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**SCIENTIFIC IDEAS OF YOUNG  
SCIENTISTS**

**POMYSŁY NAUKOWE MŁODYCH  
NAUKOWCÓW**

**НАУЧНЫЕ ИДЕИ МОЛОДЫХ  
УЧЕНЫХ**



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## AGRICULTURAL SCIENCES

### PROSPECTS FOR USING NEW WATER SUPPLY METHODS AND DRINKING WATER SYSTEMS IN UZBEKISTAN

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Preventing water pollution from global change is essential. In this regard, at a new stage in Uzbekistan's development, the government has adopted a number of resolutions and decrees, which are mainly aimed at improving the sanitary state of water supply and sewerage systems. The President of the Republic of Uzbekistan Shavkat Mirziyoyev emphasizes the need for "rational use of land and water resources, the rapid introduction of market principles, advanced achievements of science and technology in relations between agro-industrial organizations ..." [1]. This places modern demands on the level of treatment of treated wastewater discharged into double reservoirs.

In modern Uzbekistan, as in all spheres, new water management structures are being created to ensure effective regulation of water use, active work is underway to attract the private sector to water supply and sanitation. Including, the Decree of the President of the Republic of Uzbekistan dated November 26, 2019 No. PP-4536 "On further improving the water supply system of the republic" and the Decree of the President of the Republic of Uzbekistan dated November 26, 2019 "On improving the quality of drinking water, Resolution PF-5883" On measures to improvement of the water supply and sewerage system "became the basis for a new stage in the further development of water supply and sewerage.

The country is carrying out consistent reforms in the field of water use, including water supply and sanitation, comprehensive measures are being taken to ensure the rational use of water, its quality and safety, as well as the introduction of modern innovative water consumption systems. In addition, on the agenda today is the consistent continuation of work to improve the water supply system, attract foreign investment in the sector and develop the country's drinking water supply and sanitation infrastructure. Accordingly, on the basis of state unitary water supply enterprises that are part of the system of the Ministry of Housing and Communal Services of the Republic of Uzbekistan, the Uzsvtaminot joint stock company was created by reorganizing these enterprises into limited liability companies [2].

The biggest issue in the modernization of water supply systems is the adaptation of water pumping stations to the requirements of today. Modern pumping stations now must be more efficient and productive than before.

The use of energy-saving methods and means of operating pumping units for water supply and sewerage systems is increasingly being used. This leads to a significant reduction in energy consumption. However, we need to be able to adequately control the best performance (in terms of efficiency, productivity and specific energy consumption) [3] after modernization (replacement of pumps). *Firstly*, it will become the basis for the introduction of a new concept of "virtual pump" and the creation of mathematical models of virtual and real pumping units operating at constant and variable speed. *Secondly*, as a result of the effective use of technology, it will be possible to determine the optimal parameters of energy-efficient pumping units. *Third*, current approaches to determining the efficiency of pumping units are useful in determining whether the target value for the maximum energy efficiency required to determine the energy saving capacity of pumping systems of systems is a target function of energy supply costs.

Much work is underway in Uzbekistan to introduce drip irrigation technology, which is one of the most advanced methods of irrigating crops. Drip irrigation, which is a modern method, is



characterized by high efficiency, that is, the ability to obtain a consistently high yield with low water consumption in conditions of limited water resources. Advantages of drip irrigation:

- Drip irrigation is the gradual delivery of water to the exact location of the plant's roots. By maintaining optimal soil moisture, this irrigation method also prevents water from evaporating in the sun and wind.

- Water is not used to moisten the soil where it is not needed, that is, between the ditches, and the optimum moisture level is maintained around the root. Drip irrigation is suitable for all types of soil. Water is distributed differently depending on the type of soil.

Experts admit that the advantage of drip irrigation is primarily in saving water resources [4].

Thus, in modern wastewater treatment plants, mechanical treatment consists of the processes of buoyancy, sand trapping, filtration and filtration using grates of different sizes. The volumetric dimensions of such structures and their types depend mainly on the amount, composition and properties of wastewater, as well as on post-treatment processes. Also, the use of modern pumping units in the water supply and sewerage system in the Republic of Uzbekistan, the placement of low-water, drought-resistant and water harvesting crops in low-water areas, **the digitalization of water supply and sanitation systems of the Republic of Uzbekistan**, water balance control, the use of advanced methods and the introduction of important innovations, such as the creation of a unified national systems for targeted strategic monitoring of water resources.

