but also its legal component, which includes the conclusion of a whole group civil law agreements (at least leasing, sale and insurance agreements), determining the system of mutual rights and obligations of lessors, lessees and sellers, their responsibilities, sharing risks between them, etc.

Another term proposed by the authors to include in this article is the term of the leasing contract as follows:

“A leasing contract is an agreement whereby the lessor, on behalf of the lessee, undertakes to acquire non-consumable property and transfer it to the lessee for temporary possession and use, and the lessee undertakes to accept it and pay the lessor lease payments.”

Such a definition of a leasing agreement is clear, understandable, in accordance with the customs of formulating agreements as civil law agreements, and fully covers the essence of leasing. A clear, concise definition of any contract is important in law enforcement and judicial practice, excludes various interpretations, for example, by the tax authorities, etc.

3. In the new version of the Law on leasing the author proposes (in connection with the proposed changes in Article 588 of the Civil Code) to exclude the requirement to use the leased asset in business purposes. The rationale for this proposal was given when considering changes to Article 588 of the Civil Code.

4. In addition, the author proposes not to include in the new Law a rule existing in the current Law and in accordance with which the leasing asset should be recorded on the lessee's balance sheet. In the new Law, the author proposes to leave this issue to the discretion of the parties to the leasing agreement. This will allow for the provision of leasing services to individuals to take into account the leased asset on the balance sheet of the leasing company.

Conclusion. As a result of the research As a member of the Working Group on preparing a new version the Civil Code, the author has prepared a draft to the Civil Code regarding leasing and the new version of the Leasing Law, which are submitted to the Legislative Chamber of the Oliy Majlis, the Presidential Administration and the Ministry of Justice of the Republic of Uzbekistan. Among the numerous proposals of the author, the most important are the proposals on:

- the exclusion of the requirement to use the leased asset for business purposes;
- the exclusion from the Civil Code of norms relating to sub-leasing and their more detailed regulation in the Law;

- inclusion in the Law of norms on recording the leasing asset on the lessee's balance sheet.

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GENERAL SECTION

CONCOMITANT MENTAL STATES AS MANIFESTATIONS OF FRUSTRATION IN STUDENTS

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Abstract

This article discusses the problem of concomitant mental states as manifestations of frustration in students, that is, the relationship of frustration with anxiety, aggressiveness, and rigidity.

Key words: psyche, state, student, frustration, anxiety, aggressiveness, rigidity.

Для понимания модели, а также применения в психологической практике высшего образовательного учреждения, является весьма важным раскрытие её основных структурных составляющих. Как отмечалось в предыдущем параграфе, основу модели составляет преимущественно социально-психологические проявления фрустрации, выявленные путем корреляционного анализа результатов комплексного психодиагностического обследования студентов. Т.е., по своей сути, значимые корреляционные связи отражают проявления, которые и составили структурную основу модели. Рассмотрим наиболее важные исходя из цели и задач настоящего диссертационного исследования. Так, наиболее статистически значимые корреляционные связи выявлены между уровнем фрустрации и (рис. 1):

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Рис. 1. Характеристика корреляционных связей фрустрации с тревожностью, агрессивностью, ригидностью студентов ($n=367$)

- уровнем тревожности студентов - $r = 0,81$ при $p < 0,05$;
- уровнем агрессивности студентов - $r = 0,80$ при $p < 0,05$;
- уровнем ригидности студентов - $r = 0,74$ при $p < 0,05$.

Исходя из смыслового содержания диагностируемых признаков, данные корреляционные связи отражают сопутствующие психические состояния, как проявления фрустрации у студентов в ходе учебной деятельности. Кроме того, данный факт подтверждает многочисленные позиции различных исследователей о проявлениях фрустрации в виде повышенной агрессии, тревожности и ригидности.

Самым ярко выраженным проявлением фрустрации студентов вступает повышенная тревожность, как сильному внутреннему переживанию, тревоге по отношению к возможным неудачам, различным жизненным трудностям студента. В данном аспекте Н.Н. Зотов, анализируя фрустрацию как целостное образование, выделяет её компоненты, одним из которых является повышенная тревога. Это проявление, при затяжной форме может провоцировать возникновение и развитие других негативных явлений, а также перерастания

тревоги, как ситуативной реакции, в тревожность, как личностное свойство.

По мнению А.Ф. Полонянкина склонность приписывать ответственность за свои неудачи может характеризовать лиц с проявлениями фрустрации, которые мешают эффективному преодолению трудностей, способствуют формированию и развитию различных негативных психических проявлений. Такие обучаемые, как правило, характеризуются тревожностью, беспокойством, неуверенностью в своих возможностях, нетерпением к другим. Зависимость от внешних обстоятельств, постоянная тревога создает для них ситуацию неопределенности и служит основанием для стремительного развития эмоционального напряжения и тревожности.

Д.Т. Скворцов отмечает, что студенческий период характеризуется активизацией самопознания, дифференциацией и коррекцией самооценки в процессе межличностных отношений и деятельности. Адекватность и устойчивость самооценки обеспечивает согласованность между возможностями и достижениями личности, соответствие реальным условиям деятельности, связь между запланированными и реальными результатами, критическое отношение к себе, обуславливает высокую саморегуляцию, успешность адаптации и выступает механизмом активации.

Неадекватно завышенная самооценка студентов оказывается в пренебрежительном, слишком резком, нетерпимом отношении к другим, высокой конфликтности. Тогда как неадекватно заниженная самооценка оказывается во внутренней неуверенности, комплексе неполноценности, желании скрыть себя настоящего, способствует изоляции, возникновению страха, тревожности, фрустрации, других негативных психических состояний, особенно болезненном реагированию на критику, осуждение, пренебрежение, чувстве неспособности преодолеть трудности, снижении мотивации.

