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CUTTING EDGE-SCIENCE

October, 2020 Shawnee, USA
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International scientific and practical conference **CUTTING EDGE-SCIENCE**

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Conference Proceedings

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CULTUROLOGY

THE IMPORTANCE OF FOLK SONGS IN EDUCATING THE YOUNG GENERATION

Torayeva Maftuna Gulomjonovna

Yom village of Zaamin district of Jizzakh region
O'z.D.S.M.I Folklore and Ethnography 2st year master's degree

Abstract: The article describes the importance of Uzbek folk songs in the upbringing of children, their role in the development of children, the peculiarities of folk songs.

Keywords: upbringing of our children in the spirit of kindness, loyalty to friends, love for the motherland on the basis of folklore, God, folk songs, ecology, folk songs.

"The spirituality of any nation is unique in its history," he said imagining customs and traditions apart from life values will not. In this regard, of course, the spiritual heritage, cultural riches, ancient historical monuments are among the most important factors". (Islam Karimov. "High spirituality is an invincible force", 2008, p. 29)

The ancient traditions and unique national values of our people are recognized by the world. The folklore created by our ancestors is our precious spiritual heritage. Folklore reflects the unique national traditions, aspirations, daily life, generosity, honor, and preservation of the motherland of the Uzbek people.

For centuries, millennia, there has been a song about the beautiful dreams of mothers, their love, and the kind words they miss their children. The lines of this song reflect the heart of the nation, its uniqueness, heroism, experiences and aspirations. It instills in children the truth about the paths traversed by their grandparents. Anyone who listens to it will be flooded, and even the most cruel people will be flooded. Mahmud Qashqari, a Turkologist, describes him as "Balubalu" in his *Devonulug'otitürk*. The melodies of those Turkish mothers who caressed their babies are called "alla" today.

ALLA introduces grandparents, parents, brothers and sisters to a child who does not yet know his mind. It teaches him to know the family tree. When a child listens to Alla, beautiful qualities develop in his mind. It helps people inculcate human qualities such as kindness, generosity, and consequence. Probably, this is why Alla survived the crises of the turbulent times as a priceless treasure of the people.

ALLA

Aylonayin oqchadan, alla
Lablari qaymoqchadan, alla
Ochqolsa patirchadan, alla
Suvsasa tarvuzchadan, alla

Aylanganda oz bo'lsin, alla
O'rgilganda g'oz bo'lsin, alla
Bir aylanib kelganda, alla
Bahor bilan yoz bo'lsin, alla

Aylonayin adiga, alla
Suv obkesin kadiga, alla
Kadibog'i uzilsin, alla
Kuyov bo'lib suzilsin, alla

Yugurib-yugurib yurganda, alla
Ostona tagi o'yilsin, alla
Katta yigit bo'lganda, alla
Qo'chqor qo'ylar so'yilsin, alla

When the mother says "alla" to the baby, she sings her dreams, and when the mother hears "alla", the child grows up and wants to fulfill the mother's wish. As the song "Alla" is sung, the quiet melody, the pouring lines, the mother's tender movements, the caressing hands, the emotional voice, the loving look, all come together and become a miracle of sacred power. A mother holding her baby in her arms is the warmest, the softest hands, the sweetest caress, and the "alla" is magical.

The beloved child not only relaxes by listening to this magical song of the mother, but also instills in his heart his love and devotion.

Alla, alla ahdibor, alla
Yotadigan taxtibor, alla
Otasi bor-u, onasi bor, alla
Shu bolamning baxti bor, alla

In order to revive the song "Alla", the Republican Center for Scientific and Practical Research "Family", the Ministry of Culture, the Women's Committee, the Republican Center for Spirituality, the Committee of Trade Unions held the Republican contest "Alla". Our mothers from all over the country took part in the competition and performed various images of the now-disappearing god. At the end of the competition, it was noted that the gods, which were not found by folklorists, were also mentioned.

Folk songs shape children's worldview, morals, love for people, parents and relatives.

The homeland begins at the doorstep, say the wise. Children should love their home, street, neighborhood, school, city, our great country in such a way that it always inspires in them a sense of sacred pride.

Osmondagi yulduzga	Olichani gullatgan
Jononlar qarashadi.	Bahoringdan aylanay
Yurtimning jamoliga	Keksa-yoshni o'ynatgan
Bayramlar yarashadi	Vatanimdan aylanay

Folk songs, first of all, express loyalty to the motherland, its preservation, readiness for any conditions for freedom. Children who listen to these songs and sing them, love their motherland.

Yom village of Zaamin district of Jizzakh region has a unique cultural heritage. There are children's songs and seasonal songs from the folklore of the Yam people. Through these songs, children develop mutual love, loyalty to a friend, love for their homeland.

B. Rozikov's book "Songs of Yom" contains children's songs.

QARS CHIQADI IKKI QO'LDAN

Naqorat

Qars, qars, qars (so'ng qo'lda 3 marta chapak)

Qars, qars, qars ...

Qars chiqadi ikki qo'ldan

Chiqmas sado yakka qo'ldan

Yetar doim murodiga

Qo'lga, biling, qo'lni bergan

Yolg'iz otning changi chiqmas

Chiqqanda ham dong'i chiqmas

Birlashganga nima yetsin

Birlashganlar dog'da qolmas

The proverb "A lone horse does not get dust, and even if it gets dust, it does not become famous" is reflected in this song. It is said that a person can never do the same

thing alone, that loneliness is bad, that there is a lot of meaning in being together, in harmony, and that it instills in children a sense of mutual affection.

Yam's children's songs also cover environmental issues and promote plant conservation and non-destruction.

KOVULIM, JON KOVULIM

Yom yaylovi yantoqzor	Ko'ngil ochar ziyoda
Yantoqzor qilar xumor	Guli yoxud piyola
Yantoqlarning ichida	Putalari uzumdek
Tanga rohat kovul bor	Hosili shoda-shoda

NAQORAT

Kovulim, jonkovulim	Yomdur kovulning koni
Ko'rsam yayraydi tanim	Keling bo'lsa imkoni
Ta'rifi ham bir doston	Mevasi shirin - sharbat
Unga yetish tilagim	Atirguldek tikani

HILVA

Hilva, hilva, hilvajon	Qiz-u o'g'il bolamiz
Xushbo'ysan - rohatijon	Seni dildan sevamiz
Huzuringda qolishga	Chakkamizga taqvolib
Qaniydi bo'lsa imkon	G'ururlarga to'lamiz

CHO'PON-CHO'PON

Cho'pon-cho'pon o'ynaymiz	Cho'pon bola bo'laman
" Cho'pon " bo'lib o'ynaymiz	Qo'zichoqlar boqaman
Qo'yni qo'yib yaylovga	Ko'paytirib qo'ylarni
Quvalashib yayraymiz	Yurtga xizmat qilaman

" Cho'pon " qo'shig'ida chorvachilikka havas uyg'otish, cho'pon bo'lib xalqiga xizmat qilish istagi yotadi.

KOKIL TO'Y

Yettigina yoshingdan	Toleingni taxtidan
Orqangdagi sochingdan	Tog'alaring aylansin
Toshdan bo'lgan boshingdan	Aka-singil tug'ishgan
Momolaring aylansin	Bobolaring aylansin

The song will be performed on the wedding day of a seven-year-old boy. But everyone

This song is sung mainly by old women in a unique cheerful tone, based on beautiful analogies and dialect-based comparisons from each other, because one child is the liver of his parents, because this to The task of the men in yda is to bring the child, who is about to have a kokil wedding, into the circle on a horse with a bag full of presents. There are also rules for cutting a child's hair to the hem of his mother's shirt, wrapping it in a clean cloth and setting it aside, and the hair is cut by the oldest woman.

Folk songs are an effective tool for the full development of our children. Our people value poetry not only for its singing, but also for its longevity, immortality, spiritual growth of the next generation, and spiritual nourishment.

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ECOLOGICAL SCIENCES

ECOLOGICAL EDUCATION OF A HEALTHY CHILD IN A FAMILY

Daniyarov S.A., Akhunboboev M.M., Nematov D.A.
Gulistan State University

The role of environmental communication as an educational tool is incomparable, limitless and immense. Shared with people around him in the process of various activities, during games, sports activities, entering into informal contacts with peers, older and younger students, relatives, acquaintances and other people, the child receives a variety of knowledge about the objective world, as well as about the world of ideas and relationships. This is a very effective way of cognition, since the exchange of information in communication is characterized by a high level of understanding, low redundancy of information, environmental-saving time (1-4)

Every person, especially in childhood, adolescence and adolescence, is an object of socialization. This is evidenced by the fact that the content of the socialization process is determined by the interest of society in the fact that a person successfully masters the roles of a man or a woman (sex-role socialization), creates a strong family (joint family socialization), could and would like to competently participate in social and ecological economic life (professional socialization) was a law-abiding citizen (political socialization), etc. etc.

Work on the creation of common environmental, ethical, aesthetic, moral, volitional, intellectual values begins with the creation of a parental school. Her active, as the most capable of cooperation, is engaged in convincing all parents of the need to study the foundations of humanistic pedagogy, cooperation pedagogy, and an activity approach. The result should be to stimulate the desire to replenish their knowledge, to learn the practical foundations of the correct upbringing of children in the family.

Parents need rules. And also, probably, for teachers, in order from time to time to check their actions according to them, the teacher needs the rules for productive and well-grounded advice by the parent, especially when they are older.

Social pedagogy of the family notices more and more subtle connections and advises to use them to improve the quality of education of modern children.

1.The priority of the nearest circle is based on the fact that the strength of the influence of people on each other is directly proportional to the degree of their proximity. Attitudes of the nearest circle communication is more significant and stronger for us. That is the norm for distant communities, including society as a whole. Therefore, the family gives parents the greatest chance to make their children happy.

2.The next statement, "the power of the beloved" reminds us that those whom we love always have power over us. Love your children and they will grow up without any extra effort on your part.

3.The existence of the "in-demand expectation" quite clearly explains the selfishness

of some parents: we all want only what we want, and therefore even the slightest deviation in behavior from this our attitude does not rationalize our interest associated with it, but, on the contrary, kills it. Yes, raising children is difficult. Especially if our intentions are not justified.

4. Strengthening the pleading desire addressed to the child reduces the likelihood of rejection of the request. Accordingly, the correct vector of behavior will be inversion: persistent, pretending to express some kind of unwillingness increases the noise of hidden aspirations.

5. In family upbringing, it is very useful to apply the technique of causing a crisis, which requires that in dangerous and obscure situations with unknown outcomes, to consciously exacerbate relations, bringing them to "pseudo-crisis", where the situation is still under control and the child's behavior can be corrected.

6. The rule of the "naked king" in the pedagogical interpretation can be conveyed by the words of Cato the Elder: "Great is the teacher who does what he teaches". Most of our troubles stem directly from the failure to comply with this rule. Ask your children only what you can exemplify for them. When they grow up and begin to understand you deeper, just tell me, I don't have it, I haven't achieved it, but I want you to go further.

7. Avoid the addiction of "oppressive silence": a contact situation, deliberately kept by one side from turning it into communication, becomes for the other side growing and very quickly intolerable and unpleasant with the appearance of a degradingly clear feeling when a person suddenly begins to hear an unspoken stranger in himself "Leave me alone" or "Get away!"

8. There are no trifles in raising children. Achieve big parenting shifts through the little things. If you want your child to grow up neat, pedantically teach, say, to fasten all the buttons; if you want to build up large moral layers, start with a polite greeting from your neighbors.

9. It is always useful for parents and teachers to remember the dependence of the "predestined relationship", when the perception of an event does not depend at all on the event, but on the stereotype of our perception, that is, having got used to once looking at the actions of children judgingly, we no longer differentiate the actions themselves. The fact of the return of a teenager after 8 pm is always condemned, but there may be important reasons. Don't start again where you started. Look at nature: after parting with the tree, the fruit does not return to its original place.

The child grows, cutting off the influence of yesterday's ways on him.

10. No one has yet managed to live their life smoothly - without mistakes, losses and humiliations. Life is complex and amazing. Talk more about life. Instead of notations, an example, a parable, life experience, family history.

11. The great art of making a person good is to first force him to recognize this beginning within himself, and then to inspire him that he can become better. Do nothing, just fan the pride in a person, and his fear of shame. It will always be proportional to the desire to become the best: for, the more a person values himself, the more he will put in efforts and the more hardships he will endure in order to avoid shame.

12. In physics, the "Chelomey principle" is known: "For the system to be stable, it must be shaken from time to time." Put your children and students to the test, and you will know exactly what your educational talent is worth. Having looked at himself attentively and, as it were, from the outside, the parent will discover that his first spontaneous reaction to a particular behavior of the child is emotional in nature. The same reaction, which occurs almost simultaneously with the first, has a moralizing shade. Use this connection to your advantage.

13. Use in the practice of family education "Pareto dependence": for the first 20% of the time limit, a person reaches 80% of the result, and for the remaining 80%, only 20% of the result. Therefore, upbringing "in pursuit" is ineffective

14. Consistency, accessibility and gradualness - sharpness and onslaught and a little smooth persistence, patient gradualness. Practice "exploding" very rarely and carefully. In the case of communication between children and adults. We have unequal communication, which develops according to the laws of dependence and subordination. The magnitude of the inequality is determined by the distance. The distance also sets the number of prohibitions. And what she will be in your relationship with children - decide for yourself. Advice given to someone in the presence of other people is taken as a rebuke. When communicating with adolescents, this must be kept in mind.

15. The closer supervision over the child is to the child, the more effective is the subordination function. Choose what you like best, and then set the degree of supervision. If you are not comfortable with your strategy of behavior.

The main direction of pedagogical activity for the prevention of deviant behavior of children at all age levels should be considered strengthening and hardening of the child's nervous system, a calm, without irritability tone of treatment, tactful suggestion, stimulation of the development of creative forces and initiative.

Most parents would like to see their children gifted and cultured, educated and prosperous. The relationship between school and family is built on this natural striving. The joint activity of the school and the family is aimed at the development of children's moral qualities, physical health, intellectual qualities, ecological and aesthetic perception of the surrounding world of the Republic of Uzbekistan.

In conclusion, we can conclude that in the upbringing of a child, the people responsible for him should be guided not only by their motives and goals, but also be considered interests, motivational-needs sphere, reasons for the actions of the forming personality. Try to enter his inner world. Find out what he is thinking, what dreams and plans the child has. After all, every adult should remember that the upbringing of a developing personality is based on the principles of humanistic pedagogy: creativity is the free development of children's abilities, humanism is the recognition of the individual as an absolute value, democracy based on the establishment of equal spiritual relations between adults and children; civic-mindedness based on the awareness of the place of one's own, "I" in the public-state system; retrospectiveness, which allows education on the traditions of folk pedagogy; the priority of universal human moral norms and values.

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ECONOMICS SCIENCE

NORWAY'S EXPERIENCE IN INCREASING HUMAN DEVELOPMENT INDEX AND COMPARATIVE ANALYSIS OF UZBEKISTAN'S POSITION BY THIS INDEX

Muydinov Alisher Khoshimjon ugli

International Economics and Management Faculty,
University of World Economy and Diplomacy, Tashkent, Uzbekistan.
Corresponding author: alishermoydinov0@gmail.com

Abstract: This article sheds light on the importance of Human Development in a country, as an example of Nordic countries' experience gained to improve Human Development. Furthermore, in the part of conclusion, a few recommendations and methods are provided in terms of encouraging this sort of development in Uzbekistan.

Introduction: As for our era, stiff and quick competition is prevalent among countries and world powers to obtain high level of living and socio-economic welfare of population. It is natural that need for calculations of the pace and degree of that indicator appears autonomous. In the meantime, one approaches to Human Development Index to identify the level of life around the globe. As a matter of fact, The UN and other international organizations always analyse the degree of economy and social development of countries by using the index. Specifically, United Nations Development Program is a responsible organization for running the process of its calculating and specification.

Human Development Index—a criterion revealing the analysis of human development growth of a country in the long-term period by means of three sub-indicators: long and health life, schooling years of the population and per capita income. Long and healthy life means average life expectancy for every citizen of a state. Schooling year part includes two main components which are higher education involvement duration and secondary, high or comprehensive education schooling years. Living standard or per capita income is found out through using Gross National Income volume by every single inhabitant of a state.

Materials and Methods: To compare, the data for all countries are got from UN Population Division (for life expectancy), UNESCO Statistics Institute (proportion of people studying at higher education and schooling years at schools) and World Bank (GNI per capita level). There are three methods of calculating HDI, which are the following: outdated, updated and elite. Actually, the creation of this index dates back to 1995, at the time Mahbub al-Haq invented and put forward the idea of this indicator. Afterwards, his works were continued to develop and at now, scientists have already given more perfect shape for the formula of HDI. First and foremost, primary one is Health Index:

Discussion: the formula of HDI evaluation is a complex of three indices which are the index of schooling, life expectancy and GNI per capita. The formula is widely used on

the globe and especially UNDP estimates world countries development in accordance with that:

1. Healthcare index

$$I = \frac{\text{actual value} - \text{minimum value}}{\text{maximum value} - \text{minimum value}} \quad (1)$$

2. GNI per capita index

$$I = \frac{\ln[\text{actual value}] - \ln[\text{minimum value}]}{\ln[\text{maximum value}] - \ln[\text{minimum value}]} \quad (2)$$

3. Schooling year index or Education level

$$\text{Mean years of schooling index} = \frac{\text{actual time} - \text{minimum time}}{\text{maximum time} - \text{minimum time}} \quad 1$$

$$\text{Expected years of schooling index} = \frac{\text{actual time} - \text{minimum time}}{\text{maximum time} - \text{minimum time}} \quad 2$$

$$\text{Edu index} = \frac{\text{Expec. schooling index} + \text{Mean years of schooling index}}{2} \quad 3$$

4. **Human Development Index**—combination of other formulae:

$$HDI = \sqrt[3]{I_{\text{health}} I_{\text{education}} I_{\text{income}}} \quad 4$$

In coincidence with UNDP's calculations, Norway is in the first place. The Evolution Institute identified some reasons why Norway has been occupying the first place consecutively in HDI world countries rankings for twelve years by conducting the research study called "Norway Quality of Life Project" and they showed the ways how Norway reached to such level of life. Scandinavian countries are considered as the most prosperous and the happiest ones among other world states today. The Evolution Institute examined the methods used by Norway in order to clarify the possibility of usage of them in the USA. Norway developed the cooperation in society evolutionally so as to provide social equality and at now its social system is well-known with free education and healthcare, as a result of that, the country is one of the happiest countries of the world at present time. Even though Norway's economy relies on oil production, the economy of the country was in bad situation in the nineteenth century. Only as for the middle of the twentieth century, it started the economic growth at the same pace with other industrialized countries of Europe. Norway set the provision of social inclusion and equality in community as a goal during the whole 20th centenary period, then the government challenged the idea that farmers and workers should have had their own voices and rights at their workplaces and after that, at the beginning of 50s they began calling the population to have an own vote and voice as well as use them. Generally, Norway implemented these endeavours and it pursues them:

- Norway has a cultural slogan that we are in the area;
- Norway attracts businesses and investments in the presence of government-appointed representatives to disclose the profits of gas and oil sales to the public;
- Norway has achieved gender equality by paying men and women who are left to care for new-borns;

¹ Mean years of schooling index – specifically, for higher education level

² At high schools and comprehensive school years

³ Education index

⁴ Income

- Introduces a penal system with low rates of recidivism;
- There is strong government intervention in promoting inter-ethnic harmony;
- Norwegian workers work 35 hours a week and they have long vacations;
- Regular monitors ensure Norway's international situation on media freedom, democracy, and civil and political rights;
- Norway is the only country where any person can have the freedom to join in any religion or not to join at the age of 15.

Having introduced such reforms, the Norway government started reaching some positive results, that is, the ranking of the country by all indicators of HDI has improved and it is going on going upward because of such wise policies and orthodox of the government.

