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# BIOLOGICAL SCIENCES

**COMPARATIVE PICTURE OF THE ADHESIVE ACTIVITY OF ORAL LACTOBACILLI IN NORMAL AND CARIES IN WOMEN OF CHILDBEARING AGE**

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*Abstract.This work presents the results of studies of the adhesive activity of the main lactobacilli of the oral cavity in normal (healthy) and caries in women of childbearing age. The influence of the adhesive activity of lactobacilli on the formation of caries was revealed. Also, a comparative analysis with the data of the Russian Federation of Orenburg was made.*
*Key words: lactobacilli; caries; adhesive activity (AA); childbearing age.*

**Introduction.** Lactobacilli are part of the resident microflora of the oral cavity. They have high biological and functional activity, which determines their practical use as probiotic drugs [2,3,5,6].

Adhesion is a key property that determines the effectiveness of colonization. This ability is provided by cilia located on the surface of the cell, and which consist of proteins and polysaccharides [7]. According to different authors, all types of lactobacilli have adhesive activity , but they all manifest differently [4]. Despite this, many researchers believe that lactobacilli with high adhesive activity can lead to caries, since they release acids (products of vital activity) on the surface of the tooth enamel, which in turn serve as a factor in the destruction of enamel.

**Purpose of research.** Assessment of the adhesive activity (AA) of the main types of oral lactobacilli in normal and caries in women of childbearing age.

**Material and methods of research.** We studied the species composition and adhesive activity of oral lactoflora in 90 women of childbearing age in normal and caries. The study of the adhesive properties of lactobacilli was carried out using the method of V. I. Brilis et al. [1]. Native human red blood cells of 0 (I)– the first group, Rh"were used as a cellular substance+" puts. The adhesive activity was evaluated by the average adhesion index (SPA), which is understood as the average number of microbes attached to a single red blood cell when counting at least 25 red blood cells, taking into account no more than 5 red blood cells in one field of view.

**Results and discussion.** Analysis of the species composition of lactoflora showed that the strains isolated from both women with normal oral cavity and caries belonged to five main species: L. acidophilus, L. casei, L. salivarius, L. fermentum, and L. rhamnosus.

The study of the adhesive ability demonstrated that all lactobacilli had this property. The highest adhesive capacity in women with normal oral cavity was the strain L. acidophilus4,15 ±0.21 bact/er., and low adhesion belongs to L. casei2,26 ±0.44 bact/er., and all other species showed average adhesion l.salivarius3,87 ±0.21 bact/er., L. fermentum3,0 ±0.16 bact/er., L. rhamnosus2,91 ±0.2 bact/er.

In women with caries,L. casei4, 67 ±0.03 bact/er, had a high adhesive capacity, while all other species showed average adhesion. acidophilus2, 52 ±0.12 bact / er, L. salivarius3, 67 ±0.41 bact/er, L. fermentum3, 80 ±0.16 bact/er, and L. rhamnosus3, 0 ±0.15 bact / er.

At the same time, a comparison of the average values of the adhesive ability of all lactobacilli showed higher indicators of this trait in strains isolated from patients with caries (IA =3.53 ±0.17 bact/er) compared with strains isolated from healthy ones (IA =3.23 ±0.24 bact/er), whereas these indicators in the Russian Federation are equal (IA =2.5 ±0.13 bact/er) and (IA =3.38 ±0.12 bact/er), respectively.

**Conclusion.** The low rate of adhesive activity of oral lactobacilli in women with caries once again proves their participation in the formation of caries. But despite this, the adhesive activity remains average both in lactobacilli in healthy women and in those isolated from patients with caries.

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# CULTUROLOGY

## THE GROWTH AND IMPORTANCE OF UZBEK NATIONAL DANCE IN SOCIETY OVER VARIOUS PERIODS

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*Annotation. In this article, the information is given on how Uzbek national dance, developed and preserved over many centuries, has contributed so much to the growth of Uzbek culture.*
*Key words: Dance, art, traditions, choreography, folklore, heritage, modernization, ballet spectacles, generations, classic, makom dances, artist.*

Socio-political developments and the growth in science are shaping our outlooks in society. It is no wonder that socio-economic development of world's nations has come to an unprecedented point and globalization has taken on such a staggering pace that its civilization and maintenance depend on what our ancestors would call "promotion". This, in turn, requires us to look at the priceless scientific and literary works of erudite public figures, artist and scientists who lived in the Middle Ages and it will lead us to assess the role of this great workpieces in the world development and thus determine the typology of traditional music and many other national factors along the way.

We have so far come to see the importance of Five Strategic Movements developed by our Honorary President Shavkat Mirziyoyev and many more of his reforms in the development of music and arts which further encourage the participation in arts and emphasize its role in personal development.

Music has the power to impact a society's cultural development globally unlike any other form of arts.

One of such crucial art forms that carries national pride with it is Uzbek national dance. It has developed over several centuries till now. However, as there was no written record of it, at many points this knowledge would be forgotten and again recovered in the times of great composers and music public figures. This form of art has come to our modern times in this way.

Cave paintings and other archaeological findings found in Central Asia, more particularly in Uzbekistan prove that Uzbek national dance has deep roots. That Uzbek national dance is ancient and multifaceted in its form and shape is closely linked to the fact many of our ancestors actively practiced agriculture and craftsmanship.In the times of the sacred book "Avesto" of Zoroastrianism, the dance developed in two main types which are national and professional. In the period of Greek-Bactrian reign (3-4th centuries B.C) the status of Turon national dance has allowed it to compete with Greek, Byzantium, Indian and Chinese dance. Due to the development of urban culture, this art become more meaningful and colorful. From the 4th to the 8th centuries, dancers from Samarkand, Bukhara, Shakhrisabz, and Tashkent traveled along the Great Silk Road to Greece, Egypt, the West, China, Korea, and even Japan in the East to perform.

The art of dance flourished, especially in the reign of Amir Temur and the Temurids. The role of women in it was great. Variety, historical layers were evident in the dance. It included games around the fire, games dedicated to the symbols of Anaxita and

Rustam, maqom dances, dances such as "Argushtak". Dances "Munojot", "Tanavor", "Lazgi" also took a strong place in the program of qualified performers during this period. At the beginning of the XV-XVI centuries, masters of dance nicknamed Sayyid Badr, Tohiraka, Mohushuk, Maqsudali, Katta Moh, Kichik Moh became famous. During this period, the art of dance developed in the direction of folk dance and skilled dance art.

Dance art in the 20th century in the direction of Bukhara dance, Khorezm dance, Fergana dance; as a stage folk dance reworked on the basis of modern stage requirements: developed in the form of ballet performances using elements of national dance. Each of these directions has gone through several historical stages over the centuries and has acquired its own form and content. A number of state and folk dance groups are known around the world. Hamdamhon, Yusufjon Qiziq Shakarjonov, Usta Olim Kamilov, Tamarahonim, Mukarrama Turgunbaeva, Gavhar Rahimova, Roziya Karimova, Kunduz Mirkarimova, Karim Rakhimov, Qodir Muminov, Mamura Ergasheva, Yulduz Ismatova, Shokir Ahmedov, Gavhar Matyokubova, Dushanlar Sultanbahon, Rushana Sultanbahon Dance masters such as Dostmuhamedova and Malika Ahmedova have done a great job.

During the independence period, the art of dance has been developing at a faster pace. On January 8, 1997, the decree of the first President of the Republic of Uzbekistan Islam Karimov "On the development of the art of national dance and choreography in Uzbekistan" and the implementation of this decree, the Cabinet of Ministers issued Resolution 101 on February 25 of that year. On this basis, M. The Uzbekraqs creative association named after Turgunbaeva was established, and a special fund was set up under the association.

On this basis, The Uzbekraks Creative Association named after M.Turgunbaeva was established, and a special fund was set up under the association. The Tashkent State National School of Dance and Choreography was established on the basis of the School of Choreography. Ensembles of Uzbekraks and Uzbeknavo creative associations are working to create new dances based on the study and restoration of folk dance heritage, to preserve and demonstrate traditional dances, and to educate young dancers. The Turgunbaeva Prize has been established for national dance performance. A number of state and folk dance ensembles along with dance masters have visited various countries around the world to demonstrate the art of Uzbek dance.

In order to develop national dance and folk art, to identify young talents, the idea to hold an annual republican contest named after M. Turgunbaeva was brought up. In other words, our major goals are : to unite dance artists across the country, to direct the activities of state and folk ensembles and to strengthen the dance hobby movement. Apart from that, we aim to master the dance of young men, to create new dances based on the preservation of traditional dance styles, to revive the forgotten ancient dances, movements and situations. In addition to that, we would like to create a legal and organizational framework for the restoration, improvement of dance education and further analyze dance history and offer development and introduction of the most convenient method of recording national dances, criticism and promotion of the art of dance, creation of an energetic reserve of dancers, dance teachers and choreographers .

Today we can proudly say that we have songs and dances that can easily compete with examples of world folklore. We know that our rituals, our way of life, our mind, our thoughts, our language, our music, our songs, even our dances, are all unspoken, non-woven, unwritten folklore. For several years, our Uzbek national dances have been participating in international festivals around the world and achieving good results. Today, no event, holiday, celebration or ceremony in any part of our country is complete without music. As the head of our state Sh.M.Mirziyoev noted, "We have a

great history worth envying. We have great ancestors worth envying. We have incomparable riches that are worth envying. And I believe that if we are lucky, we will have a great future, great literature and art".

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# ECOMOMICS SCIENCES

## EPIDEMIOLOGICAL PREREQUISITES FOR INVESTMENT: BANK INVESTMENT LENDING

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*Abstract.The coronavirus pandemic, which entailed big changes in the life of every person, forced to reconsider the investment lending policy of every commercial bank. The article discusses the impact of COVID-19 both on the entire economy of the country, as well as on a separate type of activity of commercial banks. Analyzed the actions of international corporations and large banks to resist the negative effects of the pandemic.*

*Keywords: COVID-19, commercial banks, impact of coronavirus pandemic, bank investment lending, international investors*

The coronavirus pandemic, which has drawn the world economy to its domes, has managed to undermine the socio-economic life of almost all countries of the world. Its entry into human life through huge social upheavals has generated its unprecedented economic flows. As a result, the development and implementation of measures to protect against the emergence of a deep economic crisis have become a more pressing issue in the eyes of all countries associated with the world economy than the preservation of economic development. In addition to setting the goal of actively launching all domestic opportunities for countries that are caught in the vortex of these huge economic losses, there is also an urgent need for external financial assistance. In these circumstances, investment should again act as a key factor in getting the economy out of the global pandemic crisis without serious losses.

International investors are alarmed by the rate of spread of the coronavirus outside of China. According to the Emerging Portfolio Fund Research (EPFR), over the past month, $7.2 billion and $21 billion were withdrawn from funds of developing and developed countries, respectively.

Epidemiological background

However, the outflow of investment from global funds at the end of the month occurred against the background of a general decline in demand from international investors for the assets of developing countries. According to "Money" estimates, in just a week, funds whose investment policy is focused on emerging markets lost more than $5.2 billion - this is the worst result since the beginning of October. Overall, this category of funds lost almost $7.3 billion over the month. "Brazil now looks relatively attractive compared to other developing countries, as the macroeconomic situation in the country continues to improve against the background of structural reforms carried out by the administration of President Bolsonaro," said Felipe De LaRosa, Director of investment at General Invest.

The flight of international investors from developing country stocks in March and April was linked to fears of a rapid spread of the coronavirus outside China. Investors were most concerned about the situation with USA, Italy, Spain, Great Britain, Germany, Turkey and Russian Federation, which are among the investment destination countries in the world.

Panic virus

Pessimistic investor sentiment also prevailed in the markets of developed countries. According to "Money" estimates, the total outflow from the developed markets stock markets in February - early March amounted to $21 billion. This is one and a half times lower than the number of funds received a month earlier ($32 billion).

The main outflow from emerging markets came from us funds ($21 billion). Since the beginning of the year, investors have withdrawn just over $18 billion from such funds. The flight of the past month was linked to fears of the spread of the coronavirus in the United States. Even us President Donald trump's statement that the coronavirus has a very limited impact on the US economy did not reassure investors.

Added to the nervousness in the market, the emergency decision of the US Federal Reserve to reduce the key rate by 0.5 percent to the level of 1-1.25 percent. In its decision, the fed noted that the fundamentals of the US economy remain strong, but the spread of the coronavirus poses growing risks to economic activity. Analysts expected a decline, but only by 0.25 p. p. and at a scheduled meeting in the middle of the month. With its decision, the fed gave the markets a signal that it is concerned about the situation.

Against the background of the rapid spread of coronavirus in Europe, the flight from European funds has also increased. According to EPFR, last month clients of such funds withdrew $5.2 billion-against the $4.5 billion outflows recorded a month earlier. Japanese funds did not hold back, however, the outflow from them was only $2 billion. "The Japanese market stands apart, as the authorities as a support measure long before the coronavirus bought not only government bonds, as Central banks of other countries, but also shares. Chinese stocks also lost quite moderately for the disease center - most likely, also thanks to state support."

The credit risk may be realized for the banking system due to a significant deterioration in the financial situation of borrowers, especially from those industries that are already in the phase of falling demand: the tourism industry, air transportation, and automobile manufacturing. In turn, the deterioration in the quality of the loan portfolio and even the creation of reserves for problem assets will negatively affect the banks' profits and increase the pressure on capital, most likely this year.

Pandemic loser

Not everyone is lucky. Some will have to make considerable efforts to get out of the crisis. And they will still suffer serious losses. The best advice for such companies is to reduce costs, reduce risks, and be ready to return to the old momentum when conditions improve.

Investment banking

Hundreds of London and New York investment bankers will lose their jobs due to the downturn in business activity. Shares of leading us banks JPMorgan Chase, Bank of America and Citigroup fell more than 30% compared with January highs.

Major London investment bankers predict a 50% decline in revenue from related activities in the first six months of 2020. This is about $10.7 billion in lost revenue from stock transactions - the worst first half of the year since 2009.

The biggest threat to the economy is that viable businesses become illiquid and go bankrupt.

Temporary failures can have permanent consequences: a wave of bankruptcies will leave permanent scars on the economy if firms that would have been successful go bankrupt.

This will have negative consequences for the future wages of the unemployed, and the specific knowledge of firms will be lost, which will reduce the level of production in the future.

To counter this risk, it will require joint action by bank regulators, state investment banks, central banks, and finance ministers. Bank regulators should encourage leniency towards firms in hard-hit sectors of the economy, such as tourism, by extending existing loans. The Bank of England and the ECB were right to relax capital requirements to make it easier for banks to lend. But banks will not be able to solve problems with business liquidity on their own. The extension of credit terms will lead to banks to take the risk. State investment banks should also provide subsidized loans to the most affected parts of the economy. This is usually done indirectly through private banks, which take some of the risks on this loan and conduct a thorough check of the company's accounts. This process limits the risk to the state bank's balance sheet.

Germany's "Big Bazooka" - its state investment Bank will provide unlimited term loans to firms-is the right approach and should be applied elsewhere.

Along with targeted measures, the ECB and the Bank of England added broad credit stimulus to the economy in their statements last week. They were right: even targeted measures through private banks and state-owned investment banks may not meet all the demand for credit. A much more liberal monetary policy is justified. While the Bank of England cut rates and the ECB did not, they both adopted forms of liquidity support for banks.

# DISTINCTIVE FEATURES AND ESSENCE OF ISLAMIC BANKING

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*Annotation: In this article, the concept and essence of Islamic banking and the distinctive features of Islamic banking from traditional commercial banks are examined. Also the basic terms on the basis of which this banking system works are studied. Suggestions are given for the successful development of Islamic finance.*
*Key words: Islamic banking, commercial bank, financing, mudaraba, musharaka, murabaha, legal Islamic norms*

Currently, Islamic banking is gaining wide popularity in the banking system. And in this regard, many states are beginning to apply the Islamic finance system. Islamic banking, like the traditional banking system, has the goal of making money for a banking institution by borrowing capital in accordance with Islamic law. This banking activity is a method and method of doing banking, which is defined by Sharia, i.e. legal Islamic norms.

Islamic banking (arabic. إسلامية مصـــــرفية ) - is a banking activity that is consistent with the principles of Sharia, and its practical application through the development of the Islamic economy, or more simply, financial activity based on the principles of Sharia.

According to Sharia, in Islamic banking it is forbidden to deliberately risk capital, engage in usury, take part in gambling, and also engage in speculation. The main goal of commercial banks is to accumulate temporarily free cash by attracting them into deposits and placing on their own behalf and extracting profit from it, which is a hallmark of Islamic banking. Islamic banks are an essential element of the Islamic financial system. In the Islamic model, banks perform the same functions as traditional commercial banks, that is, they provide the national payment system and act as financial intermediaries.

Having studied the Islamic banking system, it was revealed that the main principle by which the system works is the distribution of risks, which is a component of trade, and not the transfer of risk, which is provided for by traditional banking. Below you can consider the main differences between Islamic and traditional banks. (table.1)

table.1.The main differences between Islamic and traditional banks

| Characteristic | Islamic bank | Traditional bank |
|---|---|---|
| *Guaranteed payouts on demand deposits* | Available | Available |
| *Interest rate on deposits* | Not defined, not guaranteed for investment deposits | Defined and guaranteed |
| *Purpose of obtaining a loan* | A loan is provided for investment purposes only. | Loan issue not due to investment investments |
| *Determination mechanism interest rates on deposits* | Determined by bank profitability return on investment | Independent of bank profitability |
| *Investor participation in profit and loss bank* | Available | Not Available |
| *Loan condition* | Issuance of credit due to assessment financial borrower status | Compulsory condition of conclusion agreement with the bank is existence investment asset |

In the banking system of Islamic banking, it is forbidden to give or take money at interest. The banks developed Islamic rules on the basis of which banks operate.

It is known that the key operations of banks are deposit and credit operations. And the main principles of the loan are - payment, urgency, repayment.The question immediately arises: how can Islamic banking make money on what is forbidden by Sharia? Islamic banking has found an alternative to this issue. The distinguishing feature, which is a monetary reward. Both the bank and the depositors receive from a part of the profit actually earned by the bank in accordance with the contract. And the profit is made from investments. A similar situation with the issuance of loans.

There are several main sources of profit:

Musharaka - this word comes from Arabic and means "section". A joint equity company in which all partners share profit or loss, this is what distinguishes it from a classical bank, which does not incur losses in such transactions. The Musharak agreement is used for joint investment activities, investments in real estate, in agriculture, etc.

Mudaraba (arabic. مضـــاربة ) - (trust financing). In this type of contract, the owner of the capital (for example, a bank) entrusts his funds to the entrepreneur (mudaribu) for the implementation of the investment project. Unlike Musharak, where all parties can finance and manage, here sponsoring the project is strictly vested in one partner, and management in another. The investment comes from the first partner, who is called "rabb-ulmal", and management and work are the exclusive responsibility of another, who is called "mudarib". After the completion of the project, the income from the invested funds is distributed between the owner of the capital and the entrepreneur in accordance with the initial agreement. As a rule, the contract does not indicate a specific amount of money, but the proportion in which the profit will be divided.

Kardul-Hasan (interest-free loan). The Kardul-Hasan agreement in the operations of Islamic banks performs a religious rather than an economic function. In this case, the bank does not charge interest, but reserves the right to establish a commission for operations, which, as a rule, is 2-3%. An Islamic bank provides kard hasan loans taking into account their profitability and only to those that have a large volumes carried out operations through this bank.

Murabaha (arabic : مرابحة ,"profit") - is a trade agreement, in which the seller directly indicates the costs incurred by him on the goods sold, and sells them to another person (buyer) with a mark-up to the initial cost, which is known to the buyer in advance.

Banking Rules in Islam

1. Reject interest transactions
2. Abandonment of a business prohibited by Sharia
3. Legality
4. No barriers to religion
5. Refusal from cheating

Today, developing countries, which are in serious need of financing from external sources, need to improve their economic situation. Islamic finance can be an effective alternative for the growth and development of the economic sphere of such countries. Islamic banks are becoming more widespread in modern conditions and are represented in more than 100 countries.

Currently, more than 400 Islamic banks operate in the world, with assets exceeding $ 1.5 trillion. Unfortunately today, the experience of non-Muslim countries shows that the successful development of Islamic banks is hampered by the lack of legislation in the country providing for their activities. The development of Islamic banks in the country without an appropriate legal framework leads to the fact that they are in a less favorable position compared to traditional banks and offer only a small number of Islamic financial services. Accordingly, the activities of Islamic banks in such conditions is limited.

Having studied the essence of an Islamic bank, we came to the conclusion that for the successful development of Islamic finance, it is necessary to introduce the following:

- training bank staff in Islamic finance; the willingness of the political community to help shape the industry; the formation of a central oversight body to monitor compliance with Sharia principles.

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# MORE EFFECTIVE ORGANIZATION OF FREE ECONOMIC ZONES IN UZBEKISTAN UNDER PANDEMIC CONDITION

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*Annotation.This thesis examines the measures for the effective organization and operation of the FEZs in Uzbekistan under the Coronavirus pandemic. There are also scientific proposals for the further development of FEZs under the pandemic.*

*Keywords: free economic zones, unified management system, online management, economic efficiency*

In 2020, due to the coronavirus pandemic, there will be a number of unexpected changes in the world economy, including various quarantine restrictions, the introduction of additional sanitary and hygienic regulations in production and operation. In the context of the pandemic, it is necessary to develop a new system based on the existing situation and opportunities for more effective organization of the activities of the FEZs. It is also important to change some of the old procedures and adapt to the new ones as much as possible, such as the transition to an online business system that is not yet well-known in Uzbekistan.

In particular, in order to support entrepreneurs in under pandemic conditions, to organize production and increase economic efficiency the President of the Republic of Uzbekistan Sh.M.Mirziyoyev decree no. PF-5986 "On additional measures to support the population and businesses during the coronavirus pandemic" was signed on April, 2020. In accordance with this decree, local and foreign entrepreneurs were provided to additional preferences and also instructions on how to set up production in accordance with quarantine sanitary and hygienic regulations. Additional general rules for the establishment of production, introduced worldwide, have been introduced:

- to work mainly online, without hiring workers when it is not necessary;
- to disinfect the production area 2 times a day;
- maintaining social distance.

In addition, in order to support production, the state has introduced the following economic assistance to entrepreneurs:

- preferential lease of buses from state-owned enterprises that are vacant for the transportation of workers in the production area;
- granting credit leave to entrepreneurs during the quarantine period;
- reimbursement of part of the cost of transportation of export products by the state;
- exemption of individual entrepreneurs from income tax for a period of 6 months (until December 31, 2020).



Figure 1

As can be seen from the picture above, most FEZs in Uzbekistan are located mainly in the area where the virus is most commonly detected, that is around the capital of the Republic of Uzbekistan, Tashkent (circled in red), therefore, it is more difficult for FEZs to operate in these areas than in other areas,

as well as based on this current situation, we consider it appropriate to take the following additional measures to more effectively organize the activities of the FEZs and reduce the impact of the coronavirus pandemic:

1.A single platform of the online management system should be created to make the operation of free economic zones more efficient. It is through this platform that a special working group should be set up to expedite the processing of applications, as this will also speed up the work process. If the online system is set up properly, additional bureaucracy will not be allowed, as well as corruption will be reduced and transparency will be ensured in the system;

2.After the transition to online work, due to the growing demand for the Internet, it is necessary to further improve the quality of the Internet and introduce additional cheap Internet tariffs, which will increase the scope of work and increase efficiency;

3.In order to reduce the risk of virus transmission and increase work efficiency in industrial FEZs, it is necessary to create temporary living conditions for the worker in the area.

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## FOREIGN EXPERIENCE OF DEVELOPMENT OF REMOTE TRADING

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*Abstract: The history of remote trading is Presented. The prerequisites for the development and reasons for replacing traditional trading with online trading are voiced. Consumer demand for a particular type of product is highlighted. The pros and cons of remote trading are listed.*
*Keywords: Remote trade, Internet, mail, demand, consumer, online store, supplier, delivery, product quality, competition.*

The modern population of the world can hardly imagine their existence without the Internet. E-Commerce is trading over the network using computers, smartphones and other devices of the buyer and seller of goods. the subject of e-Commerce can be any product, service, real estate, banking product, etc. At the moment, the development of the Internet contributes to the sharp growth of this trading technology among all trading firms and citizens. Now firms, small businesses, buyers and other market participants have the opportunity to work online, thus this type of trade has facilitated the cooperation of people. Today, e-Commerce is already an integral part of macroeconomics and an important component of the global information society.

Distance trading is a form of retail sale of goods, which differs from traditional store trade in the absence of direct personal contact between the seller and the consumer in the communication process, and the buyer makes a purchase based on images and text descriptions of goods. In other words, remote trading is atype of impersonal retail sales.

In the world, distance trading has been around for more than a century. Already at the end of the 19th century, this type of sales was popular in Russia, the prerequisites for which were such factors as long distances, low population density and a well-established postal service.

In order to create a civilized market for services in the field of remote trade in the Russian Federation, the Russian Guild of mail trade enterprises has been operating since 1999. The rapid spread of distance trading in the world required further legislative improvement in Russia, and in 2004 an agreement was signed on the establishment of the National Association of remote trade, which immediately joined the European Association of Remote trade. It should also be noted that in the same year 2004, the Law of the Russian Federation "on protection of consumer rights" introduced article 6.1 "Remote method of selling goods", designed to streamline the relevant relations between sellers and buyers and provide the latter with additional protection. Using remote sales services, not every buyer knows their rights, and taking advantage of this circumstance, unscrupulous sellers can deceive customers and work for their own benefit. For example, the law States that the consumer has the right to refuse the product at any time before its transfer, and after the transfer of the product - within seven days. If information about the procedure and terms for returning goods of proper quality was not provided in writing at the time of delivery of the goods, the consumer has the right to refuse the goods within three months from the date of its transfer. Not every consumer knows that if they do not have a document confirming the fact and conditions of purchase of the product, this does not prevent them from referring to other evidence of the purchase of the product from this seller.

The very first type of remote sales was parcel trade. In the late 19th and early 20th century, it was especially common in Russia and the United States. Mail in those days worked quickly and flawlessly. For example, in 1913, every third resident of Rossi regularly bought goods by mail. It is known that in those days a parcel went from new York to the Siberian village for 19 days, and from Moscow to Moscow-1 day, but today in Moscow it can reach 14 days.

In 1995, the site of the Amazon online store was opened, which is today the largest online store in the world. At the same time, the first Internet Bank started operating. It should be noted that the first online stores, in fact, conducted e-business on a long-established technology of trading by phone and mail, which at that time was widely distributed in the United States. In 2003, the world music store iTunes started its work.

The customer's familiarity with the product during parcel (postal) trade is most often through catalogs. Books have always been in particular demand in catalog products. The transition of this type of sales to the control of the state and the subsequent formation of a market economy served to slow down the parcel trade in Russia. Today, only about 7 % of Russians purchase products from catalogs, while in the United States and the West, 85% of the population make purchases by mail. There are about 8,500 catalogues in the world with a total circulation of 14 billion copies.

A significant moment on the way to forming a civilized e-Commerce market in Russia was the creation in 2012 Of the Association of e-Commerce, which included 15 Russian online stores focused on quality service. Also, I would like to highlight the strategic vision of online sellers, 40 % of which plan to introduce mobile strategies for their business, 15% to improve existing ones, and 20% plan to launch mobile applications for e-Commerce. According to representatives of online retail, the components of commercial success and the vector of development of this industry are updating or replacing the software platform, improving the functionality of the site and search engine optimization.

The new profitable opportunities that e-Commerce provides to suppliers and customers can be structured as follows:
  - Global presence or global choice;
  - Improving competitiveness;
  - Quality of services;
  - Meeting the needs of the customer;
  - Shortening the product's path to the customer;
  - Cost savings.

The main drawback of online stores is the lack of real points, and therefore sales consultants in their usual vision. In order to compensate for this lack, self-respecting owners of online stores consult their customers using alternative means of communication-ICQ, Jabber, email, phone.

Following the above, we can conclude that distance trading as a type of retail impersonal sales is evolving, progressing, rapidly gaining momentum and keeping up with the times. Its development is very important both in Russia and in the world, as customers of remote retail are residents who are located far from regional centers with developed infrastructure, as well as consumers who follow the latest fashion and who value time.

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# THE COST OF CAPITAL: THEORY AND EVIDENCE

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*Abstract. This article describes the scientific and theoretical aspects of valuing the value of capital, as well as the views of foreign scholars. It is based on theoretical problems in capital valuation as well as the advantages of several valuation models. In addition, the characteristics of the models widely used in the practice of capital valuation are described.*
*Keywords: Capital, debt, bankruptcy, CAPM, WACC, APT*

A number of studies have been conducted to assess the value of the company's capital. In the 50s of the last century, the emergence of the practice of valuation of companies taking into account the risks in the financial market in the valuation of capital, the theory of valuing capital and determining the optimal composition of capital emerged. It should be noted that Modigliani and Miller, foreign economists, studied the structure of capital and the assessment of the value of capital and explained the principles of capital formation. In particular, Modigliani and Miller based their theory on determining the structure of capital and valuing capital without estimating the factors that affect the real economy, such as taxes, bankruptcy, unstable capital markets, inflation, and determining the structure of capital . According to Modiglian and Miller's theory, in determining the optimal composition of capital, it considers the relationship between the composition of debt capital and private capital. It should be noted that Modigliani and Miller's theory mainly determined the value of a company's capital by considering factors such as the company's capital value, profit, company value, which affect the company's capital structure. According to Modigliani and Miller, if the optimal capital structure is chosen in a company, the average weighted capital value is minimized, resulting in an increase in the value of the company.