Следующим по значимости проявлением является агрессия, которая проявляется как определенная невыдержанность студента, наличием соответствующих трудностей в общении, межличностном взаимодействии в ходе учебной деятельности. Различными исследователями расценивается агрессия как практически единственная форма реагирования на действие фрустратора.

Ю.К. Брель анализируя различные подходы к исследованию агрессии в контексте фрустрации утверждает, что чем чаще и сильнее возникают непреодолимые препятствия на пути достижения цели, чем чаще у подростков возникает фрустрация и тем больше будет толчок к агрессивному поведению. Также отдельные ситуации

фрустрации, которые не находят должного выхода, в будущем могут спровоцировать довольно сильную агрессию, которая может являться суммарной реакцией, обусловленной не реализованными ранее индивидуальными тенденциями агрессивного характера.

В качестве заключительного по значимости сопутствующим психическим состоянием проявления фрустрации вступает повышенная ригидность. Она выражается как личностные сложности в адаптации к возможным изменениям в учебной деятельности, жизни студента. В данном контексте, Ш.А. Смирнов, рассматривая фрустрацию, пришел к выводу, что это состояние чаще возникает у тех индивидов, у которых наблюдалась повышенная ригидность. При этом длительная фрустрация может привести к истощению и развитию ригидности, что в свою очередь значительно повышает риск возникновения психосоматических заболеваний. Кроме того, пассивность оказывается у индивида, ригидность которого находится на высоком уровне проявления и его организм не способен противостоять возникновению фрустрации. В этом случае, наблюдается состояние некой беспомощности, безнадежности, депрессии.

UZBEK FOLK GAMES AS EDUCATIONAL TOOLS FOR PRIMARY SCHOOL STUDENTS

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Abstract

The pedagogical aspects of the management of Uzbek folk games require the teacher to analyze the age and psychological characteristics of primary school students.

Key words: game, education, means, student, people.

Роль узбекских народных игр в воспитании личности подростка сегодня бесценна. Когда ребенок идёт в школу, начинается новый этап в его жизни, то есть начинают происходить очень большие изменения в развитии ребенка. Чувство радости и удовлетворения, связанное с началом новой школьной жизни, помогают ребенку следовать установленным учителем правилам поведения в классе, школе и по отношению к сверстникам.

Перечислим необходимые психолого-педагогические факторы проведения игр имеющие воспитательное воздействия на учащихся начальных классов:

- ученики полностью понимают суть игры, ее этапы и результаты;
- позитивное отношение к следующей игровой активности;
- мобилизация знаний, навыков и умений, необходимых для игры;
- выполнять все требования учителя до, во время и после игры.

Самым важным психологическим условием игры является то, что она должна быть организована с учетом интересов младших школьников и с целью удовлетворения их познавательных потребностей. Следовательно, в игре сами ученики являются

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авторами и исполнителями, то есть они создают и работают самостоятельно.

Игра остается ведущей деятельностью на протяжении большей части детства и юности. Благодаря предлагаемым им играм дети младшего школьного возраста осваивают важнейшие нравственные нормы, которые составляют основу любви детей к Отечеству, героизма, социального отношения к работе, взаимопомощи, заботы о других. Поэтому наиболее благоприятными психолого-педагогическими условиями для решения этой проблемы являются:

- подбор комплекса узбекских народных игр на различные темы, актуальные для конкретной цели;
- эмоциональная подготовка и сопереживание к игровой деятельности;
- способность педагога вовлекать учащихся начальных классов в узбекские народные игры, объяснять положительные результаты от участия в играх;
- единство содержания, форм и методов управления народными играми;
- живучесть и практичность игрового процесса;
- постепенное усложнение содержания игр.

Необходимым условием повышения эффективности воспитания с помощью узбекских народных игр является умелое управление педагога этим процессом. Задачи учителя в реализации педагогического управления национальными играми заключается в следующем:

- объяснение темы игры;
- активизация отношений учащихся к правилам и идеям игры;
- проведение самой игры;
- завершение игры, результаты которой отражают решение воспитательных задач;
- оценка поведения и взаимодействия учащихся во время игры.

Педагогические аспекты руководства узбекскими народными играми требуют от учителя анализа возрастных и психологических особенностей учащихся младшего школьного возраста, определение конкретных целей, задач и наиболее подходящих форм, методов и средств обучения учащихся младшего школьного возраста.

Педагогическое руководство народными играми требует необходимые знания, творчества, педагогических навыков, а также правильного их выбора и воспитании подрастающего поколения.

Учитывая важность содержания игры, учитель должен тщательно продумать, с какими играми начать педагогическое воздействие, в зависимости от образовательных и воспитательных целей и задач, их соответствия педагогическим целям. Мы думаем, что важно выбирать игры в первую очередь основанные на образовательных задачах. Если содержание игры недостаточно освещено, оно может потерять свое воспитательное значение.

Выбранная игра должна быть подходящей для детей, ее содержание не должно быть слишком сложным или слишком простым. Выбранные узбекские народные игры должны служить основой для воспитания убеждений и социальной активности, которые удовлетворяют познавательные потребности учащихся начальной школы.

При выборе игр необходимо учитывать следующие педагогические требования:

- содержание игры и жизнеспособность и практичность игрового процесса;
- ясность игровой идеи;
- простота содержания игры;
- близость к опыту и общению;
- требования активной мыслительной деятельности учащихся;
- появление в игре реальной ситуации, отражающей аспекты воспитания, отраженные в целях и задачах.