Table 1: Norway's statistics by sub-indicators of HDI

Year	Life expectancy	Schooling years	Higher education	GNI per capita	HDI
1990	76,7	14	11,5	41 742	0,85
1995	77,8	15,6	11,8	49 989	0,883
2000	78,8	17,5	12	57 238	0,917
2005	80	17,5	12,4	63 424	0,932
2010	81,1	17,5	12,7	62 910	0,942
2015	82	17,7	12,5	67 028	0,948
2016	82,2	17,9	12,6	67 340	0,951
2017	82,3	17,9	12,6	68 012	0,953

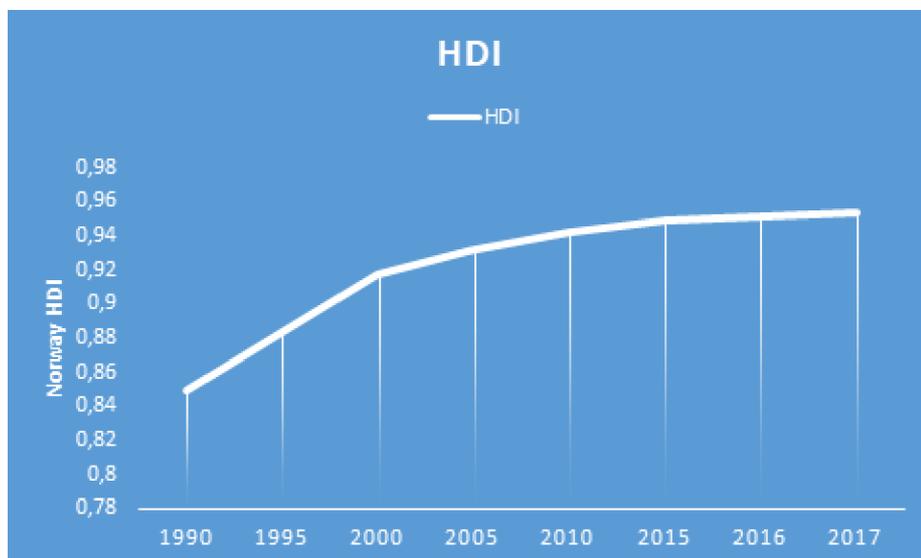


Figure 1: Dynamics of the HDI growth of Norway by years

Uzbekistan is amending its indices and all the rankings by economy, but anyway still there are some problems staying unsolved, especially, in sub-indicators of Human Development Index in terms of Gross National Income of the country. Specifically, the country has already done some endeavours to improve education system, healthcare, but as of GNI per capita, the ratings of the country is retarding in comparison with other countries of the globe. Taking the average HDI for Europe Area by UNDP is equal to 0.772 into consideration, the level of HDI in Uzbekistan is not in satisfactory situation. Below the rankings and data of neighbour countries and Uzbekistan are compared:

	Very High HDI ¹	HDI	Life expectancy	Schooling years	Higher Education	GNI per capita	Rankings
58	Kazakhstan	0,800	70,0	15,1	11,8	22 626	60
	High HDI						
105	Uzbekistan	0,710	71,4	12,0	11,5	6 470	107²
108	Turkmenistan	0,706	68,0	10,8	9,8	15 594	106
	Middle HDI						
122	Kyrgyzstan	0,672	71,1	13,4	10,9	3 255	121
127	Tajikistan	0,650	71,2	11,2	10,4	3 317	127

One can easily constitute a conception in this way: after having examined the above presented data: Uzbekistan has the best healthcare system among other neighbours, because the country has high level of life expectancy at birth. Nevertheless, it is clear that only healthcare cannot raise life longevity, as other factors like living standards affect to it. On the contrary, Uzbekistan falls behind Kazakhstan but not from others by HDI degree of strength. Since Kazakhstan and Turkmenistan have got a high GNI per capita, they occupy quite high stairs in the rating. In 2020, the new report on HDI of UNDP has recently been announced and the result is the following: All countries sharing borders with Uzbekistan made an increase in HDI, but Uzbekistan's position did not change, the amount of HDI was estimated at 0.710, that is to say, it did not rise, just it remained unchanged within the whole year because of many-sided reforms and

¹ Data were got from UNDP 2019 reports for HDI 2017

² Indicators did not change for Uzbekistan in 2018 too.

policies in Uzbekistan, but other countries of the region reached considerably positive progress, for instance Turkmenistan can epitomise as a good change-maker in HDI, for it equalised its position with Uzbekistan's.

Aforementioned facts about Norway's HDI progress confirm that Norway and its government have done fabulous actions to improve Human Development, not only HDI or just rankings in the world, but also the whole development. In addition, it is paramount to remark on Norway's people commitments to their community in the form of loyalty and country-caring, they found themselves out as the one team and they obtained to provide solidarity among them.

Result and Conclusion: as a result of the discussion, the following suggestions and recommendations from Norway's experience can be used to improve human development in Uzbekistan:

- Increasing gender equality among the population;
- Discovering new young talents by preventing smart educators from leaving the country;
- To reduce working hours and provide leisure time for the population;
- Ensuring transparency of government income to the people through the appointment of representatives from the population;
- Increasing the freedom of the media;
- Maintaining national unity;
- Simplifying the penal system, ensuring that prisoners are willing to receive education if they need;
- To reduce the share of the grey-economy in real terms;
- Establishing a fair tax system and improving income distribution among the population.

To conclude, it is worth mentioning that the Government of Uzbekistan has gradually begun to pay attention to the already mentioned recommendations above, but not all of them are meant to implement, that is why, if these ideas are put into practice, Uzbekistan will soon be able to move upon to the Very High Level Human Development Group of World Countries.

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DEPOSIT POLICY OF COMMERCIAL BANKS AND THEORETICAL ASPECTS OF ITS FORMATION

Rakhimov Sanjar Abdulakhadovich

independent researcher

Tashkent Financial Institute

sanjar_rakhimov@gmail.com

Republic of Uzbekistan

Abstract. This article discusses the deposit policy and its features of commercial banks existing in our Republic of Uzbekistan. At the same time, recommendations were made to strengthen the deposit base.

Keywords: commercial bank, deposit, deposit base, deposit types, deposit policy, banking resources.

The development of a financial policy for each person allows the state to give households a clear idea of the intended goals, methods and techniques of financial management and its formation, to promote the interests of the parties involved in financial relations. The financial policy of any business entity is developed taking into account the multifactorial and multivariate financial management. Without such a policy, the actions of market participants can go wrong and lead to a loss of dynamism and development stability, which will lead to a crisis in any financial economy. Theoretical aspects of the deposit policy of commercial banks and its formation in a pandemic, the main goal of commercial banks is sustainable operation. requires level up. In the current situation, it is important for banks to have a well-developed deposit policy by commercial banks and thus attract more deposits to commercial banks.

Deposit is an amount of money in national and foreign currency, which is transferred as soon as it is required, or returned within a period agreed between the person making the payment and the person receiving the payment, or their legal representatives, with or without interest or surcharge.

The Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the strategy for the further development of the Republic of Uzbekistan" PD-4947 focuses on the issues of deepening and ensuring the stability of the banking system, increasing the level of capitalization and the deposit base of banks, strengthening their financial stability and reliability[1].

However, the presence of a number of problems in the deposit practice of commercial banks today affects the stability of the banks' resource base. This leads to a decrease in the efficiency of using bank assets. The share of term deposits in the deposit operations of the country's commercial banks is high. This, in turn, is explained by the high level of resource instability in the structure of the bank's deposit base.

Therefore, improving the deposit policy of commercial banks is one of their main tasks and the amount of income received as a result of active operations of banks is directly related to the effectiveness of this policy. In general, the bank's deposit policy is a key part of the general banking policy, which determines the strategy and tactics of credit institutions for the implementation of deposit activities.

Attracting financial resources is an important task, without which commercial banks do not exist. The ability of a bank to attract deposits and interbank loans and place its own securities is a key criterion for the recognition of a bank by various subjects of the financial market. The state of the resource base of a commercial bank is the main criterion for assessing the stability and reliability of the bank and is an indicator of the quality of

customer service provided by the bank.

The bank's deposit policy is based on the strategy and tactics of a commercial bank to attract customers and return funds. This includes: development of a banking strategy, raising funds for comprehensively justified deposits, market research, financial analysis of the environment, determining the place and place of raising funds, conducting diagnostics and forecasting fundraising; formation and implementation of tactics and strategies of the bank to attract funds to deposits and promotion of new bank deposit products; monitoring the activities of a commercial bank to attract deposits; deposit policy and control of its effectiveness.

Speaking about the elements of the bank's deposit policy, it should be noted that the formation of the deposit policy is closely related to the bank's interest rate policy, since the deposit rate is an effective tool for attracting resources. At the time of state regulation, the law established a maximum interest rate in the following cases.

Currently, banks can set competitive interest rates regardless of the Central Bank rate, the situation on the money market and their deposit policy. The amount of income for certain types of deposit accounts is determined by the term of the deposit, the amount, the specifics of the account, the volume and nature of the relevant services and clearly indicates the client's compliance with the deposit conditions.

The goal of the bank deposit policy is to attract as much money as possible at the lowest possible price. The successful implementation of this multifaceted goal of the bank's deposit policy includes solving the following tasks in the process of its formation: assistance in the process of deposit operations in order to make a profit for the bank or create conditions for future profit; maintaining the required level of the bank's liquidity, ensuring the diversification of deposit operations and combining various forms of deposits; maintaining relationships and mutual strength.

Deposits and loans by amounts and conditions of deposit operations and credit operations: minimization of free funds on deposit accounts; adoption of flexible interest rate policy; the cost of resources involved in the constant search for ways and means to reduce interest rates; development of banking services and improving the quality and culture of customer service.

Studying the scientific literature in the field of deposit policy of commercial banks, we consider it appropriate to take into account the views of a number of scientists on this concept.

The limited resources associated with the development of banking competition lead to close ties with specific customers. If the circle of these clients is narrow, then the bank's dependence on them is very high. Consequently, in order to strengthen the resource base, banks need a balanced deposit policy based on volumes and interest rates, maintaining the required level of diversification, attracting cash resources from other sources and maintaining a balance with assets.

In this regard, the following can be named as the main directions of the deposit policy of commercial banks: identify target markets to reduce deposit risk; constantly analyzing the deposit market; ensuring bank liquidity and increasing its stability; optimization of deposit and loan portfolio management; reduce costs in the process of raising funds.

Conclusions

In short, a thorough study of the theoretical aspects of the formation of the deposit policy of commercial banks has a direct positive impact on the growth of their deposit operations, ensuring the bank's liquidity and profitability. At the same time, when developing a deposit policy, banks are guided by certain criteria for its optimization: the interdependence of the bank's deposit, lending and other operations to maintain its

stability, reliability and financial stability; diversification of banking resources in order to minimize risks; segmentation of the deposit portfolio (by clients); stratified approach to different client groups; should be driven by the competitiveness of banking products and services.

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MODEL FOR HALAL HOTELS

Ultugan Orynbayeva

Candidate of technical Sciences Taraz State University, Kazakhstan

Ainur Onlabekova

PhD Taraz State University, Kazakhstan

In Kazakhstan, there are not many service companies that build businesses based on Sharia law. However, the Islamic principles of work cover more and more business sectors every year. There are Halal hotels, cafes, restaurants, as well as clinics that provide Halal medical services. Halal Hotels industry started to develop and gain popularity in Kazakhstan in 2011, when the Republic of Kazakhstan became the head of Organization of Islamic Cooperation, and Almaty and Astana hosted the Asian games, where the majority of athletes came from Muslim countries. Today, Kazakhstan has hotels where halal elements are present; almost all of them are the largest in the country and also has a five-star status. The basic principle of providing services in these institutions was based on compliance with certain rules of conduct for staff and clients, strict separation of premises for women and men, as well as the presence of prayer rooms.

Hospitality is one of the main components of the development of both domestic and foreign tourism, the service quality of which depends on such psychological aspects, as travel satisfaction and appreciation of the place by tourists in a particular country [1]. According to WTO estimates, the potential of the Kazakhstan Republic allow to take up to 40 million foreign tourists a year, which is 4 times more than today. According to the results of January-September 2018, there was an increase in the number of visitors inbound tourism (6,808,0 thousand people) by 14.2 % and domestic tourism (4623,3 thousand people) by 5.5% compared to the same period last year [2].

Now in Kazakhstan there are some government Halal standards and among them "Halal": ST RK 1632-2007 "Tourist-excursion services for "Halal" Hotels" [3]. In the certification of halal hotels Kazakhstan is guided on international experience, primarily Malaysia, where the halal industry is particularly well developed [4].

What is different from the usual hotel, halal, what additional services should be included in the list of services? The unequivocal answer to this question is difficult to obtain. In our opinion, the concept of the model proposed by the Halal hotels Henderson [5] is more acceptable. This concept includes:

- No alcohol
- Halal food only
- Quran and prayer mats available in each room
- Beds and toilet positioned so as not to face the direction of Mecca
- Bidets in the bathrooms
- Prayer rooms
- Appropriate entertainment
- Predominantly Muslim staff
- Conservative staff dress
- Separate recreational facilities for men and women
- All female floors
- Guest dress code
- Islamic funding.

Today, professionals around the world work on the development of universal standards and product certification procedures of Halal. In Muslim countries, this practice is

honed to perfection in several centuries.

In Kazakhstan, the state standard for the production of Halal products is introduced in 2006. Issuing certificates and further control over production is carried by the Technical Committee № 57 on "Halal" standardization [6].

For the product to be certified by the standard of "Halal", the company needs to fulfill a number of requirements. The final product should be free from the content of ingredients that are prohibited in Islam, the same applies to raw materials. Food products should be prepared from the meat of "approved" religious norms animal slaughter which was made in accordance with the rules of Islam. Special standards for the use and cleaning of equipment and utensils are the mandatory requirements.

In 2014 the Spiritual Administration of Muslims of Kazakhstan (SMMC) opened a special department of Halal products standardization. Since, many things started to carry Halal name, and whether these products comply with its meaning - no one understood. Therefore, the Spiritual Administration was engaged in the analysis of the activities of the Halal companies and Halal products [7].

In Kazakhstan, the concept of Halal hotel is a new concept, so the literature on theoretical and practical issues is very poor. In this regard, studies and the development model of the Halal hotel is relevant.

Halal hotel services should not be limited to the provision of praying rooms, bathrooms that have a bidet or a pitcher for ablution and the lack of a mini-bar, but it also requires the implementation of all work at the hotel and service by all the canons of Shariah.

On the basis of this study and the hotel concept model Halal proposed by Henderson [5], our vision Halal hotels: Feature of a new model of halal hotels would consist of both the interior of the rooms and the menu, the related restaurants and mini-bars. The hotel rooms are to be given a reference point for determining the direction of Qiblah and the availability of prayer mats as an integral part of the decoration. The interior of the hotel should be presented in the best traditions of Islamic culture. Alcoholic beverages should be excluded from the menu. All the food in the restaurants and cafes are to be Halal. When registering, the documents should be asked both from men and women. The hotel should not offer unacceptable entertainment, gambling. The hotel staff providing services should create an atmosphere of hospitality, show kindness and courtesy in accordance with the ethics of Islam. Uniforms for the hotel staff are to be well-adjusted to the performed work and with the principles of Islam. Terms and conditions for recreation (swimming pool, massage rooms, exercise rooms, etc.) must be created separately for men and women.

Kazakhstan has great potential for implementation of Halal hotel models.

With the growing number of Muslim population and Muslim travelers, this market segment will grow rapidly. Along with the great opportunities there are number of problems in hospitality of Halal industry. Kazakhstan model of halal hotels require additional upgrades, as well as the adoption of the concept by the hotel owners and consumers.

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HISTORICAL SCIENCES

ANALYSIS OF MODERN NATIONAL RELATIONS IN THE FERGANA VALLEY

Bekmirzaev Rakhmonali. Begalievich

Fergana State University, Faculty of History
Teacher of the Department of History of Uzbekistan,
Fergana, Uzbekistan.
freedomsayts@mail.ru

Khasahjon Rakhmatillaev

candidate of historical sciences,
docent of the World History Department,
Fergana State University,
Fergana, Uzbekistan.

Abstract: This article deals with the political, social, economic, ethno-social, natural and geographical factors that affect modern interethnic relations in the Fergana Valley.

Keywords: Fergana Valley, modern interethnic relations, common security threats, natural geographical factors, problems of political and territorial boundaries, ethno-demography and population's growth, inter-religious relations.

Аннотация: В статье рассматриваются политические, социальные, экономические, этносоциальные, природные и географические факторы, влияющие на современные межэтнические отношения в Ферганской долине.

Ключевые слова: Ферганская долина, современные межэтнические отношения, угрозы общей безопасности, природно-географические факторы, проблемы политических и территориальных границ, этнодемография и рост населения, межрелигиозные отношения.

The current state of ethno-cultural processes and inter-ethnic relations in the Ferghana valley has strategic importance, which affects the security of the entire region. The scientific necessity of understanding the model of conflicts in modern interethnic relations at a new stage of historical development requires a deep and comprehensive study of the influential ethno-psychological and ethno-social components of the culture of each nation. Therefore, today we need a separate objective assessment of inter-ethnic relations, the development of inter-ethnic harmony, identifying problems in existing relations, addressing the origins of their occurrence and threats to the future of Central Asia.

In the recent past, the former allies of Central Asia, including the Fergana Valley, have been part of a single political and economic space. The policy pursued during the Soviet era had a negative impact on the general socio-political, cultural and national characteristics of local peoples. The situation was further complicated by the collapse of the Soviet Union.

Today, the following factors affect the modern interethnic relations in the Fergana Valley:

1. Threat to public safety; The existence of regional conflicts in the immediate vicinity and the persistence of its negative effects (the issue of Afghanistan, the political crises between "North" and "South" in Tajikistan and Kyrgyzstan); The inability of regional conflicts to demarcate.

2. Natural geographical factors. Lack of land resources; Uneven distribution of land resources related to agriculture and livestock in the distribution of the states located in the Fergana Valley;

According to the Ministry of Agriculture of the Republic of Tajikistan, the area of arable land in 2013 was 0.11 hectares per capita, which is the lowest in the Commonwealth of Independent States. In Kyrgyzstan, the figure is much higher. In Uzbekistan, the per capita land area is 0.19 hectares, while the current world average is 0.30 hectares [1].

Limited water resources and common water supply problems. After the Central Asian states gained their sovereignty, disputes over water resources arose for all countries. For the Fergana Valley, where the economy is mainly agrarian, the demand for water resources is significant. Today, the issue of water use is very important for the Fergana Valley, both politically and economically. The impact of water and water use issues can be identified as a leading factor in inter-ethnic relations. Contradictions in this problem can lead to major conflicts [2].

3. Problems related to the political and territorial boundaries in the valley, inherited from the Soviet Union; The problem of enclaves and exclaves; Shohimardon, Sokh, Chon-Gara, Toshtepa, Kalacha, Jangal, Tayan (Uzbek enclaves in Kyrgyzstan); Barak (Kyrgyz enclave in Uzbekistan); Vorukh, Kayragach or Western Kalacha (Tajik enclaves in Kyrgyzstan); Sarvan (Tajik enclave in Uzbekistan) [3].

Existing border issues in the region significantly increase the potential for conflict in the Fergana Valley. Violations of border demarcation not only raise the issue of demarcation, but also demarcation and enforcement, as well as serious decisions in this area. The main ethnic problems are the large diasporas in the enclaves on different sides of the valley.

Demarcation of borders requires the prevention of incidents that lead to inter-ethnic relations and discrimination against other people. It should be noted that as a result of national-territorial division in 1924-1929, the borders of the states were established in the region. In the process, it was delimited without taking into account many ethno-political factors. This has raised many issues, including painful border issues.

4. Demographic factor. The current ethnic situation in the Fergana Valley; economic, social, political processes influencing changes in ethnic composition; In the densely populated and labor-intensive Fergana Valley, there is no legal framework governing internal labor migration.

The favorable natural conditions for living in the Fergana Valley have had a significant impact on the population density of the region. The population density of the Fergana Valley is much higher than in other parts of Central Asia (360 people per square kilometer) [4].

Ethnodemography and population growth problems. Ethno-social analysis of the lifestyle, economy and real incomes of the population of the Fergana Valley. The population density of the Fergana Valley is high, leading to unemployment and labor migration. The poorest segment of the valley's population is 40 percent. This indicates that a large part of the population of the region is affected by migration.

5. Factor of interreligious relations. The issue of inter-religious tolerance; The majority of the population of the Fergana Valley is Sunni; The Ismaili sect. To what extent does

the Islamic factor influence the aggravation of interethnic relations. Consequences of radicalization in Islam. A model of the conflict between Islam and the pre-Islamic ancient religious beliefs of the people.

In the last 20-30 years, a new wave of Islamization has emerged among the population after the atheistic mood of the Soviet era. "Indigenization of the second generation" [6] is a response to the policy of Sovietization for many years, a return to forgotten ancient traditions, from secular culture to religious culture.

6. Ethnic factor. The territory of the Fergana Valley is a multi-ethnic state. Ethnic identity is an integral part of a person's social identity, a psychological category that refers to belonging to a particular ethnic community [7].

Relations between national diasporas and titular nations. National separatism (differences), the degree of preservation of moods and the factors influencing it. (Civil war in Tajikistan in 1992-1997, conflicts between Uzbeks and Meskhetian Turks in 1989, conflicts between Uzbeks and Kyrgyz in 1990 and 2010).

The ethnic composition of the population of the Fergana Valley is diverse. For example, Tajiks are Persian-speaking and Turkish differs from Uzbeks and Kyrgyz. Uzbeks and Kyrgyz also have different lifestyles and different levels of Islamization. In addition, the mountainous Tajiks differ significantly from the valley population in appearance, language, and religious beliefs (Ismaili sect).

In analyzing the problems of modern interethnic relations in the Fergana Valley, the problems arising from the opinions, forecasts and interests of researchers-experts from outside the region are deepened. It is important to identify the existing problems and prevent them from creating difficulties for the Central Asian region. The ethno-political factor in the multi-ethnic Fergana Valley is one of the most complex and pressing issues today. Ethnic-territorial issues, resources, linguistic, ecological, demographic, migration and other regional issues determine the level of ethno-political relations and continue to do so.

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BRANCHIDAE'S CITY AND QUESTIONS OF ITS INTERPRETATION.

Nigora Egamberdiyeva

Assistant professor, Candidate of the subject of history
Tashkent State Pedagogical University
nigora.egamberdieva70@mail.ru

Abstract: Quintus Curtius Rufus and Strabo wrote that Xerxes I resettled the priests of the Temple of Apollo at Didyma to the city of Branchidae in Bactria, which was completely destroyed by Alexander the Great. There is no consensus among scientists regarding its interpretation. It was found that the city was small in size and was located on the right bank of the Amu Darya.

Key words: Bactria, city of Branchidae, Talashkantepa, Yerkugan, Kelif, Temple of Apollo at Didyma.

Branchidae's city and its eradication by Alexander the Great was mentioned in the works of Quintus Curtius Rufus and Strabon. There were not any definite solution about Branchidae's city though it was analyzed many times by researches.

Priests, who were moved from temple located in Apollo at Didymus near Miletus, lived in Branchidae's city . After being ruined the Apollo Didymus temple by the leader of Achaemenid Xerxes I (481-465 y, B.C.) priests gave the treasury of the temple to him. Greeks considered this deed of priests as a betrayal. Priests, who did not stay at Miletus, Xerxes moved to Bactria .