Foreign economist Stiglitz, on the other hand, showed in his research that there were five flaws in Modigliani and Miller's theory. In his view, it does not take into account how the company's bankruptcy will affect the average tortilla value of capital. In particular, Modigliani and Miller's theory does not take into account the bankruptcy and financial difficulties of the enterprise, but bankruptcy is one of the main factors in assessing the capital value of the enterprise .

Donaldson, in his research, used the theory of capital structure in the implementation of various financial strategies of several companies in the United States and concluded that the capital structure of a company depends on the hierarchy of this company . In turn, the goal of a company's hierarchy is not financial leverage, but the importance of asymmetric information in assessing a company's capital value. Mayers and Majluf's research highlighted the use of retained earnings, debt capital, and private equity in determining a company's capital value .

Russian economists Nikolai Goloveckij and Anna Lebedeva studied the problems of estimating the capital value of construction companies in their research. The advantages of use are not modest in the empirical analysis of the company, which in turn reflects the determination of the capital structure of the company and its financial policy .

Blajevich Oleg and Kirilchuk Nadezhda noted in the study that one of the most important conditions for effective management of a company's capital is the assessment of its capital value. In particular, the valuation of capital not only reflects the value of

the financial resources of the enterprise, but also reflects the minimum return on investment capital made by the enterprise to avoid losses. In addition, the assessment of the capital value of the enterprise, in turn, primarily assesses the investment efficiency of the enterprise. The most basic models in assessing the capital value of an enterprise are as follows. These include the BUM (Build-Up Method), the CAPM (Capital Asset Pricing Model), the WACC (Weighted Average Cost of Capital), and the APT (Arbitrage Pricing Theory) models for the Investment Project the use of these models in estimating the value of capital is one of the most popular methods in the world .

Analyzing the specifics of the research of foreign scholars discussed above, we believe that the most widely used method of valuing a company's capital today is the valuation of financial assets, valuation of average weighted capital, discounted cash flows. Through these methods, developing countries have the opportunity to measure risk in the valuation value of capital. When using the method of estimating the value of capital in developed countries, the market value of the company's private capital, the value of debt capital, as well as the financial instruments of these companies allow to determine the market value and business value of the company.

# RESEARCH OF THEORETICAL BASES OF THE ANALYSIS AND AN ESTIMATION OF A FINANCIAL CONDITION OF THE COMPANY

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*Abstract. The article explores the theoretical foundations of the analysis and assessment of the financial condition of society. Comparison of different aspects of interpretation is carried out. As a result, a fundamental conclusion was obtained, in which the financial condition of the company is expressed.*
*Key words: financial condition, economic category, financial plan, financial resources, liquidity, profitability, savings.*

The assessment of the financial condition of an enterprise is no longer a new phenomenon in domestic economic theory and practice. This need was due primarily to the transition of the domestic economy to market relations. Already gained some experience, both in theory and in practice. In modern conditions, the correct determination of the real financial condition of an enterprise is of great importance not only for the business entities themselves, but also for numerous shareholders, especially future potential investors. In the scientific literature is not developed a unified approach to the definition of the financial condition of the company. The authors emphasize various aspects in the interpretation of this term.

G.V. Savitskaya suggests the following approach: "The financial condition of an enterprise is characterized by a system of indicators reflecting the state of capital in the process of its circulation and the ability of a business entity to finance its activities for a fixed point in time".

Similarly, Y.I. Sigidov, S.A. Kucherenko, N.S. Zhminko, who by the term "financial condition of an enterprise" understand the economic category, reflecting the state of capital in the process of its circulation, and the ability of a business entity to develop at a fixed point in time.

By definition, the drilling financial condition is the placement and use of funds of the enterprise, due to the degree of implementation of the financial plan and the measure of replenishment of own funds at the expense of profits and other sources, if they are provided for by the plan, as well as the rate of turnover of production assets, especially working capital. According to these authors, the financial condition manifests itself "in the solvency of enterprises, in the ability to timely meet the payment requirements of suppliers of equipment and materials in accordance with economic agreements, repay loans, pay wages to workers and employees, make payments to the budget" . At the same time, it is emphasized that the financial condition is the most important characteristic of the business activity and reliability of the enterprise. It determines the competitiveness of the enterprise and its potential in business cooperation, acts as a guarantor of the effective realization of the economic interests of all participants in the economic activity, both the enterprise and its partners. The stable financial position of an enterprise is the result of a skillful, calculated management of the entire set of production and economic

factors that determine the results of an enterprise's activity.

L.V. Serpukhova notes that the financial condition is the most important characteristic of the economic activity of an enterprise, determining the competitiveness of an enterprise, its potential in business cooperation, with its help it is assessed to what extent the economic interests of the enterprise and its partners in financial and other relations are guaranteed. L.V. Serpukhov stresses that a stable financial condition is formed in the process of the entire production and economic activity of the enterprise.

A broader definition of the financial condition of an economic entity is proposed by S.N. Milovidova, believing that this category reflects all of his aspects of activity, since the movement of any inventory and labor resources is accompanied by the formation and expenditure of funds. In her opinion, the financial condition is "a complex concept, which is characterized by a system of indicators reflecting the availability, placement and use of financial resources of an enterprise, it is a characteristic of its financial competitiveness (i.e. solvency, creditworthiness)". Thus, in the above definitions, the financial condition of an enterprise acts as an economic category reflecting the financial relations of the market entity, incorporated in the financial plan and its actual implementation, as well as the ability of the economic entity to finance its activities. In the scientific works of a number of scientists working in this direction, the term "financial position of an enterprise" is also used.

N.A. Vinogradskaya considers the financial position of the company as synonymous with the financial condition of the company. She points out that "the financial position of an enterprise is a complex concept characterized by a system of indicators reflecting the availability, allocation and use of financial resources. Financial position is the result of the interaction of all elements of the system of financial relations of an enterprise, determined by the entire set of production and economic factors" .

A.F. Chernenko, A.V. Basharina gives the following definition of the financial situation: acomprehensive description of the property and sources of its formation, which uniquely determines the organization's ability to fulfill its obligations in various economic situations.

N.E. Zimin  identifies the financial condition with financial stability. He points out that by the level of financial condition (financial stability) it is understood that the company has free working resources (financial reserves), which allow for timely repayment of current liabilities, as well as promptly reacting to changing market conditions and financing new production and marketing programs. The author also notes that in the long-term aspect, market efficiency (competitiveness) determines the level of a company's financial condition. In the context of current (operational) planning, efficiency and financial condition most often are multidirectional (conflict) goals for business development. At the same time, to increase efficiency, as a rule, additional immobilization of financial reserves in capital capacities, additional recruitment of personnel, implementation of targeted development programs and other measures are required, which reduces the level of financial stability of an enterprise. Identifying the considered categories, Zimin reduces the financial condition to the solvency of the market entity, which seems to be only one of the set of necessary characteristics of this economic category. The presented positions illustrate the ambiguity of the interpretation by the authors of the category "financial condition", the definition of which in these works has a different degree of specificity. In the definitions of some authors, confusion between the essence of the financial condition and the methods of its analysis is allowed, defining the financial state as a system of indicators. Also, the financial condition can be assessed in terms of short-term and long-term perspectives. In the first case, the criteria for assessing the financial condition are liquidity indicators, the sufficiency of own funds and the ability to recover (loss) of solvency. From a position of a long-term perspective, the

financial condition of an enterprise is characterized by the structure of sources of funds, the degree of dependence of the enterprise on external investors and creditors. In connection with the foregoing, the financial condition of an enterprise should be understood as the degree of security of its liquidity and solvency in the short term and financial stability in the long term in order to ensure profit and profitability based on the effective management of this process when implementing the financial strategy of the enterprise. This definition considers the characteristic of the financial condition as a dynamic value that can be controlled in the course of the enterprise. From the content of this definition of financial condition you can make the following fundamental conclusion that the financial condition of the company is expressed in :

- rationality of the structure of assets and liabilities, i.e. funds of the enterprise and their sources;
- efficiency of use of property and product profitability;
- the degree of its financial stability;
- the level of liquidity and solvency of the enterprise.

There are four types of financial stability of the organization:
- absolute financial stability;
- normal financial stability, ensuring the solvency of the organization;
- unstable financial condition;
- crisis financial condition.

A stable financial condition is achieved with sufficient capital adequacy, good asset quality, a sufficient level of profitability, taking into account operational and financial risk, sufficiency of liquidity, stable incomes and wide opportunities for attracting borrowed funds. The financial condition of the company, its stability and stability depend on the results of its industrial, commercial and financial activities. If the production and financial plans are successfully implemented, this will positively affect the financial position of the company. And vice versa, as a result of the shortfall in the plan for the production and sale of products, there is an increase in its cost, a decrease in revenue and the amount of profit and, as a consequence, a deterioration in the financial condition of the company and its solvency.

A stable financial position in turn has a positive effect on the fulfillment of production plans and meeting the needs of production with the necessary resources. Therefore, financial activity as an integral part of economic activity should be aimed at ensuring the smooth receipt and expenditure of monetary resources, the implementation of the design discipline, the achievement of rational proportions of equity and debt capital and the most effective use of it.

The group of external factors include:
- natural (climatic) conditions, transport and other factors causing additional costs for some enterprises and contributing to additional profit for others;
- changes, not stipulated by the company's plan, selling prices for products, consumed raw materials, materials, fuel, purchased semi-finished products, tariffs for services and transportation, trade discounts, capes, depreciation rates, wage rates, charges for it and tax rates and other fees paid by businesses;
- violations by suppliers, supply and marketing, higher economic, financial, banking and other bodies of discipline on economic issues affecting the interests of the enterprise.

In the group of internal factors there are distinguished: the main factors that determine the results of the work, and the factors associated with the violation of economic discipline, by the enterprise.

Factors associated with violation of economic discipline are:
- violation of the current procedure for setting and applying prices, as well as trading

capes;

- savings resulting from the failure to take the necessary measures for labor protection, improvement of working conditions and safety, failure to implement the plan for the current repair of basic production assets, underutilization of funds for the training and professional development of personnel, failure to carry out testing and development activities, etc.;

- savings from product output with deviations from the conditions of standards, recipes, technical conditions and violation of production technology.

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# LITERATURE SCIENCES

**PRIMARY DRAMA IN KARAKALPAK LITERATURE**

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*Annotation: The article discusses the emergence and development of the drama genre in Karakalpak literature. It tells about the views of playwrights such as S. Majitov, A. Begimov, A. Utepov and literary critics who analyzed their work.*
*Keywords: tragedy, idea, genre, drama, monologue, playwright, hero, image, character, repertoire, character, theater.*

In Karakalpak literature, the drama genre emerged as a separate genre in the 1930s. During these years, S.Majitov's "Ernazar alakuz", A.Utepov's poems, A.Begimov's "Freedom from humiliation", J.Aymurzaev's "Oz tayogi ozna", M.Daribaev's "Kuklen botir", "Armon", "Yangi odamlar" created.

In later periods, playwrights also tried to create plays on historical themes. In turn, the created dramatic works received appropriate appraisals by literary and theatrical scholars. For example, the first researcher of the genre of drama, a well-known literary scholar K. Aimbetov [1] and M. Nurmuhamedov in his early works extensively analyzed the works in the field of drama. Also, the monographs of theater scholar T. Allanazarov, published in the Karakalpak edition "Theater and Drama" in 1979-1982, cover the development of Karakalpak drama from its inception to 1975. [2] The poems of A.Utepov, S.Majitov, K.Ao'ezov, N.Daukarayev, A.Begimov, J.Aymurzaev, S.Khojaniyazov were analyzed in detail.

There is also a program on mastering the historical theme, comedy news, drama on a modern theme, a program to turn the saga into a drama. These scientific works of T. Allanazarov in the field of dramaturgy are the analysis of the interdependence and influence of literature, tradition and innovation, ways of development of genres, modern and historical issues.

The collection of literary-critical articles "Literature and Period" published in 1988 by Doctor of Philology, Professor, Laureate of the Berdakh State Prize IT Sagitov includes articles and researches of the author written in different years. The collection also includes autobiographical essays by the author, which embody the stages of development of Karakalpak literature and science, extensively analyzing the emergence of literature, ways of development, the emergence and development of poetry, prose and drama. The collection includes an article "Karakalpak literature and its young writers" written in 1935 [5:66]

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The section "On the content and shortcomings of the works of our young writers"

focuses on the issue of genre, in which most young writers write poetry, along with prose, especially in one of the most backward types of literature - dramatic works. There are almost no creative works, except for some poems written by S.Majitov and A.Utepov.

Well-known scientist K.Jarimbetov in his article "Daston, history, drama" [3: 4,9] draws attention to the historical musical drama "Amir Temur Alp Edige Ulug otlanish" by writer K.Allambergenov. This drama, which tells the story of the Nogai peoples in the XIV-XV centuries, analyzes the plot, images, heroes, structure of the poem, the language of the drama, and shows the achievements as well as the shortcomings of the author's work.

In short, the drama genre, which is one of the three types of Karakalpak literature, is still being studied by young researchers. Undoubtedly, such practical work will contribute to the further development of Karakalpak literature and increase the interest of students in science and knowledge.

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# MEDICAL SCIENCES

## "RESULTS OF A TEST DESMOPRESSIN IN PREDICTION OF ACTH-DEPENDENT CUSHING SYNDROME RELAPSE IN PATIENTS AFFECTED BY TRANSNASAL ANTENOMECTOMY OF THE PITUITARY"

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*Annotation.ACTH dependent Cushing's syndrome (ACTH DCS) is a severe endocrine pathology caused by chronic hypercorticism due to excessive secretion of adrenocorticotropic hormone (ACTH) by the pituitary adenoma.*
*Key words: Cushing's disease; surgery; desmopressin; relapse*

Our in-depth study and analysis of the results of several studies indicates that, despite the use of medical, radiation, surgical (surgical) methods of treating various manifestations of Cushing's syndrome, there is currently no universally recognized standard for early diagnosis and treatment.

Currently, transsphenoidal pituitary surgery (TSS) performed by an experienced neurosurgeon of the pituitary gland is the method of choice for the vast majority of patients with ACTH DCS and eliminate excess cortisol and restore normal secretion of cortisol, maintain normal pituitary function. The most pressing issue remains the search for reliable markers of remission of ACTH-DCS after TSS. In this regard, foreign authors discuss various tests in the postoperative period - test with CRH, test with dexamethasone, test with desmopressin to reply the question of the likelihood of relapse in each individual case and for a wide range of patients.

We were tasked with conducting a test with desmopressin in the postoperative period in patients with ACTH-DCS after TSS. Desmopressin test was not tested in our region's patients according to its specific characteristics-living conditions, dietary features, demographics etc.). Therefore, to study the specificity and sensitivity of desmopressin test in patients with ACTH DCS after TSS is very crucial and this study will address the issue of improving and predicting relapse using desmopressin in the practice of treating patients in the Republic of Uzbekistan.

Objective: To optimize the prognostic value of a test with desmopressin in the diagnosis and development of relapse in ACTH-DCS

Design: A prospective study of 42 patients with CD operated in 2012-2019 was conducted. Patients were divided into 2 groups:I group-18 patients, postoperative basal cortisol ?138 nmol / L, remission group and IIgr-24 patients with cortisol levels 138-720 nmol / L, a risk group for recurrence of the disease, although they had clinical and biochemical remission. The control group consisted of 20 healthy individuals of a similar age. The research methods were general clinical, instrumental (perimetry of the visual fields, fundus, visual acuity, ECG, CT / MRI of the chiasmosellar region and adrenal glands; hormonal (ACTH, blood cortisol and UFC in the postoperative period during the TD by ELISA, histological examination of the surgical material; functional test with desmopressin and statistical research methods (StatSoftStatistica 6.1, IBM

SPSS Statistics 20.0.)

All patients underwent a standard test with desmopressin.

Results:

It was found that in the group of patients in remission, in 3 patients (16.6%), ACTH levels during TD increased significantly (on average $14.02 \pm 2.06$ ng / dL), leading to a corresponding increase in the level cortisol (average $280.02 \pm 12$nmol / L) in the blood. Moreover, the peak of ACTH secretion was accounted for and held equally high at 301 and 601. As the test results show, the averaged ACTH and cortisol indicators in group I differed from the control group, although not significantly ($p > 0.05$). At the same time, a significant reaction was noted in response to desmopressin, which increased 4 times more than in the control group. In the second group, 25% (6 patients out of 24) had a positive reaction to desmopressin, as evidenced by an increase in cortisol levels and which can serve as a negative prognostic marker of the probability of a relapse

Conclusions: Thus, according to the results of our studies, it is clear that TD clearly shows the line of remission and the presence of relapse, as evidenced by the significantly high reactivity of corticotrophs (possibly residual or recurring again) with a sharp overproduction of ACTH and cortisol after their stimulation in patients with doubtful outcomes disease or with subclinical cushingoid after TSS.

# PSYCHOTHERAPEUTIC MODEL OF REHABILITATION OF PATIENTS WITH CANCER OF THE OROPHARYNGEAL REGION

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The use of psychotherapeutic methods in the treatment of ontological diseases allows, first of all, improving the quality of life of patients, to optimize the treatment and rehabilitation process and to improve their socio-psychological adaptability to the family, domestic and industrial environment.

In some cases, in patients with tumor pathologies, psychotherapy is used only to create a favorable psychological environment, while psychotherapeutic conversations with patients can be conducted. In others, a wide arsenal of psychotherapeutic methods can be aimed at solving treatment and rehabilitation problems, the content of which is determined by the stage of the disease, its severity and prognosis.

Purpose of the study: development of a psychotherapeutic model of rehabilitation of patients with cancer of the oropharyngeal region in the postoperative period.

Materials and methods. The study was carried out in the Tashkent Regional Oncological Dispensary (Tashkent, Republic of Uzbekistan). The age of the patients is from 46 to 72 years (on average 60 ё 10.7 years). The study included 78 patients who met the criteria of the ICD-10 - C32 code, who were monitored at the oncological dispensary after surgery for cancer of the oropharyngelic region, 72 patients underwent a full course of psychotherapy (6 patients could not complete the full course due to a sharp deterioration of the somatic state).

The basis of the psychotherapeutic model was group psychotherapy. In our study, we did not focus on long-term group psychotherapy, so a short-term form of group psychodynamic therapy was chosen. This was due to some circumstances. Not all patients receiving group psychotherapy are ready to complete the full course of treatment, they often motivate the termination of the course of treatment due to deterioration of health, as well as the beginning of chemotherapy in the postoperative period, with children for whom there is no one to look after, etc.

The method of short-term group psychotherapy allows, firstly, to maximally motivate patients for long-term work, fraught with the possibility of serious disappointments. Secondly, the technique of short-term therapy makes it possible to intensively influence even those patients who are not able to adequately assess the reality of their situation, and are not motivated for subsequent rehabilitation.

All patients for psychotherapy were divided into 4 groups of 18 people, the groups were closed. Group psychotherapy began at 2 weeks after surgery. Psychotherapy sessions were conducted 3 times a week, lasting 60 minutes, the total number of sessions was 10. The full course of short-term group psychotherapy was 25 days. The following psychotherapeutic model was developed: the first session began with a session - "getting to know the group members", the second session was a medical information group, this session was very important, from the very beginning the correct medical information was given at the request of patients (causes of oncology, modern methods of treatment etc.). Patients should have received reliable information about their disease from the words of a medical specialist (doctor), and not from the Internet, friends, relatives, etc. From this stage, homework was given. The third session is devoted to highlighting the main problems faced by patients, at this stage it is important to highlight the problems associated with the emotional state of patients (fear, depression, anxiety, irritability, aggression, etc.). Depending on the identified problems, in the future, the main directions

of the next sessions are determined. Typically, the next four sessions were focused on ways to overcome fear, anxiety, depression, emotional stress, etc. At the same time, various methods of psychotherapy were used (cognitive-behavioral psychotherapy, self-hypnosis techniques, individual elements of personality-oriented psychotherapy). The eighth session was conducted jointly with a social worker. The penultimate and last sessions were aimed at identifying problems that were not considered or that appeared in the course of psychotherapy; it was important to identify what the patients received new and useful. A patient with good therapeutic remission was also invited to one of the sessions.

Results and discussion. The development of a psychotherapeutic model for such a complex and not always therapeutically effective disease is an important step in the rehabilitation of patients with cancer of the oropharyngeal region. The presence of desire, and therefore the feeling of the need for it, and thus the passage of a course of psychotherapy, is an important indicator of the need for psychotherapy for this contingent of patients. After completing a course of psychotherapy, 84% of the studied patients noted the positive effects of psychotherapy, such as the presence of support, a sense of cohesion between the participants in the psychotherapeutic group, which did not always take place in the family environment of the patients. Positively influenced the patients, the fact that emotional problems can be solved by certain techniques that they were taught during the sessions. As one of the positive aspects of this psychotherapeutic model, 67% of patients noted that the psychotherapeutic program was not long-term. An interesting fact is that 46% of the studied patients had a desire to re-undergo psychotherapy.

Conclusions. The results of this study show that the development of effective psychotherapeutic models for patients with cancer is a necessary component in the rehabilitation measures for this contingent of patients.

# STUDY OF THE CLINICAL COURSE OF UVEITIS DEPENDING ON THE INDIVIDUAL FEATURES OF THE ORGANISM

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*Abstract: Uveitis - inflammation of the choroid of the eye - is a multifactorial disease. In this thesis, the individual characteristics of the organism (the tone of the autonomic nervous system, the type of the central nervous system) in patients with uveitis are studied. The autonomic nervous system plays an essential role in the processes of adaptation of the body, as a result of which its functional state is highly variable. We will only be able to form a true idea of the way of its functioning in relation to an individual individual, when the research was carried out repeatedly over a long time with relatively frequent repeated observations. The research data will make it possible to predict the clinical course of uveitis and their outcomes, and to carry out adequate correction of the revealed disorders.*

*Keywords. Uveitis, Autonomic nervous system, Kerdo index, sympathicotonia, eutonia, parasympathicotonia.*

Actuality. The problem of inflammation of the uveal tract stood before the doctors of antiquity. The first description of uveitis associated with systemic lesions belongs to Hippocrates. Uveitis is a heterogeneous group of inflammatory diseases of the choroid and adjacent structures (retina, optic nerve, vitreous humor, sclera). The variety of provoking factors, the features of the anatomical structure of the eye, the immunological reactivity of the organism and the variety of clinical forms of uveitis cause difficulties in the etiological diagnosis of this eye disease. The incidence of uveitis ranges from 15 to 38 people per 100 thousand population.

It is well known that the proportion of uveitis in the structure of eye pathology is 5-15%. The clinical course and outcome of treatment of uveitis and their complications are influenced by the patient's response on the one hand and the increasing resistance to antibacterial drugs on the other. It is generally accepted that individual differences in the type and autonomic tone of the nervous system can determine the course of many pathological processes.

Purpose. To study the influence of the role of individual properties of the organism on the clinical course of uveitis.

Material and methods of research: We examined 24 patients (24 eyes) at the age from 20 to 72 years in TMA clinic 2 and 3, of which 14 were men and 10 women. Based on ophthalmological and laboratory studies, all patients were diagnosed with endogenous uveitis. All patients were prescribed basic treatment. The patients were divided into 3 groups depending on the type of autonomic nervous system tone.

The tone of the autonomic nervous system was calculated using the Kerdo index. The Kerdo index (IK) was determined in all patients on the day of admission in the afternoon after some rest and, thereafter, every day. Table 1 shows the CI index by day in each group of patients. Table 2 shows the dynamics of changes in the signs of uveitis against the background of basic treatment for each group.

| Groups/ Days | Kerdo Index | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 day | 2 day | 3 day | 4 day | 5 day | 6 day | 7 day |
| I group | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| II group | -1 | +12 | +19 | +20 | +13 | +17 | +15 |
| IIIgroup | -15 | -7 | -2 | +6,6 | -2 | -4 | -10,3 |

| Groups/ Days | Signs of uveitis (eyeball injection, hypopyon, precipitates) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 day | 2 day | 3 day | 4 day | 5 day | 6 day | 7 day |
| I group | +++ | +++ | ++ | ++ | + | + | - |
| II group | +++ | ++ | ++ | ++ | + | + | - |
| III group | +++ | +++ | ++ | ++ | ++ | ++ | + |

| Groups/ Days | Visual acuity | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 day | 2 day | 3 day | 4 day | 5 day | 6 day | 7 day |
| I group | <0,2 | <0,2 | <0,2 | 0,2 | 0,4 | 0,4 | 0,5 |
| II group | <0,4 | <0,4 | <0,4 | 0,4 | 0,4 | 0,5 | 0,6 |
| III group | <0,2 | <0,2 | <0,2 | <0,2 | <0,2 | <0,2 | 0,2 |

Results of the research: The conducted studies have shown on the basis of a certain KI (Table No. 1.) that in the first group there were patients with eutonia, in the second group with sympathicotonia, in the third - with parasympathicotonia. Visual acuity in groups I and II increased on day 4, in group III on day 7 (Table 3). According to the results of the dynamics of the presence of signs of uveitis in the treatment process, the susceptibility to treatment and recovery in each group was determined, depending on the type of nervous system tone (Table 2). This was indicated by the change in the vegetative index (KI) from negative to positive and further remained positive in the II group, temporarily positive in the III group of patients, remaining mostly in the area of negative values.

Conclusions: Our study allowed us to reveal the dependence of the course of the disease and the time of cure in patients with uveitis, depending on the type of tone of the nervous system. This will make it possible to make adjustments to the methods and treatment regimens for patients with uveitis, taking into account their type of nervous system tone to shorten the recovery time and prevent complications of the disease.

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# A NEW APPROACH TO THE TREATMENT OF REFRACTIVE AMBLYOPIA

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***Abstract** .The article is devoted to the authors' own data on the positive effect of personalized LASIK (Laser-Assisted in Situ Keratomileusis) surgery on improving uncorrected visual acuity in the treatment of patients with refractive amblyopia against the background of hypermetropic refraction and mixed astigmatism.*
***Key words:** mixed astigmatism, refractive amblyopia, personalized LASIK.*

**Introduction.** The prevalence of refractive amblyopia in hyperopia reaches 70%. However, clinically, it has to be encountered in patients of all age categories. In this regard, the medical and social significance of this pathology is beyond doubt [1]. In adults, the presence of refractive amblyopia was noted in 51.7% of ametropes when corrected with glasses, and in 22% when corrected with contact lenses [2]. Despite their simplicity and general availability, glasses and contact lenses are not always the solution to the problem. In these cases, many authors over the past two decades, during the period of rapid development of refractive surgery, suggest performing laser correction of refractive errors [3, 4].

**Purpose.** to determine of the effect of personalized LASIK surgery on improving visual acuity in refractive amblyopia in adults with hypermetropy refraction and mixed astigmatism.

**Materials and methods.** The study involved 74 patients (114 eyes) with hyperopic refraction and mixed astigmatism - 30 (40.6%) men and 44 (59.4%) women - aged 16 to 35 years (24.7 ± 4.1). In all examined patients, ametropia was combined with refractive amblyopia of varying grades. According to the ametropia correction method, the patients were divided into two groups: the first - 35 patients (50 eyes) who underwent surgery - personalized LASIK and the second - 39 patients (64 eyes) who underwent LASIK surgery. All patients underwent a complex of examinations, including the determination of uncorrected visual acuity, the best corrected visual acuity and clinical refraction (spherical component, cylindrical component, spherical equivalent) and measurement of wavefront aberrations of the eye's optical system - aberrometry. The studies were fully conducted before surgeries, as well as 10 days, 1, 3, 6 and 12 months after surgeries.

**Results.** Before surgery, in both groups, the average value of visual acuity with the best possible correction was 0.21 ± 0.12 (from 0.05 to 0.5). The magnitude of the spherical component according to autorefractometry varied from +1.5 to +6.5 diopters (on average + 3.8 ± 1.36 diopters), and the cylindrical component from -1.5 to -6.25 diopters (on average -3, 76 ± 1.14 diopters). In the first group, the average value of visual acuity ten days after surgery, compared with the preoperative value, increased by 0.14 and amounted to 0.35 ± 0.11 (p> 0.05), one month after was 0.59 ± 0.14 (p <0.001), and after three months the score reached 0.65 ± 0.12 (p <0.001). The maximum result of increasing visual acuity in the first group was noted by the sixth month after surgery and was equal to 0.73 ± 0.21 (p <0.001) and remained almost at the same level by the end of the first year of observation. In the second group patients, ten days after surgery, the improvement in the uncorrected visual acuity score was at the level of 0.34 ± 0.02 (p> 0.05), after one month of observation it was equal to 0.45 ± 0.04 (p> 0, 05), however, it was lower by 0.1 in comparison with the first group. The average visual acuity score continued to increase in the subsequent observation periods, thus, after three months it reached 0.54 ± 0.05 (p <0.05), and after six months it was equal to 0.59 ± 0.05 (p < 0.05). It should be noted that these scores were, on average, 2 lines lower than those of the first group at the same observation period (p <0.05). Further observation twelve months after the surgery revealed an insignificant decrease in scores to 0.58 ± 0.06, while in the first group the scores tended to improve as compared with the previous observation period.