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## ТОЛЕРАНТНОСТЬ К ВЕРТИЦИЛЛЁЗНОМУ ВИЛТУ СЕЛЕКЦИОННОГО МАТЕРИАЛА, СОЗДАННОГО МЕЖВИДОВОЙ И ВНУТРИВИДОВОЙ ГИБРИДИЗАЦИЕЙ ХЛОПЧАТНИКА

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***Аннотация.** В статье проанализированы результаты, полученные по устойчивости к вертициллёзному вилту новых линий и семей хлопчатника, созданных различными методами межвидовой и внутривидовой гибридизации.*

*На основании полученных результатов подтверждена эффективность использованных методов межвидовой и внутривидовой гибридизации при селекции сортов хлопчатника, устойчивых к вертициллёзному вилту. Ряд линии, проявившие толерантность к смешанной расе вертициллёзного вилта на естественно заражённом вилтовом фоне, рекомендованы в качестве исходного материала для селекции сортов, устойчивых к вертициллёзному вилту.*

В последние годы во всем мире наблюдается усиление негативного влияния различных болезней и вредителей на урожайность сельскохозяйственных культур. Наиболее сильный ущерб на урожайность и качество продукции выращиваемых на производстве сортов сельскохозяйственных культур наносят новые агрессивные расы болезней. В связи с этим, особую актуальность приобретает проблема создания новых сортов, путём применения различных методов гибридизации при селекции сельскохозяйственных культур, которые должны обладать не только раннеспелостью, высокой урожайностью и качеством продукции, но и генетически устойчивыми к наиболее агрессивным расам болезней.

Известно, что вертициллёзный вилт (*Verticillium dahliae* Kleb.) значительно снижает урожайность хлопчатника и ухудшает качества волокна. В связи с этим, выявление исходного материала и доноров устойчивости к вертициллёзному вилту с последующим вовлечением их в селекционный процесс для создания сортов и внедрения толерантных к вилту сортов хлопчатника является одной из важных задач селекционеров. Исследованиями учёных доказано, что сорта, устойчивые к одним расам возбудителя вилта, поражаются другими расами патогена. Поэтому, требуются постоянный поиск новых исходных форм и доноров толерантности к новым агрессивным расам возбудителя, появляющихся в результате эволюции патогена.

Исходя из вышеизложенных, многими учёными осуществляются исследования по выявлению новых источников-доноров устойчивости хлопчатника к вертициллёзному вилту и вовлечении их в селекционный процесс. В качестве примера к этому можно привести таких исследований, осуществленных как в Узбекистане (Губанов, 1969; 1972, Мирахмедов, 1972; Арутюнова, Гесос, 1973; 1978, Попов, Трибунский, 1973; Войтенко, 1973; 1975; Эгамбердиев, 1979; Пулатов, 1993; Автономов, 1993; Ким, 2009) так и зарубежом (Cano-Rios, Davis, 1981; Bell, 1992; Mert et al., 2008 и др.), направленных изучению проблемы выявления доноров толерантности и создания сортов хлопчатника, устойчивых к вертициллёзному вилту.

Известно, что в результате обширных исследований по селекции хлопчатника в Узбекистане, были достигнуты большие успехи в создании высокоурожайных сортов хлопчатника с высоким качеством волокна, приспособленных для выращивания в различных почвенно-климатических условиях республики. Однако, в последние годы, урожайность и качество волокна некоторых районированных сортов хлопчатника снижаются в результате значительного поражения их вертициллёзным вилтом. Поэтому, во многих исследованиях особое внимание уделяется изучению устойчивости к вилту нового создаваемого селекционного материала.

На основании вышеизложенных, наши исследования направлены на выявлении толерантности к вертициллёзному вилту (*Verticillium dahliae* Kleb.) новых селекционных линий и семей хлопчатника, созданных различными методами гибридизации.

Исследования проводились в 2018-2019 годах в лаборатории “Генетика и цитология хлопчатника” Научно-исследовательского института селекции, семеноводства и агротехнологии выращивания хлопка.

Все агротехнические мероприятия осуществлены согласно методик, принятой в институте. В период вегетации растений вносили 250 кг / га азота, 175 кг / га фосфора и 125 кг / га калийных удобрений. Минеральные удобрения вносились в основном в три периода: во время фазы образования настоящих листьев, а также в периоды полного цветения и плодоношения. За вегетационный период хлопчатник поливали 4 раза.

В качестве исходного материала в нашем эксперименте использованы свыше 30 новых линий и семьи хлопчатника, созданные нами различными методами межвидовой и внутривидовой гибридизации, а также стандартные сорта С-6524 и Наманган-77.

Толерантность новых линий и семей хлопчатника к *Verticillium dahliae* Kleb. определяли на естественно сильно зараженном смешанной расой вилтовом фоне института. Результаты, полученные на основе экспериментов, были обработаны по методике Б.А. Доспехова (1985).

Исходя из поставленных задач в наших исследованиях, наряду с основными хозяйственно-ценными признаками, мы также изучили толерантности созданного нами селекционного материала к различным расам вертициллёзного вилта на естественно сильно зараженном вилтовом фоне.

Полученные результаты в 2018 году (таблица-1) свидетельствуют о том, что наиболее толерантными среди созданных линий хлопчатника, являются Л-Сельхоз; Л-138 и Л-23/06, которые проявили наименьший процент поражения в общей степени по сравнению с другими линиями, т.е. 1,12%; 1,17% и 1,67, соответственно. Следует отметить, что линии Л-Сельхоз и Л-138, в отличие от линии Л-23/06, также оказались устойчивыми к вертициллёзному вилту в сильной степени, тогда как поражаемость в сильной степени у линии Л-23/06 составила 1,0%.