Apollo Didymus temple stayed ruined till the period of Alexander the Great. After capturing these lands, Alexander the Great tried to restore the temple . In its own period, Apollo Didymus temple and its priests had got higher status in the world of Greeks, that is why their betrayal had not been forgotten for a long time. This was seen precisely from the attitude of Alexander the Great towards Branchidaes. According to the point of Quintus Curtius Rufus, Alexander the Great attacked to Branchidae's city crossing the Amudarya river. He made a carnage all population in the city and destroyed it wholly. He cut all the trees around the city in order to make it desert . In this way, the generation of Branchidaes were punished because of the guilt of their ancestors after 150 years .

Nowadays, there are a lot of discussions about the localization problems of Branchidaes among scholars . However, they cannot come to the single conclusion.

Academicians E. V. Rtveladze and A. S. Sagdullayev said that the city of Branchidaes was the Talashkantepa monument near the garbage village of Talashkan, a deserted village located 15 km southwest of the Sherabad district of Surkhandarya in the Republic of Uzbekistan . The memorial had a circular shaped diameter 130 metres, it was 1,6 hectares . The life in Talashkantepa continued only in the fifth and fourth centuries B.C. . After being destroyed in 4th century B.C., it had not been occupied again by population, because they consider this place was cursed. That is why, it might have taken the name of damned and cursed among local people.

However, E. V. Rtveladze mentioned in his work which was published in 2002 "Alexander the Great in Bactria and Saghdiane" that this idea should be renounced and reviewed . He demonstrated that there were not any findings relating to the culture of Hellenism as a main reason . While analysing written and archaeological resources widely, he commented Branchidae's city might be Yerkorgan city in Kashkadarya valley . The basis for this is the Grecian man of the Archaic era, found in the territory of the II-III century AD in Ergurgon, in the reverse part of the cache coin, as a lion or a

bearded man with a sword and a sword in the back and a Greek inscription on the II-I centuries justified. In addition, Alexander the Great did not destruct all population of the city of Branchidae, their offspring lived next periods. If we analyse the information of written sources, there will be seen inappropriate sides. Firstly, Quintus Curtius Rufus wrote that Branchidae's city was small. (Quintus Curtius Rufus VII.5.28). Yerkorgan was the biggest city in the southern Sughd at that time. Secondly, population who were moved had a particular independent control symbol not the capability of making coins. Thirdly, evidences which were given by scholars may be the heritage of Hellenism era. The culture of Hellenism reigned from 4th century B.C. till 4th century A.D. in the territory of Central Asia. We think that the localization of Branchidae was near to Talashkantepa was more precise. First of all, there was a life only in 5th-4th centuries. Then, the life in the city was destroyed due to the horrible invasion. Thirdly, after 4th century B.C. this land was not acquired. Fourthly, Talashkantepa was constructed in the shape of temples as round. Fifthly, the city was in the left coast of Amudarya river and the crossing place of it was called with Greek word as "Pardagvi(hotel)". According to the point of researches, Pardagvi was developed many years ago from Alexander the Great, and it means that this crossing had got great impact in Greece nation. In the period of Achaemenids, crossing place of the river of Amudarya was in the territory of Shurab. These analyses proved that Branchidae's city was Talashkantepa, but there were not any things belonging to Greek-Bactria's culture and it demands extra materials to the problem of localization. It is clear that the life disappeared in 10 monuments from learned 17 monuments in 1973 after the attack of Greek-Romans. E. V. Rtveladze connected it with the commander of Alexander the Great Krater and his attempt to subdue the insurrection in northern Bactria in 327-years B.C. . But the constructive peculiarities of Talashkantepa such as, the differences of making crockery dishes, the means of names and attitudes of people to this place do not refuse this place will be a city of Branchidae.

There are also some thoughts that Branchidae's city was in the territory of Turkmenistan, Kelif. However, the archaeological interpretation of this area does not correspond to this idea.

There are different views on the interpretation of the Branchidae city, but as we have seen, this issue remains unresolved. Archaeological research in subsequent years can show the solution to this issue.

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THE HISTORICAL ROOTS OF THE FOLK PEDAGOGY IN KAZAKHSTAN

М.п.н. Арабаджи К.Д., м.п.н. Софьина И.И., Ныгманова А., Кузнецова А.
Карагандинский Государственный Университет им.академика Е.А.Букетова,
Казахстан

The revival of the cultural and historical heritage of the past, one of the components of which is folk pedagogy with its rich traditions and experience of education of the younger generation, becomes an urgent problem of our time. The beginning of the twentieth century in Kazakhstan was marked by the rise of national consciousness of the people. The history of the development of the pedagogical culture of the Kazakh people goes back centuries. Over the course of a long history, the inhabitants of the steppe expanses have accumulated rich experience in educating the younger generations, created customs and traditions that combine the creative experience of the masses, the rules, norms and principles of human behavior.

The second half of the XIX century is a turning point in the social progress of the Kazakh people, which prepared the most important political events in his life. T.G. Shevchenko, F.M. Dostoevsky., V.N. Maykov, S.F. Durov, E.P. Michaelis and other democratically-minded representatives of the Russian and Ukrainian intellectuals, who had a significant impact on the formation of the worldview of Chokan Valikhanov, Ibrai Altynsarin, Abay Kunanbaev. The national movement in the Kazakh society was heterogeneous, there were various currents of it, the core of which was the national intellectuals. A special place in the history of Kazakhstan of this period is occupied by the activities of scientists, teachers, educators Shakarim Kudayberdiev, Mirzhakyp Dulatov, Akhmet Baitursynov.

Chokan Chingizovich Valikhanov is the first remarkable Kazakh scientist and an outstanding educator-democrat. He made an invaluable contribution to the development of various branches of science of his time. He is famous as an outstanding thinker, who made an invaluable contribution to the advanced socio-political and philosophical thought of his time. As a result, within a relatively short time, a number of remarkable articles and notes come out of his pen. Among them are "Traditions and legends of the great Kyrgyz-Kaisak horde", which is one of the first records of the historical traditions of the Kazakh people, "Tengri (God)" - about the ancient beliefs of the Kazakhs. Ch. Valikhanov made a trip to Lake Issyk-Kul. This trip was very useful for him. He was enriched with new knowledge, collected invaluable material about the life of the Kyrgyz people, recorded and first translated into Russian the cycle of legends from the Kyrgyz encyclopedic poem "Manas". Educator Ibrai Altynsarin (1841-1889) was the first among the Kazakhs who drew attention to the methodological and didactic aspects of learning Russian by Kazakh children. In matters of training and education of young Kazakhs, Altynsarin used the ideas of progressive Russian pedagogy of the 60s, especially the ideas of K.D. Ushinsky. Abay Kunanbayev was a native of noble steppe feudal lords, he spent his whole life fighting for the interests of the Kazakh poor, the masses who eke out a miserable existence at the behest of the tsarist autocracy and the social forces that supported him and enjoyed his support on the outskirts of the Russian empire. A subtle observer of everything that is happening around and a deep analyst, Abay brilliantly reveals the unity of interests of an ordinary thief, bail and those in power. In the "Book of Words" he writes: "A thief hopes to get hold of stolen goods, Abai thinks to multiply his herds by returning the stolen with interest, the powers that be, promising the bai to find and return the loss, and the thief to avoid justice, robbing both. So they live: noble - helping the bai and helping the thief ... "The central issue of his philosophy, Abay made

moral and ethical problems important in all historical epochs, but at the same time extremely difficult to resolve, especially in Kazakhstan in the second half of the 19th century. Life was becoming more and more unbearable. The depreciation of the man of labor and his depersonalization have reached their limit. Moral and ethical problems, for all their fundamental importance, could not be solved without a relative approach to solving more general issues of philosophy. One of these questions was the question of the general foundations of being and knowledge, the relationship of nature, God and man. Abay knew well the philosophy of L. Feuerbach. This is evidenced even by the fact that he wrote his main philosophical work "The Book of Words" in the form of aphorisms, just as the great German materialist did when setting forth his ideas in *The Fundamental Principles of the Philosophy of the Future*. Shakarim Kudaiberdiev was a poet-thinker, educator, who left behind a very extensive and versatile creative heritage, both poetic and scientific thought. Among the works of Shakarim that saw the light, it should be noted such as "Genealogy of Turkish, Kyrgyz and Kazakh khans", "Enlik-Kebek", "Kalkaman Mamyr", "Reflection of Kazakh life", "Muslim demands", "Three truths", etc. Many unpublished works of Shakarim Kudaiberdiev are stored in the manuscript Fund of the Central scientific library of the national Academy of Sciences of the Republic of Kazakhstan, among them there were philosophical treatises "Life of Mutylgan", "Secrets of creation", "About life-soul", "Roots of the Kazakhs", "Youth and old age", etc. Despite the fact that Shakarim did not study in special educational institutions, his works strike with depth of thought and breadth of outlook and testify to him as a supporter and follower of the views and ideas of the great Kazakh poet and educator Abay, whose nephew he was and whose house he was brought up from the age of seven, since he lost his father early. The thinker refers to such concepts as good and evil, love and hatred, responsibility and dishonesty, nobility and meanness, humanity and bestiality, friendship and enmity, unity and strife, mind and stupidity, sense and reason, etc. according to Sh. Kudayberdiev, a person should strive, first of all, to spiritual perfection. Noble goals, honest work, good deeds will form the moral image of the person. And, on the contrary, the person who lives only "bodily" interests, degrades, he is egoistic, by any means seeks to achieve wealth and high position. Moral concepts can be traced in the works of Mirzhakyp Dulatov. M. Dulatov is a well-known Kazakh public figure, scientist-historian, philosopher, writer, poet, publicist, translator, teacher, member of the government of Alash-Orda. All his life he devoted to the struggle for the freedom of his native people. Against the background of political events, the emergence of Kazakh political formations, Mir-Yakub Dulatov's poems were created, which later made up the collection "Wake up, Kazakh!" (1909). The book "Wake up, Kazakh!" by right it became the Manifesto of the Kazakh people, with which he went to the Outpost of the political struggle for the freedom of the people. Speaking about her birth in the pre-October period, the literary critic K. Kemengerov wrote in 1926: "... Kazakhs book "Wake up, Kazakh!" revered as the Koran." Indeed, this book for the Kazakhs has become not only a desktop, but also was the first program document of the national liberation movement. . In his book, Dulatov put a whole system of ethical concepts, such as Good and Evil, Freedom, Humanity, Morality, Beauty, Wealth, Poverty, and others. At present, we return to the depth of Dulatov's thought, the rich moral content of the book "Wake up, Kazakh!". And it helps us to find the necessary spiritual guidelines, to defend the national culture, language, history, traditions. Dreams and dreams, mental suffering of the poet are closely connected with thoughts about the freedom of the Kazakh people. The poet's aesthetic ideal—the ideals of the beautiful and the sublime, the heroic and the tragic—is expressed in his romances "Unfortunate Zhamal", "Longing" and "Parting". Dulatov's novel "the Unhappy Zhamal", which entered the history of

Kazakh literature as the first novel, in the image of Zhamal embodied the best traits of the Kazakh girls, and as rightly pointed out by SabitMukanov, the image Zhamal created Dulatov was ideal and role model for many generations of Kazakh girls. Ahmet Baytursynov - the spiritual leader of the nation, an outstanding educator, scholar-Turkologist, linguist, reformer of the spelling of the Kazakh language, the Creator of the first Kazakh textbooks, poet, essayist, founder of the first national newspaper "Kazakh", prominent public and political figure. The main works of A. Baitursynov are the poetic collection "Masa" ("Komar"), ("Forty fables"), " Adebiettanytkysh "(Literary guide)," Ersayyn " and linguistic works. The civic idea was the dream of Baitursynov is expressed in the book "Masa " ("Komar", 1911) that introduced people to knowledge and hard work, promoted the development of art and culture. The poet called for getting rid of ignorance, indifference and negligence. Continuing and developing educational and critical traditions of Abay, Baitursynov raised Kazakh literature to a new level. Thus, Shakarim Kudayberdiev, Mirakyp Dulatov and Ahmet Baitursynov considered such moral concepts as freedom, conscience, goodness, honesty, friendship, harmony, work, mind, morality, spirituality, love, non-violence, nobility, responsibility, humanity, beauty, morality and others that are important in the spiritual and moral education of young people. The culture of any nation is impossible without awareness of the past, its own historical roots. From this point of view, the thoughts, ideas, statements of Kazakh thinkers, pedagogical heritage of enlighteners of the XIX century are relevant at the present time, when education is faced with problems that require the formation of a person focused on universal values.

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MEDICAL SCIENCES

PHOMETRIC CHARACTERISTICS OF THE ILLAIN IN NEONATAL SEPSIS

A.O.Xaitov

Urgench branch of the Tashkent Medical Academy

The study of the morphofunctional state of the epithelial component, its own connective tissue layer and the submucous layer of the ileal mucosa during the development of the septic process makes it possible to reveal the pathogenetic and morphogenetic mechanisms of damage to the cellular tissue structures of both the stroma-vascular and epithelial components of the ileum.

The aim of the work is to study the features of morphological changes and morphometric parameters of the mucous membrane of the ileum during the development of a systemic vascular inflammatory response in the form of sepsis in newborns who died in the neonatal period.

Material and methods. To achieve the goal of the study, autopsy material of deceased newborns in the neonatal period from sepsis was analyzed. In total, 36 cases were studied, of which 7 with intrauterine infection and the development of sepsis, 29 with early neonatal sepsis.

Research results. The results of a morphometric study of the mucous membrane of the ileum in normal conditions showed that the total thickness of the mucous membrane is $764.8 \pm 21.5 \mu\text{m}$, the length of the villus is $486.3 \pm 16.3 \mu\text{m}$, the width of the villus is $92.5 \pm 5.6 \mu\text{m}$, the depth of the crypts $146.2 \pm 8.5 \mu\text{m}$. The ratio of the length of the villi to the depth of the crypts was +3.2, in favor of the length of the villi. ... The study of the morphometric parameters of the crypts showed that the depth is on average $146.2 \pm 8.5 \mu\text{m}$. The cells covering the crypts are somewhat hyperchromic than the cells of the villi and their nucleus is darker, elongated. The total number of enterocytes in one longitudinal section of crypts begins to increase and averages 62.5 ± 4.3 .

Conclusion. Thus, the results of morphological and morphometric studies of the mucous membrane of the ileum of children in normal conditions and suffering from various forms of sepsis showed that dystrophic and hyperplastic changes develop in the epithelial component of the mucous membrane, ending in dysregenerative rearrangements, and in the stromovascular structures, alterative, disorganized and inflammatory restructuring, which ends with the formation of a lymphoid infiltrate and the development of sclerosis.

THE ROLE OF NUTRITION IN THE PREVENTION OF DENTAL CARIES

A.S. Alimov, G.G. Muminova, K.M. Abduyusupova
Tashkent institute for advanced training of doctors

Relevance: Nutrition or diet has a significant impact on the formation and development of teeth and their subsequent predisposition to tooth decay.

Modern data on the body's needs for nutrients and the relationship between them are summarized in the doctrine of a balanced diet. Research conducted by N.V. Kuryakina (1999), Borisenko A.V. (2000), Nosilova A.A. (2000), Lutskoy I.K., 2009, Maksimovsky Yu.M. (2011), K.R. Ismailov (2015), among schoolchildren, found that in most cases the actual mineral composition of food is lower than assumed by the nutritional value standards of the products used. The authors, in experimental studies on animals, found that the biochemical processes of calcium phosphate metabolism in the hard tissues of the teeth and bones, contained on a cariogenic diet, arising in the pre-cariogenic period, are not only quantitative changes, but also represent a complex of qualitative changes.

Key words: nutrition, caries, prevention

Purpose of the study. To study the manifestations and intensity of caries in children of preschool, school and adolescent age from the consumed diet.

Material and methods. Children of preschool age from 3 to 5 years old were examined. School children from 7 to 14 years old, and adolescents from 15 to 18 years old. Accordingly, they are divided into 3 groups. The total number of children examined was 120.

In group I there are 34 (including 14 boys and 20 girls). Group II includes 49 (of which 29 are boys and 20 are girls). In group III there are 37 (of which 20 are boys and 17 are girls).

During examination these groups, according to a list of foods consumed by the subjects questionnaires were developed that included the definition of a simplified hygienic index OHI-s (Green-Vermillion, 1969), vital staining, the intensity of caries of the DMFT index, the quantitative and qualitative content of mineral elements in food products, the balance of calcium, phosphate and magnesium according to the Ott V.D. method (1987).

Results and discussion: All questionnaires were analyzed and statistically processed. It was revealed that in group I, the DMFT index of milk teeth ranged from 1.8 to 3.2; DMFT index group II was 4.8; DMFT index of the III group was 3.6. The analysis of diets showed that in group I, food included 56% dairy products and 20% carbohydrate food, dairy products + 34% carbohydrate food. In group II, the majority ate 28% protein products + 72% carbohydrate diet. Group III protein foods 46%, protein foods + carbohydrate foods 54%.

The quantitative indicator of the OHI-s index in group I is 4.2; in group II 3.8; in group III 2.6. Vital staining was performed in order to reveal the demineralization of the enamel, which determines the initial form of caries. It was found that demineralization was more observed in group II.

After the examination, all children underwent dental measures (oral hygiene with toothpastes containing calcium preparations, filling of carious cavities). An anti-cariogenic diet developed by the Central Research Institute of Dentistry was also prescribed, which is advisable to use depending on the fluoride content in drinking water. Due to the fact that the subjects are residents of Tashkent, where the area contains insufficient

fluoride (0.06 mmol / l), the individuals were assigned diet A. It included at least 3500 kcal: 120 g of protein, 100 g of fat, 400 g of carbohydrates . It is necessary to add calcium, phosphate and iron preparations to food (calcium glycerophosphate, active calcium, phytin, ferrococal). Correction of food products was carried out, which include rich amount of mineral components such as: milk, cottage cheese, meat, rye bread, potatoes, carrots, fruits or juices (grape, tomato and apple). To replenish fluoride and vitamin B1 contain in the daily diet were included: seaweed, brewer's and baker's yeast. In addition, foods rich in vitamins C and D were included (fruits, vegetables, beets, cabbage, etc.).

All children underwent a control examination at 6, 12, 18 and 24 months. For group I diet A was not assigned, for groups II and III were assigned diet A.

After processing the data, it was revealed that the increase in caries according to the DMFT index after 6 months, the difference is insignificant: in group I 3.6; in group II 4.4; in group III 3.2. After 12 months, these indicators decreased, so I group 3.8; in group II 2.3; in group III, 2.1, which indicates a significant decrease in the intensity of tooth damage to carious processes. Surveys after 18 and 24 months showed that in group I, the DMFT index increased by 3.97; in group II 1.6; in group III 1.8. Improvement in oral hygiene has been associated with professional teaching of children to brush their teeth, which also improves enamel caries resistance.

Conclusions: 1. Rational nutrition along with other factors plays an important role in the formation of dental caries resistance. In children who were not prescribed an anti-carious diet (group 1), the increase in caries of the dmft by 2.17.

2.Excessive consumption of refined carbohydrates leads to a higher incidence of dental caries.

3.A survey of children in 3 groups showed a significant difference in DMFT, in the presence of a rational diet and limiting the use of sugar-containing products in children.

4.For prevention of caries it is advisable add into the diet sea kale, dairy products, fruits, berries, calcium preparations, phytin, etc.

5.Food should be, first of all, varied, high-calorie and fully meet the increasing needs of the body.

Summary. A specific diet (cariogenic diet) plays an important role in caries susceptibility. A group of children from 3 to 18 years old was examined and the effect of food intake on the growth and prevalence of caries was studied. Rational nutrition and the proposed diet plays an important role in the formation of tooth resistance to caries.

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CLINICAL AND DIAGNOSTIC VALUE OF THE QUESTIONNAIRE FOR DETERMINING TESTOSTERONE DEFICIENCY IN WOMEN OF FERTILE AGE

Almakhmatova A.A., Khalimova Z. Yu

Republic of Uzbekistan, 100140, Tashkent, 223, Bogishamol street,
Tashkent Pediatric Medical Institute, department of endocrinology

Abstract. Androgen deficiency is a pervasive problem in the older male population and is thought to be responsible for many symptoms once considered to be the result of normal aging. Numerous methods have been proposed to facilitate the detection of men at risk for androgen deficiency.

Key words: fertile age women, testosterone deficiency, questionnaire

Currently, in the scientific literature and clinical practice, there is growing interest in the problem of testosterone deficiency in women and its solution, unfortunately, is still far from the final resolution and the formation of a general consensus. In 2001, the Princeton consensus on androgen deficiency coined the term female androgen insufficiency to describe the clinical manifestations of androgen deficiency in women, which was defined as a set of clinical symptoms in the presence of a decrease in bioavailable testosterone and normal estrogen levels.

Professor S. Y. Kalinchenko in his review agrees with the opinions of world experts, and offers a solution to the methodological problems of correct measurement of testosterone concentration in women (as in men) by wider introduction into clinical practice of the most accurate method for determining the levels of steroid hormones in the blood - chromatography-mass spectrometry.

Aim - to study clinical and diagnostic value of the questionnaire for determining testosterone deficiency in women of fertile age.

Materials and methods. We evaluated 60 women with deficiency of testosterone without other associated pathology. Mean age of patients was 28,3 years-old. Control group constituted by 20 healthy women with different age. The patients were divided by BMI into 3 groups:

Group 1 - 20 women with pre-obesity

Group 2 - 20 women-with grade I obesity

Group 3 - 20 women with grade II obesity.

The control group consisted of 20 women of the same age without menstrual disorders and with a normal body weight.

All patients underwent clinical and biochemical evaluations including endocrine check, lipids profile, hormonal profile in 14 day of menstrual cycle (LH, FSH, prolactin, free testosterone, estradiol, progesterone, etc), genitalia ultrasonography, height (sm), weight (kg), BMI, waist circumference (WC), hip circumference (HC), waist-hip ratio, questioning and other studies. We used the questionnaire, which proposed by Professor S. Y. Kalinchenko.