**Conclusion.** Personalized LASIK is a priority and effective method of treating refractive amblyopia against the background of hypermetropic refraction and mixed astigmatism in adult patients, which contributes to the maximum corrected visual acuity in 91% of cases. In our opinion, the positive experience gained with the use of personalized LASIK in adults significantly reduces the age limit of the operated contingent.

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# STUDY OF THE MICROFLORA OF THE ORAL CAVITY IN PATIENTS USING DENTAL BRIDGES WITH DENTAL IMPLANTS FOR PERI-IMPLANTITIS.

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*Keywords: peri-implantitis, dental implants, microbiological status, oral biocenosis, microflora.*

Analysis of literature data shows that the cause of unsuccessful prosthetics with implant support in most cases is an inflammatory complication in the peri-implant tissues. Peri-implantitis, a pathological process (traumatic, resorptive, inflammatory, ulcerative) in the area of the implant, is a frequent complication of prosthetics with fixed bridges based on dental implants. This complication can occur both early and late after implantation and prosthetics. The most likely reason for the development of perimplantitis may be the penetration of an infection of the oral cavity into the zone of contact between the implant and the bone.

When studying the microbiological status of the examined subjects, a definite relationship between changes in the microflora of the oral cavity and the clinical form of perimplantitis was found. Thus, the microflora of the oral cavity in mild forms of peri-implantitis included all taxonomic groups of microorganisms determined in healthy individuals. The frequency of their detection almost did not differ from the norm, minor changes were not of a regular nature (aerobic and anaerobic gram-positive and gram-negative microbes). Similar results were obtained in a quantitative study of the contents of the oral cavity, although in relation to certain groups of bacteria, a difference was revealed, manifested in a decrease in CFU / ml for streptococci "salivarius" (from 7.4 to 5.4), peptococci with (7, 0 to 5.5) and, on the contrary, an increase in the concentration of fusobacteria from 2.8 to 5.7 and "odontogenic" bacteroids from 3 to 4.8 (p <0.05).

With moderate severity of perimplantitis, the number of most species and groups that make up the normal flora of the oral cavity was reduced: green streptococci from 100.0 to 68.5% (p <0.01), staphylococci from 90.0 to 45.7% ( p <0.01), diphtheroids from 55.0 to 5.7% (p <0.01), Neisseria from 90.0 to 37.1% (p <0.01). Less significantly (p> 0.05) decreased the number of pneumococci (25.0 to 14.3%), lactobacilli (from 90.0 to 68.5%).

With a slight decrease in the total number of bacteroids to 83.3%, their species composition changed markedly: if in healthy people and in patients with mild peri-implantitis, Pr. melaninogenicus, then with moderate severity, the frequency of their excretion sharply decreased, and the number of odontogenic anaerobes increased from 10.0 to 83.3% (p <0.05). An increase in the frequency of sowing of fungi of the genus Candida from 25.0 to 50.0% (p> 0.05) was also noted.

Patients with severe peri-implantitis did not have hemophilia, pneumococci, and other cocci; many times lower was the seeding rate of non-greening streptococci, staphylococci, diphtheroids, neisseria, veillonella(p <0.05 and p <0.01).At the same time, the frequency of detection of fungi of the genus Candida increased (from 15 to 50.0%) and odontogenic bacteroids (from 10.0 to 83.3%).

The number of green streptococci was 2.3 times less than in healthy ones, staphylococci - 4.3 times, Neisseria - 3.6 times, lactobacilli - 2.6 times, Veillonella - 2 times. At the same time, the concentration of fusobacteria increased 2 times, and actinomycetes - 3.2

times. The total number of  bacteroids increased 1.6 times, of which odontogenic - 1.7 times. In 5 (16.6%) patients, the study revealed Trichomonas, spirochetes and spirillae (the latter - only in 6.6%).

Thus, microbiological studies have shown that in patients with peri-implantitis, the biocenosis of the oral environment is significantly disturbed. The most pronounced microflora disorders, which are in the nature of dysbiosis, are observed in patients with a severe degree of the disease. The results of clinical and microbiological studies of patients indicate that the degree of disorders of the oral cavity biocenosis is interrelated with the clinical form of perimplantitis. At the same time, it was found that dysbiotic shifts worsen the clinical picture of the disease.

## TREATMENT OF MEIBOMIAN GLAND DYSFUNCTION USING INTENSIVE PULSE LIGHT

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*Abstract.This article analyzes the possibility of using IPL on the Lumenis M22 device with an IPL module in patients with dry eye syndrome (DES) associated with meibomian gland dysfunction (MGD). It has been shown that the use of Intensive Pulse Light (IPL) in this category of patients allows achieving a more pronounced reduction of subjective and objective manifestations of DES*

*Key words:meibomian gland dysfunction, dry eye syndrome, intensive pulse light, LacryDiag.*

Introduction. Recently, early diagnosis and treatment of DES due to MGD has become increasingly important in ophthalmological practice, which is associated with the high prevalence of this disease [1].

Rolando Toyos et al. observed an improvement in the state of DES accompanied by MGD, after the tissue is exposed to IPL [2, 3]. At the same time, the therapeutic effect of IPL depends on the degree of MGD; therefore, the technique requires, on its part, a pathogenetically grounded approach to addressing the issues of prevention, treatment and progression of corneal lesions in DES due MGD

Purpose. Evaluation of the efficacy of Lumenis M22 with IPL in the treatment of DES due to MGD of various degrees.

Materials and methods. We observed 60 patients (120 eyes) with DES affected by MGD of varying severity. Among them there were 36 women (60%), men - 24 (40%), whose average age was $38.2 \pm 5.67$. MGD grade I was detected in 22 patient (44 eyes, 36%) cases, MGD grade II in 20 (40 eyes, 34%), and MGD grade III in 18 (36 eyes, 30%) of the examined patients. Depending on the treatment, the patients were divided into two groups matched by sex, age and MGD severity. 30 patients (60 eyes) in the main group received an IPL treatment on a Lumenis M22 with IPL. 30 patients (60 eyes) in the control group received a tear replacement therapy with the drug - okutiars, 1 drop 4 times a day during 1 month;

A complete ophthalmologic study and examinations using the new LacryDiag diagnostic device were performed at the initial treatment of patients and 1 month after treatment.

Results. In the course of treatment with Lumenis M22 with IPL module, there was a positive trend regarding the pre-corneal tear film stability (Table 1). Analysis of the table data allows to note a statistically significant ($p < 0.05$) increase in the non-invasivebreak-uptime (NIBUT) mean values as compared to the baseline level for all grades of MGD, which is 1.5 times in the grade I, 1.6 times in the grade II and 2.3 times in the grade III. Although there was some lengthening of the NIBUT after treatment in the control group, however, the difference compared with the initial value was statistically insignificant ($p > 0.05$).

The maximum effect of the lipid layer thickening is achieved after treatment in the

main group.Thus, the lipid layer increased by 14 nm (p <0.05) in patients with MGD grade I, by 17 and 20 nm (p <0.01) respectively with grades II and III. The patients' changes in the control group were also positive, but they were statistically insignificant (p> 0.05).

The study of meibography also revealed a positive dynamics: the meibomian gland loss before treatment averaged 28.3% in MGD grade I, after treatment decreased to 14.5% (p <0.05), from 41, 6% to 25.3% (p <0.01) in grade II, and from 65.3% to 39.5% (p <0.001) in grade III. When treating patients in the control group, positive changes in meibography were insignificant. In our opinion, the absence of significant positive dynamics of interferometry and meibography in the control group compared to the main group is possibly due to the absence of a direct effect on the meibomian glands in the treatment of patients in this group.

Conclusion.The prescription of anew device-based treatment with IPL is appropriate in cases where standard tear replacement therapy is ineffective in DES accompanied by varying degrees of MGD. In MGD grade III, treatment with the Lumenis M22 with IPL module is the method of choice, the use of which can provide an increase in the stability of the tear film and the lipid layer thickening.

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# PEDAGOGICAL SCIENCES

**TEACHING ONLINE: THE KEYS TO SUCCESS**

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*Abstract: Because of hard situation caused by pandemic, today teachers have to hold online classes and it requires some important aspects in order to achieve effective lessons. This article will discuss some key points of online lessons and give some ideas about planning the class.*

*Key words: regular classroom, instruction, planning, equipment, time-consuming, digital content.*

The biggest difference between regular classrooms and online classrooms is that online, in the marvelous land of pre-written lesson plans and one-on-one instruction, teachers must provide constant, focused, student-specific engagement. The students only see you for a short time, anywhere from 25 minutes to 60 minutes depending on your company, so your job is to have them speaking, reading, listening, or writing in English that entire time, down to the minute, even if you've already taught six classes, even if you're hungover, even if it's 5:30am.

Spend more of your time and effort planning how you'll observe your students what they like and don't like, what they need more help with, how much time they need to complete activities-than in precisely what way you will teach them.

So what can we do to be successful online English teachers?

In a conversation based, online ESL lesson, the focus is usually on building confidence in order to promote the student to speak. Due to the form factor of the virtual classroom, there is also a lot of empty space on the student's screen that presents a great opportunity for screen sharing lesson content. Workbooks, exercise sheets, and class homework are not great tools to increase energy levels during an online lesson (nor are they ideal for screen sharing).

When we design our lesson content, we aim to create conversation guides, prompts that naturally direct conversation while reinforcing target grammar and vocabulary. Pictures with small amounts of text arranged using slide presentation software such as PowerPoint or Prezi are ideal.

Invest in good equipment.Like it or not, you are judged based on how professional your class appears. If you have a blurry camera or bad headset, the video and audio quality won't be nice for the student. They probably won't rebook you. Even though working from home has much more casual elements than a brick and mortar job (looking at you, pajama pants), you always want your set up to look professional. Every lesson should be a solution to a problem, so begin with the needs of learners. Keep things simple and you can't go wrong.

Prepping classes online doesn't have to be arduous or time-consuming. If you begin by asking them simple questions (as you would in a normal conversation), that allows you to see where they are making mistakes. You then correct what they're doing wrong, and get students to come up with different ways of practicing it.

There should be something fun up your sleeve, just in case. A funny video, a short

story, or an activity that a teacher can use as back up, but most of the time teachers probably won't even use it.

If you start with planning it is more effective creating digital content. It's best to use a lot of imagery as too much text doesn't translate well to the screen. Materials need to be attractive and brain-friendly. You can add links to further text-based resources so that students can follow-up on the extra detail.

When planning online lessons, it is always very important to think about how you will send students materials they can use during or after the lesson, and feedback. Will there be a chatbox in the platform? Will it be via email? It needs to be planned beforehand.

In keeping with attractive design, it's great to store lesson content and especially multi-media links on Tackk or PearlTrees. This way, students can click into a beautiful visual library full of easy to access multi-media, goodies, ebooks etc.

Make your students your resource by asking them to pick a topic and lead a discussion. You can give them ideas. E.g. a news story they're following, a website they find useful for learning English (and why), the pros and cons of a (controversial) topic or idea, a talk on how to☐(they choose something they can teach). You want to enthuse and inspire, but let them take control. The results can be magic.

It is important in planning online group lessons that: Remember that some of the students will not be able to attend the live session and will only watch the recording. Therefore the lesson should be planned in a way that it remains engaging for anyone watching later as well, not only for those who are able to join the chat with you in the live session.

Prepare learners for one-to-one conversations with non-teachers. Guide them through towards comprehension of some target language, appropriate to their speaking level and which will be of interest to their speaking partner. Help them to make connections.

Make sure that adapting lesson content style for the online environment and to test the content and refine it based on student reactions. Think about the difference between a meeting or conference where the presenter shows up with a well-structured PowerPoint presentation used as a visual prompt, rather than text-heavy, bulleted slides. The brighter and more inspiring your lesson content, the more energy and motivation there will be in your students and the longer you will retain them as loyal paying customers.

Encourage your students to incorporate relaxed, enjoyable daily lifestyle English habits into their lives as fundamental components of their processes. This could be anything from reading the lyrics and singing along to their favorite songs, watching an episode of a TV series every day, reading a book or magazine, attending a local language learning meetup, or making new friends with other learners online. It's also important to revisit the topic on a regular basis (if not every class), to celebrate successful examples, and to even create systems, processes, and logs, that measure and reinforce these habits.

To sum up, with online lessons, it can be harder to keep the students' attention than in a traditional classroom. You can help students stay engaged by making your online lessons short and easily digestible. When possible, mix up the format with interesting visuals, different activities, quizzes, and practical applications.

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# INTERDISCIPLINARY CONNECTION OF BIOLOGY IN THE DEVELOPMENT OF PUPILS' ECOLOGICAL THINKING ON THE BASIS OF MODERN EDUCATIONAL TECHNOLOGY

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*Annotation: The article focuses on the formation of interdisciplinary connections in pupils through the understanding of the nature of nature, the processes and events that take place in them, the integration of general and specific concepts in the content of these disciplines, the application of practical skills. Thus , the content of the development of pupils environmental thinking in the teaching of natural sciences is described using modern educational technologies.*
*Key words: pupils, integration, nature, lesson, biology, form, method, ecological thinking, educational technologies.*

The natural sciences in school education reveal to pupils the current scientific landscape of the world. Therefore, the natural sciences form the natural-scientific basis of the student's worldview.Interdisciplinary connections should be aimed at developing students' generalized scientific understanding. The integration of knowledge requires a unique approach to education.

Considering that pupils' environmental thinking is the basis of their worldview, behavior, general culture, in particular, the culture of environmental safety, in the teaching of biology, chemistry and physics, environmental protection, interdisciplinary content, forms, teaching methods, ways, opportunities and purposeful development of tools is one of the current problems.

In the process of teaching biology in connection with the natural sciences, it prepares the ground for the implementation of interdisciplinary links based on the development of pupils' environmental thinking. It is also necessary to integrate ecological views on the basis of developing pupils' independent and creative thinking skills and abilities through the observation of processes occurring in nature, the study of knowledge in the context of interdisciplinary relevance to understand their essence, thereby forming ecological thinking [1].

In particular, the main purpose of the integration of education is to awaken in children a good idea of nature and society in secondary school and to form their attitude to the laws of development. This is why it is important for school pupils to see science or reality events from multiple perspectives.Teaching interdisciplinary and interdisciplinary connections in the study of basic sciences and understanding the laws of the universe is the methodological basis of the approach to the integration of education. This can be achieved by going back many times to the concepts of different lessons, deepening and enriching them, identifying important signs that are understandable at this age.

Thus, any lesson that incorporates agroup of concepts relevant to those disciplines that have a well-formed structure and order of conduct should be the basis for integration.

The basis of integration is interdisciplinary communication and finds its development in the ideaof integration.The study of disciplines with an integrative content is considered as a factor that ensures the integrity of the knowledge, work methods, personal qualities of future professionals.

Integration in the education system can be applied in two different ways:
1.To form in students a holistic, holistic view of the environment (in this case,

integration is considered as a goal of education).

Finding a common platform for converging knowledge from science (where integration is an educational tool).

2.Integration in the first sense implies that from the moment a pupil takes the first step towards knowledge, the world is conceived as a whole, a world , a system in which all its elements are interconnected.

In the second sense, the integration of knowledge imparted in the disciplines is the understanding of new concepts in the context of the conflict. Initially, at the point where ideas in the sciences collide, encourage them to fill in the gaps in pre-existing stratified knowledge, to build connections between them.

Integration in education can be expressed as follows:

to form a holistic view of the whole being; finding a common platform for converging different science knowledge.

It serves as a basis for this or that science from time to time in establishing links between two academic disciplines and in their integration.The integral coherence and logical interdependence of topics in different academic disciplines should be the basis of integrated lessons.

In education, imparting a certain system of knowledge to students and just remembering them is no longer enough. Motivation in modern education, creating a desire for independent learning, integration-based education are among the urgent tasks. Innovative pedagogical technology is an education system aimed at realizing such a demand. The main requirement of technology is that pupils acquire thorough knowledge, be active in the acquisition of knowledge, think independently, achieve a clear and effective result in education.

The goal of integration education is not to impart knowledge that shows that the individual parts of the universe are interconnected, but to teach the child in the first steps to imagine a whole universe in which all the elements are interconnected. This goal should be achieved by the secondary school [2].

It is well known that increasing the amount of academic subjects does not always yield positive results. Because today's modern technology requires not only the pursuit of numbers, but also the acquisition of quality. In this regard, it is necessary to rely on the experience of developed countries. 70% of them use integrated curricula and textbooks in the education system. In particular, in the UK education system, mainly integrated subjects are introduced, in Korea and Switzerland, integrated subjects are taught, in Hungary, cultural subjects are taught, and in Ireland, all subjects are taught in blocks.

Factors that contribute to active mental activity in the process of integrating academic disciplines during the examination are the optimal combination of disciplines for integration, the appropriateness of teacher and pupil actions, and the choice of content and methods, taking into account children's age capabilities.

There are certain possibilities of integration in all subjects taught in school, and its organization in an integrated way depends on a number of conditions. Therefore, educators and methodologists must take all of these factors into account before creating a new program. One of the reasons for the difficulties in learning activities is the lack of comprehensive use of integration. The reason why pupils successfully master one subject may also be related to the fact that they have a good knowledge of another subject. For example, competently copying large volumes of text requires the ability to read it quickly and accurately.

In particular, through the organization of integrated lessons it is possible to discuss with pupils, to organize inter-class competitions, to organize questions and answers. The main purpose of the use of such modern types of lessons is to activate pupils in the

learning process, to achieve a high level of mastery of educational material. Such technology teaches pupils to imagine the world differently, to connect practice with life, not to memorize theoretical rules literally, to understand the harmony of the individual and society, to achieve diversity of thought, non-standard thinking, as well as to understand ways of self-development.

The purpose of the interdisciplinary explanation of environmental education to schoolchildren is to teach them to know and care for nature, environmental education - the formation of interdisciplinary theoretical knowledge, practical skills and competencies in education. The analysis of the interdisciplinary formation of the concepts of environmental education in schoolchildren shows this [3].

Knowledge of the surrounding nature has an impact on the comprehensive development and upbringing of the pupil. Through the study of this knowledge, young people try to identify the factors that cause environmental problems by analyzing the relationship between nature and human , the nature of their interdependence and unity, their relationship to the environment, the actions taken in the field of nature protection.This situation creates the basis for the formation of environmental knowledge and understanding among young people.

In synchronous and asynchronous teaching of biology with the natural sciences, a wide range of environmental issues is covered. For example, it realizes that an increase in air temperature on our planet will lead to the death of living organisms in the struggle for survival in order to resist their ability to survive in an adapted area. An increase in the concentration of inorganic salts in the water, an increase in the level of salinity, makes it possible to understand the reason for the decline of drinking water reserves, the destruction of organisms adapted to living in this environment.

The following tasks should be performed in the formation of ecological thinking in students, connecting biology with the natural sciences synchronously and asynchronously:

1. Acquisition by students of scientific knowledge about the integrity of nature, the relationship between society and nature, the acquisition of environmental knowledge, skills and competencies that form the basis of a conscious attitude to nature.

2. Understand the broader significance of nature and its components, and distinguish between renewable and non-renewable resources.

3. Measures taken for the economical use of natural resources, environmental protection, landscaping and reproduction of natural resources, the formation of motives for active participation in socially useful work.

The following guidelines should be followed in the development of environmental thinking:

1. The study and mastery of nature and the environment is organized on the basis of the unity of human cognitive and practical activity. Therefore, in teaching biology synchronously and asynchronously with the natural sciences, the teacher not only provides pupils with scientific knowledge in the study of each component of nature, including the structure and life processes of plants, animals, but also provides information on the practical application of this knowledge. effect, explaining the adaptation of organisms to their habitat.

2. To explain the relationship between nature, human and society, the integration of accumulated scientific knowledge in the field of science and the implementation of interdisciplinary links, based on the coverage of the positive and negative impact of human on inanimate and animate nature, flora and fauna.

3. To provide information about the activities of the world community, governmental and non-governmental organizations in solving local and global environmental problems on the planet, the problems of interstate cooperation in solving these environmental

problems.

4.It should be borne in mind that the development of ecological culture and thinking in students is a key component of educational work on the development of a harmoniously developed personality.

Theoretical ecological knowledge (natural-scientific, natural-mathematical, about the interaction of nature and society, which provides the formation of ecological thinking, a sense of responsibility and attitude to the environment in the younger generation through the development of pupils' ecological thinking in synchronous and asynchronous teaching of biology in secondary schools) a set of knowledge in the technical and socio-humanitarian categories), valuable goals (understanding the material and spiritual value of nature in meeting the needs of each individual and society), ethics (adherence to the rules and regulations of nature), practical skills and competencies (socially useful, productive activities such as studying and protecting nature, assessing its condition, promoting environmental knowledge), attitudes and beliefs (caring for the natural environment, actively combating all forms of neglect) go), in short, is the interdisciplinary structure of environmental knowledge that regulates the diverse activities of pupils in the natural environment.

The development of ecological thinking on the basis of theoretical ecological knowledge, practical skills and abilities in the process of synchronous and asynchronous teaching of biology to students with natural sciences is a dialectical knowledge that interprets the harmony of nature and society (human) as a natural-historical, evolutionary, social problem

Purposeful analysis of the content of curricula in biology, chemistry and physics, their interdisciplinary environmental education, their application in the educational process play an important role in activating the cognitive activity of pupils.

The integration of disciplines in the teaching of biology, ie the implementation of interdisciplinary links is an important didactic condition of the educational process, which performs the following tasks:

1.The scientific and coherent nature of the learning material, which is the main source of knowledge for pupils , ensures the didactic connection of the concepts learned from other natural sciences.

2.The interest of pupils in the acquisition of knowledge increases and mental development accelerates.

3.The integration of the natural sciences, that is, the gradual and consistent implementation of interdisciplinary links in teaching, allows to expand the scientific outlook of students [4].

Being in direct, active contact with nature accelerates the process of mental activity organized by schoolchildren. This situation affects the way students think, stimulates their interest in learning about nature and improves their mental abilities [5].

In particular, in the process of teaching biology to schoolchildren, the inculcation of chemical and physical concepts, in which they form a caring attitude towards the environment, nature, feel the interrelation of animate and inanimate nature. It also arouses in them an interest in knowing nature.

It should be noted that the possibilities of academic disciplines in shaping the interest of schoolchildren in learning about nature are not the same.

The leading role of biology, chemistry and physics, the reflection of biological knowledge based on a certain system and sequence in their structure allows pupils to take solid information about the course of natural phenomena and processes, to form in them an interest in knowing nature.

Establishing and skillfully using interdisciplinary links in the learning process increases

pupils' need for knowledge. Activates pupils' learning activities, expands their ecological outlook. It also enhances pupils' interest in biology and other natural sciences.

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# PEDAGOGICAL CONDITIONS FOR THE FORMATION OF TRUE AUTHORITY OF THE TEACHER

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*Annotation; The article deals with the problems of teachers who choose a profession in their life.*
*Key words; pedagogy, problems, teacher, life.*

The formation of the authority of the teacher is characterized by a time span. This is a lengthy process that has its own logic. Consider this process. The first stage is the choice of the profession " teacher " . All occupations in the subject of labor can be divided into five types. This classification was developed by E.A. Klimov. The most common are professions where the subject of labor is technology. This includes all the professions related to the servicing equipment, its repair, control : mechanic-repairman, serviceman of the process equipment, driver, technician, turner , engi neer -fizik and etc.The next type of profession is " man is nature ". Of course, any object on Earth, and even man himself, belongs to nature. When we connect human activities with nature, we mean living nature, and above all plant animal organisms, microorganisms. Here are a few professions : microbiologist, fish farmer, veterinarian paramedic, florist, forester, etc. Often, various signs act as objects of human labor : oral or written speech, numbers, chemical and physical symbols, notes, diagrams, charts, drawings, etc. such professions are conditionally classified as " man - a sign system " . This, for example, is a proofreader, economist, draftsman, topographer, etc.

Many people like professions in which work is associated with visual, musical, literary, artistic and acting activities. These are professions of the " man - art image " type: designer - clothing designer, stained glass artist, photographer - artist, musician, journalist, etc.

And the last type of profession is " man-man . " The labor of people in these professions is aimed at educating and training, informing, domestic, commercial, and medical services for people. It is associated with managing people or teams. In these types of activities in the process of labor, people interact with each other. This type of profession includes, for example, a guide, a salesman, a teacher, etc.

In order to master a certain profession and then successfully work, a person must have specific qualities that meet the requirements that this profession makes to the personality of the worker. Therefore, it is very important when choosing a profession to know these requirements. The profession of teacher refers to the type of " man-man . " We formulate the requirements for this type of profession. The main content of labor in them comes down to the interaction between people. If this interaction does not go well, then the work does not go well either. Therefore, the ability to establish and maintain contacts with people, the ability to understand people, understand their characteristics. Here is a list of personal qualities that are very important in a teacher's work : steady, good mood in the process of working with children; need for communication ; the ability to mentally put yourself in the place of another person to quickly understand the intentions, thoughts, moods of children ; the ability to understand human relationships ; good memory, allowing you to keep in mind the knowledge about the personal qualities of a large number of people ; the ability to find a common language with different people ; patience.

If the requirements of a profession, a teacher for a person coincides with his personal

qualities and abilities, then they speak of professional suitability. The basis of professional suitability is primarily the ability of the individual. This term is usually understood to mean such individually - psychological characteristics of a person that help him achieve success in any activity. The experience of social and organizational, patronage work at school, camp, etc. will help the future teacher to understand his inclinations and interests in this field of work.among juniors, experience in participating in the organization of collective, group events. At the same time, this does not necessarily mean the social work that is entrusted, so to speak, officially. Perhaps even more important for knowing oneself is the area of one's own initiative. If younger comrades " stick " to a person , if he manages to combine them for something that seems trifling to others (say, cut a whistle from branches, feed homeless cats, etc.), then this may be a sign of a person developing pedagogical or organizational interests, inclinations. And where there are inclinations, abilities will appear.

Students who want to become a teacher can test their abilities by visiting the camp counselor. If the guys are interested with him, because he's an inventor, he knows how to organize schoolchildren for good things. If he can arouse initiative in the children, initiative, skillfully managing their thoughts and deeds. And if he does not command, but carries the team. Has organizational skills, interest in children, sociability. It can be said that he has the ability to become a teacher.

Also, specially created profiling classes help test your abilities and identify inclinations to students.

If a child wants to become a teacher, he can try to teach a lesson in elementary grades under the guidance of a teacher.

And if the requirements for the profession of a teacher correspond to the personality, then this person can safely choose the profession of a teacher.

It may happen that psychological characteristics will not fully meet the requirements of the profession they want to choose. But no need to set sail. After all, many abilities of a person, if he wants, can be developed by himself.

And so, the profession of teacher is chosen. The main condition for her choice was compliance with the requirements for this type of profession.

The second stage in the formation of the true authority of the teacher is the mastery of pedagogical skill.

Firstly, mastering the components of pedagogical mastery takes place in special educational institutions. The process of pedagogical preparation of a future teacher should be organized in a sequence consistent with the patterns of assimilation of knowledge and mastery of skills.

At the first stage, the student needs to get enough theoretical knowledge in psychology, pedagogy, information about pedagogical skills, about their content and structure, about the actions and skills that make up them, about the ways and methods of mastering them. It is important that the student understands what he can learn through lectures, seminars and other forms of academic work (independent work, term papers, diplomas,), and what depends on himself, on his ability to observe pedagogical phenomena, on his desire and activity in development itself. This stage should be carried out in pedagogical practice, so that the latter does not turn into a path of trial and error, and that, due to its inefficiency, does not lead to disappointment in the possibilities of pedagogical activity. This is an acquaintance with the psychological and pedagogical disciplines, in the theory and practice of teaching and educating students.

A natural consequence of the first stage, which creates the necessary guidelines for making pedagogical decisions, is the stage of pedagogical practice (for example, at school, in a camp). It can be implemented in a variety of options : a lesson on the analysis

of pedagogical situations, on the construction of models of pedagogical behavior, practical pedagogical events conducted by students with children, etc.

All these options are united by one common idea - the future teacher himself needs to do everything that he knows about, but practically didn't fulfill and therefore does not know how to do. Skill is the result of the corresponding action, moreover, the action of the one who takes possession of them. So, only an adequate action is a means of mastering the skill. It is well known that knowing how to act does not mean knowing how to act.

But stopping at the second stage means stopping halfway. The process of mastering pedagogical skills requires not only information about them and relevant practical actions, but also a comprehensive understanding of the general and typical, particular and multivariate manifestations of skills. A thorough analysis of practical actions. This means that the familiarization practice should be followed by seminars, various special courses and other forms of training. Only then will it be possible to connect theoretical knowledge with practice, to assimilate both knowledge and skill consciously, with a professional aim.

So, the third stage should be a direct predecessor of the ending pedagogical practice, the goals of which are specific : do not start again to acquire pedagogical knowledge and skills, but grind the latter with direct practical pedagogical activity, which greatly facilitates the period of postgraduate professional adaptation.