Таблица-1

**Показатели поражаемости вертициллёзным вилтом селекционных линий хлопчатника, созданных методами межвидовой и внутривидовой гибридизации, 2018 г.**

№	Сорта и линии	Поражаемость в общей степени, %	Поражаемость в сильной степени, %
1	С-6524 (стандарт)	3,55±2,08	1,55±1,55
2	Л-95	7,52±3,66	3,35±2,05
3	Л-138	1,17±1,17	0
4	Л-267	3,48±0,95	1,53±0,63
5	Л-12/06	5,27±3,05	3,87±2,41
6	Л-58	4,21±1,29	1,20±1,20
7	Л-22/06	6,51±3,01	1,50±1,11
8	Л-23/06	1,67±1,67	1,0±0,7
9	Л-507	2,37±2,37	2,30±1,00
10	Т-Сельхоз	1,12±1,12	0

Из приведенных в таблице данных видно, что среди изученных линий наиболее высокий процент поражения вилтом в общей степени обнаружены у линий Т-22/06 и Л-95, с соответствующими показателями 9,54% и 7,52%. Однако, показатели поражаемости

вертициллёзным вилтом в общей степени у линий Л-95; Л-22/06; Л-12/06 и Л-58 оказались выше показателя стандартного сорта С-6524, т.е. 7,52; 6,51; 5,27 и 4,21%, соответственно. Необходимо отметить, что Л-12/06 (3,87%) и Л-95 (3,35%), а также Л-507 (3,35%) по поражаемости вертициллёзным вилтом в сильной степени значительно уступили стандартному сорту.

В 2019 году продолжили исследования по изучению толерантности к вертициллёзному вилту на обширном селекционном материале хлопчатника, созданных в лаборатории. В таблице-2 приведены результаты экспериментов

Таблица-2

**Показатели поражаемости вертициллёзным вилтом селекционных линий хлопчатника, созданных методами межвидовой и внутривидовой гибридизации, 2019 г.**

№	Сорта и линии	Поражаемость в общей степени, %	Поражаемость в сильной степени, %
1	С-6524 (стандарт)	29,40	12,9
2	Наманган -77 (стандарт)	25,03	11,1
3	Л-12/06	4,29	1,0
4	Л-12/06 (О-659-66)	5,81	0,0
5	Л-12/06 (О-667-70)	4,02	0,0
6	Л-138	3,13	0,0
7	Л-175/248 (О-25-30)	4,35	0,0
8	Л-267 (О-371-76)	22,56	12,0
9	Л-470/1 (О-51-52)	26,32	13,2
10	Л-507	4,35	0,0
11	ЛЦГ-2/06 (О-132-37)	6,25	0,0
12	ЛЦГ-3/04 (О-1109-12)	9,52	3,2
13	ЛЦГ-4/06 (О-87-94)	4,87	1,6
14	ЛЦГ-22/06	4,80	0,0
15	НШЭ -19/06 (О-917-26)	3,20	0,0
16	НШЭ -22/06 (О-147-60)	3,04	0,0
17	НШЭ -22/06 (О-122-29)	6,41	0,0
18	НШЭ -23/06	4,00	0,0
19	НШЭ -25/06	4,11	0,0
20	ХГР -243-43/07	6,12	1,0
21	ХГР -482-83/03	4,27	0,0
22	Фазо (О-1019-20)	4,76	0,0
23	ССИ -73/02	21,90	9,5
24	F <sub>10</sub> РАТ X МД-01	5,04	0,0
25	F <sub>12</sub> (F <sub>2</sub> К-58 x C-4727)x Омад	7,65	2,8
26	F <sub>26</sub> К58 (тип арбореум)	8,62	1,7
27	F <sub>18</sub> К-58 (тип арбореум) (О-326-32)	8,99	2,8
28	F <sub>33</sub> К58 (тип арбореум) (О-17-20)	5,17	0,0
29	F <sub>23</sub> ( F <sub>3</sub> К-306 x Тошкент-6)	10,65	3,6
30	F <sub>27</sub> С-2602 x C-6037	5,88	0,0
31	F <sub>27</sub> Наманган-1 x Сурхон-5	9,85	3,6

по изучению толерантности селекционных линий и семей, созданных путем межвидовой и внутривидовой гибридизации, а также стандартных сортов на естественно сильно заражённом вилтовым фоне со смешанной расой *Verticillium dahliae* Kleb. в 2019 году.

Полученные данные подтвердили наиболее высокую поражаемость вертициллёзным вилтом в общей степени широко районированных стандартных сортов С-6524 и Наманган-77 с соответствующими показателями 29,4% и 25,03%, что значительно выше показателей поражаемости изученных новых линий и семей хлопчатника. Исследованиями также выявлено, что поражаемость вертициллёзным вилтом в сильной степени у стандартных сортов С-6524 (12,9%) и Наманган-77 (11%) также была значительно высокой, по сравнению с изучаемым селекционным материалом.