Results. Testosterone measurements were performed using the Beckman Access II platform assay (Beckman Coulter, Fullerton, CA, USA). Only testosterone levels that were drawn on the day that the questionnaires were completed were used in our analysis.

Direct correlation of testosterone deficiency with the degree of obesity. Thus, the lowest values of testosterone were found in patients of group 3 (< 0.05 nmol/l) (with a norm of 0.31-3.78 nmol/l), while in patients of groups 1 and 2, testosterone levels were also significantly reduced-from 0, 1 to 0, 2 nmol/l and from 0, 05 to 0, 1 nmol/l,

respectively.

The questionnaire consists of 17 questions, each of which has 5 possible answers: none (1 point), weak (2 points), moderate (3 points), pronounced (4 points), very pronounced (5 points).

We found a direct correlation between the severity of the questionnaire scores in groups of patients with the degree of testosterone deficiency. The highest scores on the testosterone deficiency questionnaire in women were found in patients of group 3 - 85 points, while in groups 1 and 2, the scores on the questionnaire were lower : 34 points and 51 points.

Although these initial results have been promising, some aspects of the questionnaire should be explored more thoroughly. In particular, future study will be conducted to evaluate the ability of the questionnaire to monitor response to treatment over time. Further work to define the sensitivity and specificity of the questionnaire using a larger group of patients will also be needed.

Conclusions. The questionnaire offers a useful alternative to existing tools for screening and assessing hypogonadism. Unlike most other commonly used questionnaires, it provides results that may be quantified and, thus, more easily followed over time. We have shown that the questionnaire correlates well with several existing screening tools, as well as with serum testosterone levels. In light of these results, we believe that questionnaire may be implemented safely and effectively.

PREVENTION OF INFLAMMATORY COMPLICATIONS AFTER URANOPLASTY IN CHILDREN WITH CONGENITAL CLEFT PALATE

Ikramov G.A., Khatamov U.A., Olimjonov Sh.G.
(Tashkent State Dental Institute, Uzbekistan)

Abstract. The problem of rehabilitation of children with congenital cleft of the upper lip and palate continues to be relevant and complex. The very birth of a child with visible developmental disorders is a severe socio-psychological trauma for the parents and the child himself. This is especially evident in cases where rehabilitation measures are completed at a later date with the development of secondary deformities.

Key words: congenital cleft palate, uranoplasty, soft tissues, muscles, palatoplasty, cleft lip, Gelepran, iodoform, hydrogel-coated dressing.

Complete medical, psychological and social adaptation of the child, the formation of a full-fledged personality are in direct proportion to the anatomical, functional and cosmetic disorders, as well as the timeliness of the rehabilitation measures taken.

To provide qualified assistance to this group of difficult patients, multi-stage surgical interventions and constant supervision of an orthodontist, pediatrician, speech therapist and other specialists are required.

The most pressing issue in solving the problem of rehabilitation of this contingent of patients today is the creation of a concept for helping these patients, because this assistance includes a number of specific organizational, medico-technical and social aspects.

The most common complication after surgery is the dehiscence of the wound edges at the border of the hard and soft palate. This is the result of technical errors during the operation (poor removal of vascular bundles, not correct, roughly performed interlamina osteotomy). In isolated cases, there is a marginal or partial necrosis of mucoperiosteal flaps due to extensive tissue trauma or strong compression of them with a postoperative bandage. A short, sedentary palate is the leading sign of pharyngeal insufficiency. For a clear pronunciation of speech sounds, the soft palate should be mobile, long, and when speaking, ensure a sufficiently complete closure of the pharyngeal seal. Correct planning of the operation, taking into account the width and length of the cleft palate, reduces the percentage of postoperative complications.

This requires further in-depth study of the features of the regeneration of the oral mucosa with congenital clefts of the palate in order to increase the clinical effectiveness of soft tissue plastics and improve the course of the postoperative period. Healing after an operating wound in conditions of a deficit of surrounding tissue is also an unsatisfactory result, since complications such as dehiscence of the wound edges due to edema and hematoma or marginal necrosis due to excessive tension are possible. In the future, there is a change in the architectonics of the oral cavity, aesthetic and functional disorders due to the formation of deforming scar tissue, which aggravates the further possibility of orthopedic treatment and disrupts the implementation of functions such as chewing and swallowing. The effectiveness of uranoplasty largely depends on the functional and metabolic activity of the tissues of the oral cavity.

Improvement of existing and development of new methods of treatment is required, which would be highly effective and at the same time economically acceptable.

In connection with the above, complications are relevant for the practice of pediatric surgical dentistry, and we were greatly interested in the data on the use of silver-containing hydrogel materials, which would make it possible to isolate postoperative

defects in the oral cavity with a congenital cleft palate, protect the wound surface and optimize wound healing processes.

Gelepran is a hydrogel-coated dressing, which is a soft, transparent, elastic, well-shaped plate containing up to 70% water. In the 80s of the last century, scientists proved that for some types of wounds, it is the provision of a moist environment on the wound together with drug therapy that ensures the best quality and the shortest healing time. The above circumstance served as the basis for conducting this clinical study.

Objective of the study: To improve the prevention of inflammatory complications after uranoplasty using silver-containing hydrogel dressings.

Research objectives: To study the effectiveness of Gelepran with silver in children with congenital cleft palate after uranoplasty.

Materials and methods of research: 30 children, 18 boys and 12 girls with congenital cleft of the upper lip and palate at the age of 3-10 years were under inpatient treatment and dispensary observation in the department of pediatric surgical dentistry of the Tashkent State Dental Institute. All children with congenital cleft upper lip and palate underwent uranoplasty. Cheiloplasty was performed by him at the age of 6 months to 1.5 years. For each patient, the length of the palate defect, the condition of the muscles of the soft palate and pharynx, the size of the palatopharyngeal passage were determined, the features of speech disorders (nasal and articulatory changes) and hearing, and the child's intellectual development were specified. All patients were divided into groups depending on the characteristics of the postoperative local treatment. The first group included 20 children who received only basic therapy: after the completion of uranoplasty, an iodoform-gauze swab was applied to the bare surface of the hard palate. On the fifth day, the protective plate was removed, the iodoform tampon was removed from the surface of the muco-periosteal flap. The oral cavity and wound were irrigated daily with antiseptic solutions. The second group includes 20 children. After the completion of uranoplasty, a hydrogel analgesic bandage with silver was applied to the bare surface of the hard palate, held in place by a protective plate. On the second day, it was removed, and the wound surface remained open.

The study of local signs shows that children with congenital cleft of the upper lip and palate on the first day after uranoplasty had pain in the soft palate and pharynx during swallowing and eating, swelling of soft tissues and bruising and hematoma of the mucous membrane of the palate and pharynx. Particular attention was paid to the condition of the seams and edges after the surgical wound, since the type and nature of healing depends on it. As a result of the operation, in the soft tissues and muscles of the palate and pharynx, the capillaries are crushed and the tissues are flooded with blood, after which bruises, hematomas form, swelling of the soft tissues of the palate and pharynx occurs, which decreases only on the sixth or seventh day of treatment. Bruising and hematoma of the mucous membrane of the palate and pharynx increase in the first 3 days after surgery, significantly decreasing by the sixth day.

In patients who received traditional treatment, bruising and hematoma of the mucous membrane of the palate and pharynx, pain in the soft palate and pharynx during swallowing and eating persist until the fifth day, swelling of the soft tissues of the palate and pharynx and bad breath remain until the sixth day of treatment.

The condition of the sutures and edges of the postoperative wound depends not only on the type, quality and technique of suturing, but also on the development of inflammation in the soft tissues, which leads to suppuration of the wound. In 10 (50%) of 20 children who received traditional therapy, the wound became infected and on the fourth or fifth day, 50% of the sutures (along the "A" line and in the oropharynx area, where the tension of the wound edge was greater than in other places) were in unsatisfactory condition.

As a result, 5 children had partial divergence of sutures by the eighth or ninth day of treatment. In 5 children, secondary healing of the postoperative wound was observed, which led to palatopharyngeal insufficiency. Application Gelaran significantly influence the dynamics of local signs of wound healing after uranoplasty. In these children, pain in the soft palate and pharynx disappeared earlier than in the first two groups, and hematomas resolved earlier. In 2 out of 20 children who received traditional therapy, the wound became infected on the fifth day. As a result, 1 child had secondary healing of the postoperative wound by the ninth day of treatment.

Thus, the high efficiency of using Gelepran with silver in children with congenital cleft palate after uranoplasty in the early postoperative period was noted. As can be seen from the data obtained, the drug maintains a moist environment that promotes faster wound healing. The hydrogel form provides softness and transparency of the dressing, promotes the formation of an elastic scar, and slightly Sorbs the wound discharge. Hydrogel analgesic dressing with silver has an antibacterial effect and creates an optimal moist environment.

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A METHOD OF DETERMINING RHESUS-IMMUNIZATION BY FETAL HEAD BY MIDBRAIN ARTERIAL DOPPLEROMETRY.

Jabborov Ulugbek Uzokovich

Republican Perinatal Center, Tashkent. uljab@mail.ru

Abstract. Despite the significant achievements of perinatal medicine, the problem of hemolytic disease of the fetus and newborn against the background of Rh conflict pregnancy in our country cannot be considered fully resolved. According to foreign colleagues, in the absence of timely diagnosis and treatment of Rh sensitization in pregnant women, perinatal mortality is approximately 17.5%, and stillbirth is about 14%. It was found that in subsequent pregnancies, hemolytic disease of the newborn (HDN) proceeds more severely than in the case of sensitization detected during the first pregnancy.

Key words: Rh immunization, fetal hemolytic disease

Ultrasound fetometric parameters such as hepatosplenomegaly, placentometry, Doppler blood flow indicators (in the fetal aorta, vein, and umbilical cord arteries) are only of historical importance and have low accuracy in determining the severity of fetal hemolytic disease (FHD) [4]. Ultrasound detection of ascites and anasarca - a combination of hydropericardium, hydrothorax, edema of the subcutaneous tissue of the head, trunk and extremities of the fetus, double contour of the fetal head and an increase in the diameter of the umbilical vein are belated evidence of an extremely severe course of fetal hemolytic disease [3]. For the first time, a scientist from the United States G. Mari in 2000 described a method for measuring peak systolic blood flow velocity in the middle cerebral artery in diagnosing hemolytic anemia of the fetus of varying severity [4]. Subsequently, the co-authors showed that the fetus has a hyperdynamic type of cerebral circulation, in which the maximum systolic blood flow velocity in the middle cerebral artery (MCA) exceeds 1.5 in relation to its physiological value, begins to form when the hemoglobin level in the blood falls below 0.65 from the average level characteristic for each gestational age [5]. The sensitivity of the method in determining moderate and severe anemia is 100%, mild - 83%, the frequency of false-positive results varies from 10 to 12% [1]. This method is currently recognized as the most effective for the non-invasive determination of moderate to severe fetal anemia and finally replaced the spectrophotometric analysis of amniotic fluid [5]. Doppler studies make it possible to study fetal blood circulation in dynamics without the use of invasive technologies; their use is also necessary for the diagnosis of fetal diseases affecting hemodynamics, including anemic syndrome [1,2].

Purpose of the study. Comparative analysis of Doppler parameters of peak systolic velocity (PSS) of blood flow in MCA of fetuses in pregnant women with Rh-negative blood without immunization and with Rh-immunization.

Material and methods. Doppler ultrasound examination of fetuses was carried out in 102 re-pregnant women aged 19 to 44 years with Rh-negative blood, who were under observation at the Republican Perinatal Center.

Ultrasound examination (US) was carried out on a Voluson E9 Expert apparatus using sensors with a frequency of 3.5 MHz at 22-33 weeks of pregnancy. Ultrasound assessed fetometric parameters, the presence or absence of free fluid in the serous cavities, the amniotic fluid index (AFI), the location, size and maturity of the placenta. With dopplerometry, fetoplacental blood flow was examined in the umbilical cord artery, uterine arteries, and in the MCA of the fetus.

The blood flow was assessed during periods of absence of respiratory and motor

activity in the fetus. Blood flow patterns were recorded three times, using their average value as the main one. To register the Doppler blood flow in the MCA, the transverse plane of the section of the fetal head was initially visualized. The color Doppler imaging mode was turned on and the vessels of the circle of Willis were visualized. The volume of the vessel area for assessing the Doppler frequency shift was located in the middle part of the MCA lumen so that it completely overlapped the vessel lumen.

An increase in the maximum blood flow velocity in the fetal MCA for the corresponding gestational age with high sensitivity and specificity indicates the development of a hyperdynamic type of blood circulation in the fetus, and an increase in this indicator of more than 1.5 is characteristic of severe hemolytic anemia.

All women were re-pregnant. They were divided into 4 groups: the 1st group included 21 (20.6%) women who gave birth to children with Rh-negative blood. Group 2 included 35 (34.3%) pregnant women who gave birth to children with Rh-positive blood without increasing the titer of Rh antibodies. Group 3 consisted of 28 (27.4%) women with Rh immunization who gave birth to children with HDN and who underwent replacement blood transfusion (BTC) after delivery. The 4th group consisted of 18 (17.6%) women with Rh-immunization, but who were antenatally underwent the operation "intrauterine intravascular blood transfusion to the fetus" (IVHC).

Results and discussion In 21 women of the 1st group during pregnancy there was no increase in the titer of both complete and incomplete Rh antibodies. This group served as a control. In 19 (90.5%) women, labor was urgent, in 2 (9.5%), labor ended prematurely. Not a single newborn from this group was born in a state of asphyxiation. All newborns were tested for Rh-factor blood, which turned out to be negative.

In 35 pregnant women of the 2nd group, the titer of Rh antibodies ranged from 1: 4 to 1:16. Interestingly, 2 women with the sixth pregnancy had no Rh antibodies in their blood. 50 (31.5%) patients were delivered by caesarean section for obstetric indications, in 6 (17.1%) the labor ended prematurely. The newborns of this group did not have any signs of hemolytic disease and, accordingly, they did not need replacement blood transfusions in the early neonatal period. 28 pregnant women of the 3rd group with a titer of Rh-antibodies from 1: 8 to 1: 128, who gave birth to children with HDN and HDP, in the early neonatal period required from 1 to 2 PPC. Interestingly, in 4 (14.3%) women, paradoxically, in the antenatal period there was no increase in the titer of Rh antibodies. 4 women underwent a transabdominal cordocentesis operation for diagnostic purposes. The birth parity ranged from 2 to 9. 20 (71.4%) women had a history of various reproductive losses. The frequency of preterm birth in this group was (67.8%), that is, in 19 women. The remaining 9 (32.1%) women gave birth on time. 11 (39.2%) pregnant women were delivered by surgery. In this group, 6 (21.4%) newborns died perinatally. Of these, in one case, there was antenatal death of the fetus due to immune dropsy, the remaining 5 - early neonatal deaths of newborns.

Eighteen pregnant women of the 4th group had the most burdened obstetric history (previous births ended with antenatal fetal death from edematous form, the birth of children with HDN according to the Rh-system of severe degree and PPC, as well as the presence of disabled children in the family). , 3%) women had a history of various reproductive losses. The range of increase in the level of Rh antibodies in pregnant women varied from 1/16 to 1/512. All women in this group underwent transabdominal cordocentesis; on the basis of hematological and biochemical data, hemolytic disease of the fetus, both edematous and anemic, was revealed. 5 (27.7%) had edematous HDP, 10 (55.5%) HDP had severe anemic form, the remaining 3 (16.6%) had moderate anemic HDP. All pregnant women underwent the operation "intrauterine intravascular blood transfusion to the fetus." 3 (16.6%) women underwent this operation twice. The

frequency of preterm birth in this group was (100%), that is, all 18 women. Labor in 5 (27.7%) women ended naturally, while the remaining 13 (72.3%) had operative labor. In this group, there were 5 perinatal deaths (27.7%). Of these, in one case, there was intrapartum fetal death and in another case, antenatal fetal death due to immune dropsy, and the remaining 3 were early neonatal deaths in newborns.

Conclusions 1. A large number of operative deliveries were in Rh-immunized pregnant women with a high risk of edematous HDF, that is, in group 4, the smallest number of caesarean sections was performed in Rh-unimmunized women in group 1.

2. Doppler method - measuring the peak systolic velocity in the middle cerebral artery is an effective early non-invasive practical method for diagnosing anemic and edematous forms of fetal hemolytic disease in pregnant women with Rh immunization.

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TREATMENT OF CHRONIC INFLAMMATORY DISEASES OF THE MAXILLARY SINUS

Sh.E. Amonov, Sh.Kh. Bakieva, Sh.J. Kurbonov
Tashkent Pediatric Medical Institute
Tashkent medical academy

Key words: endoscopic surgery, maxillary sinus, plasty of the medial wall of the maxillary sinus, uncinata process.

Among all sinusitis, inflammatory diseases of the maxillary sinuses constitute the largest number and still remain one of the topical problems of modern otorhinolaryngology, due to their prevalence, the tendency to chronic recurrent course and the lack of traditional methods of treatment.

The aim of this study was to improve the surgical method of treating chronic sinusitis.

The material of the study consisted of 35 patients with various productive diseases of the maxillary sinus, aged 18-65 years, who were hospitalized at the clinic of the Tashkent Pediatric Medical Institute in 2017-2019. All patients underwent a comprehensive clinical and laboratory examination, including collection of anamnesis of the disease, rhinoendoscopy, morphological and computed tomographic examination. Statistical data processing was carried out using the Microsoft Excel 2016 and Statistics 8 software package.

Research results and discussion. The technique of opening the maxillary sinus through the lower nasal passage was used in 35 patients. Local anesthesia was performed under general anesthesia for isolated lesions of the maxillary sinuses. The inferior turbinate is displaced medially and the location of the lacrimal canal outlet is assessed by pressing on the lacrimal sac region in the medial corner of the eye. Then, outside the zone of the lacrimal canal, the lateral wall of the nasal cavity is perforated simultaneously through all layers with a raspator from the attachment point of the inferior turbinate to the bottom of the nasal cavity with a length of 1-1.5 cm, the resulting flap is pushed backward and medially. A gap is formed through which pathological contents are removed from the sinus cavity under the control of an endoscope. The superimposed anastomosis was closed depending on the nature of the pathological process. In case of closure of the anastomosis, the flap of the lateral wall of the nasal cavity is put in place, the sheets of the mucous membrane are compared with the help of a raspator, and the inferior turbinate is returned to its natural position.

Observations of patients showed that when performing plastic surgery of the anastomosis in the lower nasal passage, after 2 months at the site of surgery, gentle cicatricial changes are visualized, sometimes comparable to puncture marks that do not violate the anatomical integrity of the sinus.

Thus, it follows that an approach to endonasal endoscopic opening of the maxillary sinus, in addition to the zone of natural anastomosis, can also be access through the lower nasal passage. Temporary access to the maxillary sinus (including the closure of the artificial fistula in the lower nasal passage) can be used in the presence of cyst-like formations, foreign bodies of the maxillary sinus, not complicated by a pronounced inflammatory process, as well as fungal bodies of small diameter.

FREQUENCY OF DIFFERENT FORMS OF CONGENITAL CLEFT OF THE UPPER LIP

Shomurodov K.E., Vokhidov U.N., Fayzullakhujaev A.A.
Tashkent State Dental Institute

Treatment of children with congenital unilateral cleft of the upper lip involves multi-stage surgical intervention, constant follow-up and treatment by surgeons, orthodontists, speech therapists, pediatricians, otorhinolaryngologists and other specialists (Subkhanov S.S., 2010). In the complex rehabilitation of patients with congenital unilateral cleft of the upper lip, the leading place is given to surgical treatment (Bessonov S.N., 2007). Patients go to various medical institutions to perform repeated corrective operations on the upper lip, osteochondral part of the nose and facial skeleton, wishing to restore the proportions of the face as a whole.

The aim of the study was to study the frequency of occurrence of various forms of congenital cleft of the upper lip.

The material of the study was the results of examination of 50 patients with congenital unilateral cleft of the upper lip, residual and secondary deformities of the upper lip and nose after previously performed cheiloplasty, who were treated in the department of pediatric and adult maxillofacial surgery of the clinic of the Tashkent State Dental Institute, for the period from 2015 year to 2020. The age of the patients at the time of the operation ranged from 1 to 40 years. Most of the patients (33 cases - 66%) were female.

Research results and their discussion. The study of the frequency of localization of congenital unilateral cleft revealed that in the majority of cases (20 cases - 40%) there was a left-sided congenital cleft of the upper lip.

In 1 (2%) cases, there was a latent form of congenital cleft of the upper lip, and in 12 (24%) cases, there was a unilateral incomplete cleft of the upper lip. It should be noted that in all these 12 cases, varying degrees of deformity of the wing, tip or columella of the nose were noted. It should be specially noted that in 16 (32%) cases, there was a unilateral complete cleft of the upper lip, which was accompanied by one or another degree of deformation or defect of the alveolar process of the upper jaw. In addition, among these patients, there was a cleft of the hard palate (4 cases) and a complete unilateral cleft of the upper lip, alveolar ridge of the upper jaw, hard and soft palate (1 case). When studying the anamnesis of these patients, it was revealed that only 6 (12%) patients with a complete cleft of the upper lip were under the supervision and treatment of an orthodontist.

Thus, it can be concluded that congenital cleft of the upper lip is the most common malformation of the face, and of these, 60% of children have unilateral cleft.