Pedagogical practice in the final year is the fourth, final stage of professional - pedagogical training of the future teacher.

University practice shows that the more precisely the above-described patterns are observed, the more successfully the process of professional formation of a future teacher is carried out.

In universities, communicative skills are also formed. The future teacher needs to know and possess the forms and culture of communication. Training of professional - pedagogical communication can be carried out in classes on pedagogy, special seminars and special courses, workshops, in the period of teaching practice and other cases. It is especially important that the student himself masters the methods of the training itself and regularly develops the necessary communication skills.

In the process of mastering the means of pedagogical communication, a number of stages can be distinguished.

At the first stage of learning to communicate, the ability to reflect, to realize one's own behavior in communication, the internal state of the personality and its external manifestations, develops.

The second stage is the mastery of the ability to feel the intellectual, emotional and moral-volitional states of students, the ability to stimulate students' activity (watching motion pictures, television shows and watching specific people).

The third stage involves the development of abilities not only for perception and establishing contacts, but also for active pedagogical influence on students, mastering the methods of these influences.

Special attention should be paid to the problem of self-education of organizational skills of a future teacher. One way or another, in the process of studying, students accumulate experience in the development of organizational skills. The organizational skills of a future teacher include the ability to set work, exercise control, evaluate results, and make adjustments.

The student gets organizational skills as a result of :

1.copying the organizational actions of the teacher, other persons ;

2.transfer of experience in organizational activities to new situations ;

3.planning and implementation of actions on the instructions of teachers ;

4.Manifestations of sufficient independence, initiative, organizes the pedagogically appropriate life of students : they can build a perspective, set goals and objectives, organize their implementation to the end, evaluate the results.

The university also forms personal qualities necessary for the future teacher. This is a moral position on good, aesthetic expression, etc.

The moral self-education of future teachers is to turn the moral proper into a personal need, to build their behavior in accordance with moral standards in a variety of specific life situations. The fact is that the moral is always a human relation, and the interests of people may not coincide. As soon as the student has to establish relations between the two students " in fairness " , he will immediately feel that each of them puts his understanding into the concept of justice. It is easy to be fair in theory and oh how hard it is to practice!

Only real moral actions of the student (moral-cognitive, emotional-moral and moral-behavioral) contribute to his moral self-education.

To successfully engage in moral self-education, there is little knowledge of moral standards. It is necessary to have an idea of one's moral qualities, to evaluate oneself realistically : which qualities to consolidate in oneself, which ones to develop, which ones to get rid of, which ones to acquire.

For practical educational work of the future teacher, aesthetic self-education is also important. The aesthetic tastes of the teacher are manifested in everything : in his appearance, in manners, gait, actions, in relations to the world around him, to work.

In the development of the aesthetic culture of the future teacher, literature and art play an important role. With their help, his thoughts, feelings and actions, his whole personality are ennobled, thus the main components of the pedagogical authority of the teacher-educator are laid in educational institutions.

Further development of the basic components and mastery of pedagogical mastery occurs during teaching at school. The right to teach the teacher gives the diploma of completion of a teacher training institution. This is a formal level of authority. It is characterized by the presence of power and is based on the role component of authority.

Primary self-presentation plays a crucial role in the assertion of pedagogical authority, when the teacher appears as an official endowed with certain authority, and the children as his students and pupils. At the first meeting with the pupils it is necessary to tactfully convince them that not only because of the diploma in their pocket and age, but due to their vast knowledge and high culture, a person has the right to lead the team and become a teacher. In the first lesson, one should not get acquainted with the students, calling them through the magazine. While you are talking to one, the rest are messing around. And in a moment of idleness, noted KD Ushinsky, a person's head and heart, and morality deteriorate ... The first meeting with the pupils should be a holiday, fireworks.

The task of the teacher is to present himself as a person. Show your strengths.

The teacher I. Zyuzyukin rightly wrote : " They need bright, with a " twist "of personality, not just a good person, but to be sure to rise above the rest, be endowed with something beyond measure . "

Such a teacher must know his subject impeccably. But the " highlight " that will attract the guys can be excellent artistic knowledge.

literature, the ability to interestingly tell, knowledge of cinema, theater, music, technology, sports, the ability to draw beautifully, etc.

The effect of the impact of the first lesson on students is amplified, they begin to admire the teacher.

Using this approach of dating, it should be remembered that younger students

characterize the teacher by the impression of the first meeting. Moreover, often, one act, however, like one miss, are absolutized and can create a stable incorrect impression of the elder. Changing it in the future will be difficult. Here you can easily gain credibility and quickly lose it. Therefore, the condition for the successful formation of authority is careful monitoring of their behavior, a very serious relationship to the first meeting, avoiding errors and mistakes, and if they happen, honestly admit it . From the first moments of communication, it is important for the teacher not to emphasize their role-based advantages, but to focus on personal self-presentation. Humanity, trust, goodwill ensure the openness of schoolchildren to its impact.

Psychologists distinguish certain stages in the formation of pedagogical authority. At the first stage, the teacher acts as a source of necessary information. At this stage, the teacher in the eyes of the student may be somewhat devoid of personality : his personal qualities may not be fixed or even perceived purely negatively, which, however, does not implore his significance as the holder of the necessary information.Such relationships are largely situational : they are formed and implemented only in conditions of a deficit of information and are destroyed if it is available to the interested person in sufficient quantities.

At the second stage, he becomes a reference person, to the opinion of which schoolchildren listen and take into account when solving personal and group problems. This type of relationship, in contrast to the first stage in the formation of authority, is characterized by " personal vision " , " personal entertainment . " At the same time, the teacher's high referentiality does not exclude the possibility of a student's negative attitude towards him as a person. Despite the fact that the attitude of the reference teacher by the interpreted fact and circumstance plays the role of a kind of guide in life, the student often does not agree with this assessment, does not accept it as undeniably true and can sometimes take the position that is called " by contradiction " .

Endowed with the authority of his position and therefore capable of significantly affecting the life of the classroom teacher, as a rule, the student is a reference person for the students, whose opinions they take into account when solving both personal and general group tasks. In this regard, almost any student, before choosing this or that practice of his behavior, must correlate his intentions with the position of a teacher. And although this position will not necessarily be accepted by the student, it will have a definite impact on his subsequent actions. And only at the third stage does it become authoritative. This stage is characterized by a qualitatively higher level of significance of the teacher for the student than in the two previous stages. An authoritative teacher is credited, his opinion is initially recognized as true. It is perceived as a guide to action, and success is expected and anticipated.Such relationships are an example of apronounced personal preference and have a deeply emotional connotation. Assessment of such a teacher by students is almost always purely positive. If the reference teacher students, while not denying its importance for them, often do not detect them are impressed by the quality, but also the negative personal characteristics, then, describing the teacher who uses their authority, they describe it as an exceptional with the sign " plus " . Moreover, the same qualities of a teacher can be fundamentally differently assessed by the same subject by schoolchildren, depending on who they are talking about - an authoritative or non-authoritative teacher.

This is the right choice of profession and mastery of pedagogical skills.

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# THE IMPORTANCE OF GAMES IN LEARNING ENGLISH GRAMMAR

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*Annotation : In this article we'll try to describe some essential ways of using games to teach or to learn English, as it is very important to use games for teaching grammar because teaching games through games is very interesting and easy.*
*Keywords: Games, Learning, English Grammar*

There are numerous techniques concerned with grammar presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent students from forgetting. Teachers must take sure of that students have understood the new words, which will be remembered better if introduced in a "memorable way". Bearing all this in mind, teachers have to remember to employ a variety of techniques for new grammatical presentation and revision. We suggest the following types of grammar presentation techniques: (1) visual techniques. These pertain to visual memory, which is considered especially helpful with the grammar retention. Learners remember better the material that has been presented by means of the visual aids. The visual techniques lend themselves well to presenting concrete items of grammar. They help students to associate the presented material in a meaningful way and incorporate it into their system of the language units, and (2) verbal explanation. This pertains to the use of illustrative situations connected with the grammar material studied.

A lot of experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but they have a great educational value. We hold that most grammar games make learners use the language instead of thinking about learning the correct forms.The grammar games should be treated as central, not peripherical to the foreign language teaching programme. Games, as Richard Amato thinks, are to be fun, but he warns against overlooking their pedagogical value, particularly in foreign language teaching programmes. There are many advantages of using games in grammar: (1) games can lower anxiety, thus making the acquisition of input more likely, (2) games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings, (3) they also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson, (4) games add diversion to the regular classroom activities, break the ice and introduce the new ideas, (5) in the easy, relaxed atmosphere which is created by using games the students remember things faster and better, (6) grammar games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future, and (7) grammar games encourage, entertain, teach, and promote fluency. If not for any of these reasons they should be used just because they help students to see beauty in a foreign language and not just problems, and this is the main reason to use games when studying English grammar. There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the students' level, or age, or the materials that are to be introduced or practiced. Not

all of the games are appropriate for all students irrespective of their age. Different age groups require various topics, materials and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups, and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspects of language have to relate to students' ability and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the students' experience. Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have time limits but according to Siek Piscozub , the teacher can either allocate more or less time depending of the students' levels, the number of people in a group, or the knowledge of the rules of a game, etc. Games are often used as short warm-up activities or when there is some time left at the end of the lesson. As Mr. Lee observes, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Mr. Rixon suggests that games should be used at all stages of the English lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teachers' aims connected with a game may vary: (1) presentation. It presents and provides a good model making its meaning clear, (2) controlled practice. It elicits a good imitation of the language and appropriate responses, and (3) communicative practice. It gives to the students a chance to use a foreign language. Grammar games also lend themselves well to revision exercises helping learners to recall a grammar material in a pleasant, entertaining way. All authors referred to in my report agree that even the grammar games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote the communicative competence, and generate the fluency. However, can they be more successful for presentation and revision than other techniques? My teaching practice proves that the answer to this question is absolutely affirmative

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# HOW TO DISCIPLINE YOUR CHILD: EFFECTIVE CONSEQUENCES FOR CHILDREN WHO DON'T RESPOND

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*Annotation.Nowadays, the correct and rational upbringing of children is more important than ever. Improper punishment given to a child can negatively affect his or her future and lead to bad consequences in the future. For this reason, the article provides practical psychological recommendations for the correction of bad behavior in children. During the writing of the article, the American experience and data from the School of Psychology were used effectively.*

Ask a room full of adults how to handle a child's bad behavior, and you will get a rainbow of answers. Parents across generations have tried time-outs, reasoning, shouting and even spanking.

The American Academy of Pediatrics (AAP) inspires parents to use discipline strategies, not physical or verbal punishments to stop unwanted behaviors in children and teens.

Teaching children to identify and control their behavior is a significant job for the adults in their lives. How adults respond to a child's behaviors has lasting effects on her growth, according to the AAP. It forms how the child thinks, behaves, feels and interacts with others. It also teaches the child how to behave as an adult.

Discipline teaches kids what is acceptable.When children are taught how to control their behaviors, they learn how to avoid harm. Punishment might work fast to stop bad behavior. But it is not effective over time, according to the AAP. Corporal (physical) punishment also does not work. The AAP is against physical punishment in and outside of school.

Some children don't respond to old-style punishment for kids. Some parents might be tempted to call such a child a stubborn child, or just plain bad. They react to timeouts with indifference or shrug off consequences. They practically yawn at a raised voice. When that kind of stubbornness occurs, parents get frustrated and retaliate with more a severe punishment out of anger or spite, which isn't very fair or, frankly, effective. And according to Christi Campbell, a board-certified behavior analyst, getting a kid to react remorsefully due to a harsh punishment isn't what's needed at all.

"When a child doesn't seem to care about discipline, it means there is a mismatch between the reason the child is being punished and the punishment that was given," says Campbell. "Often, parents think that isolating the child by sending them to their room will be effective but there are times that sending a child to his or her room only serves as a retreat from the chaos of the household, which is not always a punishment."

Disciplining Kids Who Don't Respond to Punishment

- Try something dissimilar: If punishment doesn't work at discouraging bad behavior, there's no purpose to keep doing it.

- Be clear around potentials: Give kids a chance to succeed by reminding them what is expected of them.

- Natural values: When the punishment is specific to the offense and logical, kids have a better chance of modifying their behavior.

- Praise the right actions: Don't just punish the wrong behaviors. Make a habit of praising good decisions.

- If your child breaks a rule that is small, and it's really just a mistake or oversight,

calmly let them know it's a "no biggie" moment.  Follow up with any missing information they may need to not do it again.

- Ask if your child has ideas how to fix her own mistake. With time, your child may start doing this on her own. (Read an example of a child learning to take responsibility for a big mistake here.)

- Notice an unhelpful behavior? Let your child start over or have a second chance. It might sound like "Can you show me a way to pet the dog that is gentle and kind?"

- You can offer your child help fixing, cleaning up or mending when needed.  A doing "with" instead of "fixing for" attitude helps transform misbehavior into a teachable moment. Your child can walk away with a sense that not only is she expected to fix her mistakes, that she is capable of doing so as well.

- Speak to your child with the same respect and consideration that you hope to hear when she speaks to you, her family, friends and teachers.

- Strive not to lecture or dwell on the broken rules ( You may need to vent to a friend or write it down to let it go). Aim to teach and then move forward, trusting that your child is learning to follow your guidance.

If the child's behavior hasn't improved, the new punishment isn't really getting to the core of the issue either, and parents should try another tack. If the behavior does improve, good. The punishment is effective, and parents should remember to praise kids for their improved behavior.

Importantly, there's no shame in trying new things or trying to meet a kid on their level to avoid butting heads. It's probably less of a threat to parental authority than irrational punishments are.

"Avoid the power struggle. You know you're in charge," says Campbell. "Beating them over the head with it will not help your cause. It will only undermine the team mentality of your family."

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*Annotation. The article deals with the problems occurring in the process of teaching English on international programs (IELTS, CEFR, TOEFL) which is adapted to the country's national education system and while illustrating the issue some relevant solutions are suggested.*

*Abstract: ELT is seen as a career in a field of educational specialization in Uzbekistan, so it requires a specialized knowledge base obtained through both academic study at modern standards and practical experience. This article review is about adapted national CEFR variant advantages and disadvantages including the problems of existing difficulties in differentiating real and adapted variants of the international programs.*

*Key words: adapted variant, international programs, listening, reading, writing, listening tasks, assessment, error correction.*

In today's rapidly advancing world, modernization in teaching and learning foreign languages requires considerable and slight changes in education system of majority countries all over the world. XXI century's innovation in teaching English deals with the international programs in the process of teaching, learning and assessing any foreign language.

Nowadays the demonstration of a certain level of proficiency in English as component of certification like IELTS, CEFR and TOEFL is required. In Uzbekistan the multistage model of FLT - CEFR has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It is related to the well-known multilevel model of FLT in the foreign countries[1]. Besides, it is necessary to use humanizing materials as activities which help to make the language learning process a more effective experience and finding ways of helping the learners to connect "what is in.the book to what is in their minds" [2].

The domestic model of education (adapted CEFR) has the following advantages:

1) Introducing the primary and post-graduate education, that contributes to work out the successive structure and content of FLT. Succession provides systematic and continuous content in FLT, an absence in doubling transitive components of FLT content from one stage to another one. Multistage and gradual character of the process of cognition is reflected in the FL progress. But at the same time the post-graduate education is not stopped, this model is intended to the life-long independent-learning (self-study) of FL.

2) Taking into consideration the international standards for the evaluation the language level (communicative competence) at all stages gives the opportunity to enter into the world education space. The CEFR levels and descriptors are adapted to the social context of Uzbekistan, especially to each stage, aim and objectives, etc. Accounting the CEFR, levels are reflected in the FLT content and requirements to the language levels as the result of FLT.

3) Localization of EL teaching and learning materials. English teaching materials come from different places, where English is a native or an official language, or a foreign language. Material from these countries does not reflect the learning style, cultural values and local conditions of Uzbekistan, as a result, students' motivation

suffers and they become reluctant to interact in class and share opinions or ideas. Localization of the EL teaching and learning methodology and teaching materials is based on the idea that relevant contexts and balance between local and foreign cultural concepts and images naturally can improve ELT.[2]

In our conditions the CEFR is used for development of the language policy to set minimum language requirements for a wide range of purposes, in curriculum planning, preparing coursebooks, and development of methods of teaching and tools of evaluation. It is intended for dynamic progress in acquiring FL.

Within this scope, the efforts of teachers and learners at all levels of education are encouraged and supported by developing appropriate methods and teaching materials, appropriate forms and instruments for the evaluating of learning programs. Research and development programs leading to the introduction, at all educational levels, of methods and materials best suited to enabling different  classes and types of student are promoted to acquire a communicative proficiency appropriate to their specific needs.

However, English language learners are having difficulties to do international English language exam tasks. If we deepen the problem, they are facing unfamiliar types of tasks while practicing not only IELTS or TOEFL assignments, but also adapted CEFR tasks. Because English language learning materials didn't cover complete demands of adapted CEFR and other international programs.

For instance, there exist an error correction task in lexico-grammar part of adapted CEFR, but none of school textbooks include this kind of exercise. Error correction task has the following forms:

Form 1. In the following text, each sentence (1-10) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the sentence, choose D (no mistake).

Eg. A recent paper (A) by Dora Costa, an economist at the Massachusetts Institute of Technology, looks through (B) the living standards (C) debate from an unusual direction. (D - no mistake).

Form 2. Read the following passage. Decide if each sentence of the text (1-15) has a mistake and must be changed in order for the sentence to be correct. In your answer sheet,  mark:

A - if the line has a mistake and must be corrected;

B - if there is no mistake in the line.

Eg. When people talk about "global English" they are usually referring to the common features which identify the variety of we call standard English. - (answer)

Form 3. Identify and correct the errors in the following sentences.

Eg. For make its nest, the yellow-headed blackbird weaves a small cup and fastens it to reeds above water.

Form 4. The following text has twelve underlined parts (A-L), some of which are incorrect. Find the parts which have a mistake and must be    changed in order for the sentence to be correct. Correct the mistakes.

The 21st century's leading energy source may very well depend from (A) the development of a technology that first discovered (B) in 1839.

Form 5. Read the following passage. Decide if each line of the text (16-30)

has a mistake and must be changed in order for the sentence to be correct.

Choose:

A - if the line has a mistake and must be corrected;

B - if there is no mistake in the line.

| N | Answer | Questions. |
|---|--------|-----------|
| 1 | A | The first decade of the twentieth century was ushered in by significant… |
| 2 | B | President William McKinley was fatally shot.[4] |

Moreover, English language learners are facing significant difficulties to differentiate real and adapted CEFR variants. As an instance, a student studying adapted CEFR aren't being able to do real CEFR or IELTS and TOEFL tasks.

As a result of this kind of unfamiliar exam tasks for English language learners which haven't faced in learning materials, especially textbooks, there exist problamatic situations like failing exam and losing motivation to learn the English language.

Hence, in order to cut off this issue all English language learning materials must include not only entire varieties of adapted CEFR tasks, but also assignments of other international programs such as IELTS, CEFR Esol and TOEFL referring appendix including data about them.

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# PHILOLOGICAL SCIENCES

## ROLF KLOEPFER AND HIS THEORY OF LITERARY TRANSLATION

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*Annotation.The article aims to introduce theoretical views and main ideas of Rolf Kloepfer, a German scholar and novelist, on a theory of literary translation and his book "The Theory of Literary Translation", which is highly indexed by modern translation theorists and researchers.*
*Keywords: literary translation, non-literary translation, translation as an art, theory of translation.*

German novelist and scholar Rolf Kloepfer conducted a number of researches on various aspects of translation. In his works, he presented a reader and an author mostly as equal participants of literary communication.R.Kloepfer's "The Theory of Literary Translation" [1] was published in 1967 and has not been out of scientific use ever since. Although very few modern theorists consider themselves as his followers, the "citation index" of this work remains quite high. Rolf Kloepfer developed his theory of literary translation and considered it to be an "independent" phenomenon that lived according to its own laws. He did not compare literary translation to other types of translation and did not investigate it comparatively. The scholar formed his theory based on the rule that literary translation (as opposed to non-literary translation) bears the seal of individuality. It is for this reason that he pursued a separate theory that was close to the theory of literary creativity and hermeneutics. As for the scientific translation, its study was a task of Structural linguistics and Information Theory.

Rolf Kloepfer rejects single linguistic theory of translation (without arguing with the proponents of the same theory) he proves his refutation by misjudging the role of language in literary works. R.Kloepfer argues that non-literary translation (following in Schleiermacher's footsteps and calling this type of translation "Dolmetschen") and that literary translation should be distinguished as two fields. He also claims that in the process of translating literary texts, translation reveals itself in the form of literary phenomenon.

In our opinion, Rolf Kloepfer was not familiar with the works of theorists (such as Korney Chukovsky, M.P. Alekseev, Ivan Kashkin, G.R. Gachechiladze, etc.) who had been describing literary translation as an art since the 1930s, so he did not mention their names. He drew the basis for his approach to a literary translation from the history and traditions of Western thought, from the earliest centuries to the present day. It is no coincidence that translation was considered as an art in the works of Theodor Mommsen, Paul Cauer, Theodore H. Savory and other translation scholars.

Rolf Kloepfer also draws on the traditions of European classical scholars, such as Diderot, Hamann, Goethe, Schleiermacher, and Humboldt, who were described as "representatives of a century that marked a turning point in a modern theory of translation." He also concentrated on the issue of translating according to the original, source, language. (R. Kloepfer defines this concept with the German word "treu", which is widely used in French science too). To express his theoretical views, the scholar takes

"substance" from the European classical poetry which encompassed data stretching from antiquity to the nineteenth century. The concept of Rolf Kloepfer can be classified as a "philological" interpretation, in a spirit of Russian scholars, Mikhail Pavlovich Alekseev and Ivan Kashkin's ideas about a theory of translation.

Rolf Kloepfer believed that overcoming the antithesis put forward by Friedrich Schleiermacher was a key issue in the theory of literary translation. F.Schleiermacher used this antithesis when talking about "germanizing" and "alienating" translations. He showed the synthesis in the "middle line" as a solution to the problem. "Translator has to show courage in "this land that does not belong to anyone" - said the scholar. "The language of translation cannot be predetermined in one way or another, and, at the same time, cannot develop as freely as it would like. However, in its struggle with the world of the original language, the scale of this world must be recreated in German expressions and terms, depending on its scale." [1,75]

Explanation of how a translator should look for the "middle line" in his work had been the most difficult part of Kloepfer's research. While pointing out (and proving) that this was essential in the translation of "creators" of different periods, such as Plautus and Arthur Rimbaud, quoting Paul Val?ry, he acknowledged that "the goal can never be fully achieved" and therefore did not seek to find complete theoretical formula. He reached a conclusion with the following words about art and artistic endeavor: "Translation is not something close to the art, but it is an art itself, for example, "it is not a creation according to a pattern or rebuilding, but the poetry of poetries. In that sense, Novalis probably defined the translator as the poet of poets." [1.126]

Rolf Kloepfer's use of influential metaphors instead of logical reasoning in the most important parts of his work caused many objections (e.g., W. Koller writes that there are "poetically dark" words in the last pages of the book [2,72]). In our opinion, R.Kloepfer consciously chose this path showing the "exceptional nature" of art and its "disobedience" to strict guidelines and pre-established rules.

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## USE OF LEXICAL ANTONYMS IN SH. SEYTOV'S WORKS

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Every nation will have its own diamonds, which have become the national pride. No matter how long they pass, they will always be in the memory of their people. Through such honorable children, the people know who they are, and spiritual wealth is measured through such children. One of the great figures of Karakalpak literature is Sh. Seyitov. In his creative work Sh. Seyitov diligently studied Karakalpak oral literature, classical literature and written literature, as well as the works of great masters of the West and East. This, of course, had a beneficial effect on the fruitful work of Sh. Seyitov in the field of fiction and took a place in his workshop, as well as among the writers.

We know that Sh. Seyitov, rich in ideas and themes, mature in genre, with his poetic and prose works, occupies a prominent place in modern Karakalpak literature. While reading the works, Sh. Seyitov realized that there are many aspects of his creative style that are different from others. In Karakalpak poetry and prose, he has a high level of artistic imagination, adeep understanding of the rich possibilities of the description of the meanings of the language, the ability to express words in a coherent manner. He is a master of words, who created a special school of art. His works are based on the spiritual heritage of the people, and the main reason for the incomprehensibility of his books by book-loving readers is the popularity of the language of poetry.

One of the semantic phenomena in the lexicon is that antonyms appear as the main methods of poetic description in poetic forms.

Antonyms can have many meanings in nature. For example: the type, quality, size of the subject or phenomenon, words related to time, etc. Words that describe action can also be antonyms. Well, we have relied on such lexicographers and looked at the meaning of the antonyms in the works of Sh. Seyitov into the following types.

1.Antonyms related to the nature of the relationship between people in life, the state of life. For example:

If you want to know your enemy,
Find out from your friends,
If a friend is hostile,
Avoid the enemy.
No more fighting! ("Though he said it in his thirties, he was a genius after forty")

3.We often come across antonyms that describe the action, the situation in the poems. For example:

Pain is over. It snowed.
The flowers withered... The flowers unfold.

("Word on the perrond")

Then there is the millennium,
Everywhere is green,
 Base at the front,
Walking along the caravan routes.

("A trip to Khorezm ")

The words "right-left" in these suffixes are antonyms, while the words "right-to-left" are used as antonyms to indicate a direction.

5.Antonyms of the quality, quality of the substance. For example:

Defend the motherland, do not demand, -
Who is bravel, who is a coward? -Who is cheeky, who is unscrupulous!

Protecting the homeland is both a coward and a brave!.
It is obligatory for both men and women.

("Graves in the Cemetery")

In these examples, the antonyms "arrogant", "brave" and "cowardly" are used in the sense of nouns.

6.Antonyms for feeling. For example:
Either in happiness or in sorrow, the sun rises,
Minutes approximate victory hour,
Four winters, four springs,

("We need peace, not war")

The antonyms "sorrow" and "happiness" in the given double trains serve to compare the opposite phenomena.

You don't even have to worry,
Do you know the meaning " Den povedi",
Do you love me, or do you hate me?

(May 9, 1986, Nokis Stadium)

The antonyms "laugh-cry" in these examples are used to convey a feeling in the human mind, a sharpening of emotion.

7.Antonyms denoting quantity. For example:
He caught a lot of water,
He returned a little,
Most remained in the cream!

("Poetry on the poetry")

9.Antonyms that express the color of a thing. For example:
Find the white sheep,
"What are you talking about?" Said the black driver.

("The story about commander and camel singing by Kobyz")

In these examples, we see that the antonyms "black and white" are used to denote the color of an object.

10.The words "yes" and "no" are also used as antonyms.
Where there is grief, there is sorrow,
There was always a cold,
There is no Nokis, Tashkent cities,
The center of my imagination is "white tress".

("The legend of the elders and the sword")

All the antonyms we have seen are national antonyms and are widely used in the works of Sh. Seytov. Finally, we stopped at them one by one. They serve in accordance with the function of the above antonyms, which are important for the lexicon of poetic works.

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# COMMON READING PROBLEMS FOR STUDENTS

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*Abstract: The purpose of the article is to explain how teachers can use assessments to identify individual struggling readers' patterns of reading difficulties, and how this information is valuable in differentiating classroom instruction and planning interventions. Three patterns of reading difficulties are common.*
*Keywords: issues with decoding, reading-comprehension difficulties, poor comprehension*

Many studies have shown that children with difficulties in word reading benefit from explicit, systematic phonics interventions, whereas children with comprehension difficulties benefit from explicit teaching and modeling of text comprehension strategies as well as from interventions that promote vocabulary and oral language Relative to comparison children who received undifferentiated intervention in resource rooms, the intervention groups made significantly more progress in their weak area of reading.

Developing strong reading skills in students is one of the key goals of every early education program. It is through reading that students expand their vocabulary and learn about the world. Reading is also the key to success in spelling and writing.

And while 6 and 7-year-olds are fluent speakers, they require instruction in how to navigate print. If a student is having problems with literacy skills, it can affect their performance across the school curriculum and have a negative impact on motivation to learn and self-esteem.

Sometimes there may be an undiagnosed learning difficulty to blame - as is the case for students who struggle with dyslexia or slow processing. In these situations parents and educators are tasked with understanding the root of the problem and providing children with appropriate coping strategies, to ensure they continue to progress and achieve reading milestones.

How reading works

Not every student acquires reading skills at the same rate. Reading begins with mastering pre-literacy skills, including learning the alphabet and enhancing phonemic awareness. This is followed closely by phonics instruction that teaches children how to map sounds to letters and sound out words.

As more terms become familiar to a beginner reader, the process speeds up via whole word recognition or sight-reading. This can be encouraged through direct instruction in high frequency vocabulary.

When students move into middle school, they will be asked to achieve greater feats of comprehension, which include understanding complex texts and processing more information in shorter amounts of time.

Being a fast and efficient reader is important for classroom based lessons, but also for satisfying homework requirements and performing well on standardized exams. Issues with decoding

Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes

easier with phonics instruction and repeated practice with reading out loud. If a child continues to struggle, there may be a specific learning difficulty present, or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language.

Poor comprehension. There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level

However, reading also requires being able to pay attention to narrative. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading.

Speed. The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up.