Следует отметить, что игры, рекомендованные для учащихся I-II-III классов, не так просто различить. Потому что все школьники могут участвовать в одной игре.

В конце игры обязательно должен быть проведен анализ-обсуждение и подведен итог, где необходимо устное поощрение тех кто активно в ней участвовал. Таким образом, каждая игра может быть организована в три этапа: подготовка, проведение и заключительный этап.

Педагог должен уметь пробуждать у детей интерес к различным играм, физическим упражнениям, а также соблюдению режима дня, развивать необходимые знания и навыки для самостоятельной организации и проведения двигательных игр.

THE USE OF EDUCATIONAL TECHNOLOGY IN CHEMISTRY CLASSES

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Abstract

This article covers the use of pedagogical technologies in chemistry lessons, where research is conducted to obtain new knowledge, generalize, acquire skills, apply the knowledge, study specific substances, phenomena, processes.

Key words: pedagogy, technology, lesson, chemistry, knowledge, research.

Every teacher wants his subject to arouse deep interest in students, so that students can not only write chemical formulas and reaction equations, but also understand the chemical picture of the world, be able to think logically, so that each lesson is a holiday, a small performance that brings joy to both students and the teacher. We are used to the teacher telling the lesson, and the student listening and learning. Listening to ready-made information is one of the most inefficient ways to learn. Knowledge cannot be transferred from head to head mechanically (heard – learned). Many people think that you just need to make the student listen and things will immediately get better. However, the student, like any person, is endowed with free will, which can not be ignored. Therefore, it is impossible to break this natural law and subdue them even for good purposes. The desired result cannot be achieved on this path.

It follows that it is necessary to make the student an active participant in the educational process. The student can learn information only in their own activities when interested in the subject. Therefore, the teacher should forget about the role of informant, he should play the role of organizer of the student's cognitive activity. There are various types of activities for the development of new material by the student: material, materialized and intellectual. Material activity is understood as activity with the object of study. For chemistry, such an object is a substance, i.e.

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the material activity in chemistry lessons is conducting experiments. Experiments can be conducted by students or demonstrated by a teacher.

Materialized activity is an activity with material models, formulas, tabular, digital, graphic material, etc. In chemistry, it is an activity with material models of molecules, crystal lattices, chemical formulas, solving chemical problems, comparing physical quantities that characterize the substances under study. Any external activity (activity with the hands) is reflected in the brain, i.e. it passes into the internal plan, into intellectual activity. By conducting experiments, composing chemical formulas and equations, comparing digital material, the student draws conclusions, systematizes facts, establishes certain relationships, draws analogies, etc. So, the teacher should organize all types of educational and cognitive activities for the student in the lesson. It is necessary that the educational and cognitive activity of the student corresponds to the educational material that should be learned. It is necessary that as a result of the activity, the student independently comes to any conclusions, so that he creates knowledge for himself.

The most important principle of didactics is the principle of independent creation of knowledge, which consists in the fact that the student's knowledge is not obtained in a ready-made form, but is created by himself as a result of a certain cognitive activity organized by the teacher.

Independent discovery of the smallest grain of knowledge by a student gives him great pleasure, allows him to feel their capabilities, elevates him in his own eyes. The student is self-asserting as a person. The student keeps this positive range of emotions in his memory and tries to experience it again and again. So there is an interest not just in the subject, but what is more valuable - in the very process of knowledge – cognitive interest. Various types of technologies contribute to the development of students' cognitive and creative interests: computer technologies, technology of problem and research learning, technology of game learning, and the use of tests.

1. *Computer technology.* The use of computers and multimedia technologies gives positive results in explaining new material, modeling various situations, collecting the necessary information, evaluating knowledge and skills, and also allows you to implement in practice such training methods as business games, problem solving exercises, presentations, and so on. Computer technology makes it possible to have a volume of information that is not available to teachers who rely on traditional teaching methods. Multimedia training programs use animation and sound, which affect several information channels of the

trainee at once, enhance the perception, facilitate the assimilation and memorization of the material. In my lessons, I use various programs on CD-ROMs that help me explain new or repeat old topics, consolidate and systematize my knowledge.

Example of one lesson. Topic: "a Subgroup of the oxygen feature. The production of oxygen". During the lesson, a multimedia projector was used, where experiments that could not be demonstrated in the school laboratory were shown on the screen. Several tables were also projected on the screen. The children were asked to analyze, compare and make a conclusion. From the above, we conclude that computer technology increases the level of learning and arouses students' interest in the subject.

2. *Technology problem-based learning.* Technology of problem learning involves the creation of problem situations under the guidance of a teacher and active independent activity of students to resolve them, as a result of which there is a creative mastering of knowledge, skills, abilities and the development of thinking abilities. Problematic situations in the classroom can occur in the most unexpected ways. For example, in the 8th grade, when studying the topic "Electronegativity", a student asked the question "does Hydrogen give electrons to lithium or Vice versa?" Classmates replied that lithium gives off electrons, since it has a larger radius of the atom. Immediately, another student asked, "what will hydrogen become?" Opinions were divided: some believed that the hydrogen atom, attaching an electron, turned into a helium atom, since it had two electrons, and others did not agree with this, arguing that helium has a core charge of +2, and this particle has +1. So what is this particle? There is a problem situation that can be solved by getting acquainted with the concept of ions. A problem situation in the classroom can be created by the teacher himself. Example of a lesson. Topic: "Simple and complex substances". The teacher gives the student a wide field of activity: asks problematic questions, offers to write out simple and complex substances separately from the list of various substances, and leads to the fact that the student himself, using his life experience and knowledge of previous lessons, tried to formulate the concept of a simple and complex substance. The student creates knowledge for himself, so there is an interest not just in the subject, but in the very process of learning.