METHODS OF DIAGNOSIS OF VOICE DISORDERS IN CHILDREN

Dr Ulugbek Vokhidov

DSc, Tashkent State Dental Institute, Uzbekistan

Dr Jamshid Kurbonov

Tashkent State Dental Institute, Uzbekistan

Abstract. Pediatric voice disorders typically have been blamed on vocally "abusive" behaviors, and many practitioners have tended not to provide intervention because they believed that children would "grow out of it." However, changes in pitch, loudness, and overall vocal quality tend to interfere with communicative abilities. Recently, research has focused on pediatric voice disorders and the effects of a voice disorder on a child's life. It has been reported that children and adolescents felt that their voice disorders resulted in negative attention and limited their participation in activities o'2,4,5g'

Long-term or persistent violation of the voice can lead to long-term disability, entail persistent disability up to disability. Voice dysfunctions quite often occur in children, although the percentage of seeking medical help is higher in adults. Dysphonia is not accompanied by a sharp increase in body temperature and sore throat (with the exception of situations when they are part of the symptom complex of acute inflammatory diseases of the larynx), which reduces the motivation for seeking help from a specialist. This leads to late diagnosis and, as a result, to medical and social losses, lengthening and increasing the frequency of treatment, increasing the number of hospital days spent in the hospital, skipping classes for children and adolescents at school, at the institute, and paying childcare benefits to parents.

The purpose of this review was to analyze the effectiveness of diagnostic methods in children with inflammatory diseases of the larynx.

Material and methods of study. 50 scientific publications from the scientific databases PubMed, Scopus and Google Scholar over the past 5 years.

Results and their discussion. The studied literature showed that in young children, voice analysis is carried out in 90% of cases when both endoscopic examination and electroglottographic study are carried out in more adulthood. Thus, the conclusion follows that in children with inflammatory diseases of the larynx the most informative and studied are stroboscopy, acoustic voice analysis, and an electroglottographic study, which makes it possible to correctly refer the doctor to the diagnosis and the choice of treatment.

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VIEW ON DIAGNOSIS AND TREATMENT OF MAXILLARY SINUS CYSTS

Ulugbek VOKHIDOV, Azizbek BUTAEV

Tashkent State Dental Institute, Uzbekistan.

dr_ulugbek@list.ru

Abstract. Cysts of the maxillary sinuses are a very common disease, often representing random clinical findings during radiography and computed tomography of the paranasal sinuses.

The aim of the study was to assess the conformity of the radiological manifestations of the pathological process in the sinuses with the results of histopathological studies in patients with cysts of the maxillary sinus.

Materials and research methods. The study group consisted of 50 patients with a preliminary diagnosis of a maxillary sinus cyst, confirmed by clinical manifestations, x-ray and computed tomography of the paranasal sinuses. All patients underwent surgery.

Results: As a result, patients included in the study group were diagnosed with a preoperative diagnosis: maxillary sinus cyst. However, histopathological confirmation of this diagnosis was received only in 58.8% of cases. Pathological diagnoses were distributed as follows: The largest number (42.8%) were samples with a diagnosis of true cyst. Their wall was represented by connective tissue lined on both sides by a flattened multirow ciliated epithelium, in which goblet cells were found with the basal membrane unchanged. Own plate consisted of connective tissue fibers with vessels and cellular elements. The second group consisted of false cysts - 16% of the studied samples. The morphological difference of the wall of the false cyst was the presence of a unilateral epithelial lining. The cyst wall was represented by fibrous tissue with dystrophic changes in the form of hyalinosis without an internal epithelial lining, although in some places the epithelial lining was preserved. In the cyst wall, blood vessels with signs of plethora, sclerosis with hyalinosis, stromal-vascular dystrophy were visible. In a quarter of the samples examined (25%), a fibro-edematous polyp was revealed, which manifests itself as a hyperplastic process with excessive proliferation of connective tissue, squamous metaplasia of the ciliated epithelium into a stratified squamous. Fibro-edematous polyp with cystic transformation was detected in 16.2% of cases. Its wall was lined with multi-row epithelium, in some cases sclerotic changes were visible in the wall.

Thus, having carried out a detailed analysis of clinical and radiological data, we found that the diagnosis of cystic sinusitis, based on the clinical manifestations and results of an X-ray examination, is not always consistent with the histopathological diagnosis. In addition, having studied the long-term results of surgical treatment of patients, we came to the conclusion that the presence or absence of recurrence of the pathological process was also independent of the histopathological diagnosis.

PEDAGOGICAL SCIENCES

ECOLOGICAL SECURITY AND THE NEED TO ENSURE IT

Abdunazarov Lutfillo Mamanovich
head teacher
Kokand State Pedagogical Institute
e-mail: abdunazarov-lutfullo@mail.ru

Abstract. The article describes the use of the term "ecological security" and international experience in the Republic of Uzbekistan, as well as ways to ensure the security and the threats to it and to ensure environmental safety.

Key words. Ecology, danger, threat, region, geography.

Security According to L.Yu. Khotunsev - The degree to which an individual, society and natural objects are protected from a high level of danger, the main criterion of which is the fear of natural or social dangers that may occur in the future or now.

According to Uzbek scientists, security is a broad concept that, first, can be viewed not only in terms of a person (not an individual because it belongs to a legal category), society and the state, but also in terms of nature and its elements. Because ecology is the study of the relationships between not only humans, but all living organisms, and their natural environment, as we noted above. However, while the concept of security refers to the "safe living standard", it must be considered in the sense that any organism, that is, the elements of nature, also live safely. Because to this day, the safe living of certain elements of nature depends, directly or indirectly, on humanity. Any process or event that occurs as a result of the interaction of the elements of nature is a natural process and takes place at a certain stage of natural selection in nature. However, certain processes in nature, such as the proliferation of locusts and their interactions with the plant world, certainly affect human safety. This is a natural process that has occurred in the past (when human impact on nature was minimal or almost non-existent) and has been accelerated by human encroachment on food. And there is nothing more dangerous in nature than man. From a general ecological point of view, it is expedient to express the degree of protection of all living organisms from various hazards.

Second, safety can be achieved not only through the degree of protection of organisms from man-made or natural emergencies and processes, but also through invisible and indirectly affecting events and processes. For example, due to the greenhouse effect, the climate gradually warms up, resulting in desertification. As a result, the diversity of flora and fauna in desert areas is declining, resulting in the degradation of biodiversity and unfavorable environmental conditions for humans. Of course, such safety is part of environmental safety. But it can also be social, economic, political, cultural, and so on. Therefore, we do not consider it appropriate to use the term "security" as a separate term in a particular science. Depending on the nature of the security, it may be appropriate to use additional, complementary, or descriptive words or phrases.

The concept of environmental safety is interpreted differently by different scientists. Some of them fully explain the essence of the concept, while others contain controversial ideas. For example, N.F. Reimers there are two approaches to environmental safety: 1) the combination of activities, situations and processes that do not directly (or indirectly) cause damage to natural objects, individuals and vital elements of humanity; 2) a set of situations, processes and activities that ensure ecological balance at the level of natural, economic, social, man-made and political readiness of mankind (adaptation to non-serious losses) in the world and its various regions.

Uzbek lawyer T. Tillyaev and environmental security is the degree to which individuals, populations, industries, and natural objects are protected from external influences. However, the author did not take into account that the object of ecology can be not only humans, but all living organisms. He did not pay attention to the local, national, regional and global nature of environmental security. In addition, environmental security is not a stable, unchanging level. He is always on the move and changeable.

In our opinion, environmental safety is the degree to which organisms and their habitats are protected from adverse conditions that occur at different scales and speeds due to the influence of natural and anthropogenic factors. This concept includes terms related to both ecology (organisms and their habitats) and safety (degree of protection from adverse conditions).

TEACHING ONLINE: THE KEYS TO SUCCESS

Do'schanova Nilufar Sobirbayevna

Teacher of native language and literature of academic lyceum of Urgench branch of TUIT

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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FACTORS FOR ORGANIZING INNOVATIVE ACTIVITY OF TEACHERS OF VOCATIONAL SCHOOLS

Gulom Bokiev

Senior lecturer, Karshi engineering-economics institute, Karshi, UZBEKISTAN

Yulduz Boynazarova

teacher, Karshi engineering-economics institute

Abstract: The article deals with the factors for organizing innovative activity of teachers of vocational schools. The course taught at the Vocational technical school is the main basis of pedagogical activity. The teacher conveys, imparts, and teaches the student certain knowledge during the lesson.

Keys words: pedagogical activity, knowledge, specialist, education, training.

When we talk about modern education, the training of a particular specialist implies the implementation of the basic laws of education and training. One of such laws is the liberalization of the "teacher-teacher" relationship.

This research work to a certain extent serves in implementation of the tasks set out in Decrees of the President of the Republic of Uzbekistan No. PD-5712 dated April 29th, 2019 "About approval of Concept of development of the public education system of the Republic of Uzbekistan until 2030" PD-5847 "About approval of the Concept of development of system of the higher education of the Republic of Uzbekistan till 2030", PD-5789 dated August 27th, 2019 "About implementation of system of continuous advanced training of the leading and pedagogical personnel of the highest educational institutions", PD-5812 dated September 6th, 2019 "On Additional Measures to Further Improve the System of Professional Education", Resolutions as well as other regulations related to this activity.

Each schoolmaster requires initiative, activity, independent opinion, the introduction of pedagogical technologies in different situations. One of the most important and topical issues is the organization of targeted training seminars, especially for young teachers who graduated from higher education institutions this year, got a job on the basis of referrals to academic lyceums and vocational schools and started their first pedagogical careers.

The course taught at the Vocational technical school is the main basis of pedagogical activity. The teacher conveys, imparts, and teaches the student certain knowledge during the lesson. The teacher expands his activities, increases their knowledge when he impart a lesson. There are also shortcomings in the methodological work that is currently being applied. There are still scholastic elements during the teaching process. Some teachers do not analyze changes in economic-social, political life. They shall guide students to have independent mind, engage in a variety of discussions, questions and answers, and study the training material independently. Each new idea and modification shall be applied to the learning process with the latest advances in techniques and technologies. In Upon guiding the students to educational work activities, it is necessary to create or form in them feelings of joy, success, luck, to move forward and develop. Today's pedagogical collaboration shall be the foundation for engaging the students in learning. Another basic principle of pedagogical collaboration is assistance to overcome the fear of the students during the classes, to feel them calm, free, confident in their own strength. Borrow the words of V. Sukhomlinsky, "Interest is supported by success, interest leads to success". Promoted teachers shall use methods in the teaching process in such a way that each student considers himself a person and the teacher pays attention

to the student personally. Teachers and students need to work together during the teaching, education process and development of their creative abilities according to today's modern vocational education.

Therefore, a teacher of special subjects at vocational schools shall have pedagogical skills and be a Recognized specialist in their field. First of all the teacher requires ideological, practical and professional training in order to get well extent of the lesson at a vocational technical school. The teacher shall always be familiar with the innovations of this subject in the pedagogical, psychological and methodological nature in order to prepare for the lesson. At the same time, he/she shall read more scientific and methodological journals and newspapers.

Selection of content, system and teaching methods of the course also considers the age characteristics of vocational school students. Involving teachers in a variety of activities, extensive use of visual aids, introducing game elements, learning new material, and determining the optimal norm for consolidation, all of which have an impact on content and structure.

One of the tasks of a teacher is to manage the learning process and create a conducive environment, that assists to increase the education effectiveness. All didactic requirements leads to completely good results. According to the didactic function and structure of courses at vocational schools are divided into the following types:

1. Combination courses;
2. Courses on learning new material;
3. Courses to strengthen knowledge, skills, abilities;
4. Exercises and practical work course;
5. General repetition lessons;
6. Laboratory classes;
7. Courses on monitoring, inspection and evaluation of students' knowledge, etc.

Nowadays, the teachers of vocational schools are required to modify teaching forms and methods due to the modification of techniques and technologies, the working conditions, emergence of new literature, modification of academic curriculum programs. However, preparation of a teacher for each individual lesson is only part of his or her preparation for the lesson. This is:

1. Preparation of the teacher for the whole course on the subject.
2. Preparation for each topic of the curriculum.
3. Includes preparation for each lesson.

Preparation for the whole course involves acquaintance with new scientific works, new methodical materials, study of programs and textbooks, and development of other working documents. Preparation for each topic makes the teacher to develop new program, additional materials on the topic, identify the main issues of each topic, select teaching methods and prepare the necessary teaching aids, visual aids, equipment, tools, facilities, and so on.

Determining the sequence of such didactic goals, the separation of leading ideas in the content, the main types of activities allow to distinguish interdisciplinary relationships, to analyze the results. During the preparation for each individual lesson, the teacher acts as follows; identifies the topic and specifies the course tasks; separates the content of the study material and develops it didactically. Distinguishes basic ideas, concepts, laws, practical information; implies a relation to a previously studied topic, content placement, logic; determines the nature of students' learning activities, i.e., thinks over what skills and backgrounds are formed, research activities, independent work, and the relationship between the role of the teacher. Develops these forms, separates lesson parts; teaching methods: selects and identifies elements of tasks, exercise, outstanding

issues, task programming. Selects and inspects teaching aids; plans the entire course process. The lesson plan usually includes the date and number of the lesson, its topic, the main issues of the content of tasks, types of activities of the teacher and the student, teaching methods and tools, the name of the requested student, individual assignments, homework. However, the structure and scope of lesson plans shall be based on the teacher's qualifications and experience. One also shall be able to conduct a well-prepared lesson clearly and effectively in a more organized way. In this case, the following laws shall be followed:

1) Start the lesson clearly and in an organized way, for which everything shall be prepared in advance for the lesson.

2) To be able to focus students' attention on the content of the lesson and keep it active throughout the lesson, to maintain interest in the lesson, to ask students problematic issues, to keep them always ready to answer, to diversify the lesson, to keep an eye everyone, everyone keep asking for something.

3) Rational use of time during the lesson: to prepare ahead of time the training facilities, their proper placement, achievement of tasks, avoidance of distractions.

4) Observing one's own behavior: ideological beliefs, high morals and culture, speaking and demanding, motivating, method of reference to the students - all of which determine the teacher's style of activity and exclude students from being overworked or overly emotional.

5) Demonstration of entrepreneurship during the lesson, consideration the circumstances, occurred or changes in the conditions of the lesson.

The modern lesson is improving through the activation of student activities, reducing the time allotted, combining the functions of control and consolidation of knowledge, independent work, increasing the volume of creative tasks, rational use of problem-based research methods, teaching aids and programming elements. So, although the course is now the main form of organization of the educational process, in a vocational college requires the use and development of effective methods of laboratory classes, seminars, homework, extracurricular activities, labor and industrial education. This requires every educator to work tirelessly, be creative, research, and as a result, the quality and effectiveness of education will change significantly for the better.

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OPPORTUNITIES FOR INDIVIDUALIZATION OF FOREIGN LANGUAGE TEACHING IN A NON-LINGUISTIC UNIVERSITY

Nozima Alimova

Teacher of Bukhara engineering-technological institute,
Bukhara, Uzbekistan

Abstract - The article is devoted to the analysis of possibilities of individualization of teaching foreign languages in a non-linguistic (technical) university. The necessity of identification and consideration of individual needs and abilities of students, search for technologies of their creative development and realization is noted. The main directions of individualization of foreign language teaching are given.

Keywords: individualization, foreign language teaching, non-linguistic higher education institution, part-individual work, group work, directions of individualization.

Requirements to students of higher education institutions are increasing every year. Implementation of these requirements does not imply an increase in the number of hours devoted, for example, to studying a foreign language in a non-linguistic (technical) higher education institution. The task is to improve the quality of education in a shorter time.

One of the tasks in foreign language teaching is to identify and take into account the individual needs and abilities of students, search for technologies for their creative development and implementation. However, the heterogeneous composition of student groups by the level of initial language training, interests and needs makes it difficult to solve this task. In an effort to attract weak students, the instructor has to spend less time with more prepared students. As a result, the latter reduce the pace and level of work. For less well-prepared students, this heterogeneity in the student body is an excuse to question their strengths and capabilities and to develop self-confidence.

More or less homogeneous groups may be a more rational option. Even so, there is no way to find students with the same knowledge, and most importantly, with more or less the same ability and area of language acquisition, in each individual group. With heterogeneous student groups, regular group work, in which all students tend to receive the same tasks, can be detrimental not only to strong students, but often also to weak students. Therefore, instructors should strive to strengthen the individual approach not only to different student groups, but also to individual students.

This personalized approach is the most painless for individual students and can be achieved with great benefit when group classes are combined with doubles. Paired classes are paired, with two students with approximately the same language background, close level of development, and similar interests.

Some types of work are taken in group classes, while others are taken in paired classes. In group classes it is expedient to conduct, on the one hand, explanation and primary activation of new language material, and on the other hand, final discussion of the studied topic, where each student can listen to the opinion of his or her classmates and take part in partly prepared and partly unprepared conversation on the topic.

Individual features of students in mastering new language phenomena are especially evident in the second stage of the cycle on the topic, which is as if an intermediate between the initial passage of the language material, which requires important for the whole group explanations of the teacher, and the final speech lessons of the cycle, which allows particularly successful development of oral skills, and, above all, unprepared speech. Therefore, it is at the second stage that paired and individual classes should be

conducted, which significantly strengthen the individual approach to students and increase the role of independent work of students.

When teaching a foreign language, individualization can be carried out in the following areas:

1. Work on the mistakes of each individual student, filling gaps in their preparation.
2. The individual approach to the selection of teaching materials for each student.
3. Using different types of exercises, techniques, and methods in working with individual students.

This personalization of foreign language instruction can also be done in regular group classes, but it can be done most fully and with great success when group classes are combined with pair-individual classes.

Let us elaborate on these areas of individualization of learning.

1. The problem of eliminating weaknesses in student preparation is a common problem for both more advanced and less prepared students. It is known that even the strongest 1st year students make mistakes in their written and oral speech. In addition to the typical mistakes made by most students, all students, especially those who are less prepared, make mistakes that lead to time-consuming discussions in general group classes, and in paired and individual classes such work proceeds without detriment to the whole group.

2. The combination of paired and individual work with group work allows you to vary the teaching material according to the capabilities of each individual student couple. Program material (main topics, selected minimum dictionary and grammar material) is mandatory for all students in the group. It is known, however, that each topic can be studied in different volume. The material to be studied by weak students is limited: the main texts of the textbook, a small number of additional texts on the topic under study. The number of exercises to activate new grammar and vocabulary material that they do as homework is greater than for more advanced students, who may be offered assignments immediately after the discussion of new material in a group session. Additional texts are more widely used in work with such students, which leads to increased interest and better absorption of the material [6].

3. Not only the material itself, but also the types of work, as well as techniques and methods, change depending on the abilities and capabilities of individual student couples. The time allocated to different pairs of students is used differently in paired and individual classes. The main purpose of pair-individual classes is to develop oral skills (speaking and comprehension). In addition, there is the development of reading and writing skills, as well as the activation of language material. The main goal is most fully achieved when working with more advanced students, because in paired-group classes with these students significantly less time is allocated for language exercises and for special work on developing reading skills. Thus, more time is given to developing partly prepared and then untrained speaking skills.

Speaking skills for students with poor preparation are developed on limited language material. Part of the time is spent on further activating the language material and filling gaps in the training of these students. Paired and individual classes allow individual students to systematically teach those types of work in which they are lagging behind, such as reading skills.

The main text of a textbook focuses on detailed paraphrases (close to the original and in their own words), while creative tasks can be used with strong students. It is important to highlight the main idea of the text, a brief presentation of the text content, which all students perform in written and oral form.

When working with additional texts of the textbook, an instructor in the class with

weak students prepares a paraphrase of the text: he asks questions about the language material and text content, asks students to repeat literally some sentences from the text, etc. Only after such preliminary work students are offered to retell the text, and there is always a specific task: to retell briefly, close to the original, in their own words, etc. More advanced students immediately retell the text, and they are offered more creative tasks.

Thus, the individualization of foreign language teaching can be carried out in various directions, each of which allows the most complete consideration of personal interests and needs of students, stimulate their cognitive activity.

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EDUCATIONAL OF LEARNING LESSONS IMPORTANCE AND FUNCTIONS

Saida Nazarova Aripovna

a primary school teacher at Andijan District Secondary School No. 54

Abstract: In the classroom reading lessons, educational tasks are solved in a complex way, about the environment around children, as well as the formation of positive moral qualities of students, they develop mentally and aesthetically, independently. learn the basics of learning. The analysis of the leak book confirms our opinion. The content and methodological materials of these books (assignments and questions for text analysis, system of independent work, etc.) are interrelated. In order to carry out educational tasks together, it is important not only to read the text in reading lessons, but also how to work on the text.

Keywords: Homeland is not only land, water, forest, cotton fields, mountains, but, first of all, adding wealth to the wealth of the people with a little work, creating a happy, free life.

The knowledge of the people of our Motherland on the theme of the works included in the flowing books is deepened as students move from class to class. The homeland, its glorious eighties and heroism are now in the leaking books. The teacher told the students that the homeland is not only the land, water, forest, cotton fields, mountains, but also, first of all, people who add wealth to the nation with a little work, create a happy, free life, protect their homeland from enemies. understand. A prerequisite for combining the educational function of reading lessons in the classroom is the teacher's instruction to teach students to appreciate the social nature of a work of art during the comprehension and analysis of a work of art or popular science article. "Psychologist ANLeontyev: It is not enough not only to memorize and understand the word, but also to know the idea and feeling in it; this idea, this feeling should help to determine the inner world of the person. So, the main thing is that the thought and knowledge we give , let the feeling we have nurtured in the child belong to the person we have awakened in him, - he emphasizes.

The most important thing for a teacher is that the child understands that the less knowledge he receives, the emotion that is formed in him is necessary and important in life. Leakage lessons have a special place here.

The purpose of leakage lessons in the classroom:

1.Improving reading skills. Good flowing qualities in students: formation of correct, fast, conscious, expressive flowing skills.

2.To instill in children a love for books, to teach them to use books, to get the necessary knowledge from them, that is, to cultivate book-loving, thoughtful, thoughtful readers who know how to work with books.