Таким образом, на основании полученных результатов доказано, что многие изученные новые линии и семьи хлопчатника, созданные различными методами внутривидовой и межвидовой гибридизации, отличаются толерантностью к вертициллезному вилту в общей степени. В качестве примера к сказанному можно привести таких линий как НШЭ-22/06 (О-147-60); Л-138; НШЭ-19/06 (О-917-26); НШЭ-23/06; НШЭ-25/06; ХГР-482-83/03; Л-175/248 (О-25-30); Л-507; ЛЦГ-22/06; Л-12/06 (О-659-66); ХГР-243-43/07 и НШЭ-22/06 (О-122-29) с соответствующими показателями поражаемости в общей степени 3,04%; 3,13%; 3,20%; 4,00%; 4,11%; 4,27%; 4,35%; 4,35%; 4,80%; 5,81%; 6,12% и 6,41%, которые отличились относительной толерантностью к естественно смешанным расам вертициллёзного вилта по сравнению со стандартными сортами. Необходимо отметить, что все изученные растения вышеуказанных селекционных линий и семей не поражались вертициллезным вилтом в сильной степени.

Однако, среди изученных линий и семей, процент поражения вертициллёзным вилтом как в общей степени, так и в сильной степени оказались относительно высокими у таких линий как Л-470/1 (О-51-52 (26,32%), Л-267 (О-371-76) (22,6%) и ССИ-73/02 (21,9%), что свидетельствует о нецелесообразности использования их в селекции вилтоустойчивых сортов хлопчатника.

### Выводы

В результате осуществленных исследований подтверждена эффективность использованных методов межвидовой и внутривидовой гибридизации в селекции сортов хлопчатника, устойчивых к вертициллёзному увяданию.

Исследованиями выявлена эффективность использования различных методов сложной внутривидовой и межвидовой гибридизации, а также последующее изучение созданных линий и семей хлопчатника на естественно сильно зараженном вилтовым фоне в создании исходного материала хлопчатника с горизонтальной устойчивостью к различным расам вертициллёзного вилта.

Новые линии хлопчатника Л-138, НШЭ-22/06 (О-147-60), НШЭ-19/06 (О-917-26), НШЭ-22/06 (О-122-29), НШЭ-23/06, НШЭ-25/06, ХГР-482-83/03, ЛЦГ-22/06, Л-175/248 (О-25-30), Л-507, Л-12/06 (О-659-66), ХГР-243-43/07, (6,41%), отличающиеся толерантностью к естественным смешанным расам вертициллёзного вилта рекомендуются для использования в качестве исходного материала для селекции сортов хлопчатника.

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## BIOLOGICAL SCIENCES

### АККУМУЛЯЦИЯ СОЛНЕЧНОЙ ЭНЕРГИИ ПОСЕВОМ ОЗИМОЙ ПШЕНИЦЫ В УСЛОВИЯХ КАРАКАЛПАКСТАНА

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**Аннотация:** В данной статье приведены биологические показатели потенциальной урожайности зерна озимой пшеницы по приходу ФАР.

**Ключевые слова:** Фотосинтетическая активная радиация, аккумулированная энергия..

Одним из факторов, сдерживающим увеличение продуктивности агроценоза, стабильную урожайность и качество зерна озимой пшеницы на лугово аллювиальных средне-суглинистых засоленных почвах Республики Каракалпакстан бесспорно является неэффективное использование климатических ресурсов в частности ФАР (фотосинтетически активной радиации)

Нами по методике Ю.И. Ермохина и О.Т. Ермолаева (2012) была рассчитана аккумуляция солнечной энергии посевами озимой пшеницы на вариантах опыта с различными агротехнологиями.

1. Вариант после люцерны (N200,P140,K100.+30т/га навоз

$$\text{Суммарная аккумуляир. энергия} = \frac{7,0\text{т/га} \cdot 10^6 \cdot 2,72}{180} = 106080,0 \text{ Дж/га}$$

2. Вариант после сорго (N200,P140,K100.+30т/га навоз

$$\text{Суммарная аккумуляир. энергия} = \frac{6,9\text{т/га} \cdot 10^6 \cdot 2,72}{180} = 105626,6 \text{ Дж/га}$$

3. Вариант после маша (N200,P140,K100.+30т/га навоз

$$\text{Суммарная аккумуляир. энергия} = \frac{5,9\text{т/га} \cdot 10^6 \cdot 2,72}{180} = 89306,6 \text{ Дж/га}$$

4. Вариант контроль (N120P80K60):

$$\text{Суммарная аккумуляир. энергия} = \frac{4,9\text{т/га} \cdot 10^6 \cdot 2,72}{180} = 74800,5 \text{ Дж/га}$$