If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

English is full of silent letters and unexpected sounds. Often a student must simply memorize the spelling of a word in order to recognize its written form in the future. Mnemonic devices can be of assistance in this respect, as can repeatedly drilling vocabulary and taking a multi-sensory approach to learning.

The latter entails hearing a word read aloud, seeing it in its written form and even incorporating a tactile aspect, such as typing the word at the same time.

Another reason why English is not the easiest language for beginner readers is because of the lacking 1:1 correspondence in sounds to letters. In other words, there is more than one way to spell the same sound.

This can cause plenty of problems for English speaking children. Now imagine that English is not your native language and you may get a sense of how challenging it can be for bilingual ELL students, particularly when they have not yet mastered reading and writing in their native tongue.

Reading strategies that can help

Activate ideas

Help students activate their prior knowledge of a topic and take guesses about what they are about to read by analyzing pictures and titles or skimming a text to assess the main idea. You can also create mind-maps as a pre-reading activity or put a few questions on the board and have the students start by discussing them in order to prepare for the reading.

Build vocabulary

The more words a student knows, the easier it will be to recognize them in reading. Teaching vocabulary is also helpful for spelling skills. Teachers can provide a glossary alongside a text or pre-teach key terms before the reading begins. As learning words in context provides additional depth in meaning, teachers might also consider providing instruction on contextual guessing.

Repeated exposure to high frequency terms that are common across children's books

and school worksheets can help children save their cognitive energy for decoding harder and less frequent vocabulary. Directly teaching these words using a program like Touch-type Read and Spell to reinforce them, can help kids read more quickly and efficiently.

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# WHY IS ENGLISH GLOBAL LANGUAGE?

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*Abstract.This article comprises lingual changes over the long periods of the English language, as well as its importance and current position is discussed. Additionally, the English language is compared to other languages in the linguistic sections: transcription and pronunciation, and supported with reasonable examples. It intersects on the culture of nations and countries. Briefly, it reveals the features of the English language and its past-future position.*
*Keywords: notable languages, reputation and position, technological century, ancestor language, borrowings and loanwords, lingua franca, globalization, universal language;*

In the computer century, the whole world has united in the spheres of developing, sharing, doing business, tourism, technology with the help of the English language.

Indeed, it seems to be a very interesting topic for many people, as there are other notable languages like Russian, Chinese, French, Spanish instead of English.

However, as a famous linguist, David Crystal, suggests "A language becomes a global language because of the power of the people who speak it." In fact, the "Power" of the English language has already based on scientific, financial, military and economic fields of the world, many people accept it as a key to medicine, while others think it is the basic column on business. Despite its current reputation and position, English was not a global language until the 21th century. Thus, how could this new technological century make it be the bridge among countries, as well as nation and culture?

Firstly, the importance of English is not because of its structure, but having the basis of lexicon of any European language as all of them originated from the Latin language (it is considered to be a dead language, as it is not used today) which took place the position of the original language of the Roman Empire and remained the language of imperial administration, legislation and military. Without any doubt, the fact that the Roman Empire conquered almost the whole world in the contemporary time gave the Latin language the opportunity of spreading all over the world and it has remained as an ancestor language of European languages until now.

Secondly, the English language is a "lazy" language that accepts any words as they are neither changes nor translate them according to the meaning. In linguistics, this is often called as "borrowing", or "loanwords". I can cite on Uzbek national words like "kurash", "manti", "halol", "sumalak". In the following, there are other loanwords belong to other foreign languages.
- Russian: vodka, lunatic, czar, commissar, matryoshka;
- Latin: alter, monk, angel, pope, Christ;
- French: dress, colour, beauty, machine, Champagne, chef;
- Italy: violin, piano, opera, macaroni, pizza, spaghetti;
- Spanish: tobacco, potato, chocolate, tomato;
- German: kindergarten, fest (festival), rucksack, lager, hamburger;

If you look at these words attentively, all of them go back to culture, nationality, native products, discoveries or inventions of these countries. That's why, these words were adopted into English directly and even the transcription and pronunciation of these words were not changed in order to preserve their cultural aspects. As a result,

English reflects at least a small part of many languages.

In addition to this, many languages find factual similarities between English and themselves. As an example: The Tajik words "padar", "modar", "birodar", "duhtar" are very similar in both pronunciation and especially, in meaning to the English words father, mother, brother, daughter even though their family groups are very different; Tajik originated from Iranian languages, while English is comprised by German languages.

Thirdly, to say in a linguistic term, English is a lingua franca or simply it is a "working tool" than being just a native language. According to the world statistics, Chinese and Spanish are spoken more than English as the first language, while English is still the leading world language among non-native speakers, that is to say, as common second language. It connects the East and the West and the North and the South in any field. It is like "settings" of the phone.

The last and best to say, the English language has already become dominant in science and internet and certainly, in computer as they are very essential in this technological century. The statistics shows that about 60 per cent of internet sites are designed in English while 81 per cent science is spread with the help of English active vocabulary.

If one wants to keep up with the world dynamic globalization, they realize that there is a need to learn the language.

Thus, before teaching the language itself, it would be appropriate to explain the importance of English, its usage, special peculiarities, and certainly, its world position to learners. Students must be aware of lingua-historical changes, its gradual changes over the periods and even centuries in order to learn the language perfectly. In that case, every English learner feels that English was not born as a global language, but it went through many distances and overcame lots of difficulties. And after more than fifteen centuries, it achieved the position of "Universal language".

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# ON THE INTERPRETATION OF SOCIAL ENVIRONMENTAL PROBLEMS IN THE STORY "THE SUN HAS NOT SET YET"

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*Abstract: The article deals with the problems of the social environment in the story of Lukman Burikhan "The sun has not yet set" and the author's attitude to it.*
*Keywords: Social environment, artistic thinking, image, character, detail.*

We all know that the family is a part of society. It is a small model of society. From the greatest achievement of the state to the smallest tragedy, it is reflected in it. To see the material and spiritual aspects of a society as a whole, it is enough to observe a single family or to compare several families. In the story of our beloved writer Luqman Burikhan "The sun has not yet set", the achievements, shortcomings and importance of the representatives of society as a conscious being are revealed through such a variety of destinies.

First of all, the author moves the heroes of the work on the basis of his artistic intent. The heroes Davron and Norsoat, who are recognized as wrestlers of their village, appear as representatives of a family in two different conditions. Their actions, views and goals are also different districts. Although they represent one period, they are people of a different environment. Through these images, the author brings to the fore children of one period, but representatives of different social contexts. The comparative image is directed to the artistic idea. The author skillfully collects a chain of interconnected realities of life, and through this he achieved the development of artistic thinking. When one of the protagonists of the story, Davron, performed in the school yard, he was adopted by the chairman's son. Look at this, What brought him to the center of the stage was the status he was given by his father: "son of the chairman." "Davron was smiling and shaking his head in confusion. The director hurriedly whispered in the deputy's ear. Apparently, he said that the boy he was cheating on was the chairman's son, and apparently, the representative got out of his seat and sat back down with a cold smile. The activist, who was shot instead of Davron, corrected the mistake. We know that during the bloody Soviet regime, several of our ancestors were considered "enemies of the people" and spent their lives behind bars. But in any era, disaster affects everyone differently.Throughout his life, Davron did not know what financial hardship was.His best friend, Norsoat, used to spend three or four sums on vacation at his hometown. The teachers of the school had a different attitude to Davron, and through him, Kuvondik was afraid of the stubborn oppression."Davron raised his head for the first time.Her lips pursed and her eyebrows furrowed. Then he jumped to his feet, red with pain and bitterness, and hurried to the door. There was no color left in the teacher's color. He knew very well the consequences of hurting the child of a man, a chairman, a man, a happy man. The teacher spread his arms like a wing and tried to block the way of the plaintiff, repeating in a bare voice: "Davronjon, sorry, Davronjon, I was joking." But the rebellious boy did not listen to him, and threw out his arms, which were reaching out to him. We, the classmates, got up. "Please return it," said the Master, with a sigh, "Norsoat, Giyas, run after me!" Through these images, the author captures some of the national flaws inherent in our Uzbekness. It exposes the ugliness that has lived through the ages. Through this he makes artistic generalizations. The character and beliefs of the period were affected by these circumstances. The process of self-discovery was so difficult that his psyche suffered for years. Not only he, but also others suffered from the

stubbornness of his actions. In the story, the image of Norsoat and Davron are closely connected, their good and bad qualities are revealed in the course of their actions. While Davron's decision proves to the reader that Norsoat is a true slave of love, Norsoat's calm actions and secretiveness in the way of love made Davron's stubbornness even stronger. The author summarizes the situations that require each other in such a way that one event necessarily requires another. Not a single word or the smallest detail is simply included in the work, it also has its place in the composition or artistic logic of the work. In the story, Davron and Norsoat are briefly described by the villagers: Davron's stubbornness in the way of love became even stronger. The author summarizes the situations that require each other in such a way that one event necessarily requires another. Not a single word or the smallest detail is simply included in the work, it also has its place in the composition or artistic logic of the work. In the story, Davron and Norsoat are briefly described by the villagers: Davron's stubbornness in the way of love became even stronger. The author summarizes the situations that require each other in such a way that one event necessarily requires another. Not a single word or the smallest detail is simply included in the work, it also has its place in the composition or artistic logic of the work. In the story, Davron and Norsoat are briefly described by the villagers:

"Which one did it come from first?"

- From whom, even from the chairman's son-in-law, he always starts trivial things. He has been so destructive and quarrelsome since childhood.

"It's the boy who never came back." He has learned that he is the owner of everything, he does not ignore anyone.

"It would be nice if Norsoatboy broke a branch.".

A person's identity is determined by other people around him like him. In this small passage, the author expresses his attitude to the situation through the vernacular. Explains the essence of the issue to the reader. However, our goal is not to classify an image as appropriate or inconsistent, but to look at aspects of the social environment that affect their character, to observe, and to draw the necessary conclusions. For no work is created without time, just as no human being is free from the environment in which he lives. He drinks water from the social environment. It sprouts from his bosom. And in itself it creates an image of that environment and the people in it.

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# THE EMERGENCE OF LEXICAL TERMINOLOGY

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*Abstract: This article discusses the origin of lexicological terms, the classification of terms, the variety of terminology, how it can be divided into several groups, as well as the views and analysis of the scientists who conducted research on lexicological terminological relationships.*

*Key words: lexicography, general writing, nonspecificity, relative terminology, typology, terminological method, classification grammar, theoretical linguistics.*

It is well known that although the science of semiotics is a relatively young branch of linguistics, its sources about language can also be drawn from the sources of ancient Greek in the science of general linguistics. This is a commentary by ancient scholars, well-known in the history of linguistics, entitled "On the Authenticity of Names", which testifies to the attention paid to the problems of the object, concept and verbal relations. This problem is still the focus of semiotics.

The ancient philosophers also paid close attention to issues such as changing the meaning of words and their ambiguity. The interest of Roman scholars to the problems of changing (development) the meanings of words, in turn, stems from practical necessity, necessity (according to the German linguist H. Kronesser).

Several linguists have done scientific research in this area at one time.

In fact, both in antiquity and in the Middle Ages, semantic problems were studied within the framework of the philosophy of science, more precisely, linguistics as an integral part of philosophy, which means that semiotic science did not yet exist as an independent linguistic science, including linguistics.

Comments on the emergence and development of the science of semiotics as a branch of language, research on analysis should be associated with the name of the German linguist H.K.Reisig (V.A.Zvegintsev, 1957: 74; T.Shippan, 1975: 16).After his death, in a work called "Lectures on Latin Linguistics", he singled out it as a separate discipline and called it semantics (Ch.K. Reising, 1939). However, H.K. Reisig reports that this new science is related to grammar and that its other components are related to etymology and syntax. Etymology is understood by them in a broad sense, it studies sounds, word forms and word formation, education. Semantics is recognized as the law governing the development of word meanings. H.K. Reisig distinguishes the following manifestations of change in meanings: synecdoche, metaphor, methanymy, exchange of transitional meanings with transitional meanings, etc. Therefore, it is no coincidence that the author divides the science of semiotics into rhetoric and stylistics. It should be noted that Kh.K. Reisig often uses the terms rhetoric ("synecdoche", "methanymy", "metaphor") in his lectures, since they are widely used in semasiology.

The views of H.K. Reisig about the science of semiotics as a new science (which is confirmed by the statement of his lectures) were recognized by the majority of linguists. Only then do the problems of the science of semiotics begin to attract the attention of most linguists. The influence of the German linguist on this science in his modern linguists leads to the following: firstly, the idea of grammar, which should be divided into parts, is supported, and secondly, the problem of changing the meaning of words has been carefully studied and developed.

The problem of changing the meanings of words was the focus of the science of

semiotics throughout the nineteenth century. Linguists dealt with both the problems of changing the meanings of words and the reasons for changing them.

Therefore, proceeding from the fact that the reasons for spiritual changes are psychological in nature, G. Paul develops a classification of changes in the meaning of words on the basis of a logical principle (for a logical scheme (diagram) there is a connection between the old and new meanings). G. Paul identifies the following forms of spiritual change:

1.Specialized sense in enriching content and reducing detail.

2.Acquiring the expansion of content poverty,

3.Moving a name based on space, time and causation.

4.Different views on some semantic changes that do not have a simple derivation of a change in one of the three main classes.

G. Paul includes in the last group hyperbole, litota, rude expressions, euphemisms, irony and others. G. Paul was the first to use such terms in his classification of spiritual changes as "specialization" (Spezialisisierung), "generalization" (Greneralisisierung) and "migration" (ubertragung), and they have survived to this day.

However, the classification proposed by G. Pohl, in turn, has its drawbacks. Analyzing this classification in his studies, V.A. Zigantsev shows the following:

1.If this classification is ignored, it is obvious that genetic circumstances are neglected. G. Paul limits the concept of the content of a word before its change and after study and tries to leave both meanings of the next word in a relationship (1957: 2).

2.Specialization does not support the correctness, purity of the classified principle, since the fourth group of content changes does not correspond to the logical principle. Despite the shortcomings, J. Paul's classification is supported by a number of foreign linguists and continues to develop new projects.

Thus, the problems of spiritual change are characteristic of the initial stage of the development of semiotics: 1) the search for the reasons for changing the meanings of words; 2) drawing up a diagram of spiritual transformations. While German linguists, as a rule, looked for the causes of spiritual change in private or folk psychology, and sometimes in the history of culture, French semiotics, along with this proof, put forward social causes and factors.

The focus of the first semiotics was the objectivity of the word.

Basically, during this period of the development of semiotics, the diachronic approach to the phenomena under study acquired a peculiarity. This period of development of semantics is characterized by terms describing the manifestations, types and causes of change in meaning, which are mainly rhetorical terms: "metaphor", "methanima", "synecdoche", "antonym", "synonym" and others or a common literary language. found conditions: Terms such as "metaphor", "metonymy", "synecdoche", "antonym", "synonym" and others, or common literary language: "narrowing down the meaning", "expanding the meaning", "changing the name", "decreasing the meaning" , "Meaning" intensification "and others. For these reasons, psychology at this stage had a great influence on the science of linguistics, during which expressions such as "association", "emotional meaning", "the influence of the role in the development of meaning", "psychological causes of spiritual changes" were semantically explored.

Thus, the history of the development of the science of semiotics can be conditionally divided into two periods: 1) traditional - the role of F. de Saussure in the emergence of this science before its appearance; 2) modern - the period considered in the system of signs of the language and continuing to this day. Therefore, each stage in the development of semiotics is determined by one term or another.

In conclusion, the first stage of its development is characterized by terms that describe

the causes and manifestations of the change in the meaning of the word. They mainly consist of rhetoric ("synonym", "antonym", "synecdoche", "metanimy", "metaphor") or general words such as "deterioration of meaning", "improvement of meaning", "change of name", " Narrowing down the meaning "," expanding the meaning ". The second stage is characterized by terms that describe the structure of the meaning of the word, as well as the structure of the vocabulary.

With the use of new methods in the study of the lexicon, at the second stage of the development of semasiology, the terms adopted in other disciplines began to be widely used. For example, under the influence of phonology, such terms as "semasiology", "opposition", "archilexeme", "a distinctive feature of the main thing", "a distracting sign of meaning" appeared.

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## OPINIONS AND VIEWS ON THE STUDY OF YASSAVI'S WORK IN TURKEY

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*Abstract: This article comments on the study of Ahmed Yassavi's work in Uzbek and world literature and the works of Turkish scholars. Professor Fuad Kopruli and his famous work "Early Mystics in Turkish Literature" was taken as the main source of analysis.*
*Keywords: Fuad Kopruli, Ahmed Yassavi, "Devoni Hikmat", sheikh, sufism, irfan (gnosis), artistic image, mysticism*

Ahmed Yassavi's life and work have been studied for many years not only by Uzbek scholars, but also by Turkic-speaking fraternal peoples: Turks, Kazakhs, Kyrgyz, Turkmens, Azerbaijanis, Tatars, Bashkirs, as well as Western and American scholars and have been made available to the general public. Published about the period of Ahmed Yassavi's life, his teachers, his influence on mystical literature, his teachings, his disciples and followers, especially his works, and to please Uzbek readers with such a valuable source as well as to make public the essence and idea of Yassavi's literary heritage has always been in the focus of our Uzbek scientists for years. For this reason, a number of scientific articles and books have been published in various newspapers and magazines over the years and several researches have been carried out. Of course, in these processes, there were cases of one-sided views on the ideas put forward in the works of Ahmed Yassavi, distorting their essence. However, it should be noted that since the 90s, the study of the life of Yassavi and his literary heritage, the publication of new editions of "Devoni Hikmat" we can see the result of several years of relentless researches of Uzbek scholars.

Today, the work of Turkish scholars deserves special attention in the world-wide scientific research on the life and work of Khoja Ahmed Yassavi, the great figure of the mystical world, the Sheikh of Turkestan. It is known that in 1991, the "International Symposium of Khoja Ahmed Yassavi" was held in Turkey. Especially since 1993, the volume of scientific research and studies on Yassavi's work in Turkey has reached a high level. As a result of the government's declaration of 1993 as the "Year of Khoja Ahmed Yassavi", a number of symposiums, conferences and scientific meetings were held in the country, as well as scientific research, a number of books, articles and translations and his works "Devoni Hikmat" and "Farqnoma" were published in several copies, and many scientific articles and reports were published on social networks. Fuad Koprulu was the first scientist in Turkey to introduce information about Yassavi's personality, lifestyle and works to other scientists. This way started by the scientist is continued today by well-known Turkish scholars. When speaking of Yassavi and his studies, the book "Early Mystics in Turkish Literature" by Turkish scholar Professor Fuad Koprulu is particularly noteworthy. The significance of this valuable work, which is the result of the author's years of relentless and painstaking research and the many sources related to Yassavi's life, is immeasurable. The author divides the work into two main parts and divides each part into separate sections. The first part of the work is entirely dedicated to Ahmad Yassavi. In the first part, the reader gets acquainted with the Turkish literature before Ahmad Yassavi, sainted and historical life of Yassavi, his tariqat, khalifas, works

and his influence on the later Turkish mystical literature and his followers. In particular, following words of Professor Fuad Koprulu are very pertinent: "Anyone who has made a strong impression on the people's imagination will see that his manqabat (a short story and narration about the prophecies and virtues of Sufis, sheikhs and saints) was created while he was still alive. These manqabats are magnified and exaggerated as they have been passed down from generation to generation over the centuries and as a result, it will be very difficult to determine the true image of the person. Especially in the East, because of the strong influence of mystics on the imagination of the people, over the past century, the people have created new and new manqabats about them and this caused their historical image to be gradually forgotten, as a result, the historians of the ancient East, for the most part, could not distinguish between history and the life described in manqabats, and had no choice but to write down in books the imaginary creations created in the minds of the people."

The following narration about Yassavi's personality and prophecies is very interesting and instructive. According to him, when a ruler named Kazankhan saw that Ahmad Yassavi did not come to the mosque for Friday prayers, he sent a message to summon him through Sufi Mukhammad Donishmand, the footman and first khalifa of Khoja. At this time, people were praying for Friday namaz. When Sufi Muhammad Donishmand hurried into the presence of the sheikh in fear, the sheikh said: O Sufi Muhammad, come and follow me, let us go to Friday namaz with you. The Sufi Muhammad does as Khoja says, and at that moment he finds himself as one of the people praying namaz in a mosque. When Friday namaz is over, Sufi Mukhammad who was amazed by this unexpected event, will not be able to find the sheikh. He goes to the door of the mosqu9e seven times but he can't find him. A mosque worker who already knew about the incident said that: O darvish, it is Egypt here and this is the mosque of Al-Ahzar. The sheikh you have been looking for has been performing Friday namaz here for many years. Upon hearing this, Sufi Muhammad will stay here for a week, and when he finds the sheikh, he will appear in sheikh's house again. The sheikh assigned Sufi Muhammad to go and report what he had seen. The Sufi returned to the mosque and told Kazankhan one by one what he had witnessed. However, the people in the mosque were still praying for Friday namaz. Realizing this mystery, Kazankhan and his entourage will understand the greatness and wisdom of Khoja. Due to the paucity of historical information about Ahmad Yassavi and the fact that the available sources that have come down to us today are mixed with information in manqabat, it sometimes seems impossible to come to a reliable and sound account of Yassavi's identity. Based on some legends taken from manqabats, Yassavi's wisdom and some historical sources we can acquire important information about his image, way of life, works, teachings, khalifas, influence on the formation of later mystical literature and his followers. Sultan Ahmad Khazini's work "Javohir ul-abror min anvojil bihor" is a bright example of our thoughts. In this regard, the dissertation of the Uzbek scholar Nodir Hasan on "The work of Sultan Ahmad Khazini" Javohir ul-abror min anvojil bihor "and its scientific and historical value in the study of Yasavi" is of particular importance. That is why the Turkish scholar, Professor Fuad Kopruli, referred to this source many times in his book, "Early Mystics in Turkish Literature"

The announcement of 2016 in Turkey as the Year of Ahmad Yassavi by UNESCO also marked a new step for Turkish scholars towards Yassavi and his creative world, as well as new ideas and starting to do researches. International conferences and symposiums were organized across the country. Dissertations, books, publications of "Devoni Hikmat" and articles about Yassavi's life and his works are still published. Some of the researches done on Ahmad Yassavi's is based on the "Devoni Hikmat". This large-scale work has

been published since 1983. The publications of Devoni Hikmat by professors Kemal Eraslan and Hayati Bice over the years are remarkable for their relative comprehensiveness and perfection of dictums Most of the published articles about Ahmad Yassavi contain information about Yassavi's work and personality, the period in which he lived, his teachers, his teachings, his disciples and followers.

This means that the scope of researches on the life and works of Ahmad Yassavi has expanded, but it should be noted that some of today's researches on Yassavi's work duplicates meaning and content. Most of the articles and researches repeat the information about the year and place of birth and his works. This requires a higher level of research into Yassavi's work.

It is expedient to analyze the meaning of each image expressed in his sayings on the basis of the Qur'an and the hadiths, and to reveal their mystical roots in more detail. In particular, there are many articles based on the main idea, content and analysis of various symbolic images expressed in the verses of "Divani Himat". Particularly, the role of the Qur'an and hadith in wise words in these studies, Ahmad Yassavi's respect and love for our Prophet Muhammad (pbuh), freedom of soul, vahdat- ul -vujud, divine love, sharia, teachings, night and day, lust, world, false sheikhs, ethics, and many other issues are widely and clearly expressed. In this regard, the articles and researches of professors Suleyman Uludag, Cemal, Tosun, Ahmet Yildirim, Halim Gul, Ibrahim Kalin, Betul Gurer, Mehmet Fatih Kalin are of special interest and importance as a reliable, important and serious research for those who are interested in. These studies and articles are remarkable for their unique approach to Yassavi's work, the interesting method of analysis in images, the interpretation of symbols found in sayings, and a number of terms based on many mystical sources.

It should be noted that today in Turkey, the study and analysis of Yassavi's works, views and literary style have reached a new level. We can say that the work in this field is progressing rapidly. At the same time, there is a need for new ideas, dissenting interpretations and researches, which are important in modern studies of the works of Yassavi.

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**HOW TO TEACH PRONUNCIATION IN ENGLISH**

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*Annotation : In this article  we'll try to describe  some essential ways of teaching English pronunciation, as  it is very important to learn language. . Proper pronunciation is essential when learning English as a second or foreign language however; the main goal is to be understood, after all, and if ship comes out as sheep (or worse!), this purpose may be quickly  defeated.*
*Key words:  English Pronunciation, listen and repeat, isolation, record and replay, vowel diagram, phonetic symbols, tongue twisters.*

Every ESL student should have a pronunciation element to his language studies. Sometimes, though, a student may need more than one strategy for tackling English pronunciation. By making sure you use variety in your pronunciation lessons, your students will be more successful with English pronunciation and gain the confidence that comes with it.

Listen and repeat

This will be the first and most common method of teaching sound specific pronunciation in English. You say the target sound and have your students repeat it after you. If you are teaching along word with multiple syllables, start with the final syllable of the word and have your class repeat it. Then add the penultimate syllable and say the two together having your class repeat after you. Work backwards in this manner until your students are able to pronounce the entire word correctly.

Isolation

When working on a specific sound, it may help your students to isolate that particular sound from any others. Instead of presenting a certain sound as part of a complete word in English, you can simply pronounce the sound itself repeatedly. When you do, your students can say it along with you repeatedly, focusing on the small nuances in the correct pronunciation and also engraining the sound pattern into their minds. This is especially helpful when you have several students struggling with a specific sound delineation.

Minimal pairs

are a great way to focus pronunciation on just one sound. If you are not familiar with linguistics, a minimal pair is two words that vary in only one sound. For example, rat and rate are minimal pairs because only the vowel sound differs between the two words. Additional minimal pairs are pin and pen, dim and dime, and bat and pat. You can use minimal pairs to help your students with their pronunciation by focusing on one particular sound. In addition to the pronunciation benefits, your students will also expand their vocabularies when you teach minimal pairs.

Record and replay

At times, your students may think they are using correct pronunciation when in fact they are saying something quite different. By using a device to record what your students are actually saying, you have empirical data to play back for each person. Encourage him to listen to what he actually said rather than what he thinks he said. You may also want

him to compare a recording of a native speaker against his recording of himself. In this way, your students will have a more objective understanding of their true pronunciation and be able to take steps to correct it.

Use a mirror

Giving your students a chance to view their own physical movements while they are working on their pronunciation can be of great value. You can always encourage your students to look at your mouth and face as you pronounce certain sounds, but they will also benefit from seeing what movements they are making as they speak. Sometimes, becoming aware of the physical movements involved in pronunciation is all your students will need to correct pronunciation issues of which they are unaware.

Phonetics

When your students are facing a pronunciation challenge, it could be that English spelling is adding to the mystery of the spoken word. Instead of spelling new vocabulary out on the white board, try using phonetic symbols to represent the sounds (rather than the alphabet to represent the spelling). If you were to use phonetic symbols, the word seat would be written /si:t/ and eat would be written /i:t/. You can find a list of the phonetic symbols on several websites or in introductory linguistics books. Once you teach your students the International Phonetic Alphabet, you can use those symbols any time you introduce new vocabulary to your students.

Show a vowel diagram

If you are using phonetic symbols to help you teach vowel pronunciation, a diagram of where each English vowel sound is produced can be eye opening for your students. Print copies to distribute in class or show your students where they can find this diagram online. When students know which area of the mouth in which they should be making their sounds, they may have an easier time distinguishing between similar sounds because they are produced in different areas of the mouth.

Sing

Surprisingly enough, singing can be a good way for your ESL students to practice their vowel pronunciation. Because singing requires a person to maintain vowel sounds over more than just a moment, it can give your students a chance to focus in on the target sound and adjust what sound she is making.

Tongue twisters

Though tongue twisters are probably more popular for practicing consonant pronunciation, they are still a valuable resource for vowel practice. Not only are they a challenge to your students' pronunciation abilities, they add an element of fun to the classroom that can help your students relax and therefore free them to be more daring in their attempts at English. See our 'Top 20 Tongue Twisters' classroom poster.

Some pronunciation patterns are found consistently in students with the same native language. Being aware of these patterns is helpful in addressing problems your students may not even know they have. Either way, making students aware of pronunciation patterns of speakers of their native language can be the biggest help in eliminating the mispronunciations.

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# DEVELOPMENT OF ENGLISH LANGUAGE JOURNALISM IN UZBEKISTAN

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*Abstract.This article analyzed the developing stages of English journalism in Uzbekistan. From the early appearance of English media to the modern period, all steps were investigated with real examples. The role of foreign language journalism to turn local news into a global phenomenon was discussed in the paper.*
*Key words: English journalism, local news, global phenomenon, TV programm*

The rapid development of modern media has gone through the barriers of time and space. Now it is looking for a solution to the language problem. The fact that English is becoming the lingua franca of journalism around the world demonstrates the effectiveness of this research.

In international communication, the national media use lingua-franca not only as a mediating language, but also in turning local news into a global phenomenon. The globalization of an event in a small area largely depends on the language in which it is described. The audience of the news covered in the local language will be as narrow as the area. If the same information is provided in English, its audience will also expand. The growing number of media outlets operating in non-English-speaking countries proves our point. As a result, English-language journalism is developing differently in different countries. ларда ўз тараққиётини турлича босиб ўтмоқда.