3. Expansion and deepening of students' knowledge of the environment, the formation of elements of the scientific worldview.

4.Educate students morally, aesthetically and in the spirit of love for work.

5.Enhancing students' speech and thinking.

6.Formation of elements of literary imagination.

There is a clear way to accomplish each task, but one task is interrelated with the other in the course of leak lessons and extracurricular activities. The qualities of a good flowing skill are the correct, conscious, expressive flow of the skill; Improving the quality of flow and improving their skills means improving the formation of good

reading skills in students. Leakage qualities are interrelated, and conscious leakage is key; if the reader reads fast and does not comprehend, neither he nor others will understand the content of the text; the right flow also serves the conscious flow; correct, rapid, and conscious flow is the basis of expressive flow.

Good fluency is an important condition for successful fluency in all subjects taught in school. Leakage is a major type of activity that engages students in ideological-political, mental, aesthetic, and speech; creates a great opportunity for development in terms of These underscore the need for regular and purposeful work on raising and improving leak skills.

True flow means flow without error, that is, the sound flow of the word. without distorting the grammatical forms, without dropping any sound or syllable in the syllable, without adding extra syllables or syllables, without changing the position of the letters, pronouncing the syllable correctly and emphasizing the syllable. Elementary school students make mistakes in reading because they do not have a thorough synthesis of pronunciation and comprehension of the text.

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PHILOLOGICAL SCIENCE

ANALYSIS OF PHRASES RELATED TO THE CONCEPT OF HOMELAND IN FOREIGN LANGUAGES

Abdullayeva Sokhibakhon Yakubovna

Associate Professor of Philology, Head of the Department of Languages,
Academy of the Armed Forces of the Republic of Uzbekistan.

Abstract. Homeland concept, namely media texts, make educational process innovative and informative and will contribute to the formation of future specialists' foreign language communicative competence and their media literacy as well. The purpose of my papers to focus on the theoretical and practical aspects of the use of media texts in the process of formation of future teachers' and translators' foreign language communicative competence.

Key words: Concept, skills, competences, didactics, vocabulary, speech, critical understanding knowledge, information.

Introduction: Homeland concepts to teach in English are traditionally divided into radio, television, newspaper and the Internet texts. Since media didactics is the part of general didactics, media texts can be one of the teaching aids of foreign language teaching within the courses "Integrated skills", "Listening and speaking", "Reading and writing", which aim at developing students' language, speech, sociocultural and multicultural competences of a foreign language acquisition within a specific topic. Foreign language communicative competence includes linguistic competence (competence in listening, speaking, reading and writing), language (phonetic, lexical and grammar knowledge), sociocultural competence (cross-cultural and lingua-cultural competence) and multicultural competence. Media texts are traditionally divided into radio, television, newspaper and the Internet texts. Since media didactics is the part of general didactics, media texts can be one of the teaching aids of foreign language teaching within the courses "Integrated skills", "Listening and speaking", "Reading and writing", which aim at developing students' language, speech, sociocultural and multicultural competences of a foreign language acquisition within a specific topic.

Result and discussion: Teaching future linguists a foreign language should ensure implementation of practical, educational, vocational, developmental objectives. To achieve objectives of the class lecturers should realize what material according to the curriculum must be presented; what teaching aids, in particular media texts, should be used to arrange the activity in the class; what learning form is the best to achieve the objectives. It is obvious that the choice of professionally directed media texts will provide students' future professional development as well. The tasks may be of different nature according to the various topics of classes. Here are some examples of tasks on the topic "Theatre and Cinema".

Example I.

Subtopic: Invitation to the theatre

Objectives: to teach to understand and analyze the content of a billboard, to introduce new vocabulary on the subtopic, to develop dialogue speech skills

Media aid: theatrical billboards

Procedure:

1. Ask your students to complete the sentence Theatre is □
2. Show a billboard you had or found in the Internet to your students and introduce new vocabulary on the subtopic (billboard, performance, to be in, to be on, to book tickets beforehand, a director, the House is sold out, to be a success). one of the main means of verbalizing cultural concepts including notional, emotive and evaluative components; a fragment of the conceptual world picture expressing certain knowledge structures; a cultural model manifesting elements of universal and national culture.
 3. Ask your students questions to check if they remember the expressions.
What performance is on?
When is it on?
When does the performance start?
Who is in?
Who is the director of the performance?
Do you need to book tickets beforehand? Why will you book tickets beforehand?
3. Pair the students and ask them to discuss the same questions to practice the vocabulary.
4. Ask the students to look at another billboard and analyze its content to identify the key information and predict the plot of the play using the new vocabulary.
5. Encourage students to ask you questions on the content of the billboard to get the information about the venue for the performance, the date the play is on, the time the performance starts, the actors' names who are in, the director's name of the play etc.
6. Pair students and ask them to discuss the above information to make up a dialogue in which they invite their friend to the theatre and provide him / her with necessary information about the play.
7. Change the students' working pairs and supply them with one more billboard with the aim of practicing the vocabulary and dialogue speech. Give them the task to search for details about the performance, interest the friend in the show and suggest him / her going to attend it.
8. Get feedback from the students.
9. For the home assignment ask the students to find a billboard of the play in the Internet according to their interests and prepare a piece of information about the performance using the content of the billboard, be ready to get the information about the plays their friends want to see. It has become obvious that the use of media texts as a teaching aid of formation of students foreign language communicative competence in the foreign language classes is not only the requirement of the contemporary time, but also the effective component of educational process.

CONFLICT SITUATIONS AND ELIMINATION IN PEDAGOGICAL ACTIVITIES

B.A. Xolmo'minova

Jizzakh Regional Center for Retraining and Advanced Training of Public Education

Abstract. This article provides a scientific and theoretical analysis of the causes of conflict in the work of teachers and the teacher's attitude to the conflict situation, and develops methodological recommendations.

Keywords; conflict, aggression, jealousy, violence, nervousness, rudeness, body language, pedagogical conflict

The task of education today is to teach students to use the ever-increasing flow of information, to create a favorable environment for continuous learning. In this regard, the study of contradictions in the pedagogical process is of particular importance.

Improper communication and communication process leads to inability of both the teacher and the student to control their emotional state, nervousness, irritability, the use of rude words, pedagogical contradictions can result from mistakes such as public humiliation.

The following categories of students cause conflicts in the pedagogical process:

1. Children with troubled families and tense family relationships often engage in "jazz" in the classroom and, for trivial reasons, strain relationships with peers and adults, who are often described by their teachers as "difficult to raise".

2. Children who have been brought up with mistakes in their upbringing and development - infantile, overly masculine or whimsical - do not have the will to systematically engage in the acquisition of knowledge. Lack of emotional arousal and braking also prevent knowledge from flowing into the classroom.

3. Children with mental retardation also have difficulty in mastering the content and meaning of knowledge as a result of the difficulty and complexity of the lessons and the knowledge imparted, which increases their tendency to nervousness and conflict. Because the lesson will be difficult for them.

4. Gifted students are not satisfied with the level of knowledge imparted during the lesson due to the rapid acquisition of knowledge set in a particular subject program. This can lead to student boredom, often leaving the classroom, and not being able to get along with the teacher. As a result, they cause various conflicts in the learning process.

In the pedagogical process, there are cases when the main reason is the teacher. The teacher is the cause of the conflict in the following cases:

1) In the teacher-student relationship, the teacher uses a one-sided - authoritarian form of communication, that is, constantly shouting, not listening to others;

2) The teacher separates individual students and treats them well, the teacher has favorite students;

3) The teacher's small talk, punishing students for trivial things;

4) The teacher does not give independence to students, both in class and out of class, and demands that everything be as he says;

5) The teacher blames the "sinners" in front of everyone and discredits in front of his peers;

6) disregard for the age and status of students;

7) disrespect for students, rudeness;

8) Not understanding the psychology of children, not helping them in time;

9) Nervousness, irritability of the teacher.

Conflict between students or teachers-students is not limited to two people, but also negatively affects the mood of others. This process can be as follows:

1. Conflicts between two or more students in a class have a negative effect on the effectiveness of the lesson. The teacher and the student spend a lot of time discussing the conflict.

2. Conflict makes class management more and more difficult. If the conflict deepens in the classroom, the teacher will lose control of the class.

3. As a result of conflict, solidarity, cooperation and friendship in the classroom weaken.

Conflict situations often involve aggression and violence. There are cases of aggression and violence as a solution to the conflict. Some believe that conflict can be resolved through threats, blackmail, and violence.

Psychology defines aggression as follows: "Aggression is a state of psychological or physical violence against another person, which is a psychological and psychological consequence of a conflict between the parties, on the other hand, a feeling of suddenness. It is a common companion to conflicting situations as a way of self-defense or to put pressure and pressure on another person"

Three general methods of overcoming aggression in pedagogical conflicts are proposed. They are: passive method, active method and logical method.

The passive method is manifested in the expression of grief, sharing, conversation about one's mood, feelings, issues that bother him. Allowing them to let go of their emotions without letting them go will prevent the aggressive situation in the heart from escalating. In this regard, women feel much better after crying.

All types of active method are built on active action. Adrenaline decreases in the course of exercise, movement, labor, which is the medical basis of the physical state of the human mood. As a result, a state of pleasure is created in the human mood.

The logical method is the method of rational, intellectual people, which requires a lot of heart and mental work. Such people emphasize the essence of the problem. Understanding its essence leads to the solution of the problem. This process is similar to the analytical analysis of human emotions.

In the process of aggression in the team, the teacher is required to do the following:

- Not being able to stand on one's own two feet and not respond angrily to anger;
- To take into account that if the teacher in a state of aggression shows ridicule, pitching, arrogance, the crisis will be aggravated;

Demonstrate the teacher's readiness for further discussions. Trying to figure out what is behind these emotions of anger;

- Trying to suppress your emotions. The teacher must adequately accept that this is not the time to let go of his emotions in a state of aggression, and not to allow anger to arise. Understand and know that if these actions are done correctly, they will create the basis for the opponent to start again from a slow rage;

- Active listening position is one of the ways to get the parties out of a difficult situation, it means that the teacher is smarter, can calmly subdue the situation in their own interests.

In conclusion, one of the most important issues is the study of ways to analyze and resolve conflict situations that arise in the work of educators. Timely understanding and management of conflicts is a guarantee of effective education.

COLLABORATIVE LEARNING METHOD IN ENGLISH LESSONS AT SCHOOLS

Pirnazarova Gavhar

Tashkent city Sergeli district
English teacher at school №304

Abstract. In recent years, the issue of using new information technologies in schools has been raised more and more often. These are not only new technical tools, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is to form and develop the communicative culture of pupils, teaching practical mastery of a foreign language.

Key words: intellectual power, compatibility, Student team learning (STL), creative approach, positive assessment

It is known that English is one of the most difficult subjects of the school course. Therefore, one of the main tasks is to instill interest in this subject, the desire to awaken pupils' creative and intellectual powers. The main idea of this technology is to create conditions for active joint learning activities of pupils in different educational situations. There are many different options for learning in collaboration. Basic principles of this method are:

a) groups of pupils are formed by the teacher before the lesson, taking into account the psychological compatibility of children. Each group should have girls and boys who are different in their abilities. The composition of the group can be changed from lesson to lesson;

b) the group is given one task, but when it is performed, the roles are distributed among the group members;

c) the work of the entire group is evaluated;

d) the teacher chooses the pupil of the group who should report for the task.

Student team learning (STL). Special attention is paid to "group goals" and the success of the entire group. Thus, the task of each team member is to master the necessary knowledge, develop the necessary skills, and at the same time the whole team should know what everyone has achieved. In short, the STL boils down to three main principles:

a) teams get one reward for all. Groups do not compete with each other, as they all have a different "bar" and are given different time to achieve it.

b) "individual" responsibility of each pupil means that the success or failure of the entire group depends on the success or failure of each member.

c) each pupil brings points to their group, which they earn by improving their own previous results. The comparison is thus not made with the results of other pupils in this or other groups, but with their own previously achieved results.

In pedagogical practice, there is an approach abbreviated as "saw". Pupils are organized in groups of 4 to 6 people to work on the study material, which is divided into fragments. Each member of the group finds material based on their own sub-topic. Then pupils who study the same question but work in different groups meet and exchange information as experts on the subject. Then the pupils return to their groups and teach everything new to their friends in their group. At the final stage, the teacher can ask any pupil in the team to answer any question on this topic. Another option of learning in collaboration is learning together. The class is divided into groups of 3-4 people. Each group gets one task that is part of a large topic that the entire class is working on. In the course of work,

groups communicate with each other, participating in a collective discussion, clarifying details, offering their options, and asking questions to each other. The group receives awards based on the achievements of each pupil. Therefore, in this case, tasks in groups are differentiated by complexity and volume. This method is the basic one for project development. The main idea is to create conditions for active joint activity of pupils in different educational situations. Children are grouped in groups of 3-4 people, they are given one task, and the role of each is specified. Each pupil is responsible not only for the result of their work, but also for the result of the entire group. Therefore, weak pupils try to find out from the strong what they do not understand, and strong pupils strive to make the weak thoroughly understand the task. And the whole class benefits from this, because the gaps are eliminated together. Practice shows that learning together is not only easier, but also more interesting and much more effective. This applies both to academic success in the subject and to the intellectual and moral development of children. To help each other, to solve a problem together, to reach the truth, to share the joy of success and the bitterness of failure - these qualities are useful for children both in school and in life. For the teacher, this system provides tremendous opportunities for a creative approach to both the subject and the pupils. The idea of learning in collaboration is extremely humane in nature. It was developed by the efforts of many teachers in many countries of the world and is therefore quite diverse in its variants. However, with all the diversity, there are basic principles of learning in collaboration. After the first experience of using the method of learning in collaboration, it becomes obvious that pupils behave more actively. Weak pupils felt confident in their own abilities. They are aware of their importance: the success of the entire group depends on their efforts. The resulting positive assessment was the result of the efforts of each pupil and served as an incentive for further interest in each other, to work together and to study in general. It is collaboration, not competition, that is at the heart of learning. This also means that each pupil learns according to their own abilities and therefore has a chance to be evaluated on an equal basis with others. If both "strong" and "weak" pupils spend the same effort to achieve their level, then it is fair that their efforts are evaluated equally, provided that in both cases everyone did what they could.

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THE CONCISE ANALYSES OF ENGLISH SLANG TOPONYMS.

Sotvoldiyev Bunyodbek To'lqinjon o'g'li

Andizhan State University, Andizhan, Uzbekistan

Abstract: Place names play one of the most decisive roles in the realm of onomastics. They are a necessary aspect not only in the analysis of standard language, but in slang as well. This article is devoted to the problems of English slang toponyms. In the article, various slang toponyms gathered from different slang vocabularies are divided into subgroups of toponomastics. Additionally, relevant examples for every single toponymic units are also demonstrated.

Keywords: toponym, toponomastics, choronym, hodonym, eirgmonym, oronym.

Everything has its own name in the world. Thanks to the names, we can distinguish one object or place from others. That is why, people have been utilizing names as long as thousands of years. Advancements in different walks of life of a humankind such as traditions, literature, science and technology, have caused names to develop and increase in numbers at the same time. As a result, these changes could help onomastics progress as a new field in linguistics.

Place names are considered as one of the most significant units not only in people's lives, but in onomastics as well. A place name may also be called as a "Toponym" [1] which is a proper name assigned to a place, either with or without inhabitants. Toponomastics is the branch of onomastics devoted to the scholarly investigation of toponyms [2].

In many parts of the world, it is a commonplace that some placenames have no etymologies that we can discover, e.g., European names like Rome, Paris, and London. In other parts of the world, it is likely that placenames also have a variety of origins; some are transferred, some are borrowed, and many are descriptive coinages [3].

If we speak about slang toponyms, we can say that they have different connotations although they have the same denotations with the place names in standard language. So, considering slang and standard language toponyms as synonyms structurally, we classified toponyms into the following types collected from different slang vocabularies:

1. Choronym - an administrative proper name used to label a geographical area of land:

- Russia (n) - a pocket-book. 'Russia' is a pocketbook. (Indianapolis Journal (IN), 28 Feb., 1904, 3/3);

- France and Spain (n/v British) - (to) rain. I was wearing a leaky I'm afloat, / And it started to France and Spain. (Doss Chiderdoss, "The Rhyme of the Rusher" in Sporting Times, 29 October, 1892).

2. Astionym [4] - city names:

- Babylon (n British) - a generic term for white Western society; by ext. the authorities. Same old fucking Babylon! Same old fuckery! (A. Wheatle, Dirty South, 2008, p.178);

- Moscow (n Aus) - a pawnshop. Me clobber's already in Moscow, an' so is me tan shoes. (Dymphna Cusack, Caddie, 1953, p.217).

3. Hodonym [5] - a proper name given to routes such as the names of crossings, bridges, pathways, roads, streets, tunnels, etc.:

- Broadway (n US) - the ground floor of a prison. We he had been placed in a cell in Mangauring's notorious 'Broadway' isolation section remains uncertain. (Mail & Guardian (Johannesburg), 3 September 2015, Internet).

4. Eirgmonym [6] - the name of a jail.

- Club Fed (n American) - a minimum security, well-equipped federal prison housing white-collar criminals, especially the federal prison camp in Lompos, California. Hopefully, you'll never experience the pleasures of a "Club Fed" vacation. (Suroosh Alvi and others, *The VICE Guide to Sex and Drugs and Rock and Roll*, 2002, p.223)

- Rock (n American) - 11. The Alcatraz Federal penitentiary, located in San Francisco bay. You're going to the Rock, Al, a nice long ride to Alcatraz. (Morris (Red) Rudensky, *The Gonif*, 1970, p.61).

5. Syssitionym [7] - name of a restaurant.

- Mickey D's (n American) - McDonald's... fast food restaurant. At Mickey D's, I earned \$200 a week, and the tax man took out fifty. That was like kicking Monday and Friday in the Ass. (Chris Rock, *Rock This!*, 1997, pp. 96-97).

6. Oronym [8] - mountain names. Jewish Alps (n American) - the Catskill mountains. Fun, before I discovered women, consisted of swimming at Hauto and summer vacations in the Catskill Mountains - the Jewish Alps... (Richard Marcinko, *Rogue Warrior*, 1992, p.34).

7. Potamonym - name of a river.

- Mississippi marbles (n American) - dice. But I didn't exactly duck when the Mississippi marbles were rolling on the rug or a golf-betting proposition came along. (Sam Snead, *The Education of a Golfer*, 1962, p.162)

To conclude, observing different examples of slang toponyms, we can say that some of the place names (Russia, Babylon, Moscow, Broadway) can be used alone, while others (Club Fed, Rock, Mickey D's) can be utilized as nicknames; or some (France and Spain, Jewish Alps, Mississippi marbles) function as one of the components in a phrase.

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POEM AND UNDERSTANDING POETRY

Tajibaeva Dilfuza Erkinovna

Namangan State University

Senior teacher of Uzbek literature department, PhD on philological sciences
Scientific advisor: **H. Boltaboev**, professor of Uzbekistan National University

Abstract: The article analyzes the poetry of Muhammad Yusuf, one of the most talented representatives of Uzbek poetry. The concepts of creative responsibility, poetry, world philosophy, which are reflected in the work of the poet, are interpreted.

Key words: Poetry, poet, literature, eternal theme, reader, analogy, rhetoric, verse, spiritual heritage, thought.

Introduction. Poetry is the bridge that connects the poet and the reader. It is through this bridge that the reader enters the world of poetry. There are different streets in the world of poetry and people who live in this world, who make this world flourish. These people are poets, undoubtedly.

Poetry is a responsibility to the Motherland and the nation. Awakening that connects the nights to the dawns and the truth that sings the future of the motherland and the hopes of the people. It is a fact that the Motherland will flourish from its bells, its voice will resound for thousands of years, open the way to hearts and live forever.

Muhammad Yusuf was a talented artist of the Uzbek people, who took on such a responsible task and knew the destiny of poetry. Muhammad Yusuf sang about love, which is one of the eternal themes of literature - love, happiness, human freedom, eternity and goodness. His unique, sincere lines have already found their way into the hearts of readers, and have managed to strengthen the relationship between the poet and the reader.

The main part. Muhammad Yusuf likens poetry to an "unfaithful idol" in verses that begin with "Oh, Poetry". It is well-known that infidelity hurts the heart of any person. However, the unfaithfulness of this poem is also unique: for the poet, "holding on to his hands" is faith, "expecting everything" is hope, an ointment for heartache, a reminder of past memories - "sweet sorrow":

Шеърият,
Эй бевафо санам!
Қўлларингдан маҳкам тутарман,
Сендан ҳар нарсани кутарман,
Сен бир малҳам,
Сен бир ширин ғам... . [1, 30.]

(Poetry, you are disloyal
I wait for anything from you by holding your hand.
You are a remedy, and you are also sweet sorrow.)

True poetry is the renunciation of living in all order, of being thankful for what you have and of being accustomed to existence as if you could see what is happening to you. It is an honorable and great deed, not to be cut off from life and society, but to live among people, to open their hearts, to care for the nation's past, present and future, to lead them to goodness, to sympathize with their sorrows and share their happiness.

Muhammad Yusuf's contemporary poet, Khurshid Davron, in his poem "Poetry is not a difficult task", expressed the following thoughts about poetry and poem:

Шеърият - бу қийин иш эмас,
Ёзсанг агар юракни асраб.

Бироқ шеърнинг бир сатрини деб,
Қон тупурган тунлари Машраб. . [3, 18.]
(Poetry is not a difficult task if you write protecting your heart
However, Mashrab spitted blood for one verse of the poem)

How arduous, dangerous, and responsible this path is. The wrestler on this path must only strive forward and fight.