#### Аккумуляция солнечной энергии посевом озимой пшеницы сорта Полковчанка (2006 год)

Варианты агротехнологий	Урожайность зерна при std влажности, т/г	Сухая масса, т/га				Суммарная аккумулированная энергия посевом, кДж/га
		зерна	соломы	корней	Общая био масса	

1.Вариант после люцерны (N200,P140,K100.+30т/га навоз	3,2	1,7	1,8	3,5	7,0	106,1
2.Вариант после сорго (N200,P140,K100.+ 30т/га навоз	3,2	1,6	1,8	3,5	6,9	105,1
3. Вариант после маша (N200,P140,K100.+ 30т/га навоз	2,8	1,4	1,5	3,0	5,9	89,3
4 Вариант контроль (N120P80K60) - контроль	2,3	1,2	1,2	2,5	4,9	74,8

Соотношение зерна к соломе определяли методом анализа снопового образца. На вариантах после люцерны и сорго соотношение зерно-солома составило как 1:1,15; на варианте с машем – 1:1,22; на контроле – 1:1,24.

При расчете массы корневой системы использовали данные А.Ф. Неклюдова, В.Д. Киньшаковой, В.М. Чернакова (1998), которые установили, что у озимой пшеницы соотношение надземной массы к подземной составляет 1:1.

Таким образом, можно сделать вывод, что на вариантах после люцерны (N240,P140,K100.+30т/га навоз при общей сухой биомассе посева озимой пшеницы – 7,0 т/га суммарная аккумулированная солнечная энергия посевом составила – 106,1 кДж/га, что на 21,6% больше, чем на контрольном варианте.

**Аккумуляция солнечной энергии посевом  
озимой пшеницы сорта Половчанка (2007 год)**

Варианты агротехнологий	Урожайность зерна при std влажности, т/га	Сухая масса, т/га				Суммарная аккумулированная энергия посевом, Дж/га
		зерна	соломы	корней	общая биомасса	
1.Вариант после люцерны (N200,P140,K100.+30т/га навоз	3,5	1,6	1,8	3,7	7,5	114,1
2.Вариант после сорго (N200,P140,K100.+ 30т/га навоз	3,3	1,6	1,7	3,5	7,1	107,4
3. Вариант после маша (N200,P140,K100.+ 30т/га навоз	2,8	1,3	1,4	3,1	6,2	93,8
4 Вариант контроль (N120P80K60) - контроль	2,3	1,2	1,2	2,5	5,1	77,3

Анализируя данные 2007 года можно сделать вывод, что, как и в 2006 году, на вариантах после люцерны суммарная аккумулированная энергия составила 114,1 кДж/га, что на 25,4% больше, чем на контрольных вариантах. На вариантах после маша при сухой биомассе равной 6,2 т/га суммарная аккумулированная энергия посевом составила 93,8 кДж/га, что на 16,1 % больше, чем на контрольных (табл. 11).

Аналогичная тенденция отмечалась в период 2008 года: на вариантах после люцерны при общей сухой биомассе 6,9 т/га суммарная аккумулированная энергия составила 105,5 кДж/га,



что на 23,5% больше чем на контрольном варианте. При переходе от контрольной к традиционной суммарная аккумулированная энергия увеличилась на 10,9 % и составила 87,3 кДж/га

**Аккумуляция солнечной энергии посевом озимой пшеницы  
 сорта Половчанка (2008 год)**

Варианты агротехнологий	Урожайность зерна при std влажности, т/г	Сухая масса, т/га				Суммарная аккумулированная энергия посевом, кДж/га
		зерна	соломы	корней	Общая.био масса	
1.Вариант после люцерны (N200,P140,K100.+30т/га навоз	3,2	1,6	1,8	3,5	6,9	105,5
2.Вариант после сорго (N200,P140,K100.+ 30т/га навоз	3,2	1,6	1,7	3,4	6,8	103,8
3. Вариант после маша (N200,P140,K100.+ 30т/га навоз	2,7	1,3	1,4	2,8	5,7	87,3
4 Вариант контроль (N120P80K60) - контроль	2,2	1,2	1,2	2,3	4,7	71,5

Анализируя данные по расчету аккумулированной солнечной энергии посевами озимой пшеницы Половчанка, можно сделать вывод, что внесение расчетных норм минеральных удобрений на планируемый уровень урожайности зерна озимой пшеницы способствовало увеличению аккумуляции солнечной энергии посевами в 1,0-1,3 раза, по сравнению с контролем (N0P0K0).