Regarding the current situation in Uzbekistan, the following figures can be cited: Currently, two national TV channels (Uzbekistan24, Bolajon) and one local channel (Tashkent) and one private channel (Uzreport) produce English-language media products.

"The First Chanel News (FCN) news program, which has been broadcast on Uzbekistan since 1990, is an example of the first step towards English-language journalism in our country. The "Journal" program, which was aired on the "Yoshlar" channel in 2006 and is currently suspended, and the ongoing UZEX marketing news program have a place in the national development of English-language journalism" .

News24 is an English-language media product of Uzbekistan24 that invites international experts to improve its quality. However, these media products offered to the audience by state channels have a number of shortcomings in terms of language and style, and none of them provides live broadcast or live coverage.

As Peter Henshall and David Ingram stated, whether you write for newspaper,broadcasting or the Internet you should always aim for words and sentences which provide the maximum amount of understanding with the minimum risk of confusion.

"Uzreport", which ranks high in the ranking of private channels in Uzbekistan, consists of a team that strives for world-class production of materials in English. In addition to the English version of the daily news, "Interview" also has its own audience.

Mostly representatives of foreign countries, influential organizations and enterprises in Uzbekistan will be invited on the basis of interviews on new formats and colorful topics. Naturally, it is necessary to arrange a conversation in English with such respondents. It would be appropriate to have interviews with representatives of the country's top organizations on the show.

The above data show that there are few English-language programs in our national television and there are many problems with approach and interpretation even when they exist. If we compare any them with the news programs of Euronews, BBC NEWS

Channel or Channel 4, the shortcomings become even more obvious. The news program of these channels has its own language, easy to understand and journalistic context. The text of English programs on our national channels is mostly full of literary and artistic words, lacking simplicity and fluency. It also bores the viewer because it often uses a chronological method in reporting.

In fact, the problem is not in the show, but in the journalists who prepare it, their level of knowledge of foreign languages and their skills of preparing journalistic material in this language are not perfectly developed. In most cases, media products are produced by philologists, not journalists. For this reason, these materials lack a journalistic approach. These problems can be solved if our journalists themselves begin to prepare media products in English with journalistic approach.

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## WHAT WE NEED TO DO TO BECOME A PSYCHOLOGIST?

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*Abstract.For the sake of this article, let's assume that when you say "I want to become a psychologist," you are referring to the profession that utilizes the science of the mind and behavior to assess, diagnose, treat, and help people who are experiencing psychological disturbances. Of course, there are a number of different professionals that offer psychotherapy services, including counselors and social workers. Accordingly, this article discusses  how to become a qualified psychologist. we know it is difficult to be a good cadre in every field right now, especially at a time when the role of the diploma is great. Nowadays, the scale of education is declining due to the emphasis on diplomas and documents, in other words, on paper rather than experience and education. Therefore, some psychologists are unable to satisfy the desires of clients. through the article I will prove how to be a qualified and professional psychologist according to the necessity of clients.*

*Key words: accordingly, compromise, counselling, disturbance, psychologist, qualified, diploma, education, service resources;*

Some people say that to be a good psychologist ,they should have a high degree diplomaand some believe that to become an experienced psychologist, they have to go through several stages. Do you think,these steps have proven effective in order to become  a good psychologist? I think, we need to look at it from the other side to find asolution.For  example,the Diplom is currently  needed during the documentary seasons.

At the same time,the government is trying to pay more attention to the effectiveness of workers, especially, when it comes to sevice resources.In the service sector, the more workers' attitudes towards the job become important.

Therefore, psychology is no exception.I think that in order to be a psychologist, first of all, people need to have great experience and they should have his/her attitude towards to everything.Psychologists should practice in different ways. They should do counseling or research, offer psychotherapy, conduct personality tests, and teach in colleges and universities. Clinical psychologists should help people overcome problems that keep them from leading happy, more fulfilling lives, and improve the mental well being of their clients.They may also practice forensic psychology and testify in court, help choose jurors, or determine competency to stand trial. The focus you choose is up to you.

Because a psychologist meets with people of different backgrounds throughout the working day.For example, a psychologist will only have the information on the exam paper on his clients.Therefore, he/she should learn to draw conclusions based on the circumstances of the interview and during  that time, practicing psychologists should have the professional training and clinical skills to help people learn to come more effectively with life issues and mental health problems, because psychologists help by using  variety of techniques based on the best available research  and consider to someone's unique values, characteristics, goals and circumstances.If a psychologist can easily go through these stages  without compromising his/her clients' interests, then  he/she will be worthy of his/her position,but a person who has not had a good experience with a diploma will not only learn his client it may even called a failure  to fulfil its mission therefore,  these steps are more effective for  apsychologist than a diploma.

Not only a psychologist but  every citizen of every job position, not only relying on his diplomabut also working on his own work,  will have asignificant impact not only

on himself but also on the country's prosperity.

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# COMPARATIVE STUDY OF THE CONCEPT OF "WOMAN" IN THE RUSSIAN AND UZBEK LANGUAGES

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*Abstract. This article examines in comparative terms the concept of "woman" in the Russian and Uzbek languages for the selection of words with the designation of females. This problem has several urgently needed different opinions. Words with a designation of female persons in Russian and Uzbek languages have a fairly extensive variety.*
*Keywords: concept "woman", Russian language, Uzbek language, mother, stylistic nuances, intercultural communication, interlanguage interference.*

This article explores the concept of "woman" in the Russian and Uzbek languages in comparative perspective for the selection of words denoting female persons. This problem has different opinions. Words denoting women's faces are quite diverse in Russian and Uzbek languages. This diversity is expressed in special units that indicate the age, social status, family or kinship status of awoman, as well as words that have different stylistic shades and jargon. The presence of these words presents some difficulty in translating texts from Russian into Uzbek (and probably into some other languages). For example, the word daughter-in-law, which means "son's wife" or "brother's wife" in Russian, may be expressed in Uzbek in several variants depending on respectful treatment or on the colloquialism that uses a word with the concept. For example, the words Kelin, Kelinoi, Yanga and Yanamullo denote the concept of "daughter-in-law" depending on the verb. Thus, studies of these types examine the problems associated with intercultural communication and the degree of lexical interlinguistic interference. The aspect of the analysis of these words is the functioning in different types of texts in the Russian language. Addressing the oral form of the existence of the Russian language is also important in terms of interlinguistic interference and linguodidactics (teaching Russian in the Uzbek audience), because the words of the names of female persons are quite frequent in oral communication between Russians and Uzbeks.

Since there are many words with female names in Russian and Uzbek, the selection should be made with specific criteria. For the initial stage of the study, it would be more appropriate to limit words with the most general meaning:

1) Units with a common name for female persons (woman - ayol, baba - chotin, aunt - chola);

2) Units with the name of female persons of age character (infant - chakalok, girl - kizalok, kizcha, girl - kiz pain, grandmother - moma, buvi, opoki, ena);

3) Name of persons of female sex due to family status - married/ unmarried (girl - juvon);

4) Units of the female sexindicating kinship (granddaughter - Nevara, daughter - Kiz, daughter-in-law - Kelin).

In this case, a large number of types of words with the designation of persons of the female sex remain out of context:

1) units with the name of persons of female sex taking into account their social status (noblewoman - zodagon, bossyachka - oyokyalang, lady - honim);

2) units of the name of a woman with the peculiarities of character and behavior (seductress - olifta, non-human - odamovi);

3) Female names, taking into account their appearance (Beauty - Guzal, Pigalitsa - Kiltirik);

4) Female names in relations with someone (mistress - uynash, girlfriend - dugon);

5) names of profession or activity of the female sex (zharharka - tabib, vorozheya - folbin);

6) evaluation units (slob - yaramas, dirty - Iqirti);

8) jargon names (dude - dugona manonoshida, heifer - bark manonoshida);

9) profanity names (dura - ahmoq, idiot - tentak).

There is no doubt that all these groups of words - specific names of women - are very interesting in terms of linguoculturology and translation theory, but they seem to be the subject of special research or even a number of studies.

Thus, let us first analyze the translation of several words. For example, the computer version of S.I. Ozhegov's "Explanatory Dictionary of the Russian Language" includes 43 words that meet the original principles - general names of female persons, taking into account only age and family status.

Here is the word baba, which has the concept of a woman in a simple vocabulary and the meaning concept of an elderly woman. A similar translation into Uzbek chotin also has the meaning of a woman, but in addition has the semantic concept of wife. In addition, an elderly woman in Russian can be called a grandmother, grandmother, grandmother in a caressing form, and grandmother, old woman, old woman in a joking form, as well as grandmother and old woman in a negative tone. The Uzbek language has similar mum, mumajon, buvi, buvijon, opoki, ena, enajon, acha, katta oyi in caressing respectful forms and campir, mum, kari chotin with negative shades.

For example, units with a designation of age category of persons of female sex in Russian also have various colors. If the words baby, baby, baby, baby means female sex in its infancy, then as it grows, the words girl, girl in a caress form, girl, girl in a joking form, girl and wondrous are used for older age category, and the word girl, girl, virgin, virgin are used for female persons in the age transient from adolescence to youth. The Uzbek language has similar versions of chakalok, gudak, kiz bola, kizalok, kizoiim. The word sister in Russian has synonyms of sister, sister, sister, and in Uzbek it sounds like opa, opajon, egachi, single and singlejon. If an aunt in Russian has no related synonyms, in Uzbek they are divided into chola (mother's sister) and amma (father's sister).

Hence the conclusion that most of the words, both in Russian and Uzbek, have stylistic expressiveness. This complicates the search for appropriate lexical units in the translation of artistic texts. Moreover, the most frequent were units of colloquial and simple form. This is a result of the fact that these words are mainly found not in literary written but in oral colloquial speech. This sets the task of studying their functioning exactly in Russian oral speech.

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# THE ORIGINS OF MAKING CHINESE SWEETS AND THEIR USEFUL PROPERTIES

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*Abstract. The article is devoted to the study of the origins of cooking Chinese sweets. Various ancient methods of making useful treats are revealed, as well as their significance and value in the daily life of the Chinese people. Information is given about the types of desserts and their use in different provinces of China. Special attention is paid to the usefulness and medicinal properties of traditional Chinese sweets.*

*Key words: dessert, tradition, Chinese provinces, history, medicinal herbs and spices, sugar, milk rice, delicacy, generation nostalgia, ice cream.*

At that time, Athens was a small settlement and one of the most historical and ancient cities in history, like Rome, did not exist. On the other side of the world, in China, there were already numerous public restaurants. For a certain amount of money, the Chinese could eat and even heal. The main feature of Chinese cuisine is that the prepared dish should not be only satisfactory and delicious but also useful and therapeutic. For this reason, in ancient times, in the middle Kingdom the doctor was both a doctor and a cook. And, so far, this tradition has not been forgotten and the Chinese people add medicinal herbs and spices to each dish. Many books have been written about the benefits of Chinese dishes. We will talk about what they eat for dessert in China, what delicacies are considered to use.

As you know, the traditional Chinese greeting（你吃饭了吗）**[** ni chifan le ma **]** means " Have you eaten? ». This is one of the proofs of the important role that food plays in the daily life of Chinese people. But, the meaning of the question here is displayed a little deeper: it is important for a person to know whether the interlocutor feels normal, it means whether he ate well.

Based on the fact that the inhabitants of the middle Kingdom have such a deep philosophy of food, it is difficult to think that the Chinese would eat sweets. After all, sugar is the so-called "white death". In China, it is called（致死）**[** zhi si **]** which means "causing death, leading to death". In this country, people prefer to eat more fresh vegetables and fruits. However, there are also some other dainties in China. National and traditional Chinese sweets differ from the usual ones for Europeans. And, in each area and region of the Middle Kingdom, they have their own characteristics. But the Chinese people do not have such a concept of dessert as Europeans, including us, they are used to it. From the variety of dishes served to the meal, there can be only more or less sweet.

Today's young people in China consume sweets more often than the previous generation. Each region has its own taste in food preparation and consumption. For example, if northerners prefer spicy food, southerners would rather add a pinch of sugar than a spoonful of salt or pepper. Despite this, there are also such treats, the love for which never runs out, but only connects different geographical regions that are separated by a barrier. These, of course, should include cream sweets called（白色兔子）**[** bai se tu zi **]** in Chinese meaning "White Rabbit ". This sweetness is in the deep roots of the memory of the older generation. Having been born in the second half of the twentieth century, they still haven't stopped decorating store shelves even for a second. White rabbit sweets taste like milk rice.

It is also impossible to leave unnoticeable a very delicious rice flour pie （年糕）**[** nian gao **]** that is very simple to prepare and is literally translated as "niangao" in Chinese cuisine. This sweetness is very well known and loved by many residents of the middle Kingdom, especially on New Year's Eve. Therefore, "Niangao" is considered a new year's cake. It is also important to note that its name is translated from Chinese as "higher and higher year after year". The Chinese believe that if you eat this delicacy on that day, luck will haunt them all year round. So, this sweetness can be imagined as a kind of good souvenir from the People's Republic of China. As we discussed earlier, if you buy this sweet in the northern provinces, it will certainly be sweet. But in the southern part of the country, these rice cookies can be prepared by adding salt or pepper to its composition.

Since it is known all over the world, China is the birthplace of such a well-known and widely consumed cereal as rice. And it should be noted that this product plays an important role in the life of the Chinese and in their traditional cuisine. Rice helps the human body to avoid many diseases, promote health and, of course, protects the stomach. Rice has been grown in China since ancient times. No matter how strange it may seem, it is even made of （酒）**[** jiu **]** which means " alcohol ". And the use of rice

flour is very important in baking. Another particular attention should be paid to the famous rice delicacy（八宝饭）[ ba bao fan ] which is a nostalgia of ancient Chinese cuisine – "Rice of eight treasures". This popular dish in China is known as "Eight treasures of Rice porridge". This Chinese dish decorates the table during the New Year celebration. Like all Chinese desserts, this sweetness has an interesting history. The name of this delicacy comes from the fact that this rice porridge was decorated with eight types of dried fruits and nuts with a good combination of taste and properties. An interesting story says that rice porridge was first prepared by the Emperor's cook in honor of the victory of king Wu over the strongest ruler of the so-called Zhou dynasty（周朝）[zhou chao ]. And the eight treasures that decorated the porridge mean eight brave warriors who fought bravely in the war and bravely fought on the side of king Wu. This treat is especially popular in the South of the country. There are many types of cooking, but many places use similar ingredients. Since this porridge is prepared according to a special recipe, its taste is also unusual and delicious. From time immemorial, this dish is useful and consumed not only by young people, but also by the older generation of the Middle Kingdom. Since we are talking about sweets made from rice, we cannot ignore the sweet balls of rice flour which  are referred to as（汤圆）[ tang yuan ] in China. This dessert is depicted as sweet balls that float in sugar syrup or broth. Balls can also be filled with filling. This national Chinese delicacy plays an important role and decorates the table at the Lantern Festival of the Chinese people. All the sweet balls collected in one bowl to signify the unity and peace of the people.

The Chinese are a people who have come up with a lot of useful things without which we cannot imagine our modern life at the present time. This is why many culinary historians believe that（冰淇淋）[ bing qi lin ] "ice cream" was invented in this great country. It should also be noted that the recipe for ice cream from China to Europe was brought by a certain historical figure, Marco Polo. The great traveler Marco Polo who left a deep trace in history during his stay in China, which lasted for fifteen years, learned about the recipe for an icy sweet dessert from the court cook. He noted that "milk snow" cools the stomach well after eating spicy food. Marco Polo noted that "milk balls" melting in the mouth are the most blissful and pleasant sweetness that he was lucky enough to meet in the Middle Kingdom. According to data, there are many more types of ice cream in China than we can imagine. There are even varieties of this milky sweetness such as corn and pea.

Chinese people are very fond of using the so-called（奶茶）[ nai cha ] "milk tea" with sponge cake. One of the traditional desserts of the Chinese is（松软）[ song ruan ] "the song ruan". This sponge cake is very soft, light, spongy and airy. As we now know, the Chinese people are very fond of eating biscuits, and there are many types of biscuits in the Middle Kingdom, but we will focus on the two most popular among them. The first is（虎皮蛋糕）[ hu pi dangao ] popularly known as "tiger skin ". And the second one is（古早味蛋糕）[ gu zao wei dangao] which means " Taiwanese egg Biscuit ". The second biscuit is very flexible and light, which includes ingredients such as egg, vegetable oil, sugar and, of course, flour. You can also add a little cocoa to its composition for those who like chocolate or match. Match is a ground green tea in China. It turns out to be  very delicate and have airy consistency. The Taiwanese biscuit is very simple not only in appearance and composition, but also in taste. As for the "tiger skin" biscuit, this delicacy got its name due to the beautiful and delicate stripes on its surface which, by the way, look very appetizing. It should also be added that this product is most often flavored with orange flavor. This biscuit, unlike the previous one, is much denser.

In addition to biscuits, the category of the term "suzhuan" also applied to Chinese steamed bread（馒头）[ man tou ] and（包子）[ bao zi ].

As winter approaches, the streets are filled with vendors holding caramel fruit strung on bamboo sticks. This delicacy is called 糖葫芦 ）[ tang hu lu ] in China which means "candied hawthorn fruit on a stick" or " fruit in caramel on a stick ". This incredibly healing sweetness appeared almost a thousand years ago. The recipe for this delicacy was invented during the reign of Emperor Guang Zong. The Empress was ill with a certain disease and even the best court physicians could not fight her unknown illness. Day after day, the Emperor's wife became worse and worse; at this time the Emperor of the Middle Kingdom was advised to visit a healer. And the healer, to his great surprise, presented the Emperor of the country with a very simple, but effective recipe. According to the advice of the healer, the Empress had to eat 10-15 berries of candied fruits of medicinal and useful hawthorn every time before eating for 15 days. After the Empress recovered, the Chinese people adopted the recipe for this sweetness and at the same time a

soon as the chilly days come. The secret of this recipe is much simpler than we can assume; hawthorn helps reduce blood pressure and improves digestion, so this delicacy is consumed before meals. Today such sweets as " Paradise apples "are also very popular.

The above-mentioned data about desserts made in China make us convinced of their useful and healing qualities once again. The philosophy of proper nutrition may well serve as an example for other people, since proper food consumption is the Foundation of longevity of life. Cook quickly, consume slowly – one of the Chinese rules of delicious and healthy food. Almost 75 % of the cooking time is spent in the kitchen of the Middle Kingdom preparing products: washing, soaking them in liquid, water, milk or alcohol. The cooking process itself takes no more than 1-2 minutes, so the food retains all the nutrients. And there is another very important fact in food, as in life, there must be a steady harmony-Yin energy (cold products) and Yang energy (warm products), that is, a combination of temperatures, colors, tastes and, most importantly, flavors. This participation ensures the full perception of all energy in the inseparability of beauty and nutrition benefits.

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# STRATEGIES OF TEACHING GRAMMAR TO YOUNG LEARNERS.

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*Annotation : In this article  I'll try to describe  some  ways of teaching grammar,as  it is one of the most challenging. The reason is because it is not easy to motivate students, especially young students to learn grammar .I'll share some useful methods of teaching grammar to  young  learners.*
*Key words: young learnes , to be clear ,motivating , grammatical details, revising .*

Of all the things we teach, most would agree grammar is one of the most challenging. The reason is because it is not easy to motivate students, especially young students to learn grammar . Simply sitting kids down and explaining rules is not an option because they possess certain characteristics that make their learning different from that of adults. In an ESL classroom, kids are in a setting in which they are surrounded by language. The second language is made meaningful because of the context and because of the way teachers speak to them. They have time to sort out the language that they hear and understand. When they are ready, they begin to use it to express themselves. Adults, on the other hand, usually focus more on learning vocabulary and grammar rules and they make an effort to apply those rules later. Here we see a clear difference between acquiring language and learning it. So, what do we need to do to teach young learners grammar?

Try these 4 methods to teach grammar to young learners

1.It Needs To Be Clear

Children aren't good at understanding abstract concepts and grammar rules, specially young learners.

That's why we need clear contexts that help them connect and associate with the language. One way to achieve this is through theme based instruction. It is important because in early language learning it provides an ideal environment for constructing meaning. In theme based teaching, the curriculum is organized around a theme. Then, within a thematic framework, all the language concepts are interrelated and presented as a whole. Teachers also need to adapt the language to the developmental level of the students and choose the activities to suit avariety of learning styles and multiple intelligences. The advantage is that by working around a theme students have many opportunities to find patterns and connections, experience attractive activities with varied content. All this facilitates interaction  wit  other kids their age.

2.It Needs To Be Motivating and Interesting.

While learning in general, students need to feel as if the  are progressing but there also needs to be some challenge. If it's too difficult they will be disheartened and if it's too easy they will loose interest. Using games to teach grammar is an incredible option because they give kids an opportunity to interact with others in a natural way. This is important since the construction of meaning also has a social dimension, especially in a

language classroom. Games, role-plays and group activities motivate students and enhance learning too. The social dimension of games and classroom rituals is another way in which the brain can attach meaning. The brain searches for meaning through patterning. Since young learners search for meaning in the activities we provide for them, we must be sure to create meaningful experiences from which they construct their own patterns of understanding.

3.It needs to be Simple

Children have a limited amount of language at their disposal and this makes analyzing language difficult for them. Also the vocabulary needs to be simple and familiar so they can focus on the grammar they are learning. According to language acquisition, the language should be as simple and natural as possible. For instance, if the past tense is being taught, it shouldn't be postponed until students are able to analyze it. What is essential is whether the input is comprehended or not. The grammatical details of a message generally don't affect the comprehensibility. On the other hand, the context surrounding the verbal message and the vocabulary used to communicate it, affect comprehension much more, especially in the early stages of language acquisition. Making content meaningful and interesting for them may well be the most significant factors of all.

4 Review and Revise

Children need many opportunities to review and revise the language. This is to help them retain what they have learned and to feel confident. There are many activities that can be used to practice as well as review grammar. Reviewing doesn't have to be boring at all. Don't use the same activities you used to learn or practice. Make sure to use activities that are a bit different from others you used before and choose ones you are certain they will enjoy.

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# ANTHROPOCENTRIC APPROACH TO COMPARISONS IN UZBEK LANGUAGE

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*Abstract.This article discusses the history of the study of stable comparisons in the Uzbek language and illustrates their anthropocentric features. The anthropocentric paradigm is human-centered linguistics, and cognitive linguistics is one of its disciplines. Studying the cognitive mechanisms of formation of comparisons provides important information not only for linguistics but also for other disciplines. In addition to Uzbek comparisons, stable comparisons in English are also analyzed in the analysis, which serves to illustrate the features relating to both languages.*

*Keywords: comparison, standard of comparison, stable comparison, anthropocentric paradigm, cognitive linguistics, metaphor, mentality, national-cultural connotation.*

Language is such a magnificent creation that it hides the uniqueness of an entire nation. That is, the existing units of language reflect the mentality, culture, customs, and many other characteristics of each nation. Especially if these language units have already become stable, you can find a lot of characteristics of a particular nation. One such constant unit in our language is the stable comparison, which has attracted the attention of researchers for many years. It has been studied in both the West and the East not only from the point of view of linguistics and literature, but also from the point of view of philosophy and logic.

The study of comparisons in linguistic status in Europe began in the first half of the twentieth century. In his book Similes and their Use, linguist Grenville Kleiser summarizes the texts in poetry and prose which mean comparison. In it, the comparisons are divided into the following 4 groups: comparisons in prose, various comparisons, poetic comparisons and comparisons in the Bible. In compiling this book, samples have been taken from the works of many well-known writers, and the author gives the necessary recommendations for the creation of free comparisons, along with a number of important features of the use of comparisons in appropriate speech situations. "This collection not only gives you information on when and how to use comparisons, but is the best collection of classic and modern comparisons selected from the priceless treasure of the English language." G. Kleiser mainly focuses on the fact that comparisons, as a stylistic tool, perform various stylistic functions in the text (such as creating a descriptive, evaluative, satirical effect).

Later English linguists F.J. Wilstach , A. Ortony , G.A. Miller , and E. Sommer created dictionaries of analogies and conducted researches.

Comparisons are used as one of the oldest means of illustration in our speech, especially in the language of fiction, to ensure the clarity and imagery of the image. While this important and widely used means has emerged in our language as a result of the historical and cultural experiences and artistic imaginations of our people, in a fiction it appears as a product of the speaker's observant insight and deep artistic taste. Linguistic, semantic and methodological features of comparisons have been widely studied in Uzbek linguistics. Researchers have shown that when any comparison is expressed in language, there are, of course, four elements, that is: 1) subject of comparison, 2) standard of comparison, 3) the basis of comparison, 4) the formal

index of comparison. It is important to note that the image of comparison, that is, the standard of comparison, plays a special role in the structure of fixed comparisons. This element is the center of the comparison, and the other elements are grouped around this very standard. Most importantly, the uniqueness of people's perception and understanding of the world, that is, national-cultural and national-connotative information, is directly embodied in the same standard of comparison. Stabilized, standardized images as a product of the national image of the people reflect the national perception.

In recent years, the study of comparisons from an anthropocentric point of view has become the focus of many linguists. Cognitive linguistics is a branch of the anthropocentric paradigm, and in this article we focus on the cognitive study of comparisons. What does cognitive analysis of comparisons do for linguistics? First of all, it should be noted that the creation of comparisons is a mental process. Researcher Sh. Safarov in his book "Cognitive Linguistics" suggests that "Perhaps in order to determine the functions of neurophysiological structures and the mechanisms that motivate them, firstly it is necessary to study in detail the cognitive system of linguistic activity." Thus, the study of comparisons, which is the product of linguistic activity, is important not only for linguistics, but also for the development of disciplines such as psycholinguistics, neurolinguistics, and neurophysiology.

For the analysis, we took a number of comparisons in Uzbek and English as examples and tried to identify the causes of parallel comparisons in different cultures and the reasons for the actualization of different features of the same standard. The analysis showed that in most of the comparisons in Uzbek and English, animals were chosen as the standard of comparison. For example:

| Comparisons in English | Comparisons in Uzbek |
|---|---|
| as fat as a pig | cho'chqaday semiz |
| as big as an elephant | filday qudratli |
| as strong as an ox | ayiqday kuchli |
| as cunning as a fox | tulkiday ayyor |
| as timid as a lamb | qo'zichoqdek sakramoq |
| as swift as a deer | kiyikday chaqqon |

In the course of the analysis, we noticed that there are parallel comparisons in both languages, and they are often used as metaphors. For example, the cunning of the fox has become a metaphor in both the British and the Uzbek. Although animals have been chosen as the benchmark, we can see that their different characteristics in different languages become urgent. For example:

| Comparisons in English | Comparisons in Uzbek |
|---|---|
| as timid as a lamb | qo'zichoqdek sakramoq |
| as busy as a bee | ariday g'uvullamoq |
| as proud as a peacock | tovusday tovlanmoq |
| as timid as a mouse | sichqonday kemirmoq |
| as proud as a lion | sherday olishmoq |

In English, the cowardice of the lamb and the mouse was the basis for the comparison, while in the Uzbek language, their actions are basis. In English, the bee is a symbol of "hard work", the peacock and the lion are a symbol of "pride", while the Uzbeks have a negative attitude towards the bee, and its noise is used as a basis for simulation. The peacock's beauty and gracefulness, as well as the lion's courageous fight, have a positive outlook. Based on our observations, we can say that the English comparisons focus on the signs and characteristics of animals, while in Uzbek their movements play an important role.

Analyzing the stable comparisons in English and Russian, Russian linguist N. Dmitriyeva notes that the heroes of religious, mythological and folklore works in these languages were chosen as the standard of comparison. For example: the religious heroes: as patient as Job, as old as Methuselah, as strong as Sampson; mythological heroes: as greedy as Midas, as rich as Midas; folklore heroes: as pleased as Punch.

In the Uzbek language, folklore or mythological heroes can be used as a benchmark. For example: as great as a hero, as strong as Alpomish, as huge as a giant.

Of course, there is an anthropometric perspective on the selection of comparing standards and their emotional evaluation. In other words, the native speakers of each language choose the standards of evaluation based on their cultural and historical experience, social perceptions of good or bad formed in society.

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# RACE ISSUE IN TESOL AND ITS CORRELETION WITH PRAGMATICS

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*ANNOTATION. The current article discusses the issue of the Race in TESOL based on the work of Ryuko Kubota and Angelin Lin (2006) "Race and TESOL: Introduction to Concepts and Theories", who the first attempted to explore this topic and fill the gap. At first, a brief information about the article and definition of key terms are covered. Next, it considers the correlation of the race with pragmatics, and finally, provides the suggestions on what approaches, and classroom applications can be integrated in teaching English in order to prevent these kinds of biases, and raise pragmatic awareness of learners.*

*Key words: Race, racism, Ethnicity, Racialization, Institutional or structural racism, Epistemological racism, linguicism, ageism, sexism, TESOL (teaching English to speakers of other languages), CLT (Communicative Language Teaching).*

The concept Race that has been one of the hot topics in the field of TESOL. Initially, this concept may cause discomfort feeling among the linguists, teachers and students. Nevertheless, the article "Race and TESOL: Introduction to Concepts and Theories" written by Ryuko Kubota and Angel Lin (2006), (nationally, they are both Asian women) are one of the first authors who decided to address this kind of untouchable subject in TESOL, sheds light on the concept race, ethnicity, racialization, racism and etc.. The article begins with narrating racial experiences of two authors encountered during their teaching settings. Angel Lin faced with inequality treatment when she was working in Hong Kong (her native city) as a deputy of undergraduate TESL Program Manager, but the chief of program decides to assign native English speaker as the deputy of the program, despite the fact that the native English speaker did not possess a doctoral diploma as Angel Lin did. Ryuko Kubota experienced inequality when her workmates used to call her "kiddo" (nickname that means a little boy) while she was working in higher education in American institution. Thus, they manifest that whether explicitly or implicitly racism (or discrimination) exists among teachers of the English language and they consider that this phenomenon should not be ignored in the field of TESOL, and discussed explicitly in order to build a basis for further investigations.