3. *Technology research education.* Research activity of schoolchildren is a set of actions of a searching nature, leading to the discovery of unknown facts, theoretical knowledge and methods of activity. In this way, students get acquainted with the main methods of research in chemistry, master the ability to independently acquire new knowledge, constantly turning to the theory. Attracting reference

knowledge to solve problem situations involves the formation and improvement of both General and special skills of students (to conduct chemical experiments, correlate observed phenomena with changes in the state of molecules, atoms, ions, conduct a mental chemical experiment, model the essence of processes, etc.). the Study can be conducted in order to obtain new knowledge, generalization, acquisition of skills, apply the knowledge, study specific substances, phenomena, processes. So, when studying the topic " nitric acid Salts" in the 9th grade, I use elements of research work. The research includes: conducting a theoretical analysis; forecasting methods for obtaining substances and their properties; drawing up a plan for experimental verification and its implementation; and formulating a conclusion. The result is a logical chain: theoretical analysis-forecasting-experiment. Michael Faraday said " "No science needs experimentation as much as chemistry. Its basic laws, theories, and conclusions are based on facts.

SYNTACTIC FUNCTIONS OF ASINETONE IN WORKS OF T. ZHUMAMURATOV

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Abstract

This article analyzes the synthetic functions of asinetone in the works of T. Zhumamuratov. T. Zhumamuratov is considered one of the poets who have a significant place in the Karakalpak literature of the XX century. In whatever subject he created, be it national traditions and customs or love, the lyric hero in it thinks from a philosophical, didactic point of view.

Key words: stylistic figures, asyndeton, homogeneous subject, the homogeneous addition.

Т.Жумамуратов – поэт, обогативший своими произведениями поэзию каракалпакского народа с идейной и жанровой сторон.

Творчество поэта исследована многими учёными, критиками, литературоведами. Один из них, М. Нурмухаммедов, высоко оценивая произведения поэта, отмечает:

«Многим юным авторам, не умеющим пользоваться языком я бы рекомендовал учиться у таких редких мастеров народного слова как К. Айымбетов, Т. Жумамуратов, С. Нурымбетов».

В каракалпакском языкознании творчество Т. Жумамуратова еще не в достаточной мере исследована с лингвистического аспекта. Рассматривая его поэзию, можно заметить, что он мастерски пользовался всеми возможностями каракалпакского языка. Каждое его произведение разнообразно с художественной точки зрения.

Среди выразительных средств языка играют важную роль также стилистические фигуры. В системе выразительных средств языка они имеют значительное место.

«Стилистические фигуры – это отдельно возникшие синтаксические сочетания или предложения, которые служат для образности в языке [2]». В данной статье мы остановимся на синтаксических функциях одного из стилистических фигур, асиндетона, встречающегося в произведениях Т. Жумамуратова.

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При создании поэтом природы лирических переживаний, в связи с психологическим состоянием образа героя, в художественном произведении возникают своеобразные формы строения предложения – поэтико-синтаксические конструкции. И вправду, в любом произведении Т. Жумамуратова можно заметить широкое употребление выразительных средств, в том числе и стилистических фигур для связки слов, обострения мысли и полного раскрытия содержания темы.

Асиндетон-бессоюзное употребление однородных членов или предложений для описания быстрой смены событий. В результате этого выражается ускоренность и динамичное действие. Асиндетон придает произведению в определенном смысле возвышенность и описывает, обычно, быстро меняющиеся события и явления [3].

Своими неповторимыми, богатыми стихотворениями Т. Жумамуратов считается поэтом, сумевшим найти место в душе народа, ставшим звездой поэзии. С точки зрения стилистики он смог мастерски и уместно воспользоваться исконно каракалпакскими словами богатого словарного состава каракалпакского языка. Не составляет труда привести пример любому виду тропа или стилистической фигуры, употребленных в его стихотворениях. Обратим внимание на употребление поэтом стилистических фигур, во-первых, асиндетоном.

Если рассматривать асиндетон с синтаксического аспекта, то можно выделить такие понятия как однородное подлежащее, однородное сказуемое, однородное дополнение, однородное определение и обстоятельство.

Однородное подлежащее. Сочетание двух или нескольких слов в однородном значении с одним сказуемым в составе простых предложений выполняет функцию однородного подлежащего. Например: **Halqalı sırğa, árebek,** Jawdırağan hámmesi. [1;159]; **Fiyzuli, Hafiz, Pushkinler,** Shaypalmas baylıq jaratqan [1;234]; «Jetkinshek» hám «birlik» edi, **Marpet, Sağıy, Jadigeri** [1;282]; Aqırında onıń izi bilinbes, **Gáwxar, altın, gúmis** kózge ilinbes [1;245];

В примерах выше однородные подлежащие прямо указывают на предмет или на лицо и выражены часто существительным. В первом примере, при описании национальных каракалпакских украшений, поэт предпочел назвать несколько предметов.

Однородное сказуемое. Два или несколько сказуемых, имеющих отношение к одному подлежащему и обозначающих несколько его действий и признаков. Например: Hámmesiniń erkeligin

keshirdiń, **Álpeshlediń, mápelediń, ósirdiń** [1;135]; Temirge polattay shıdadım, **Shadlandım, quwandım, jıladım**; [1;48]; **Júrseń, jatsań**, hesh bir dárıti jaramay, Qartayǵanda kórmek qayda ráhát? [1;51] .

Как видно по данным примерам, однородные сказуемые выражены личными формами изъявительного наклонения.