Muhammad Yusuf was a poet who dedicated his life to fulfilling this difficult path with honor. There are also "hardships" for the poet. Both the "gold gained in this world" and the "bloodless days" are poetry. The poet still does not complain about the fate of the poet, but on the contrary expresses a feeling of gratitude to him:

Сен борсанки заҳматларим бор;
Бу дунёда ортирган зарим -
Ухламай қон ютган кунларим
Учун сенга раҳматларим бор! . [1,30.]
(If you exist, I have hardships;
You are treasure I gained in this world -
Thank you
For sleepless days on which I swallowed blood)

In the poetry of Muhammad Yusuf, you will encounter strokes of sincere and pure feelings. His poem, the poet, states that the poet's bread is not whole, but that his heart is strong, enduring, and "whole," that he may "forget his rights," but that he does not betray anyone's rights:

Бутун эмас шоирнинг нони,
Шоирларнинг юраги бутун.
Қарзин узмай узилмас жони,
Ҳаққини унутиши мумкин. . [1,239.]

Many readers think that the poet only writes his own pain. True, the poet can express his inner feelings in his lines. Sometimes the creator has such pains that it cannot be revealed to everyone, and at such times it can only be swallowed. The poet is also a symbol of endurance and composure. He is ready to give his life for people, for goodness, to wait a lifetime:

Дардин тилга кўчирмас шоир,
Шоир дардин ютиши мумкин.
Ҳеч кимни зор қутирмас шоир,
Шоир юз йил кутиши мумкин. . [1,239.]
(A poet does not make anyone wait
But they themselves wait hundred years)

Muhammad Yusuf expressed his feelings in many lines about poets and the sense of poetry. His parables and rhetoric embodied the true reflection of life, society, and people. In the poem "Poets" there are lines "Poets are the lament of burnt hearts", "Poor children of strange mothers". No matter what the pain that burns the burning heart, it is clear that his cries will end the body's exhaustion. There can only be a verbal cure for his pain. And the word is, in fact, the word of the poet, his poetic verses. However, the poet himself sometimes finds himself in "strange" and "poor" situations. In the following verses of the poem, the poet describes them as "The greatest of all the great," "All the poor are also poor ...". The name of the poem is great and resonant. There is no end to the applause, admiration and respect for him. But no one knows what is hidden in his "poor" and "poor" heart. The following verses from the poet's poem "Progress" come to mind:

Ерда юрганим йўқ,

Кўкда учяпман.
Тунлар севгилим деб,
тутун қучяпман.
Мен гул узганим йўқ -
Йиққанним оғу,
Мен сув ичганим йўқ -
Заҳар ичяпман. . [1,229.]
(I am not walking on the ground,
I am flying in the sky.
I am hugging the smoke for my love,
I am not collecting flowers but poison.
I am not drinking water but poison.)

Thoughts in this poem, though about the twentieth century and progress, were the heartfelt words of a true poet to the time, to the people. The poet man cannot simply observe everything. His body, unable to bear the injustices, takes on the form of a word and moves into lines. At the end of the poem the following verses are expressed:

Тараққиёт!
Тошдан ясаб бўлмайди,
Юракни темирдан ясаб бўлмайди.
Қанийди, ўкинч не, билмаса кўнгил,
Қанийди, шеър ёзмай яшаб бўлсайди. . [1,230.]
(Progress!
A heart cannot be built with stone
A heart cannot be built with iron
It is impossible to live without writing a poem)

In the existence in which we live, there are many mysterious sins that are not known only to man. Man's destiny does not depend on him.

"Muhammad Yusuf's poetic style was his own. Poetry had become a lifelong destiny for him. He could have achieved all the luxuries of life, but above all he exalted his poetry, his conscience. There are poets - Muhammadjan, who for a lifetime chased after honor and pursued fame, did not covet fame, fame could not reach him, and ran after him on a diet." [2,44.]. - says his contemporary poet Sirojiddin Sayyid. Indeed, the blessing of the Creator wrote the fate of poetry to Muhammad Yusuf. As he pointed out, he held a pencil in his hand.

The poet's poem "Confession" contains the following lines:

Шоирлик мен учун асло орзумас,
Шу ҳам иш бўлдим йигит бошига.
Ҳамма шоир зотин йиғса - арзимас:
Онамни соғиниб тўккан ёшига.
(Being a poet is not my ambition,
My first wish is that my mother should be healthy)

Аммо юрагимни қийнар бир азоб,
Қўй десам қўймайди, тутқазар қалам.
Мен кетмон сўрасам - тутади рубоб,
Куйлайман жонимдан ўтганда алам. . [1,77.]
(However, I write a poem as a last resort
Because if I ask something to dig the ground,
they give a pen to write a poem)

Conclusion. Indeed, there was poetry in the fate of Muhammad Yusuf. It is such a

talent that the creator cannot leave it at any time, he cannot say that he will write at any time. Muhammad Yusuf will remain a favorite poet of the Uzbek people and their fans. The spiritual heritage he created will live on forever.

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PSYCHOLOGICAL SCIENCES

SOCIAL-PSYCHOLOGICAL FORMAT OF MODERN ETHNIC GROUPS (theses for scientific report)

Alyona G. Ayrapetova
Doctor of philosophy (PhD)
on psychological Sciences,
National University of Uzbekistan

The scientific report considers aspects of the ethnic paradox of modernity. The concept of ethnos in the framework of sociological and psychological approaches was presented. Components and factors of ethnic identity growth were given. Three configurations of ethnic groups were presented. The reasons for the growth of ethnic identity in the modern world were demonstrated. Models of actualization of ethnic groups were considered.

Keywords: ethnos, ethnic group, ethnic paradox, ethnic identity, psychological protection, ethno-cultural, behavior model, value-orientation, interethnic contacts.

At the present stage of society development the manifestation of interest in own ancestral and ethno-cultural origins is expressed in various forms: from the revival of ancient traditions, customs and rituals to attempts of creation or reconstruction own national statehood.

The desire to preserve own identity, emphasize the uniqueness of everyday culture and psychological cast in the 60-70 years of the last century for millions of people triggered to the awareness of their belonging to a particular ethnic group. This phenomenon was one of the main aspects of the development of society in this historical period. It was called the ethnic paradox of modernity which affected the population of many countries.

It should be noted that in sociology, an ethnic group is considered as a group conscripted to provide economic and political advantages. In psychology, the ethnos, first of all, is a psychological community that is able to orient successfully in the surrounding world, providing relatively ordered information, sets common life values, and provides psychological security.

From the psychological point of view, an ethnic group can be defined as a stable group of people who are aware of themselves as its members, based on any characteristics that determine belonging to one ethnic group that differs from other ones. Such features may include language, cultural and spiritual values, historical memory, religion, information about common ancestors, national character, folk and professional art.

In world science, the ethnic revival in the second half of the 20th century is explained by the escalation of ethnic identity, which defines a person's self-image as a member of a particular ethnic group, along with the emotional and value significance attributed to this membership.

There are three main components in the structure of ethnic identity: cognitive, affective, and behavioral (Fig. 1).

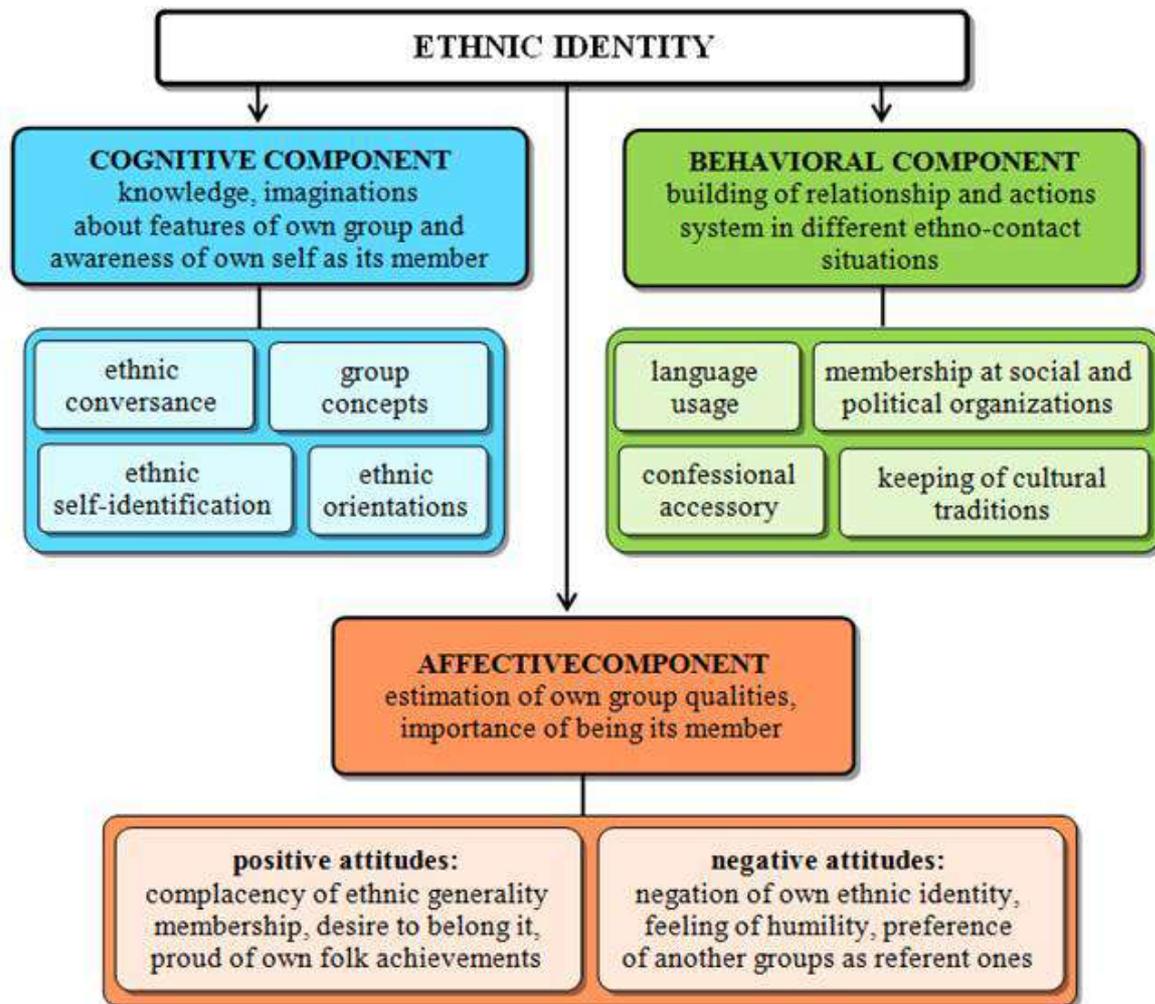


Fig. 1. Components of ethnic identity

Various sociological schools explain the growth of ethnic identity by the following factors:

- reaction of less progressive folks to the ethno-cultural division of labor, provoked by the economic and technological dominance of more progressive folks;
- world social competition, which, despite the unification of material and spiritual culture, intra-ethnic interaction intensifies;
- increasing the influence of large social groups in the economy and politics and facilitating the processes of their cohesion through mass communication [1].

Involvement in the social life and cultural practices of an ethnic group is often considered as an indicator of an individual's ethnic identity. However, the results of many empirical studies have shown the independence of self-image as a member of an ethnic group from the use of behavior models typical for it. For example, a person may identify himself with an ethnic community but he has no desire to preserve an ethnic language or customs.

In studying the peculiarities and paradoxes of ethnic identity it should be noted that a person always needs to feel himself as a part of "we". A personality always strives to become a part of something whole, to belong to a certain group - to become a member of a political party, a parishioner of religious organization, a member of a professional or informal association, a participant of a virtual community, an interest group, etc.

Many people, striving for a group identity, are almost completely involved in the

activities of such groups. But belonging to them does not always lead to satisfaction of the need for psychological stability and protection. The composition of the group or its membership rules may change, the group may independently cease to exist or be liquidated. Finally, the person may be excluded from the group.

In contrast to the listed social groups, an ethnos or ethnic community (group) is stable over time, it is characterized by stable composition, it performs value-oriented and protective functions, and each member of this group has a stable ethnic status. It is obvious that a representative of an ethnic group cannot be "excluded" from an ethnos, and the ethnic group itself cannot be eliminated.

Ethnic groups occupy an important place among many social categories - social classes, professions, social roles, religious affiliation, political preferences, etc. When constructing a hierarchy of social categories, they appear at one of the upper levels, following the categorization of people as members of the genus *Homo sapiens* [2].

Ethnic groups, according to the scientific views of the famous American ethnologist Margaret Mead, can be represented in three configurations (Table 1) [3].

ETHNIC GROUP	THE PREVAILING MODEL OF BEHAVIOR	FEATURE
POSTFIGURATIVE	<p>the behavior of the ancestors, unquestioned tradition</p> <p><i>the past of adults turns out to be a model for the future of each new generation</i></p>	<p>the information, received from representatives of the older generation, is uniform, ordered and requires unambiguous, immaculately accurate performance of many rituals that accompany every step of a person's life from birth to death</p>
COFIGURATIVE	<p>behavior of contemporaries</p> <p><i>the behavior of ancestors is not considered by members of the group as a model, but the generation gap does not occur</i></p>	<p>the ethnos is largely disconnected from traditions, many elements are blurred - economic activities, housing, food, art are internalized, but there are culture layers that allow to realize belonging to an ethnic community: language, religion, the myth of common ancestors, historical memory</p>
PREFIGURATIVE	<p>the child himself determines the answers to the essential questions of life, without taking into account the behavior of ancestors and contemporaries</p> <p><i>generation gap</i></p>	<p>representatives of the older generation do not see their experience repeated in the lives of younger generations, the life of parents is not a model for children</p>

The modern ethnic paradox is that today, despite the rapid innovative development of society, the emergence of new communications types, methods of storing information, and related technogenic "traditions", there is an increase in interest in own roots, customs, cultural and historical heritage of ancestors, even from representatives of prefigurative ethnic groups. Many researchers question the reason for the increased ethnic need to preserve the link between generations.

On the one hand, this psychological phenomenon can be explained by the fact that the current generation is quite clearly aware that for self-production, self-development

and self-regulation, the emergence of advanced technologies is not enough - it is necessary to preserve the connection between generations. Even from a technical point of view, the development of any innovative model always relies on existing knowledge and experience.

Another reason is the relentless threat of terrorism, religious extremism, inter-ethnic and racial tensions. Members of modern society feel the instability of the world around them, find it difficult to predict their future, more and more often experience a pessimistic attitude associated with unrealized value orientations, and do not feel themselves protected.

Looking to the future is becoming more uncertain and frightening, and finding guidance and stability in an information-saturated unstable world is becoming more difficult. This psychological background is a kind of driver for a return to ethnic roots. More and more people, not only representatives of the older generation, but also young people, tend to seek support and protection in the stable values of their ancestors. Therefore, it is inter-generational constant communities, primarily ethnic groups that become essential in the life of a modern person.

Ethnic identity has the peculiarity not only to be passed down from generation to generation, but also to be in a latent status, becoming more active in a situation of interethnic interaction or a common external threat. In conditions of acute social instability, an ethnic group often acts as a kind of "emergency" support group [4]. It is this period during which people tend to focus primarily on their ethnic group.

The actualization of ethnic groups in the modern world is realized through two models - the "filter model" and the "buffer model". In the frame of "filter model" the increasing role of ethnicity is explained because of the complexity of modern information situation is far ahead of the ability of people to respond it adequately. As a result an acute need for "information filters" appears, in particular, the appeal to ethnic values, seemingly eternal and indomitable in the rapid flow of time.

From the "buffer model" point of view the system of ethno-cultural representations is considered as a buffer or psychological barrier to stress, protects a person from psychotraumatic factors, optimizes the processes associated with personal self-realization, setting a clear system of value and life-meaning guidelines.

One more psychological reason is the increase in inter-ethnic contacts, both direct (labor migration, student exchanges, the movement of millions of emigrants and refugees, tourism), and indirect by modern mass media from satellite television to the Internet. Repeated contacts increase the importance of ethnic identity, since only through comparison person can most clearly perceive his belonging to an ethnic group [5].

In conclusion, it should be emphasized that ethno-psychological aspects in the life of modern society do not cease to be relevant. The processes of globalization lead to transformations, the interpenetration of values and lifestyles of different cultures, the formation of a multicultural social environment, and at the same time, the appeal to traditional ethno-cultural values, the search for an ethnic image of self-identification. In addition, the unstable economic and political situation leads to migration processes activation, increasing of inter-ethnic tensions, ethnic-based group and interpersonal conflicts.

In this regard, special attention should be paid to studying the psychological causes of ethnic conflicts, finding effective ways to resolve them, diagnosing manifestations of ethnic identity and interethnic relations, organizing conditions and techniques for their positive development in order to harmonize personality and its relations in the multicultural conditions of the modern social environment.

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STATE AND LAW

LEGAL CONSCIOUSNESS AND LEGAL CULTURE OF UZBEKISTAN.

Ahrorjon Tojiyev Erkinjon o'g'li

Student of the Syrdarya Regional Law College
ahrortojiyev728@gmail.com

Abstract. Legal consciousness and legal culture, independence Uzbekistan is a great country with a great future,

Keywords research in the field of law. Legal education, high spirituality is an invincible force,

Higher spiritual education is actually passed on to a person through breast milk, mother's teachings, and ancestral heritage. Just as a bird flies into the sky with its double wings, so the perfection of man is spirituality and enlightenment. As long as these aspects are perfectly developed in each person, the development of the society in which he lives and works will not be neglected. The Constitution, by its legal nature and status, is recognized as the supreme law with the highest legal force in any state. because the supremacy of the constitution and its unconditional application are important not only in our social life, in the process of law-making, but also in its direct application in the practice of law.

Man must learn to be submissive and obedient to his decisions, and to the man looking out the window of the lesson, the world seems to be divided.

The Action Strategy for the further development of the country pays great attention to the topic of legal consciousness and culture. In this sense, the issues of legal consciousness, legal education and legal culture have become one of the main issues in the development of our country today. Education. the term is a social category that is repeated many times in human behavior in daily life. The unified system of all types of education includes a single system of social education, which includes political education, cultural education, spiritual education, environmental education, aesthetic education, as well as legal education and other types of education. In the system of social education, like other types of education, legal education is of special importance. Legal education is formed and developed on the basis of moral, aesthetic, spiritual and other similar types of social education. That is, legal education is closely related to all types of social education. In particular, the task of each state, whose main goal is to build a highly developed rule of law and civil society, is to raise the level of legal awareness and legal culture of its population.

The social development of any state depends on the legal culture of the citizens of that state. Indeed, a highly developed legal consciousness and legal culture is an integral feature of the rule of law and civil society. A high level of legal awareness and legal culture is the product of legal education. Legal education plays a key role in shaping the legal consciousness and culture of the population. Enlightened thinker Abdullah Avloni

also said, "Education is for us a matter of life or death, salvation or destruction, happiness or disaster. not in vain. Because similar categories, such as "legal consciousness, legal education and legal culture", which are inextricably linked and complement each other, in this logical sequence and sequence, indicate the state of the legal system of society. Legal education is a complex and multifaceted phenomenon, which cannot be defined unambiguously. The definition of legal education depends on the study of which aspect of this process, including the social aspect, the role of the state as a system of social enforcement, or the role of the state as an element of social governance, crime prevention, and so on. Legal education is a special type of legal influence on the mind of an individual in an organized manner and for a specific purpose. It is known that the category of legal education has been interpreted and interpreted differently by scholars. Legal education is a process of pedagogical influence on the legal consciousness of individuals and social groups through a purposeful, planned and specific methods of legal education.

Legal culture means the level of legislation of the society, the level of public awareness of the existing laws, the observance of the rule of law by citizens, law enforcement agencies and intolerance of those who do not comply with them. Legal culture is conditionally divided into the legal culture of society and the individual. The legal culture of society is the legal consciousness, legality, laws

is seen as a type of social culture that reflects a certain level of literacy and legal experience and encompasses all the riches that humanity has created in the field of law. The legal culture of society is the basis for ensuring individual freedom and security, ensuring human rights, its legal protection and social activism. The legal culture of the individual is an integral part of the legal culture of society. This activity is in line with the development of society and its culture in the field of law, resulting in a permanent legal enrichment of the individual and society. Undoubtedly, the high legal culture of the individual ensures the development of society. In almost all his speeches, the President of the Republic of Uzbekistan draws attention to the importance of legal culture and the issues of its promotion. For example, in his report on the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan (December 7, 2016) he said: "Improving the legal culture, educating citizens in the spirit of respect for the law is important in ensuring the rule of law. Sh. In his report, "Our Parliament must become a real school of democracy, the initiator and main executor of reforms," Mirziyoyev critically analyzed the activities of political parties, their parliamentary factions and deputies, and said: Would it be worthwhile to introduce a new system in which the Central region operates through political parties? The rapid development of a democratic society and the success of reforms in this area largely depend on the level of legal awareness and legal culture of the people. High legal culture is the foundation of a democratic society and an indicator of the maturity of the legal system. In this regard, taking into account the current political and legal reality, it is necessary to develop a comprehensive program of targeted measures aimed at radically improving legal education and enlightenment in our country, the promotion of legal knowledge in society. Will the implementation of this program ensure that the population will be treated with respect for human rights and freedoms, and citizens will have a greater sense of obedience to the law, Uzbekistan is a country with a great future,

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Theory of state and law Odilqoriyev X.T

Tashkent Adolat 2018_ 528 p High spirituality is an invincible force

THE ROLE OF THE PROSECUTOR'S OFFICE IN PREVENTION OF OFFENSES IN HIGHER EDUCATIONAL INSTITUTIONS AND INCREASING THE QUALITY AND EFFICIENCY OF EDUCATION

Djuraev Ikhtiyor

Deputy Director of Specialized branch of
Tashkent State University of Law, PhD in Law
i.djurayev@tsul.uz

Abstract. In this article the author will discourse about the importance of the role of prosecutor's office in prevention of offences and the influence of meetings and propaganda activities organized by prosecutor's office to the students and personnel of higher educational institutions, as well as, quality and efficiency of education itself. Moreover, the article contains argumentations on the importance of increasing legal culture and legal knowledge, in addition, informing general public (including higher educational students and personnel) about their rights and duties. Furthermore, the author examines several measures directed to prevent offences among students and personnel of higher educational institutions.