The following key terms are mentioned in the article in order to make a clear picture what race is itself:

1. Race denotes to a group of people with similar physical feature or features such as color of skin, hair, eye and the structure of the bone and race mainly connected with biology. Nevertheless, according to Human Genome Project proved that biologically, 99.9% of people's genes are shared among human beings, remaining solely 0.1% for possibility to racial difference (Hutchinson, 2005);

2. Ethnicity, basically, relates to cultural issues that shared by certain groups or sub-groups and it can be accepted or rejected by an individual of the certain group; it is primarily interested in culture such as food, language, customs etc. Racial and ethnic differences may generate stereotypes, prejudice, discrimination, and racism.

3. Racialization relates to the process of classification of people to the racial groups such as Caucasian, Asian, and African American.

4. Racism is ideology or belief of power or control that indicates that certain group of people has privilege or superiority whilst others do not have that privilege or superiority.

5.Institutional or structural racism is larger pattern of racism. This kind of racism can be explained as sometimes certain groups are discriminated by institutions (schools, universities, banks or the government), and teaching context it can be observed when some educational settings have preference to hire native English speaker (even they are not qualified or trained with teaching skills) rather than applying trained or qualified non-native English teacher (Kubota & Lin, 2006).

6.Epistemological racism mainly denotes to the knowledge of racism or construction of racial meaning and powerfulness of Whiteness.

Beside these terms, the authors discuss the connection of racism with other assumptions of injustices such as discrimination knowledge of English language (linguicism) discrimination older people (ageism), discrimination of genders (sexism) (Kubota & Lin, 2006).  Therefore, they question about Critical Race Theory and Critical White Studies and some criticisms to approaches, state critical pedagogies, and critical multicultural education as methods to investigate issues of race in TESOL.

Since racism can occur explicitly or implicitly (consciously or unconsciously) among people, and TESOL teachers, unwillingly, may be encountered with issues race, multiculturalism, and discrimination of non-native English teachers and thus we should be aware of experience of other TESOL teachers, and how to find solutions to racial biases. Furthermore, as English teachers should try to prevent the occurrence of these kinds of biases in teaching and working settings. As considering about classroom application with the respect to the current topic, it can be taught from cultural perspective as well as pragmatics. However, integrating culture in teaching English can be in some extent challenging due to the fact that English is spoken outer and expanding circles apart from inner circle countries. Thereby, TESOL teacher may question which countries cultures' is compatible with teaching English in line with raising pragmatic awareness because of Worlds of English. In this sense, for teachers it is impossible to be familiar with all cultures in the world, and at this point, CLT and Task -Based instructions can assist them.  For example, students can be encouraged to do some researches about diverse cultures and pragmatics with the help of technology. Teachers can divide students into small groups and assign them certain topics and learners can search and collate reliable information on the Internet; while they are doing some researches on certain countries culture their mother tongue and English can be used simultaneously. Yet, teachers and students can work collaboratively and discuss some culture, pragmatics and race issues in the classrooms; teachers should not be biased they are considered to be open to various ideas that can be exposed by learners.

As this article discusses race and issues which are related to it, there is dense connection between this article and pragmatics. Since the pragmatics is the branch of linguistics and focuses on appropriate usage of speech acts in different social and cultural contexts, undoubtedly, the knowledge of pragmatics can assist learners and teachers to prevent misunderstanding while interacting with people from another culture and backgrounds (Ishihara & Cohen, 2010, p.14).

On balance, the current article gives a clear picture about race and its connection with teaching settings, provides theories to investigate new insights about the certain topic, and assists novice teachers in TESOL with the guidance of adaptation to new environment.

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# PROFESSIONAL DEVELOPMENT OF SCHOOL PRINCIPALS: PROBLEMS AND SOLUTIONS

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*ANNOTATION.The public education system is undergoing significant reforms aimed at improving the level of potential and modern personnel. This has further increased the need for highly qualified school principals to meet the strategic challenges facing the system. This requires constant improvement of the level of knowledge of these personnel.*

*Keywords: need, educational need, traditional and distance learning, the principle of supply and demand, manager, leadership qualities, variability.*

Monitoring and evaluation of the quality of education is an important and integral part of today's modern educational processes. The need for the integration of international relations and the development of human capital as a key factor in ensuring the competitiveness of countries in the world arena encourages the improvement of the educational policy of states. Similar trends require monitoring and evaluation of the quality of education in Pedagogical Sciences in a special way, scientific research. The quality of education is determined by the formation of the Civil, personal and professional abilities of a person as a social category, which determines the state and effectiveness of the educational process in society, its compliance with the needs and requirements of various social groups.

It is worth noting that in the following years, the work carried out to improve the professional and managerial skills of the senior staff of the system of public education has yielded its results. In particular, in accordance with the decree of the president of the Republic of Uzbekistan "on the introduction of new principles of management into the system of Public Education"PP-3931 on September 5, 2018, the system of public education was entrusted with enormous tasks [1]. In this regard, the need for highly qualified school principals in the performance of the strategic tasks facing the system has increased further. This requires a constant increase in the level of knowledge of these personnel. In this regard, the training and professional development of the senior staff of the system of public education sets enormous tasks for educational institutions, improving the quality of continuous professional development education.

Nodules teaching mutaronic ethics on literary identity " nodules learning" Thistle problems otkranuvchi negrat Celtic [2; 17-b].

Life-long education-this implies that the duration of education is carried out throughout the life of a person. The acquisition of life-long education can be an independent education in various forms, that is, with the aim of formation of education and life skills established by the state (preschool, general secondary, special secondary, higher, post-secondary education and professional development).

Adult education (adult education). Adult education is the acquisition of systematic and continuous independent reading knowledge with the aim of acquiring new knowledge, skills and qualifications [3; 7-B]. In the "adult education"of continuous education processes,

the technology of assessing the quality of teaching and learning is distinguished, taking into account the characteristics of the contingent of Education recipients.The most basic aspect of adult education is that they will have practical work experiences, qualifications and skills. In addition, there are special features of the organization of adult education, which are carried out without any separation from the main job or within the established training time and within the established time frame.

Continuing professional development education. The term continuous professional development education implies a systematic increase in the knowledge of educators within the scope of their professional duties.

While the breadth of continuous professional development gives the opportunity to acquire new knowledge, skills and skills, it provides for the introduction of mexanizm of recognition and support of acquired knowledge regardless of the form and size of education throughout life [4; 36-B].

In order to ensure effective implementation of the tasks in this direction, it was noted that the heads of secondary education institutions should have managerial skills in the field of public education in accordance with the decision of the president of the Republic of Uzbekistan № PP-3931 "on measures to introduce new principles of management into the system of Public Education"dated September[1]

In place of the conclusion, based on the above mentioned data, the following suggestions were formulated within the framework of the research work.

it is aimed to increase the effectiveness of continuous professional development education by further strengthening the "feedback" links between professional development education and independent learning activities in the following period;

it is necessary to ensure the continuity, continuity and systematic monitoring of training and further activities to improve qualifications;

in assessing the quality of training of school directors, it is necessary to take into account the effectiveness of their activities in the period from course to course;

it is desirable to introduce a credit system to continuous training and improve the effectiveness of short-term (purposeful, author's and problematic) courses.

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# INTERDISCIPLINARY INTEGRATION METHODS IN TEACHING A FOREIGN LANGUAGE

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*Abstract.The article sets out the basic conceptual principles and tasks that formed the basis for the integration of interdisciplinary connections in teaching a foreign language. Integrative learning involves the implementation of the main provisions that reflect the sides of the educational process: content and methodological and organizational component. Interdisciplinary associations, uniting different systems of knowledge, testify to the achievement of the highest level of mental activity, serve as a real platform for the implementation of the goals and objectives of vocational training, make the learning process more productive.*

*Key words: interdisciplinary integration, vocational education, foreign language training, didactic principle, linguistic and professional competences, cognitive activity, educational exercises, learning efficiency;*

The rapidly developing integration processes in the world in politics, economics, science and culture gave a powerful impetus to the formation of the scientific concept of intersubject integration in Russian pedagogy of the late XX-early XXI century. However, the classical definition of the concept of "integration" as the unification of several elements into a single whole was previously known in philosophy, sociology and other scientific literature.

Interdisciplinary integration is rooted in the distant past of classical pedagogical science, when the search for ways to determine the integrity and relationship of the natural and human sciences was carried out. Another great Y.A.Comenius put forward the idea of intersubject connections in teaching didactics and in pedagogy in general.

Integration in secondary education is the most important didactic principle in terms of teaching foreign languages at school.The essence of interdisciplinary integration in teaching foreign languages is that it contributes to the formation of a holistic picture of the world among pupils, understanding of interdependent phenomena in nature, sciences and society.

Today, under the definition of pedagogical interdisciplinary integration, one of the areas of active search for new didactic solutions in secondary vocational education is considered. There is no doubt that this phenomenon can be safely attributed to the establishment of interdisciplinary connections in the study of aforeign language.One of the most effective ways to intensify the educational activities of schoolchildren, increasing the motivation to learn a foreign language and developing creative activity and career guidance competence, is aform of education in which the interdisciplinary relationship of the studied disciplines dominates.

In accordance with state educational standards, the basis of these technologies is a set of curricula that make it possible to more fully develop a system of methodological, didactic and psychological principles of teaching foreign languages and make the learning process more effective and productive.

The integration of interdisciplinary connections in teaching a foreign language is based on the following conceptual principles and objectives:

- creation of pedagogical conditions for the formation of linguistic and professional competencies in students;

- orientation of trainees to search and research activities aimed at extracting the necessary information;

- formation of skills for systematization of foreign language information;

- analysis and diagnostics of students' independent activities in order to identify a creative product;

- increasing motivation to learn foreign languages against the background of professional knowledge.

Thus, regulating interdisciplinary connections in the study of a foreign language, the student directs his individual activity to the search for new concepts, laws, phenomena, which appears to be a very promising means of improving self-determination and self-organization in future professional activities.

The formation of pupils' professional foreign language communication skills is one of the priority tasks that teachers face.

The solution to this issue lies in the plane of interdisciplinary integration, that is, the synchronization of teaching specialized and language disciplines. Thus, it is noted that interdisciplinary integration contributes to professionally-oriented teaching of a foreign language based on modeling future professional activities.

A foreign language is recognized as the optimal means of interdisciplinary integration with subjects not only of the humanities, but also of a special cycle.

According to Stepanova M.M, an important means of interdisciplinary integration, as in secondary school, is the inclusion in educational material in various disciplines.

In conclusion, we note that the modern model of school teaching in a foreign language has made another significant step in the interrelation of sciences through interdisciplinary integration in order to enrich the knowledge of students and obtain a high quality education. Our undeniably talented and gifted youth identifies the new generation with a non-standard and intellectual type of thinking, a developed creative personality and a steady motivation to gain new knowledge.

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# INFLUENCE OF TEACHER CHARACTERISTICS ON MOTIVATION OF PRE-SCHOOL CHILDREN IN LEARNING THE ENGLISH LANGUAGE

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*Annotation. The article discusses the influence of teachers' characteristics on motivation of pre-school children in learning the English language. The main focus are establish the effects of teacher's experience, investigate the impact of teacher's attitude, determine the impact of teacher's pragmatism and evaluate the effects of teacher's flexibility on motivation of pre-school children.*
*The key words: pre-school, pragmatism, motivation, game, influence, foreign language, communication, cognitive.*

The process of implementing English in pre-school education is evidently visible also in Uzbekistan. Preschool education is not only the first step in lifelong learning, but also the first step in shaping an active, creative and spiritually rich person. In accordance with Decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev of September 30, 2017 "On measures to radically improve the management of the preschool education system", as well as the decision "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" are spectacular examples.

According to the OXFORD dictionary of English, pragmatism is thinking about solving problems in a practical and sensible way rather than by having fixed ideas and theories. The role of pragmatism in teaching the English language is indisputably high. Pragmatic teacher through suggesting problems to his pupils incite them find out the solutions on their own under his control. Thus the children are provided with the opportunities for natural development of their innate qualities. Here the teacher acts as a director at a time when the pupils are performers. "The child learns by doing" says one of the most influential educational philosopher John Dewey. Learning action must be open to action so as to make a child originative, self-assumed and responsive. Many famous educators, including John Dewey were pragmatists. So they favored the usage of real problems within the environment. Furthermore, education will be fruitful if it causes the advance and development of the person as well as the society in which he lives. Pragmatism is an important point in the process of teaching English. It follows in all practical interests and considerations of benefit for both teacher and pupil.

Many scientists and researchers state that learning of preschoolers to a foreign language is favorable to start at the age of 5-6 years. They note the beneficial effect of early learning on the development of abstract thinking and imagination. Moreover, it has an advantageous effect on improving the level of the memory of pre-school children. In its turn, the task of the early learning will be providing the child with opportunities in entertaining assignments and games to learn to gain experience in using and understanding the learned material in various communication situations. At the initial stage of pre-school education the problem of motivation has a particular importance since the foundation for children to have the desire to learn is laid at the young age. The role of games in increasing the motivation of young English learners is quite big. The superiority of games is that they are based on the principles of equality, an atmosphere of joy and enthusiasm. All children work out abilities of creativeness and non-standard thinking. Due to the fact that pre-school children are unable to read and write, implementing game technologies is one of the effective ways to motivate children. A sense of joyful and friendly atmosphere enables them to overcome timidity, which prevents learners from

freely usage of a foreign word. The game being as an entertainment at the same time serves as the model of health - improving enterprises. Take for example, holding out physical exercises in a game form during the lesson combines both playing and health saving technology Cooperating games instead form a sense of community and human relationship.One of the traditional samples of cooperating games is "Simon says".There should be two large teams playing independently but close to one another so that members can observe the other team's game. They are supposed to run in parallel. The order of the caller must begin with the words "Simon says□", otherwise it cannot be performed, and if any of the players do this, he is eliminated. Orders should be simple so that they can be carried out instantly, and the presenter sets them as quickly as possible so that participants can be knocked out sooner.The last person left in wins the game.

Thus, analyzing the usage of games as motivators during the learning process, we may say that the system of their employment enriches not only the learner but also the teacher by making him as a person more interesting and artistic. Consequently, the pupils in such lessons experience the joy from exploring new spheres of knowledge.

Possession of a foreign language develops cognitive abilities of pre-school learners, expands their horizons and acquaintance them with a new culture. Children learning a foreign language obtain a sense of respect for others together with morality and patriotism. Based on my observations I decided that teacher's pragmatism and motivation of pre-school children in learning the English language are key success factors of this process.

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# PHILOSOPHY SCIENCES

## INNOVATIVE DEVELOPMENT AS A METHOD OF MODELING SOCIAL PROCESSES

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*Abstract: The article discusses the features of innovative modeling of social processes in civil society, structural reforms of modeling methods. The study of experience in the development and support of entrepreneurship, the private sector, and market relations indicates the formation of the necessary socio-economic base for the development of civil society institutions in Uzbekistan.*
*Keywords: innovation, innovative development, innovation centers, institutes.*

Today, the public philosophical literature has established the view that "innovation is the result of renewal activities, the transformation of previous activities leading to the replacement of some elements with others or the addition of new ones. Such activities have general regularities: the objectives of the change are defined, the novelty is developed, tested, mastered by production, distributed, and finally "dies" are exhausted physically and morally" [1].

There is a contradiction in the introduction of innovation between object and subject, between objective and subjective, between new and old. Overcoming this contradiction sometimes leads to conflicting interests, opinions, and social attitudes. The social and cultural nature of innovation does not mean that it is introduced into social processes mechanically, without clashing positions and ideals, with model ideas. Innovation is "initially conceived as a problem, a conceptual model associated with the existence of a contradiction between reality and a possible state, presented as an underlying contradiction. The subjective content of the latter implies the deliberate innovation of social actors in which this contradiction is resolved. Innovation allows us to resolve the contradictions associated with the fact that each thing (process, phenomenon, relation) contains objective development trends (potency). Their implementation is carried out through targeted innovation activities of social and economic entities" [2]. Globalization and the expansion of integration linkages are essentially an innovative model for the modernization of social and cultural life. Awareness of this fact and the development of appropriate political and economic mechanisms helps to overcome ethnic isolation, ethnic stereotypes, and unfounded praise and aggrandizement of the past.

The experience of leading countries such as the USA, UK, Germany, France, Japan, China shows that innovation is led by private corporations, technology parks, research institutes (research institutes) and universities, commercial innovation centers. For example, the world's first modern and largest innovation complex is the Stanford University Technology Park (USA, California), known as "Silicon Valley". Currently, many universities in the United States have formed technology transfer units, science parks that help create breakaway small innovative companies, knowledge transfer networks, as well as public funds for translating research results into scientific and technical developments and other structures [3]. In the UK, the Higher Education Innovation Fund, established in 1999, is responsible for organizing innovation activities. The Universities of Oxford, Cambridge and Bristol are leading innovators [4]. These

innovation centers themselves find interested partners and major investors.

It should be noted that state institutions, especially those that work directly with the population, play an important role in ensuring the innovative development of society. Their satisfaction depends on the formation of public opinion on the principles of the State apparatus as a whole. All democratic reforms are carried out through institutions of government, not speed, inability to work with the population, ignoring its interests immediately affects public consciousness, people's opinions change rapidly. To ignore the fluctuating nature of public opinion means that the apparatus of government cannot work and cannot change ethnic stereotypes. In civil society, the dominant actor in innovation is non-governmental organizations and civil society institutions. They determine the dynamism of the development of society and are the driving force behind social changes in the introduction of new forms of work into public life.

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# STATE AND LAW

## TERMINATION OF A CRIMINAL CASE WITHOUT RESOLVING THE ISSUE OF GUILT RELATED TO THE AGE OF CRIMINAL RESPONSIBILITY

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*Abstract: This article highlights issues related to termination of a criminal case against a person, who has not reached the age of criminal responsibility at the time of the commission of a socially dangerous act. Legislation of the Republic of Uzbekistan and foreign countries are analyzed.*
*Key words: guilt, criminal case, termination, criminal responsibility, age.*

It should be mentioned that the world pays special attention to the study of issues of further humanization of criminal procedure law. Providing additional guarantees for the protection of human rights and freedoms, the introduction of new institutions aimed at humanizing criminal proceedings, decriminalizing certain criminal norms, identifying the causes and conditions for committing crimes are important in the context of protecting human rights and freedoms. Especially, issues related to protection of rights of juveniles have always been closely monitored by the international community.

According to article 84 of the Criminal Procedure Code of the Republic of Uzbekistan a criminal case must be terminated without resolving the issue of a person's guilt in committing a crime, if the person, at the time of the commission of a socially dangerous act, has not reached the age from which criminal responsibility takes place. The age of criminal responsibility (or the minimum age of criminal responsibility) is set in accordance with Criminal Code of the Republic of Uzbekistan. Article 17 of the Criminal Code includes three kinds of minimum age of criminal responsibility:

1) 13-year-old, returned, occurs only in the case of juvenile murder in aggravating circumstances (referred to in part 2 of Article 17 of the Criminal Code);

2) 14 years of age, is used when a juvenile commits such crimes as murder (Part 1 of Article 97), premeditated murder in the heat of passion (Article 98), deliberate grievous bodily harm (Article 104), intentional moderate bodily harm (Article 105), infliction of willful serious or moderate injury in the heat of passion (article 106), rape (article 118), forcible gratification of unnatural sexual needs (article 119), kidnapping (article 137), robbery (article 164 ), extortion (article 165), robbery (article 166), theft (article 169), intentional destruction or damage to property (parts 2 and 3 of article 173), action, disorganize the work of penal institutions in the form of deprivation of liberty (article 220) , escape from custody or under protection (article 222), illegal acquisition of firearms, ammunition, explosives or explosive devices (article 247), illegal acquisition of radioactive material (article 252), the distruction of rail, sea, river, air vehicle or means of communication (article 263), theft of the vehicle (article 267), misappropriation of narcotic drugs or psychotropic substances (article 271), hooliganism (part 2 and 3 of article 277);

3) 16 years of age, shall be liable physical sane person to whom (Article 17) the crime was committed sixteen years.

In regard to article 17 we may conclude, that the minimum age of criminal responsibility is 13 in the Republic of Uzbekistan. However, the Criminal Code of Australia set 7 years old as the minimum age of criminal responsibility . Such countries as France , Estonia , Belarus  adopted 13 years old as in our country. Latvia , Georgia , Germany , Azerbaijan , Ukraine , China , Kazakhstan  and Kyrgyzstan  set 14 years old according to the Convention. Countries like Sweden , Denmark  establish 15 years old. Poland  set 16.

So, it can be clearly seen, that there is variety of different ages of criminal responsibility all over the world. However, as correctly mentioned by B.Murodov  termination of a criminal case in accordance with article 84 of the Criminal Procedure Code of the Republic of Uzbekistan does not allow to implement rehabilitation. Moreover, according to the Criminal Code in order to initiate a criminal case person should be at the age of criminal responsibility.

In conclusion, we propose to delete paragraph 7 of the part 1 of the article 84 of the Criminal Procedure Code.

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## WOMEN'S ROLE IN PUBLIC LIFE OF UZBEKISTAN

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The fact that there are enough outlets of the participation of citizens in public life, such as the presence of new types of political activity, new institutions, new political technologies (the bicameral parliament, democratic elections, referendums, public discussions), as well as the multi-party system of political rivalry, and the activities of non-government organizations, enabled the participation of women in public life, and significantly improved this progress.

The political actions taken by political parties determines their role in the society. It is important to note that the increase of women's role in the society is directly proportional to the growth of the role of political parties in society. The measures directed at the promotion and increase of women's role in the society started in the beginning years of independence of the republic of Uzbekistan. Politically active women can above all contribute best to the growth and development of society.

The Convention "On the political rights of women", which was ratified by the Supreme Assembly of the Republic of Uzbekistan on August 30, 1997, started the process of optimization and development of the legislature in this sphere. Moreover, many norms of this convention reflected in various legal documents of the Republic of Uzbekistan, such as, "On women's policy", "On women's reproductive health" and the events like the organization of gender expertise in Labor codex, the establishment of Ombudsman's Office on Children's Rights, and establishment of juvenile judicial system.

The Republic of Uzbekistan saw great changes in the women's role in society. It was the direct result of such important events like, the protection of women's rights, creating equal and fair labor and life conditions for them, nurturing their skills and talents, creating a strong civic society, increase in the rule of law, and protection of human rights, liberties and lawful interests.

The ratification of important international documents such as the convention "On the children's rights", World Labor Organization's convention "On equal support of labor of men and women", Convention 103 "On the protection of Family", Convention "On Labor and Activities Discrimination", Convention "On the policy of Employment", Conventions "On minimum age of labor" and "On the measures of abolishment of extreme types of Children's labor" at the national level by the Supreme Assembly of the Republic of Uzbekistan served as a international legal basis for the implementation of international standards on women's rights on various government and non-government levels.

Uzbekistan is gradually achieving its tasks highlighted by the Millennium Development program, such as the alleviation of poverty, increasing the quality of life, increasing the role of women in the stable development, and maintaining the equality of men and women. The Millennium Development Declaration of UN adopted in September 2000, is considered as one of the most important documents for increasing the quality of life and protecting the human rights.

Within the framework of existing legislature, the support and protection of women's rights, their participation in the socio-political, economic and cultural life of the society has been ensured and supervised by various governmental organizations, ministries and departments.

As the President of the Republic of Uzbekistan, Shavkat Mirziyoyev puts it: "We all understand that the adoption of the legislature is only a part of the job. The real obstacle

in our way to the implementation and the compliance with the laws is the organization of proper mechanisms for the implementation and most importantly, the timely conveyance of the essence of laws to the people. Unfortunately, the works done in this direction still leaving us hoping for better."

Generally, the optimization of the implementation of mechanisms of protection of women's rights, and coordination of the efforts of various government organizations in this direction is directly dependent to raising the legal culture of the mass population.

The role of political parties in Uzbekistan is determined by the clear vision the public have of their jobs, their contribution in the improvement of public life in Uzbekistan, and their strict adherence to the tasks and ideals of state pointed out by the government. One important aspect of political parties in increasing the women's role in public life is their activities in this direction.

Another one of the most important conventions in raising the role and status of women in public life, and improving the legislature in this sphere is the Convention "On the Political Rights of Women", which was ratified by the Supreme Assembly of the Republic of Uzbekistan, Oliy Majlis. Therefore, along with other spheres of public life in Uzbekistan, building a free and prosperous homeland, a free and prosperous life, the restoration and development of women's institutions has become one of the most important priorities of state policy. In this regard, special focus was directed at the implementation of radical reforms and innovations that set the pace of change in the socio-political life of women and its steady growth.

Further strengthening the role of women in building the state and society, enhancing their political rights, supporting and radically improving the importance of family units is also reflected in the "Strategy of Actions for the five priority spheres of development of the Republic of Uzbekistan in 2017-2021." Specifically, the section of the "Further reform of the priorities of the social sphere" of the Strategy of Actions points out the improvement of social protection and health care, increasing the socio-political activity of women. It also stresses the importance of increasing the socio-political activity of women, strengthening their role in government and society, providing employment for female graduates of professional colleges, involving them in entrepreneurial activities, and further strengthening the bases of family institute.

During the years of independence, along with the tasks of strengthening the role of women in public life of Uzbekistan, it is acquiring more and more importance to improve the mechanisms of advocacy in elevating the role of women in society. Case in point would be the coordinated efforts of various women's committees, staff of civil registry offices with various government agencies to strengthen families, improve family relations, prevent divorce, and prepare young people for family life.

A number of laws are being adopted to increase the role of women in public life, and to improve their legislative status in society. With the adoption of the Law "On Elections of the Members of the Oliy Majlis of the Republic of Uzbekistan" by the same body on August 29, 2003, women's participation in the legislative process increased to ahigher degree.The Article 22 of the same law stipulates that women's proportion in parliament must at least be 30 percent.

In order to ensure the legitimate rights and interests of women, to further enhance their status in public life, to actively involve talented and highly qualified women in socio-political processes in public administration, the Adolat Social Democratic Party held a number of advocacy events in cooperation with the Women's Committee of Uzbekistan, the Ministry of Health, the Olima Women's Association, and the Republican Center for Reproductive Health.

The Adolat Social Democratic Party organized a number of contests, such as "Active

lawwoman of the year" and "Fair Mother of the year", and various other conferences and seminars directed at raising the level of medical and legal culture of women.

Today Uzbekistan is developing at an incredible speed. The people of Uzbekistan is following the path of the ancestors in implementing the reforms and reshaping Uzbekistan.

The great Uzbek thinkers, such as Abu Nasr Farabi, Tamerlan, Alisher Nawa-i, Babur, Abdulla Avlani, Abdurauf Fitrat and others frequently addressed women's issues in their works. For example, Nawa-i, in his works remarks: "This earth is filled with women who stunned the world with their courage, erudition, beauty, patience and perseverance, kind heart and loyalty".

It should be noted that, in recent years, more attention is being paid to international reform mechanisms directed at increasing the status of women in Uzbekistan.

In an attempt to support the innovative ideas and to help women in implementing these innovative ideas and to increase the efficiency of the innovative ideas of women employed in various sectors of the public life, such as economy, small entrepreneurship, science and education, with the initiative of The Women's Committee of Uzbekistan and Center of Creative Women of Uzbekistan, the contest of "100 most innovative projects of the women of Uzbekistan" have been held regularly until now. Various women scientists, researchers, students and teachers have been participating this fruitful event every year.

The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in an attempt to display the importance of the human factor in the development of the republic, noted that: "We are all aware that we possess a great quantities of mineral and natural resources, but our greatest wealth is our people's great intellectual and spiritual potential."

For the past two years, the activity guidelines of various women's committees and their regional branches have been completely reshaped out and over, and clear tasks have been highlighted. Within the framework of adopted decree, in order to legally and organizationally strengthen the function of the Women's Committee, 4 Presidential resolutions, 6 Government Resolutions, 4 Decrees and 12 Programs have been adopted. There is a strong legal foundation in Uzbekistan for women to participate equally in public life.

The fact that 30 percent quota have been applied to the female members of the Supreme Assembly of the republic of Uzbekistan serving as a basis for the equal participation of women in public life.Nowadays, there is a great source of government staff consisting of nearly three thousand women and they are being prepared for the government errands. Nowadays, the activities of the Republican Women's Committee are directed at increasing the role of women in public life, raising the number of scientist women, and supporting them in all aspects of public and private life and taking their inventions and projects to the international arena. A close cooperation between "Scientist women" Center of the Women's Committee of Uzbekistan and the Ministry of Innovative Development and Intellectual Property Agency of the Republic of Uzbekistan is established and nowadays these cooperation becoming more and more common.