**Аккумуляция солнечной энергии (кДж/га) посевами  
 озимой пшеницы Половчанка при разных технологиях возделывания,  
 в среднем за 2006-2008 годы**

Варианты агротехнологий	2006	2007	2008
1.Вариант после люцерны (N200,P140,K100.+30т/га навоз	106080,0	114088,8	105475,5
2.Вариант после сорго (N200,P140,K100.+ 30т/га навоз	105626,6	107440,0	103813,3
3. Вариант после маша (N200,P140,K100.+ 30т/га навоз	89306,6	93840,0	87342,2
4 Вариант контроль (N120P80K60) - контроль	74800,0	77368,8	71475,5

**Затраты солнечной энергии посевами озимой пшеницы Половчанка  
 на формирование единицы урожая, (Дж/кг)**

Варианты агротехнологий	Годы			В среднем
	2006г.	2007г.	2008г	
Половчанка				
1.Вариант после люцерны (N200,P140,K100.+30т/га навоз	33,2	31,7	37,9	32,5
2.Вариант после сорго (N200,P140,K100.+ 30т/га навоз	33,0	32,5	37,9	32,6
3. Вариант после маша (N200,P140,K100.+ 30т/га навоз	33,1	32,5	37,8	32,6
4 Вариант контроль (N120P80K60) - контроль	32,5	32,6	37,8	32,6

Из таблицы видно, что при возделывании озимой пшеницы после люцерны т.е. высоком фоне минерального питания снижались затраты солнечной энергии на формирование единицы урожая. Так на контрольных вариантах на формирование 1 кг зерна расходуется 32,6 Дж солнечной энергии, в то время как при внесении N240, P140, K100. + 30т/га навоз на вариантах после люцерны энергетические затраты снижались до 32,5 Дж/кг зерна.

Такое «экономичное» расходование солнечной энергии посевами озимой пшеницы при возделывании после люцерны (N240, P140, K100. + 30т/га навоз и после сорго можно объяснить повышением коэффициента использования ФАР до 0,3 % за счет более сбалансированного минерального питания растений.

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## CHEMICAL SCIENCES

### THE CONTENT AND STRUCTURE OF METHODOLOGICAL TRAINING OF FUTURE CHEMISTRY TEACHERS TO WORK WITH TALENTED STUDENTS.

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**Annotation.** *The article examines the content and structure of methodological training of future chemistry teachers to work with talented students. And also, famous alchemist and iatrochemists works have learnt. The methodology of teaching chemistry problems solving have been discussed.*

**Key words:** *teaching methods, chemistry, talented student, module, alchemists, multifunctional node, iatrochemists.*

The methodology of teaching chemistry as a pedagogical science is a private, subject didactics, that is, it is a science that is at the junction of chemical and psychological-pedagogical sciences.

In the ancient world, knowledge was recorded in manuscripts, a small part of which has survived to the present day. These include the works of alchemists and iatrochemists: Jabir ibn Gayan (721–815); Ibn Sina (Avicenna) (980-1037); Albert von Bolstedt (Albert the Great) (1193-1280) Roger Bacon (1214-1294) George Ripley (1415-1490) Vasily Valentin (XVI century); Aureolus Theophrastus Bombast von Hohenheim (Paracelsus) (1493-1541) Andreas Libavius (circa 1550-1616).

Chemistry teaching methodology is a pedagogical science that studies the content of a school chemistry course and the patterns of its assimilation by students. In general, the methodology of teaching chemistry solves the following problems: it determines the goals and objectives of teaching chemistry, determines the content of the academic subject, develops methods, means and forms of teaching, studies the process of mastering the subject by students. The structure of a chemistry lesson is the ratio of the components of a chemistry lesson in their specific sequence and the relationship between them.

The specified program sets out the learning objectives and the sequence of studying each topic. At the same time, a modular program is a program of a student's activities to study a specific topic. Each lesson starts with a motivation procedure. A module is a target multifunctional node that combines educational content and methods of educational activities to master this content. Each educational element (game, text, model, creative, etc.) is a stage in achieving the integrating goal of the lesson, without understanding the content of which the goal will not be achieved. Each student is supplied with a printed module, which is a methodological tool that indicates the goals of the lesson, the student's educational activities at each educational element, as well as educational tasks, questions, exercises and recommendations for their implementation. With the help of printed modules, the chemistry teacher purposefully leads the student to achieve the goals of the lesson through his self-realization, self-expression. One of the mandatory elements in this case is the presence of various types of control over the student's activities throughout the lesson: self-control, mutual control, teacher control. In modular lessons, reflection takes place, the student evaluates his own activities, based on the goals of educational activities. The student becomes interested in the success of his work, there is dynamics, activation in cognitive activity. The main components of the teaching process of chemistry are: learning objectives, subject content, methods and means, teacher and student activities and the results achieved.

The content and structure of methodological training of future chemistry teachers to work with talented students are important for teaching process. The study of educational material on the basis of the periodic law and the periodic system of chemical elements not only provides the possibility of its logical deployment, but is also the best from the methodological point of view, since it gives students the opportunity to better understand the content of the course and consciously assimilate the material to be studied. Chemistry teaching offers a great many opportunities for developing skills in building and critiquing explanations, and scope for the most able to work with complex and multi-layered explanations (Taber, 2007d).