Однородное определение. Имея отношение к двум или нескольким признакам, предметам или словам с предметным значением, определяя его в однородном значении выполняет функцию однородного определения. При наличии двух или нескольких признаков у предмета имеется 2 особенности:

1. Парное определение . Имея отношение к двум или нескольким признакам, предметам или словам с предметным значением, определяя его в однородном значении выполняет функцию однородного определения. Например: **Shuǵıl, kúnshıl, menmen, jırmen, erinshek**, Áshkarala «pravo» sın sorama? [1 ;193]; **Úlken-kishi, qatar-qurbi, zamanlas**, Qartlar menen, jaslar menen jasayın [1; 129].

2. Изафетное определение. Qara qala Tallıq boyın aralap, Yurttıń kórgen **Ájiniyaz, Berdaqtıń** [1; 249].

Однородные определения уточняют признак предмета. Поэтому при трогательном выражении мысли употреблены именно прилагательные.

Однородное дополнение. Два или несколько дополнений со значением объекта выполняют функцию однородного дополнения. По морфологической форме однородные дополнения имеют следующие особенности:

1. Однородные дополнения, часто, имеют падежные окончания: Qosıq aytıp júrer edik eliklep, **Ayapbergen, Ájiniyaz, Berdaqqa** [1; 69]; Suwda **suwın**, bekire, **sazan**, aq marqa, **Quw, ǵaz, úyrek**, qasǵaldaǵın usladıq [1; 74].

2. Однородные дополнения могут употребляться без всякого падежного окончания, в именной форме. Данное явление присуще прямому дополнению. Например: **Bayıt, juwap, oyın-kúlki, báz-bayram**, Parenjesin kórgen emes eskiniń; **Qarakól, jipek, gúrish, quw parın**, Talı, jún, teri qaldırmaı bárin; Seniń qúdiretińe hayran qalaman, **Ayaq, qol, kóz, dene berdiń, tus berdiń** [1; 249].

Однородное обстоятельство. Два или несколько слов, поясняющих процесс действия в обстоятельственном значении, выполняют функцию однородного обстоятельства. Все виды обстоятельства могут быть однородными: **Malim bolǵan adam deydi, Qońırat, Tallıq, Moynaqta** [1; 192]; **Sıyqı qashıp, tıpırshılap, sıbırlap**,

Qıslıǵannan zordan-zorǵa til qattı [1; 270]; **Kútip alıp, súyisip, qushaqlasıp**, Janbırday jawdıradı sorawlardı[1; 304].

Совокупив выше сказанное, можно отметить, что Т. Жумамуратов смог уместно употреблять в своих произведениях стилистическую фигуру асиндетон для широкого и художественного выражения мысли, учитывая при этом, в основном, рифму стихотворения и количество слогов.

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TEACH STUDENTS TO LIVE A HEALTHY LIFESTYLE THROUGH PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT

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Abstract

This article discusses how to teach students to live a healthy lifestyle through pedagogical and psychological assistance, educational activities are an integral part of educational methods, which help to ensure the effectiveness of educational impact.

Key words: life, health, student, upbringing, pedagogy, psychology, help.

Since the upbringing of a child is an essential condition of human existence, educational activities are initiated before he is born. However, no matter how much educational influence there is in the society, we meet students who are prone to negative behaviors, who do not want to accept social norms, and who are not free to control their behavior. Ignoring them or failing to take action because they are by nature such behaviors can lead to huge losses for society. Psychologists, educators, parents are the people who help to create a healthy lifestyle among students. Because growing students have a number of unique characteristics that include:

- interact with parents, teachers and other adults;
- in relationships with peers, classmates and other peers;
- in self-awareness and self-understanding
- inner loneliness, inability to unite with others
- non-compliance with the rules of personal hygiene and the agenda
- Typical disorders, such as reading difficulties.

How to prepare students for a healthy lifestyle, how to pay attention to them, how to get rid of them or prevent them, how to provide psychological and pedagogical assistance.

We believe that in order to organize a healthy lifestyle, there should be a special order of psychological and pedagogical assistance to students. Today's psychological and pedagogical experiments require the following

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procedures to provide psychological and pedagogical assistance to students in the organization of a healthy lifestyle:

1. The requirement to start preventive and psychocorrectional work depending on age. This is because preventive and corrective measures are taken when the teacher arrives at a time when behavioral disorders are strongly formed during adolescence. Perhaps a change in behavior is evident in childhood, and it is important to plan for it. Therefore, it is necessary to start targeted prevention and psycho-correction work at an early age.

2. Fiddereñcial and individual organization of work. In this case, the planning of work in the educational and preventive process of students is differentiated according to age and sex, and each of them according to individual characteristics.

3. Ensuring diversity in the work, ie the use of methods and tools, depending on the situation.

4. Humane approach When working with students, it is important to treat each category with open-mindedness, taking into account their interests, regardless of nationality, worldview, religion.

5. Taking into account regional characteristics. In the process of conducting educational and preventive activities with students, it is necessary to take into account the specifics of the region in which it is organized, based on their socio-cultural and economic conditions.

Of course, the above requirements are general, but when working with students, it is necessary to know how to use a number of methods, practices and facts to provide them with psychological and pedagogical support.

Particular attention is paid to the rewarding and punitive aspects of methods of influence in education. When working with students, educators need to use them effectively. Reward is used to build and reinforce positive qualities in a child's behavior, while punishment is used to brake and warn of unwanted negative qualities. Punishment must also be fair and effective without discriminating against the child.

Educational activities are an integral part of educational methods, which help to ensure the effectiveness of the educational effect. We believe that it is appropriate for professionals to use a number of educational activities when working with students during educational hours.