Key words: Prevention, legal culture, higher educational institutions, students and personnel, propaganda, prosecutor's office, meetings, activities.

In the process of judicial and legal reforms in the Republic of Uzbekistan, special attention is paid to the prevention of offenses. The decrease of criminal offences in society, in turn, indicates increase in legal literacy and legal culture of citizens.

President of the Republic of Uzbekistan Sh. Mirziyoyev said: "It is necessary and compulsory to strengthen preventive work in the fight against crime, especially, radically change the work at the lower level" [1].

One of the important conditions for ensuring the rule of law is the unconditional implementation of the Constitution of the Republic of Uzbekistan and the normative legal acts adopted on its basis, strict adherence to them.

It should be noted that the Law of the Republic of Uzbekistan "On Crime Prevention" was adopted, and defines the main tasks of crime prevention as follows:

- ensuring the protection of the rights, freedoms and legitimate interests of the individual;
- raising legal awareness and legal culture in society, strengthening the rule of law, as well as the formation of an intolerant attitude to corruption;

- to identify, study the causes of violations and the conditions that allow them, to take measures to eliminate them;

- social rehabilitation and social adaptation of victims of offenses, persons prone to offenses, offenders, including those previously convicted and released from places of imprisonment;

- reducing the risk of individuals becoming victims of crime;

- ensuring cooperation and coordination of the activities of bodies and institutions directly involved in crime prevention and participating in it [2].

One of the most important issues in the country is the protection of the rights and legitimate interests of citizens, and the right of citizens to education is the object of protection at the level of constitutional law. Therefore, it is very important to provide guarantees to protect the rights and legitimate interests of learners. Prevention of delinquency in higher education is one of the main tasks in the direction of legal reform.

President of the Republic of Uzbekistan Sh.M. Mirziyoyev said: "We consider it our primary task to improve the work of all parts of the education system in accordance with modern requirements"[3].

It is clear that today our place in the rapidly developing world competitive market depends on the quality of personnel trained by our higher educational institutions. Therefore, ensuring the quality of education in higher educational institutions should be considered as one of the main and most important issues. Competitive, high-quality training cannot be achieved without ensuring the quality of education.

The main purpose of crime prevention in higher educational institutions is not to punish offenders, but to take appropriate measures to improve the quality and effectiveness of education.

An offense is a violation of the order established by society and established by law, or the rules of social life in general [4].

An offense is a socially dangerous act committed by a subject with legal and communication capacity, which contradicts to the requirements of legal norms and causes damage to the person, property, the state and society as a whole [5].

Legal advocacy activities carried out by the prosecutor's office play an important role in preventing crime in higher educational institutions and improving the quality and efficiency of education. Such measures have a positive impact on the legal education of students and serve to prevent them from committing various offenses.

Legal education is a concept that represents the process of continuous assimilation of legal knowledge into the culture and consciousness of members of society through various tools of influence. Legal education tools include legal advocacy, legal education and practice, and self-education. Legal education is the process of forming the legal consciousness and legal culture of students, inculcating in minds their rights and duties [6].

One of the main tasks of the prosecutor's office is to monitor the implementation of legislations regarding the activities of higher educational institutions. It should be noted that the prosecutor's office is a state body with the opportunity and authority to examine and to get acquainted with the problems and shortcomings of all areas of life, including higher education.

In addition, by the prosecutor's office personnel, except administering prosecutor's office, the preparation of relevant procedural documents and other control functions, the special attention is paid to organization of propaganda activities for enterprises, organizations, institutions, including higher educational institutions, teaching personnel, teachers and students, informing the public about violations and their consequences, as well as, making appropriate proposals and recommendations that will serve the activities of the higher educational institution to prevent crime and to ensure the quality and effectiveness of education.

The organization of legal propaganda and a series of meetings aimed at raising the legal culture in higher education will allow students and personnel to develop legal awareness, i.e. increase the level of legal knowledge and become more aware of legal information.

According to G.M. Kurbanova, "Laws alone are not enough in the process of forming the legal culture of students in the higher educational system, and legal propaganda and advocacy, legal culture, events on social issues by social institutions will also help.

Having legal knowledge, legal upbringing, enlightenment and culture, the habit of considering the laws sacred and acting without questioning them should become a human quality of every person. Legal culture plays an important role in the adoption of legal norms of the state, the implementation of legal initiatives, the application of legal norms in everyday life, the regulation of various social relations between people" [7].

Legal culture is the level of legal knowledge of people, a conscious attitude towards the law, respect for and observance of the law [8].

According to SS. To'raeva, Z.S. Shaimkulova, "Legal culture is a person's behavior

and attitude to the rule of law and the rules established by the state. Legal culture is an integral part of a person's overall culture. In order to have a legal culture, it is necessary to follow the law, to act in accordance with the law. Legal culture means not only knowing and realizing one's rights, but also devotion to the people, honesty, respect for the rights of others, devotion to the Motherland and making good deeds as a vital principle" [9].

As the role of law in the regulation of social relations grows, so does the importance of the rule of law mechanism, which is a necessary condition for the implementation of law.

According to Z.B. Usmanova, "... organizational work aimed at acquainting young citizens with their rights and responsibilities, as well as information in all areas relevant to them, providing comprehensive information about the huge reforms taking place in our country leads to enrichment of the level of knowledge, worldview, intellectual potential of students [10].

According to G'.N. Pirnazarov, "The low level of legal culture includes ignorance of the law and the legislation, its social, political and economic significance in society, lack of understanding of basic legal concepts, as well as inability to identify a legal problem when analyzing a particular situation and inability to assess attitudes to offenses at all" [11].

The low level of legal culture among students and employees of the educational institution leads to various offenses committed by them, as well as, causing difficulties in introducing a positive experience into the learning process and achieving innovative changes in the activities of the institution of higher education, which strives to train comprehensively mature, honest and dedicated personnel.

Therefore, by the personnel of the prosecutor's office, in cooperation with the judiciary, law enforcement agencies, advocacy, legal education institutions and other legal professionals, it is essential to conduct advocacy activities aimed at preventing violations in higher educational institutions, regular roundtables and legal training of students and personnel, as well as, to bring to the attention of students and personnel of higher educational institutions the methodological materials that serve to enhance their culture.

Taking into account the above, it is expedient to take the following measures to prevent offenses and improve legal culture in higher educational institutions:

first, regular set of preventive educational activities, meetings and roundtables with the participation of prosecutors aimed at preventing possible violations by students and personnel of higher educational institutions;

secondly, conducting competitions aimed at further increasing and strengthening the legal knowledge and literacy of students and personnel of higher education institutions;

thirdly, to accelerate the production of videos, short films and documentaries, TV projects, audio materials on violations committed by students and personnel of higher educational institutions and their negative consequences, and to inform the general public (including higher education students and personnel) through television, radio, social networks. This has a positive effect on the training of personnel who know the law and are obedient, dedicated, honest, knowledgeable and have a high legal culture.

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PROSPECTS FOR IMPROVING THE INSTITUTE OF PRELIMINARY INVESTIGATION

M.D. Botaev

Head of the Department of International Cooperation and Studying Foreign
Experience of the Academy of the Ministry of Internal Affairs of the
Republic of Uzbekistan

The article provides an in-depth analysis of the bases which may serve as a reason for the start of preliminary investigation stage, as well as the development of proposals and recommendations for further improvement of the process.

Keywords: preliminary investigation, inquiry, investigation, law, constitution, institution of criminal proceedings, refusal to initiate criminal proceedings, application, electronic document, anonymous message.

In Uzbekistan, large-scale program measures are being consistently implemented on ensuring the rule of law, further reforming the judicial-legal system and humanizing the priority areas of criminal proceedings. Such important tasks as improving and liberalizing the criminal and criminal procedural legislation, improving the efficiency of quality of the justice administration, improving the procedural foundations of criminal proceedings, ensuring in the activities of judicial investigative bodies of guarantees for the protection of the rights and freedoms of citizens are defined in the Action Strategy on five priority areas of development of the Republic of Uzbekistan in 2017-2021. A deep critical study of the legislative norms governing the institution of preliminary investigation in criminal procedural relations and related law enforcement practice is required to ensure the execution of these tasks.

Article 3201 of the Code of Criminal Procedure of the Republic of Uzbekistan defines the forms of pre-trial proceedings, consisting of the stages of pre-trial examination, inquiry and preliminary investigation.

At the stage of preliminary investigation, you can check the statements of the case, messages and other information, take a decision based on the results of their consideration, as well as take measures for consolidating and preserving potentially important traces of the crime, objects and documents.

The preliminary investigation is carried out by the authorized bodies specified in the Article 391 of the Code of Criminal Procedure, in accordance with the rules established in the Chapter 41 (initiation of criminal proceedings) of the Code of Criminal Procedure.

The preliminary investigation is the first stage of the criminal process. It begins with the receipt of statements, messages and other information related to the crime. This stage ends with the initiation of a criminal case or the refusal to initiate a criminal case or the adoption of a decision on the transfer of an application or message under jurisdiction.

The reasons for initiating a criminal case are the following (Article 322 of the Code of Criminal Procedure), allowing the implementation of the preliminary investigation:

- 1) statements of persons;
- 2) messages of enterprises, institutions, organizations, public associations and officials;
- 3) media reports;
- 4) discovery of information and traces indicating a crime directly by the inquiry officer, investigator, prosecutor, as well as the body conducting the preliminary investigation;
- 5) a statement of confession [1. p. 27].

The most common reason for initiating criminal proceedings is the statements of persons.

Despite this, the current Code of Criminal Procedure does not directly determine what kind of document it is and what requirements are established for it.

However, the Law of the Republic of Uzbekistan "On appeals of individuals and legal entities" of September 11, 2017 No. LRU-445 defines a statement as an application for assistance in realization of the rights, freedoms and legitimate interests. In the Article 3 of this law, a complaint is defined as a request for restoration of violated rights, freedoms and the protection of legitimate interests [2. p. 34].

In accordance with the Article 324 of the Code of Criminal Procedure, statements of persons about a crime can be oral or written. An oral statement must be recorded in the protocol. In addition, the article states that a written statement must be signed by those from whom it comes, the protocol must contain information about the applicant, his place of residence and work, as well as about his personal documents. If the applicant is unable to present documents, other measures must be taken to verify his identity. The applicant is warned of criminal liability for a deliberately false report of a crime, about which he gives a subscription in the protocol. Further, a report on the circumstances of the commission of the crime is entered in the protocol from the first person, if possible verbatim. The protocol is signed by the applicant and the official who accepted the application.

According to the Article 323 of the Code of Criminal Procedure, a letter, statement or other anonymous report of a crime that is not signed or signed with a forged signature or written on behalf of a fictitious person cannot serve as a reason for initiating a criminal case. Although this is not explicitly stated in the Code of Criminal Procedure and other normative legal acts, if the anonymous message contains accurate facts about serious or especially serious crimes, it must be checked by the pre-investigation authority. If in a certain case the fact of corpus delicti is confirmed, then the reason for initiating a criminal case will be the direct detection of bodies of pre-investigation verification of the signs of a crime [3. p. 54].

In accordance with the requirements of the current Code of Criminal Procedure, the application must be signed by the applicant. This requirement serves to increase the responsibility of the citizen who reported the crime, as well as to obtain reliable information necessary for initiating a criminal case or drawing up other conclusions. Inadequate attention to this requirement may lead to poor quality of preliminary investigation documents. Despite the fact that the above analysis does not give rise to criminal proceedings on an anonymous report, it can serve as a basis for initiating a preliminary investigation.

In turn, it is not clear why the Code of Criminal Procedure has not yet established the procedure for individuals to report crimes through the filing of electronic applications. After all, 2020 has been declared as the Year of Science, Enlightenment and the Digital Economy Development in Uzbekistan, moreover, this order is used in other legal relations. Therefore, in order to establish a unified form for electronic filing of citizens' appeals of crimes and to ensure, on the basis of this, the preliminary investigation, we propose to state the Article 324 of the Code of Criminal Procedure as follows:

"Statements of persons about crimes can be in written, oral or electronic forms. A written and electronic application must be signed by the applicant.

Electronic statements of persons about crimes shall be confirmed by electronic digital signature and contain details allowing identification of the electronic document".

The inclusion of this provision in the Code of Criminal Procedure will not only ensure the effective implementation of citizens' right to appeal, but will also provide

reliable information to law enforcement agencies, prompt receipt of statements by persons, timely and correct recording of statements and reports of crimes, as well as increasing people's confidence in law enforcement agencies.

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TECHNOLOGICAL SCIENCES

ANALYSIS OF THE USE OF ARTIFICIAL INTELLIGENCE IN E-LEARNING

Sobirova G.D, Abdiyeva H.S.

teachers of Samarkand State University

habiba.abdieva@mail.ru

Abstract. E-Learning is an innovative approach for delivering electronically mediated, well-designed and learner-centered interactive learning environments by utilizing internet and digital technologies. E-Learning systems are the latest emerging technology in the field of innovative teaching and learning. It provides a virtual classroom with all facilities of conventional and advanced methods of teaching. Artificial intelligence supported E-Learning systems in order to ensure better teaching and learning experiences along educational activities. This paper discusses the importance of neural networks in E-Learning.

Key words: E-Learning, Artificial intelligence, Neural networks.

Education is indispensable to development of any nation. Nowadays, there are lots of ways to increase knowledge. One of the most popular paradigms for education is the electronic learning, better known as E-Learning. E-Learning commonly referred to use of computer networks for learning process. E-learning is the use of technology to enable people to learn anytime and anywhere. Recently, E-learning has become an active field of research and experimentation, with remarkable investments from all parts of the world. It represents the web-based delivery of comprehensive, dynamic learning contents, aiding the development of communities of knowledge, linking learners and practitioners with experts. E-learning supports the different phases of traditional learning and in some cases it is the only possible method of learning, allowing knowledge acquisition also in particular conditions (absence of teaching structures, impaired students, pandemic and other situations). Components of E-Learning can include content of multiple of formats, management of the learning experience, and an online community of learners, content developers and experts. The study summarized the main advantages, which include convenience, flexibility, easy accessibility, consistency and its repeatability. With Information Technologies (IT), there is a growing trend regarding the research and exploitation of this kind of E-Learning platforms. There exist several initiatives at different educative levels, from which some examples are the Khan Academy, the MIT Open CourseWare, or the "Free Online Course" of the Stanford University. The virtual courses that are supported by the e-learning approach.

Artificial Intelligence (AI) demonstrated by machines or computers, unlike the natural intelligence displayed by humans and animals. The applications of AI within E-learning can produce the potential of creating realistic environments with which

students can interact. Recent revolutionary communication technologies like Internet have an important role on making the changes and developments possible. In addition, rise of artificial intelligence field in almost every field is also another remarkable subject that should be taken into consideration. The employment of artificial intelligence in education has given many advantages to teachers and researchers and enabled them to solve many teaching/learning oriented problems or unclear issues, thanks to mathematically and logically solution ways. Nowadays, educational institutions often prefer designing artificial intelligence supported e-learning scenarios and applying them in different courses or educational activities in order to improve teaching and learning experiences.

Artificial Neural Network are relatively crude electronic models based on the neural structure of the brain. The brain basically learns from experience. It is natural proof that some problems that are beyond the scope of current computers are indeed solvable by small energy efficient packages. This brain modeling also promises a less technical way to develop machine solutions. This new approach to computing also provides a more graceful degradation during system overload than its more traditional counterparts. Artificial Intelligence methods enable computer programs and software applications to think and act intelligently and rationally. To aim this goal, AI utilizes methods and techniques, like: Neural Networks, Genetic Algorithms, Reinforcement Learning and Fuzzy Logic. Neural Networks do not rely on ruled-based programming for their performance. Instead, neural networks use learning algorithms to "tune" outputs to inputs. The technology finds use in situations in which rules are not explicitly available, and in which "tuning" inputs to outputs is easier than analyzing the internal reasoning process. Currently, data mining uses neural networks to analyze the large volumes of data. Basically Computers are good in calculations that basically takes inputs process then and after that gives the result on the basis of calculations which are done at particular Algorithm which are programmed in the software's but Artificial Neural Network (ANN) improve their own rules, the more decisions they make, the better decisions may become. The Characteristics are basically those which should be present in intelligent System like robots and other Artificial Intelligence Based Applications. There are six characteristics of Neural Networks which are basic and important for this technology.[3]

In conclusion, e-learning is a field that takes advantage of the current advances in technology and integrates many techniques from different fields, such as educational theories, knowledge representations, identification and modeling, AI methods and optimization procedures among others. E-learning systems allow acquisition and storage of a huge volume of data.

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METHOD OF FACTOR ANALYSIS OF INVESTMENT POTENTIAL EFFICIENCY IN CHEMICAL ENTERPRISES

Tillaeva Barno Ramizitdinovna

independent researcher

Tashkent State Technical University

barnotillayeva78@gmail.com

Abstract. The article identifies the main factors influencing the increase in the efficiency of investments in the chemical industry, and analyzes the levels of impact by the methods of "correlation" and "regression", as well as calculates the forecast indicators of the efficiency of investments based on exponential and degree functions.

Keywords: investment potential, modeling, correlation, regression, indicator, factors, forecasting, econometric assessment, economic and mathematical methods, financial and economic processes.

When determining the possibilities of increasing the investment potential of industrial enterprises, taking into account the level of direct impact on the indicators of the investment potential of industrial enterprises, four can be distinguished, namely: financial potential, material and resource potential, innovation potential and human factor potential.

The most important indicators of the investment potential of an enterprise are financial capabilities, which include the company's solvency, working capital, profitability, the use of production facilities, the degree of financial independence and others. The potential of material resources includes reserves of natural resources, production capacity and fixed assets mobilized for the production of material goods. The main indicators of their assessment are the availability and competitiveness of natural resources by industrial enterprises, their cost, the cost of exploration, the production capacity of the facilities used, the cost of fixed assets, their condition and others. Human potential includes the number of employees in an industrial enterprise, qualifications, demographic structure, quality of work, educational level, average wages and so on. The innovative potential combines the level of using the latest achievements of science and technology, the possibility of diversification and localization. These indicators constitute a group of factors influencing the increase in the investment potential of industrial enterprises. Its quantitative assessment will depend not only on the investment opportunities of an industrial enterprise, but also on the movement of factors influencing it.

In the context of the development of the digital economy, it is important to develop and implement effective organizational and economic solutions that are of scientific and practical importance to improve the efficiency of the investment potential of industrial enterprises using the model of multivariate analysis of investment efficiency [1]. Econometric assessment of the main factors influencing the efficiency of investment potential in the chemical industry allows to study the strength of the interdependence of financial and economic processes through economic-mathematical methods, to identify and observe their mutual laws and to evaluate them experimentally[2]. Today, a large number of software has been developed that simplifies the process of applying these methods and allows the selection of a significant model of evaluation. We present the analysis of the following analysis using the SPSS program, which is widely used in mathematical modeling, as well as econometric analysis, i.e. correlation-regression analysis and we have made extensive use of the scientific researches by [3], [4], [5] who developed methods for improvement.

Based on the analysis of the efficiency of investment potential using methods of correlation and regression analysis of econometrics, the strength of the relationship between the selected key factors is determined and the directions for determining and effective use of the investment potential of industrial enterprises are determined, taking into account each factor [6]. The most important stage in the construction of a multivariate model is the choice of an econometric expression that describes the dependence of the result, the predicted indicator on the selected key factors. The more scientifically accurate and generalized the level of forecasting the effectiveness of investment potential, the higher the level of management and achievement of the results of this forecast.

In the model shown in the table, the true value of the F-Fisher criterion is $F_{\text{true}} = 26,18$ and the number of degrees of freedom is $\gamma_1 = 6$ in the figure and $\gamma_2 = 11$ in the denominator. $F_{\text{table}} = 3,09$. So, our generated multifactor regression equation is significant (table 1).

Table 1
Criteria for checking the quality and importance of the econometric model

The multifactor correlation coefficient R	The coefficient of multi-factor determination is R-square	Corrected R-square	Standard error of evaluation	F-true	P-value	DW
0,973	0,96	0,938	213,57	26,18	$1,4 \cdot 10^{-5}$	1,813

If there is no autocorrelation in the residuals of the resulting factor, then the value of the calculated DW criterion will be around 2. The value of the DW criterion calculated in our example is 1,752. This indicates that there is no autocorrelation in the resulting factor residues. Thus, the linear regression model developed by estimating the coefficient of the analysis results has the following form:

$$Y = 895,246 + 0,3187 \times X_3 + 0,3275 \times X_5 - 1,485 \times X_6 - 11,782 \times X_{10} + 0,812 \times X_{14}$$

$$R^2 = 0,973; F_{\text{хаккикий}} = 26,18; DW = 1,752$$

If we classify the results of factor analysis, then the share of R^2 in the general analysis of variance is 97,3%, i.e. the variation dependence of the analyzed factors, and the remaining 2,7% are random factors that do not take into account the variation dependence. It should be noted that the selected variables are factors that directly affect the change in the final indicator. The change in the regression coefficient of a variable by one is the average change in the resulting index.

Conclusions

Using the results of the above multivariate analysis, it will be possible to effectively use the investment potential of the chemical industry and increase the investment attractiveness, as well as scientific analysis. On this basis, it will serve as a scientific basis for the development of effective organizational and economic solutions aimed at improving the existing investment potential and increasing the efficiency of investments in the chemical industry in the future.

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