Teaching for talented students in chemistry should emphasize questions that enable the learner to analyze, synthesize (for example, providing opportunities for interdisciplinary connections) or evaluate information. In science, learners should be guided towards 'scientific habits of mind' (Saleh & Khine, 2009), to develop problem-solving skills, and to explicitly apply inductive and deductive reasoning.

Teachers may find it useful to monitor their classroom questions, to ensure that the balance of questions and tasks gives scope for open-ended work, for example by asking questions that promote critical and creative thinking. Teachers can also consciously aim to increase the amount of 'dialogic' talk in the classroom that represents genuine debate and exploration of ideas (Scott, 2007).

Teachers can help talented science students to make explicit their thinking by asking them to cite sources, clues given, and logic used, in drawing conclusions. Open-ended tasks are important, especially those that allow 'active exploration', that is providing opportunities for learner-driven exploration of topics. In conclusion, teachers can help talented learners develop towards becoming self-regulated learners by looking to offer a choice of tasks and activities that allow gifted learners to work to their strengths, and providing opportunities for self-directed activities such as independent study.

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## ОСНОВНЫЕ НАПРАВЛЕНИЯ ПЕРЕРАБОТКИ ЖИДКИХ ПРОДУКТОВ ПИРОЛИЗА

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**Abstract.** *In this work, research has been carried out on the development of a technology for the production of chemical additives in concrete products, which have a plasticizing effect that allows to provide a multifactorial effect in the process of concrete production.*

**Keywords:** *Oil, raw materials, pyrolysis, product, technology, plasticizer, products, concrete, distillate*

**Аннотация.** *В данной работе выполнены исследования по разработке технологии производства химических добавок в бетонные изделия, оказывающих пластифицирующее действие которые позволяющих обеспечить многофакторное воздействие в процесс производства бетона.*

**Ключевые слова:** *Нефть, сырье, пиролиз, продукт, технология, пластификатор, изделия, бетон, дистиллят.*

Одной из проблем, привлекающей внимание нефтеперерабатывающих предприятий и специалистов, занимающихся исследованиями в области разработки новых технологий, является осуществление комплексной переработки жидких продуктов пиролиза этиленового производства.

Процесс пиролиза газов, бензина, дистиллятов нефти на сегодня является основным источником низкомолекулярных олефинов - мономеров и полупродуктов нефтехимического синтеза, каковыми являются прежде всего этилен, пропилен, а в перспективе - бутилены и диеновые углеводороды  $C_4...C_5$ . Данный процесс сопровождается образованием значительного количества жидких продуктов пиролиза, отличающихся высоким содержанием ароматических и ненасыщенных углеводородов [1]. Выход жидких продуктов пиролиза составляет для газового сырья - 3...10 %, бензинового сырья - 26...28 %, а в случае дизельных фракций достигает 35...42% [1, 4].

Легкая часть жидких продуктов пиролиза - пироконденсат, выкипающий до 200 °С, содержит в своем составе значительные количества бензола, толуола, ксилолов, стирола, изопрена, циклопентадиена, пиперилена и других ценных углеводородов, которые могут быть выделены при разделении пироконденсата. Кроме того, пироконденсат может стать источником сырья для производства нефтеполимерных смол, высокооктанового компонента автомобильного бензина [1, 2, 6].

Тяжелая часть жидких продуктов пиролиза - смола пиролиза - содержит нафталины, а также, антрацен, фенантрен, аценафтен, флуорен и их производные, и кроме того, полициклические ароматические углеводороды и асфальто-смолистые вещества. Основными направлениями ее утилизации являются производство технического углерода, нефтяного кокса и вовлечение в котельное топливо [3, 4, 5].

Отдельные узкие фракции смолы пиролиза могут применяться в качестве ароматизированных диспергирующих присадок и вовлекаются для синтеза пластифицирующих химических добавок в бетонные смеси, применяемые в строительстве. Таким образом, имеется возможность квалифицированного комплексного использования тяжелых продуктов пиролиза бензина для получения компонентов бензинов, нефтеполимерной олефины, нефтяного пека, сажи, а также высококачественных пластификаторов для бетонных смесей.

Реализация такого комплексного направления утилизации смолы пиролиза требует решения целого ряда задач, включающего подготовку углеводородного сырья, осуществление синтеза химической добавки в бетоны, выделение ее из продуктов синтеза и разработку рекомендаций ее применения в строительстве. Особенностью решения проблемы переработки

смолы пиролиза является необходимость комплексного подхода, обеспечивающего гибкость использования продукции процесса, безотходность, высокую рентабельность и востребованность получаемой продукции.

В данной работе выполнены исследования по разработке технологии производства химических добавок в бетонные изделия, оказывающих пластифицирующие действие и позволяющих обеспечить многофакторное воздействие на процесс производства бетона. При использовании пластифицирующих химических добавок в бетоны увеличивается подвижность бетонных смесей; повышается удобоукладываемость бетона, что особенно важно при применении литьевой технологии формирования бетонных изделий, и растет прочность готового изделия. Это позволяет, с одной стороны, сократить затраты энергоресурсов на укладку бетона (в 1,4...2,4 раза), с другой стороны, изготовить высокопрочный бетон при умеренном расходе цемента, и, наконец, сократить расходы цемента на 1 м<sup>3</sup> бетона (до 20 % от массы вовлекаемого цемента).