Our research and observations have led us to divide educational activities into the following three groups based on their purpose and direction.

The first group is an activity organized by identifying the individual needs of the foster child by referring to the foster child

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TEACH STUDENTS TO LIVE A HEALTHY LIFESTYLE THROUGH PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT

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Abstract

This article examines the urgent need to prepare a future teacher for social and pedagogical activities aimed at helping a child in the process of socialization, mastering their socio-cultural experience and creating conditions for their self-realization in society.

Key words: social problems, training of future specialists, social and pedagogical work, social and pedagogical activity, social teacher, self-development.

Modern society sets before higher educational institutions the task of training social teachers who are able to see social problems and find ways to solve them rationally; flexibly reconstruct the content and direction of their activities in connection with the change of social orientations; independently acquire the necessary knowledge and apply it in practice. Higher education institutions need to improve the training of specialists and make it adequate.

In the aspect of the identified problems, professional training of future specialists involves a shift in emphasis from mastering technologies for knowledge transfer to mastering technologies for developing the future specialist's personality using this knowledge and developing professionally significant qualities of a social teacher in the process of training at a pedagogical University. To successfully implement the reform of the social sphere, it is necessary to transform and improve the forms and methods of professional training of social teachers at all stages of training at a pedagogical University. The relevance of the problem of the quality of professional training of a social teacher for social and pedagogical activities in higher education is due to the presence of a number of contradictions:- between the increased demands of society for a social

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teacher-professional and the lack of mobility of professional training in higher education to the new social conditions,

- between the practical demand for social and pedagogical activity in educational institutions and the lack of ability of social teachers to implement it in practice,

- between the need to prepare the future social teacher for social and pedagogical activities and the lack of theoretical and practical development of the organization of this process in higher education. The modern school has an urgent need for a social teacher who can educate people: hard-working, moral, entrepreneurial, able to adapt quickly; to changing living conditions, capable of independent choice of the sphere of activity, to professional and personal self-development. But, as we have noted, they are mostly not ready for social and pedagogical work in a developing and developing school. A significant proportion of social teachers show stable stereotypes of pedagogical thinking, and show a weak focus on professional self-improvement. Many researchers (O. S. Gazman, N. K. Sergeev, etc.) find a characteristic conformism for teachers, the desire to meet only the requirements of the administration, fear of responsibility, lack of independence in choosing directions and means of the educational process. Therefore, social teachers are not able to create a comfortable: moral and psychological; climate for the development of students ' essential forces [3,224].

Socio-pedagogical activity is a type of professional activity aimed at helping children in the process of their socialization, mastering their socio-cultural experience and creating conditions for their self-realization in society.

It is carried out by social teachers in various educational institutions, as well as in other institutions, organizations, associations where the child may be.

Socio-pedagogical activity is always targeted, aimed at a specific child and solving individual problems that arise in the process of socialization, integration into society, by studying the child's personality and environment, drawing up an individual program of assistance to the child, so it is local, limited by the time period during which the child's problem is solved [2,377]. Professional readiness of teachers to socio-pedagogical activities can be created under the following psycho-pedagogical conditions: socio-cultural deterministic nature of the educational process, involving deep changes in consciousness and socio-professional position of teachers by specifying different types of relations in the system man-society; specially created social and educational space of subject-subject interaction of students with teachers and employees of

educational institutions in projects, problem groups, psychological and pedagogical councils that activate the search for their place in the pedagogical community and the formation of a stable individual style of social and pedagogical activity; ensuring the priority of fundamental knowledge, the relationship between the acquisition of integral ideas about the laws of socio-pedagogical activity and the initial experience of social education of children, corresponding to the realities of modern life; creating a didactic complex focused on adaptive-oriented, information-reflexive, projective-developing and practice-forming learning technologies in the interests of socio-cultural and professional-personal development of future teachers, individual style of their activities in the microsociety; the process of preparing a teacher for socio-pedagogical activity is built in accordance with the principles of socio- and personality-oriented pedagogy, the laws of professional formation of a specialist's personality, his interests, values, and individual opportunities to build a strategy for his own life [1,84].

In our opinion, the means of improving the quality of professional training of social teachers in a pedagogical University is social and pedagogical activity. Despite numerous theoretical and experimental studies of various levels, it should be noted that the essence of social and pedagogical activity is not sufficiently understood and analyzed in science, the issues related to the formation of students' readiness to carry out social and pedagogical activities are not fully studied, and ways to improve the quality and professional training of social teachers of pedagogical institutions are not outlined. Social and pedagogical activities carried out by social teachers of General education and other institutions are a stimulus for development not only for these institutions, but also for society as a whole. Therefore, we note that socio-pedagogical activity and the improvement of its forms and methods are the object of scientific research of researchers in the new conditions of development of society, looking for resources to improve the quality of professional training of social teachers.

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CAUSES OF CONFLICTS BETWEEN TEENAGERS AND PARENTS AND WAYS TO PREVENT THEM

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Abstract

This article contains information about the concepts of conflict and conflict situation, the psychological characteristics of adolescence, the causes of conflicts between adolescents and their parents, as well as recommendations to parents on ways to prevent them.

Key words: teenager, age period, child's personality, parents, conflict prevention, recommendation.

Conflicts play an important role in our daily lives because they are normal and natural. Conflict (from the Latin *Conflictus* - conflict) means a disagreement between two or more parties, which can be specific individuals or groups. Each party strives for the acceptance of its point of view and purpose, and prevents the other party from doing the same.

When people hear the word conflict, they often associate it with aggression, threat, conflict, animosity, and other similar negative perceptions, resulting in the idea that conflict is always an unwanted state. But in many cases, conflicts help to identify different perspectives, provide additional information, identify more alternatives or problems.