In 2018, 47000 women living below poverty line, and 14600 women with disabilities have been identified and duly treated. 14000 of them received medical assistance, 13500 of them employed and 22000 of them received payments in amount of 21 billion Uzbek soums.

The Protection of Women and Family Fund allocated 54.6 billion soums for residential purposes for 1464 women living below poverty line and women with disabilities.

The President, in his official address to the Supreme Assembly commissioned the Committee with the job of providing 13000 women living below poverty line with employment and providing 1600 women with housing. The Committee has identified its

tasks within the framework of this commission, and steadily progressing towards its goals. The Fund allocates money for initial payment for housing for 1600 women living below poverty line every year.

The funds of the Protection of Women and Family Fund is also seeks to provide help for the women with disabilities. Today, the employment of women is considered one of the most important directions of the development of economy and raising the living standards of the republic.

For example, in 2018, 245000 women got employed via the invitations of the agents of various women's committees and agencies, and the jobs they acquired were created by these agencies and committees themselves. The address lists formed in community and neighborhood scale and 10000 women living below poverty line acquired jobs, and 38261000000 soums have been allocated for this purpose.

The Hotline of the Women's Committee of the Republic of Uzbekistan was created and started to receive calls from women in trouble for 24/7, and 12000 petitions were collected so far.

During the year of 2018 alone, 7296 petitions have been collected by the Central Apparatus of the Republican Women's Committee itself.

The Supreme Court of the Republic of Uzbekistan and the Republican Women's Committee signed a Memorandum, which enabled the Committee to review the files for divorce before they reach the Court and by that have the chance to talk about the divorce with partners before it's too late. As a result, in this year 78 percent of the 27000 families on the brink of divorce have been pulled out of that brink.

"The respect for women - is the respect for the future". The President of the Republic of Uzbekistan, in his lecture at the 20th general assembly of the Supreme Assembly of the republic of Uzbekistan, stressed the importance of principle "Person-Family-Society-State" in the life of the people, and pointed out that women stand at the peak of this principle.

Indeed, woman is a critter of respect, pomp and importance, no doubt about it. There is a bunch of tales about women in Hadiths, and people who treat women with respect are described as people with virtue, virtuous people. Imam Termizi throws in "The ones who treat women decently among you actually are the only decent ones among you. And I'm the one who treats women decently".

The glorious history of us makes us remember the good old grannies like Tumaris, Bibikhonum, Gulbadanbegim and Zebunniso, Nodirabegim and Anbar otun, and many others. The people of the East traditionally valued and respected the women.

Now, almost 51 percent of 7.7 billion population of the Earth is female. 9.7 percent of the world female population is younger than 14, 10 percent of them is between 15-19, and 7 percent of them is above 60.

If we look at the age proportion of women of Uzbekistan, nearly 50 percent of 33.5 million Uzbekistani population is female. 29 percent of the Uzbekistan's female population is younger than 14, 28 percent of them is between 15-19, 21 percent of them is between 31-45, 15 percent of them is between 46-60 and 7 percent of them is above 60.

Let us look at some more digits, shall we: now 1388 women is at some or other managerial or government positions in our country. 39 of them is working in the Administration of the republic of Uzbekistan, and 45 of them is working in various ministries and agencies.

There are 17 senator women, and 21 members of Supreme Assembly are women. More that 23 percent of the members of local legislative bodies are women.

One of the sneakiest tricks of increasing f the number of women in parliament is by registering the women in party's register. If the elections are held based on party lists,

then parties will be able to include the women they want in these lists. Therefore, parties can struggle for the women's equality and even contribute in their election. If women in parliament work closely with women's committees, then they will get a real shot at defending the interests and rights of women "in style".

We can observe the increase of women's proportion in the managerial staff of various public and private companies. This number was 44.2 percent in 2017, but behold in 2019, it now stands at 45.3 percent. 29 percent of all business owners are women and 5.4 percent of all farmers are women.

1837 women are busy doing politics. 48 percent of the members of workers' Unions are women. Moreover, the proportion of women in the members of Liberal Democratic Party of Uzbekistan is 40.8, in People's Democratic party it's 49, "Justice" Social-Democratic Party had 44.7 percent of their members women, with "National Recovery" party it's 47.6, and in Uzbekistan Ecological Party it's 36.9 percent.

12.4 percent women working in the judicial system. The proportion of women in healthcare and service is 82 percent, in education, science, culture and sports it's 72, in agriculture it's 45 and in industry it's 38 percent.

Therefore, we think it's perfectly safe to say that the women of Uzbekistan is the invaluable asset of the country's human potential.

To sum up, we cannot make men, especially women participate in public life and especially manage the public matters. In its essence, public activity is a voluntary thing. One does not expect profit from it, instead one try to contribute to the development of his, or her community, workplace or country in general. Moreover, socio-political activity, government job requires professional skills, skill of working with people, and skill of management. The process of management requires new means and methods, and various communication skills.

# APPLICATION OF THE "ONE IN ONE OUT" RULE IN LAWMAKING AS A COMPONENT OF THE CONCEPT OF "SMART REGULATION"

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*Annotation: This article provides a brief overview of the "one in one out" regulatory rule as part of the concept of "smart regulation" used in the lawmaking of many developed countries to improve the quality of legislation. A proposal is put forward for its application in the lawmaking of the Republic of Uzbekistan.*
*Key words: lawmaking, the concept of "smart regulation", the rules "one in one out", "one in two out".*

The effectiveness of public administration reforms largely depends on the quality of the adopted regulatory and legal acts. The concept of "smart regulation" is a continuation of the concept of "better regulation" that emerged in 1980-1990 in western countries. It is based on the search for a justification for regulatory intervention of the state and the assessment of the expected impact of the legal acts. The Republic of Uzbekistan, following the example of many developed countries, is introducing the concept of "smart regulation" into its lawmaking process.

The researchers note that the concept of "smart regulation" defines the ways to improve the lawmaking process, which are the regulatory impact analysis and related processes of administrative simplification, public consultations .

In this regard, on the way of administrative simplification, new regulatory rules began to be developed. For example, in the UK, Holland, the competent regulatory authorities have introduced a rule aimed at balancing and compensating between the introduced new regulatory legal act and the simplification (cancellation) of the existing one.

In 2005, on the recommendation of the Better Regulation Task Force, the UK government adopted a "one in one out" approach. The meaning of this approach is that, as part of the regulatory impact assessment procedure, the authorities that develop new draft legal acts should provide for measures to abolish unnecessary, outdated legal acts as compensatory measures to facilitate the regulatory array.

Since January 2011, the UK Regulatory Policy Committee has complied with the requirement of this regulation when reviewing the quality of the regulatory impact assessment reports. So, if the new regulation introduces direct costs for entrepreneurial and non-profit organizations, then it is necessary to cancel or amend the existing legal act that imposes equal costs .

The purpose of this rule is that competent authority only use regulatory measures when it is really necessary. It applies only to national business and non-profit organization legislation. An exception is the legal regulation of taxes and emergencies. For the first year of compliance with this rule (2011), the net costs for enterprises and non-profit organizations caused by the adoption of new laws and regulations turned out to be practically zero . Further, in 2013 this rule was strengthened to the "one in - two out" rule.

Today, this rule is used in many countries, in particular, when carrying out the procedure of regulatory impact assessment of draft regulations.

Thus, the "One in one out" rule helps to simplify the legislation. As noted in the final report presented by the Center for European Policy Studies, "One in one out" refers to the rule according to which "whenever proposing a new regulation or legislative

intervention that entails an increase in regulatory costs, authorities commit to look at the stock of existing regulatory provisions to offset the cost increase. Depending on the circumstances, the "One in one out" rule may explicitly refer to the number of regulations, and thus require that for every regulation introduced, one or more existing regulations are eliminated; or to the corresponding volume of regulatory costs, and hence require that when a new regulation is introduced, one or more regulations are modified or repealed, such that the overall change in regulatory costs is zero or negative. Most advanced countries indeed adopt the latter version, based on cost offsetting rather than on avoiding increases in the number of regulatory provisions" .

The Roadmap for the effective implementation of the Concept of Administrative Reform in the Republic of Uzbekistan provided for the introduction of modern methods of lawmaking aimed at eliminating the excessive burden of legal regulation (for example, based on the principles of "One in Two out", "Sunset clauses", etc.). The concept of improving rulemaking also provides for the introduction of a "smart regulation" model in lawmaking .

However, no specific mechanisms for the implementation of the "One in one out" regulatory rule were adopted.

We believe that on the way of improving the lawmaking process, the introduction of this rule will have an important compensatory role. Meanwhile, we propose to focus not on reducing the number of legal acts, but on maintaining the quality of legislation by preventing an increase in the cost of implementing the new regulations.

# TECHNOLOGICAL SCIENCES

## SAFETY EVALUATION OF CRYPTOGRAPHY MODULES WITHIN SAFETY RELATED CONTROL SYSTEMS FOR RAILWAY APPLICATIONS

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*Abstract. The paper deals with the problem of safety evaluation of cryptographic modules used within safety-related control system for applications with increasing safety integrity level. The requirements to cryptographic techniques in safety-related communication for railway application are describe. The mainly part is oriented to description of mathematical apparatus for an error probability of cryptography code with a safety code, used in an additional safety communication layer. The practical results are related with the quantitative evaluation of an average error probability of code word for Euroradio protocol recommended for communication in European Train Control System.*

*Keywords. Safety-related communications, safety integrity level, railway applications, cryptographic code, safety code, safety evaluation.*

1.Introduction

Nowadays in railway applications, with respect to high requirement to Safety Integrity Level (SIL) of an interlocking and a communication system, the safety of subsystems cannot be demonstrated by tests only, but also by theoretical models based on quantitative analysis [1, 2]. Negative influence also results from the fact, that a generally acceptable theoretical apparatus for risk analysis and safety level evaluation is missing, which would objectify the whole process of safety consideration.Reciprocity information exchange leads to opinion of safety certification unification. It leads to problems minimize by reciprocity acceptation advisement results.The genesis of the problem is based on the fact, that single countries of European space developed philosophical different signaling systems and interlocking systems too. These systems have been developed basically at the national level with different types of signals and devices. Today it is very difficult to harmonize these devices. Developing the uniform ETCS (European Train Control System) in Europe can solve these problems in the future, although implementation of particular application level of ETCS depends on economic situation in individual European country [3, 4]. Application level ETCS L2 assumes communication across GSM-R (Global System for Mobile - for Railway) network and communication protocol Euroradio, which content some cryptography mechanisms for keeping of integrity and authentication procedures of railway transport entities, e. g. communication between OBU (On Board Unit) in train with RBC (Radio Block Central) and communication between RBC-RBC [5]. In several part of cryptography systems within ETCS system is in the phase of evolution and discussions.  Concerning to very dynamic developed discipline (as it is cryptography)  and with related cryptanalysis several recommended cryptography algorithm in Euroradio system is not computationally safety just now (not resistant against existing attacks) [6]. Therefore, it is necessary to create the methodology for safety evaluation of the cryptographic algorithms or the cryptographic modules and

to determine computationally safety of recommended cryptographic mechanisms, to consider their selection and in addition to proposal for these algorithms KMS (Key Management System). In Europe countries this time KMS is in the phase of developing. With respect of interoperability in railway transport in European countries these procedures and convention must be solved incorporate with railway companies in Europe [3]. The reciprocal acceptance an interlocking and communication systems safety appraisal results bring considerable financial savings and significantly reduce the deployment of new systems into railway operation (the necessary requirement for interlocking system implementation is a positive result of Safety appraisal). In addition, more suitable conditions are created for penetration of these systems onto third-party countries (the reference of the systems safety being accepted by several countries organizations acts positively).

These rules are valid for specific part of safety related systems too, which is communication. It is well known that standards for commercial sphere (e. g. financial sector, company information systems) exist but for applications of cryptography with increasing safety integrity level the methodology for safety evaluations absent. E. g. the FIPS 140-2 [7] standard is applicable to all federal agencies that use cryptographic-based security systems to protect sensitive information in computer and telecommunication systems. For safety evaluation of cryptography modules methods based on the quantitative analyses are recommended in comparison of approach apply in the commercial sphere, where the methods are based on the qualitative analyses. According to standard FIPS PUB 140-2 cryptographic modules are divided to four qualitative levels:

Security Level 1 - provides the lowest level of security. No specific physical security mechanisms are required in cryptographic module beyond the basic requirement for production-grade components.

Security Level 2 - improves upon the physical security mechanisms of a cryptographic module by requiring features that show evidence of tampering, including tamper-evident coatings or seals that must be broken to attain physical access to the plaintext cryptographic keys and critical security parameters (CSPs) within the module.

Security Level 3 - attempts to prevent the intruder from gaining access to CSPs held within the cryptographic module. Physical security mechanisms required are intended to have a high probability of detecting and responding to attempts at physical access, use or modification of the cryptographic module, trusted channel for manipulation of critical data - B1 according to TCESEC [8] are used.

Security Level 4 - provides the highest level of security. The physical security mechanisms provide a complete envelope of protection around the cryptographic module with the intent of detecting and responding to all unauthorized attempts at physical access. General requirement to cryptography techniques which must be fulfill are described in the norm EN 50159.

2.Requirements for Cryptography

Mechanisms within Safety Critical Applications Cryptographic techniques are recommended to apply within safety-related application (e. g. safety-related control system in railway transport) if malicious attacks within the open transmission network cannot be ruled out. This is usually the case when safety-related communication uses a public network, a radio transmission system and a transmission system with connections to public networks. Cryptographic techniques can eliminate masqueraded of message. Cryptographic techniques can be combined with the safety encoding mechanism or provided separately. The degree of effectiveness of cryptography mechanism depends on the strength of the algorithms and the secrecy of the keys. According to norm for railway applications the safety case shall demonstrate the appropriateness of the following: technical choice of cryptographic techniques (performance of encryption algorithm, key

characteristics), technical choice of cryptographic architectures (checking the correct functioning - before and during the operational phase of the cryptographic processes when they are implemented outside the safety-related equipment), management activities (production, storage, distribution and revocation of confidential keys). The cryptographic algorithm shall be applied to all user data and may be applied over an additional data that is not transmitted but is known to the sender and the receiver (implicit data). The basic principle of safety - related communication between two safety-related equipment SRE 1 and SRE 2 is illustrated in Fig. 1. The additional safety layer, certified in the required safety integrity level (SIL) must be implemented within a safety - related equipment.It is layer of the safety - related transmission in which is implemented the safety mechanism a safety code for elimination of unintentional attack affected by EMI (Electromagnetic Interferences) and the safety layer the access protection, which is realized with the use of cryptographic code, or cryptographic techniques. This layer can be component part of safety - related equipment or can be apply in input point to untrusted transmission systems. According to norm within safety - related communication across open transmission system, in which is not possible to eliminate unauthorized access to system, within communication layer of the access protection the block cipher based on secret key is high recommended (model of structure message B0) or cryptography code (model of structure message B1).
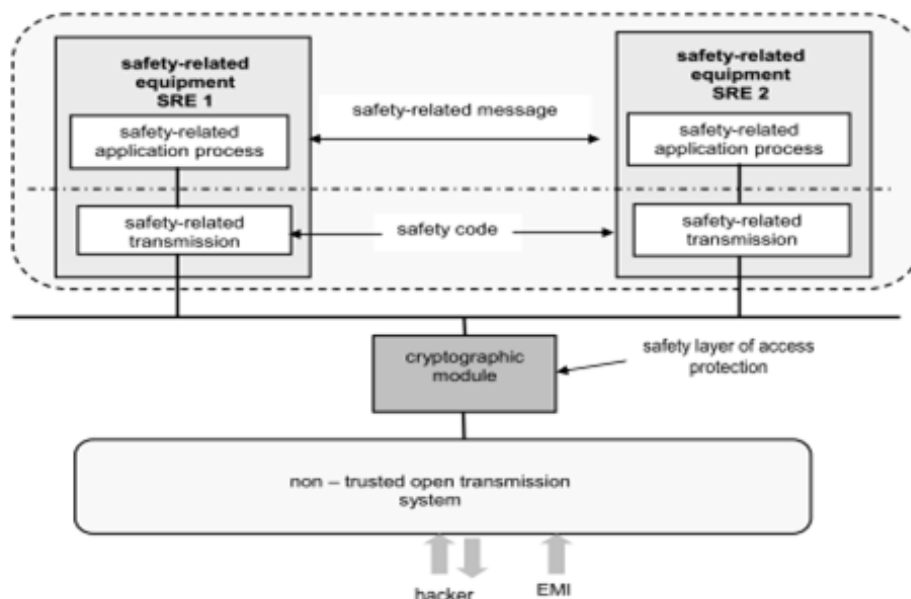


Fig.1: Location of cryptographic module within communication between two safeties - related equipment

3. Result of Error Probability

Determination with Application to Euroradio Protocol Determination of an average error probability of the cryptography code word was realized for combined communication system, which consists from the safety code and the cryptographic code MAC (Message Authentication Code). The formal notation of MAC calculation is: M C MACKc where M is the message, Kc is the shared key and C representing ciphering operation. This alternative cryptographic technique is well recommended for using in Euroradio safety layer of communication protocol within ETCS system, developed in railway application in Europe.This cryptography code is recommended to apply in CBC (Cipher Block Chaining) mode CBC-MAC, which improves the safety of algorithm. CBC-MAC is based on 3-DES block cipher, which enciphered the block size of length $k = 64$ bits with applying the secret keys of length 168 bits and is using in secure procedures

ensuring message authentication and integrity during transmission. Let us assume that the safety code is detection cyclic linear blockcode works in the principle of CRC (Cycling Redundancy Check) - CRC-16. Further we assume that probability of undetected error of code word $P_w = 2^{-16}$ (according to norm, so called the worst case). The ensemble-average cryptographic word error probability $cw$ $P$ was realized according to relation. The results of $cw$ $P$ for different length of code word in the input of ciphering encoder ($k = 64$, 128, 192, 256) and different length of input plaintext ($n = 1.10^4$, $5.10^4$, $1.10^5$, $5.10^5$, $1.10^6$, $5.10^6$) are illustrated in Tab. 1 and Tab. 2. Graphical results of $cw$ $P$ as function of input bit stream of plaintext $n$ for constant value of code words in input of cryptography decoder is illustrated in Fig. 3. In the graph illustrated in Fig. 4 we can show how is changed $cw$ $P$ dependence of code words $k = 64$, $k = 128$ and $k = 256$ in the input of cryptography encoder.

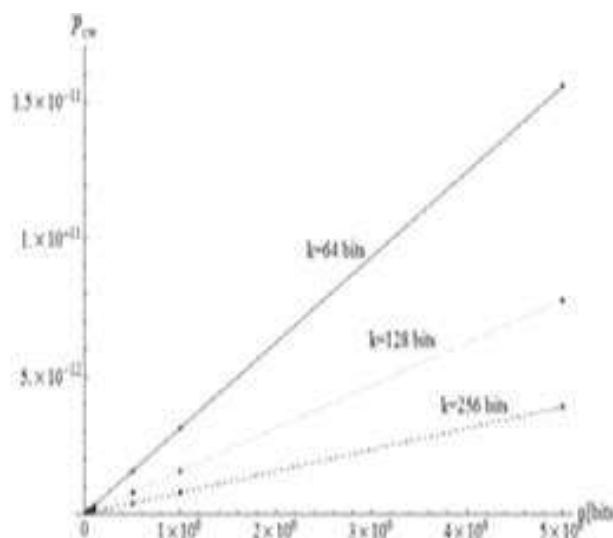| Length of input plaintext $n$ | Average error probability $\overline{P}_{cw}$ if $k=64$ | Average error probability $\overline{P}_{cw}$ if $k=128$ | Average error probability $\overline{P}_{cw}$ if $k=256$ |
|---|---|---|---|
| $1,10^4$ | $3,13 \cdot 10^{-14}$ | $1,56 \cdot 10^{-14}$ | $7,81 \cdot 10^{-15}$ |
| $5,10^4$ | $1,56 \cdot 10^{-13}$ | $7,81 \cdot 10^{-14}$ | $3,91 \cdot 10^{-14}$ |
| $1,10^5$ | $3,13 \cdot 10^{-13}$ | $1,56 \cdot 10^{-13}$ | $7,81 \cdot 10^{-14}$ |
| $5,10^5$ | $1,56 \cdot 10^{-12}$ | $7,81 \cdot 10^{-13}$ | $3,91 \cdot 10^{-13}$ |
| $1,10^6$ | $3,13 \cdot 10^{-12}$ | $1,56 \cdot 10^{-12}$ | $7,81 \cdot 10^{-13}$ |
| $5,10^6$ | $1,56 \cdot 10^{-11}$ | $7,81 \cdot 10^{-12}$ | $3,91 \cdot 10^{-12}$ |

Fig.3: Caption example

| Length of input block $k$ | 64 | 128 | 192 | 256 |
|---|---|---|---|---|
| Average error probability $\overline{P}_{cw}$ | $3{,}13 \cdot 10^{-14}$ | $1{,}56 \cdot 10^{-14}$ | $1{,}04 \cdot 10^{-14}$ | $7{,}81 \cdot 10^{-15}$ |

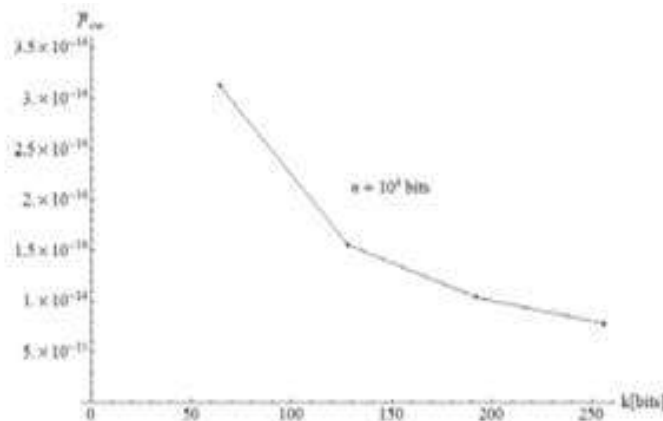Tab.2: Result of average error probability with using cryptography code in accordance with parameter k.



Fig.4: Average error probability of the cryptography code in dependence on k.

This is simulation of changing cryptography algorithms DES or 3-DES to today resistant block cipher to known cryptanalytic attacks AES (Advanced Encryption Standard) for constant length of plain text n = 10 4.

4. Conclusion

In the paper the mathematical apparatus for an error probability of cryptography code was describe, which can be used within the safety evaluation of cryptography codes used in safety-related communication with combination of a safety code. The authors assumed application of CRC-16 safety code. The results are oriented to determination of an average error probability of message authentication code (MAC) on the base of 3-DES algorithm in CBC mode, which is recommended to apply

in Euroradio communication protocol in ETCS system providing effect of electromagnetic interferences only. In Tab. 1 and Tab. 2 and in Fig. 3 and Fig. 4 are illustrated the results of an average error probability of cryptography code in dependence of length of plaintext n and of length of code word k (in the case of changing the algorithm 3-DES to more prefer algorithms AES). For keeping high diffusion of a cipher text it is necessary the length of message n choice more than selected length of block cipher k (n>4k is recommended). Results of an average error probability of code word can be changed in dependence on the detection or correction possibilities of safety code. In the paper the authors assume one type of safety code only and determination oriented to safety analyses of cryptography code. For global safety evaluation of cryptographic module, it is necessary to create the model which will be describe the effects of the intentional attacks to safety message transmission.

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# SAMARKAND ARCHITECTURAL STYLE OF TIMURID DYNASTY PERIOD
(Oksaroy and Ishratkhona mausoleums as examples)

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*Abstract: the article attempts to illustrate the special styles of Samarkand architecture of the Timurid Dynasty period. It also seeks to stress the present importance of Oksaroy and Ishratkhona tombs.*

*Keywords: Oksaroy, Ishratkhona, "Kundal" style, "gul-o'simlik" ("flower-plant") type of ornaments.*

The land, on which the present day Uzbekistan is located, is considered to be the home of multiple ancient buildings of architectural importance.Today, world community is giving more and more credit and attention to the skills and genius of Uzbek people, who created these buildings. The historical-cultural monuments, which reflect the rich history, national values, traditions and experiences of Uzbek people are considered the heritage of the people of Uzbekistan.

The measures, taken by the "Department of protection and realization of Historical-Cultural Objects" and the "Department of Cultural Heritage" by the Ministry of Culture of the Republic of Uzbekistan seek to regulate the normative documents, present in this sphere. Furthermore, the 25th UNESCO Summit, which was held in Finland in 2001, declared the ancient archeological site, which covers most of the old section of the Samarkand city to be one of the World Heritage Sites. Samarkand was also listed as one of the world's top 50 "must-visit" cities by The Huffington Post. All of these events serving as boosters of national and historical pride nowadays.

Presently, there are 1851 cultural heritage objects, of which 1105 are archeological, 670 architectural, 37 historically important, 18 monumental and 21 memorial buildings. According to the data, provided by the "Department of protection and realization of Historical-Cultural Objects" by the Ministry of Culture of the Republic of Uzbekistan, during the past twenty years, 1004 cultural sites across the Republic of Uzbekistan, and 210 sites in Samarkand Region alone, have been restored and rejuvenated.

It is known, that the majority of the archeological objects, which are presently the crown jewels of the old Samarkand city, have been built during the rule of Timurid Dynasty. The administration of Timurid Dynasty, the Timurid rulers were always attentive of the development of architecture in the empire, along with the development of culture and sciences. The most ideas of the founder of the Timurid Empire, Timur, on the importance of the development of landscape of the cities of the empire are briefly present in his book, "Timur Tuzuklari". One of the most important of them runs as follows: "I duly ordered to build mosques, madrasahs, guesthouses in each and every city, and to build bridges across rivers". It is believed, that Timur considered the architecture of cities, their complexity and intensity as one of the prime factors determining the strength of his empire.

Samarkand architectural art reached its pinnacle of development in the reign of Tumurid rulers. To name a few, Oksaroi, Ishratkhona, Kirkkiz (Childukhtaron (Forty-Maiden) 16th century) and other architectural objects were built in this period. Each of the three abovementioned were considered architectural masterpieces of their times in the whole Central Asia and Near East. Especially Oksaroi and Ishratkhona, with their

original ornamental patterns, murals and wall paintings, made up the jewels of the architectural heritage presently we have.

The members of the ruling Timurid dynasty were buried special mausoleums. The purpose of Oksaroy and Ishratkhona was to serve as mausoleums for the members of the ruling Timurid dynasty.

The Oksaroy mausoleum, which is located south-west of Guri-Amir complex, is a magnificent building. Its name is derived from the contraction of the words "ok" - meaning "white" and "saray" - "palace". There is a number of theories, pertaining the construction of the building. According to the G. A. Pugacheva and L. I. Rempell, it was built in the second half of the 13th century, after the Guri-Amir mausoleum (present complex) run out of space for the male members of the dynasty.

Neither do we have enough accurate information on the specifics of the construction of the "sister-building" of the Oksaroy - the Ishratkhona. According to the popular legend in Samarkand, the mausoleum was built as a dedication to the beautiful queen of Tamerlan, Bibikhonim. According to the legend, at the completion of the construction, astounded by the magnificence and beauty of the building, Tamerlan wishes it not to be a mausoleum, but an ishratkhona ("ishrat" - "joy", "entertainment", "khona' - "chamber, house") - a place of entertainment. As a result of this wish, the building was turned into one of the palaces of Timur and the Timurid rulers. But, it was again turned into a mausoleum after the unexpected death of Khovanbeka Sulton - the daughter of the Timurid Ruler Abu Said in 1464.

The two buildings served as mausoleums for the members of the Timurid dynasty: Oksaroy for the male members of the family, and Ishratkhona for the female members of the family.

The architectural style of the period of Timurid dynasty in Samarkand and Central Asia in general resembles that of whole Islamic world: they were of rather compact size, but they had the features, which every other building of the rest of the Islamic world has: they had a fa?ade, an arch and especially the blue domes with tall spires.

The srchitectural style of the Oksaroy mausoleum is rather simple and not-so-much ornamental. The interior of the building is primarily covered with gul-o'simlik (flower-plant ) type of ornaments and Islamic letters.

The Ishratkhona mausoleum is, on the other hand, applied with ivy-like patterns and ornaments of this type, and it also has for intersecting arcs. Moreover, the Ishratkhona was the first building on which the traditional "Kundal" architectural style of the Samarkand school of architecture.

In kundal architectural style - the wall is covered with patterns and they were in turn applied with gold. This style afterwards used to apply the interior of the Tillakori Madrasah in Samarkand.

The buildings of the Timurid period of the Samarkand are the crown jewels of their time, and are still considered as the specimens of beauty and valor. Oksaroy with its simple appearance and complex architectural features, and Ishratkhona with its beauty are still attracting attention to the Timurid Samarkand and its heritage.

To sum up, Samarkand is one of the most historically important cities of not only Central Asia, but the whole region, and Asia, and the buildings in it can be proof of that good old times, in which the culture, the science, and religion lived and flourished in a city resembling the Heaved on Earth - which is Samarkand.

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