There is a big difference between the concepts of 'conflict' and 'conflict situation' and we need to be able to distinguish them.

A conflict situation is a mismatch of people's interests that creates a real conflict between social actors. The main sign is that the subject of the conflict has arisen, but there is currently no open active struggle. That is, in the process of conflict development, the fact that a conflict situation always occurs before the conflict is its basis.

Conflict is the most acute form of problem solving in various fields and is usually accompanied by actions that deviate from rules and norms.

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The causes of conflict between adolescents and their parents are age-specific and are not the same in young children and older adolescents: in young children, conflicts with their parents are more likely to be related to learning activities, and in older adolescents - to communication. Behavioral patterns in conflict situations with parents are more constructive-positive in older adolescents than in younger children.

A parent's relationship, built on disrespect and distrust of the child's personality, the use of force against him or her, leads to conflict between the adolescent and the parent.

Small and large conflicts in the family, disputes between adolescents and adults are a constant source of nervousness and stress for both parties. Conflicts in the family intensify, expand, and find a way out of it.

- Despite all the clear signs of adolescent-specific independence-seeking behaviors, children are so vulnerable at this age that they have difficulty coping with conflicts between peers, teachers, or parents.

- In conflict situations, parents can help the teenager by:

- • Invite your child to talk about his or her thoughts and ideas and listen to him or her quietly:

- Spend as much time as possible in the conversation, listen carefully to it as an adult interlocutor. Don't tell her, "It's all nonsense. Don't be close to your heart." Otherwise, the teenager will get the impression that his parents do not understand him and that this is a waste of time in conversation. If the child does not receive respect and recognition from you, then it will distance you from each other.

- Never use the information the child tells you against him. In subsequent conflicts, do not mention them, make jokes, and tell other people. Otherwise, the teenager will never tell you their secrets again.

- • Give the child a choice:

- The child needs to feel that you are consulting him or her and that he or she has the right to make a decision. However, offer options that are acceptable to all parties to the conflict. Explain clearly that mutual concessions will also help to find a solution that satisfies both sides of the conflict.

- • Teach yourself not to compare yourself with others:

- There will always be someone around the teenager who is superior to him in some way. This should not lead him to depression. The task of the parent is to explain that each person is unique, not repetitive. Ask your child what he or she wants to change and improve. Make a plan

together on how to achieve this: classes, tutors, simple classes can be. Write down an action plan and suggest that the teenager achieve this goal independently. Stay tuned for how things are going on a regular basis. Increase the teenager's self-confidence. Praise him for his accomplishments, convince him that no matter what, he is better than anyone. Do not ask him to be an ideal person. Teach him that it's not scary to make mistakes and that you can learn from mistakes.

- Respect his friends and be friendly:

Take an interest in their common interests, their behavioral characteristics. Encourage communication on the phone and social media. Allow your friends to visit and don't interfere with their communication.

- Expand your range of interests: Encourage your teen to go to clubs and sections. When playing sports or art, a growing child can express himself in it. It reveals another area in which success is possible, which in turn leads to increased self-esteem. It's also an opportunity to communicate, and it's important that the teenager does something they really enjoy.

- Encourage good behavior:

- Praise the child so that he sees your good attitude towards him, thank him, make small gifts. If your teenager voluntarily fulfills a task that you did not give him, pay special attention to him. This is an indication of the emergence of responsibility and a good relationship between you.

- Hug, cuddle and kiss your baby:

Remember - no matter how old people are, they have a natural need to receive and be loved. Only a child who is saturated with parental love will achieve positive self-esteem, self-confidence, self-esteem, and respect from others in the future. A self-confident person certainly affirms himself by expressing himself in a certain field. This is also mentioned in the "Pyramid of Human Needs" by the American psychologist, the founder of humanistic psychology Abraham Maslow.

- Be patient: Remember, adolescence is a temporary phenomenon. Soon your child will begin to show you love and respect again. Be ready to help him through this difficult stage, always by his side.

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SOURCES IN INFORMATION AND PSYCHOLOGICAL SECURITY OF THE INDIVIDUAL, SOCIETY AND THE STATE

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Abstract

The article highlights the issue of sources of information safety of personality, society and state. Information the threat is so versatile that it can cause serious damage to all the other spheres: the human world, the stability of society, the tranquility of the state, public opinion.

Key words: security, identity, society, government information threat, the versatility, the damage sphere, world, people, stability of government, society, and public opinion.

The concept of "information" today is used very widely and in many ways. It is difficult to find a field of knowledge where it is not used. Huge information flows literally overwhelm people. Understanding information security as "the state of security of the information environment of society, ensuring its formation, use and development in the interests of citizens and organizations", it is legitimate to identify threats to information security, the sources of these threats, ways of their implementation and goals, as well as other conditions and actions that violate security.

In fact, there are different threats: damage caused to a person and the state, internal and external, large and small, distant and close, political, military, economic, cultural, environmental, national and others.

Subjects of information activity can be state structures and mass media. Various large and small organizations at the present stage, i.e. after the advent of the Internet, individuals can also act as such entities, for example by opening their own website.

There are two ways to classify threat objects. The first and most common view is that there are only three objects: the state, society, and the individual. Proponents of the second point of view argue that it is correct if the objects of threats fit the sociological classification, i.e. it is better if

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such objects are considered to be society, social class, and small sociological groups and individuals.

The methods of influencing objects are chosen by the user, but individually for each object, i.e. the same method does not apply to all objects. If the impact on the state is carried out in one way, the impact on the person-in another.

The scale and amount of damage can also vary from very large to minor. This depends on the goal of the material, scientific, psychological and technical capabilities of the agent.

The information threat is so universal that it can cause serious damage to all other spheres: the worldview of a person, the stability of society, the tranquility of the state, public opinion (i.e. its change for the worse) and in the end can negatively affect the spiritual, political, economic and cultural development of each country

As information penetrates into the consciousness (brain) of society, organizations, families, individuals unnoticed. In order to distinguish between positive and negative information, to accept the necessary, and not to reject the necessary, it is necessary that the person's mind must be developed, and he himself with a strong will. But unfortunately, a large number of the population of each country do not have such opportunities. This is why information and psychological stability should be enjoyed primarily by information distributors, employees of state structures, journalists, teachers, employees of public organizations, and others.

The most dangerous information threats are those that threaten public policy. Since the threat to the individual affects a narrow circle of people, and the threat to society or the state affects the entire country, the entire people. This is a very big and serious problem that is why this subject is studied from different points of view.

One of the best ways to combat the information threat is to provide the state with information about itself. Of course, such information must be complete, high-quality and reliable, otherwise members of society will increasingly turn to foreign sources and no one will be able to prevent this. In principle, it is not so difficult to provide the internal territory of the country with information, since today information technologies are widely used, and you can quickly get any information from anywhere in the World and also quickly distribute it inside the country. But only in this case, you can not be indifferent and let things take their course. Since human psychology tends to fill in the incomplete information received with various inventions and gossip.

For a person, information is the most effective tool, because he has a mind. A logical confirmation may be the fact that even the simplest way

of spreading information is so powerful that no one and nothing can prevent it. Therefore, States where propaganda is strong, people become like fanatics, for example, the German burghers in the period of Hitler. Human nature is created in such a way that it cannot live without perceiving information and trying to understand it. Every person sees, hears, reads, and most importantly always continuously day and night lives under the influence of this information. Therefore, those who want to psychologically influence someone first of all study their psychology.

As already mentioned, an important criterion for obtaining information is a person's mind, consciousness. Using this consciousness with the help of logical confirmation, you can prove the "correctness" of the most negative idea, it is not difficult. To do this, it is enough to present the evidence skilfully and prepare the confirmation process well. So, it turns out that the very first source of information and psychological security of a person is the person himself. In addition, there are other sources. They are primarily divided into external and internal. External sources include the actions of other countries aimed at dominating the information territory of Uzbekistan, as well as the negative influence of representatives of various "insincere" political, military and social structures on the citizens of Uzbekistan. these include the lack of legal and economic bases for providing information to the population, the slow development of civil society, citizens' appeals to state and non-state organizations that remain unanswered, the state's indifference to the development of information markets, and others.

Sources of threats of information-psychological security of the society a lot, most of them already given in the composition of sources of threats of information - psychological security of the person(s), in addition to it is possible to give the source of a menace to society and nation, for example, chauvinism, Nazism, empirically thinking, ideological expansionism, and more as well as States, organizations and individuals that contribute to the spread of such phenomena.

Territorial relations in information: ensuring the territory of receiving information: personal life and family secrets, ensuring the secrecy of secret correspondence. First of all, we can say that information attacks on the territory can be divided into six main types: 1) global ("unipolar", carried out by States seeking to create a unipolar world);

2) continental (in relation to Asia or other continents);

3) regional (in relation to neighboring States such as Central Asian States);

4) in relation to the state;

5) belt (for example, the Ferghana valley);

6) local (region, city, district, etc.)

It is natural that each state creates its own information territory the dissemination of information by other countries on the territory of this state is an information attack, such behavior encourages the owner of this territory to protect it. The protected areas in addition to the interests of the state and society include privacy, family protection, as well as the secrets of correspondence, the formation of information volume. Use of public policy in the exchange of information at the domestic and international level; the direction of talented programmers and other professionals in the stream of information technology. In the process of forming the information volume, it is necessary to proceed from secular beliefs. What state if any state refuses to do this, then all its efforts will be in vain.

Uzbekistan, as an equal member of the world community, has developed a reasonable policy in all directions since the first days of its independence and follows it. Our country uses a unique and appropriate policy for the exchange of information, as well as one that does not harm other countries. And this is beneficial for everyone.

There are a lot of means and ways to influence information and psychological security on a person, but according to his tradition, they are divided into three main types: information distributed by the state, the media, and information from informal meetings. Unofficial information is considered the information that a person receives in the mahalla, at work, hears from friends, in transport, etc.

Working with information consists of several parts, the mechanism of their work consists of the following: "1) acceptance, awareness and memorization of information; 2) processing of conscious and remembered information, as well as fixing it in a new form; 3) dissemination of information. Each stage has its own rules and the one who will neglect them will not achieve the intended goals in this activity. The perception of information initially seems to us very simple, but even so, if there are not enough conditions for listening, seeing or reading information, the General public will not understand and will not remember such information.

Speaking about awareness, understanding of information, we can say the following: since members of the audience belong to different social strata, they are not able to remember all the information, which is why foreign journalists strive to convey the message as briefly, clearly and accurately as possible, and also try to repeat the main idea and meaning of the material several times. They know perfectly well that every citizen perceives news based on where they live, and therefore they distribute infor-

mation taking into account this property of the audience. This is why specialists working in the field of information security should take into account the above rules.

As for the dissemination of information, this is done through a large mechanism-the periodical press, radio, television and the Internet. Transformation of information means its perception by a person or various social circles, based on their age, life experience, nationality, knowledge, profession, position in society, etc. The more experience and knowledge a person has, the less they are influenced from outside.

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