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## СПОСОБ УТИЛИЗАЦИИ ПРОМЫСЛОВОГО НЕФТЕШЛАМА

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Переработка и утилизация нефтешламов — это довольно актуальная проблема на сегодняшний день. В нашей стране нефтяные шламы образуются в значительных объемах и лидируют по своему количеству среди прочих разновидностей. Невзирая на это, сейчас еще больше распространены устаревшие методы утилизации этих отходов.

Нефтешламы — это смесь, где в компонентном составе находятся нефтяные продукты, вода, а также механические добавления: песок, тяжелые соли, глина. Количество различных веществ в нефтешламовом составе может отличаться. Появление такого вида шламов происходит во время управляемого процесса, например, при фильтрации нефтепродуктов, и вследствие различных аварий, во время которых происходит утечка нефти [1, 209].

Разделение отходов на различные виды основано на способах их появления и химическом составе. Утилизация нефтешламов — это проблема, которая сегодня довольно актуальна для нашего государства. Рациональное разрешение этого вопроса сможет оказать благоприятное влияние на экологическую и экономическую обстановку государства. Отходы, которые появляются во время работы с нефтяными продуктами, являются опаснейшими поллютантами, которые оказывают отрицательное влияние на экологическую среду. Так как нефтешламы загрязняют воздух, растительный и почвенный покровы, грунтовые воды. Но, невзирая на значительное количество отходов, в нашей стране еще слабо разработаны рациональные методы по переработке шламов. Чаще всего используются недорогие варианты утилизации: сжигание и захоронение — что очень отрицательно отражается на состоянии здоровья людей и внешней среде. Потому можно смело сказать о том, что проблемы переработки нефтешламов очень актуальный и нуждаются в быстром решении. Для того чтобы утилизировать нефтяные отходы, достаточно фильтрации. После применения необходимых мероприятий по их очистке материалы зачастую применяются в строительстве. Они широко используются в засыпке дорог и планировке определенных участков [2, 168].

Использование нефтешлама для получения асфальтобитума является одним из рациональных способов его утилизации, так как при этом достигаются существенные эколого-экономические эффективности.

Для решения вышесказанных проблем и наработки методов анализа промышленных нефтешламов неоднократно были доставлены их образцы в ИОНХ АН РУз. Для утилизации промышленных нефтешламов по месту их накопления в нефтеминерализованную смесь разработана технологическая схема и стенд мобильной установки окисления.

В создании производства нефтеминерализованной смеси на основе промышленных нефтешламов нами разработана технологическая схема и его основного аппарата непрерывного окисления кислородом воздуха. Определяющими параметрами в процессе получения качественной нефтеминерализованной смеси из промышленного нефтешлама являются оптимальное соотношение окисляемого и окислителя кислорода воздуха, температура и продолжительность реакции олигомеризации тяжелых фракций нефтей. Для интенсификации процесса окисления был использован природный инициатор реакции, что позволило получать нефтеминерализованную смесь с эффективным молекулярным весом, имеющая сопоставимых показателей (размягчения, пластичность и других) характеристик связующего.

Реактор окисления нефтешлама конструирован в виде вертикального аппарата с подачей нагретого воздуха. Лабораторный стенд этой технологической установки непрерывного окисления нефтешлама создан для проведения экспериментов по установлению оптимальных параметров получения нефтеминерализованной смеси. При этом по результатам научно-практических экспериментов определены степени новизны



разработки, как по способу, так и по его технологии получения нефтеминерализованной смеси из промыслового нефтешлама, а также создана новая конструкция реактора окисления и конденсационного выделения топливных фракций нефтешлама [3, 7-14].

Разновидности нефтеминерализованных смесей были апробированы в качестве связующего покрытия автомобильных дорог.

#### Показатели лабораторных проб нефтеминерализованных смесей

Наименование показателей	БНД* 60/90	Образцы		
		1	2	3
Глубина проникания иглы при 25 <sup>0</sup> С, 0,1 мкм.	93	95	93	92
Температура размягчения, °С	44	43	44	44
Растяжимость при 25 <sup>0</sup> С, см.	60	59	61	61
Температура вспышки, °С	248	247	250	248
Температура хрупкости, °С	-16	-16	-16	-17

\*БНД 60/90 - Битум дорожный нефтяной, известный аналог.

На основании полученных данных испытания можно сделать следующие заключения:

- по внешним характеристикам образцы нефтеминерализованных смесей сходятся используемым дорожным битумам;
- представленные образцы нефтеминерализованных смесей по своим свойствам мало отличаются от известного дорожного битума;
- нефтеминерализованная смесь, полученная из промысловых нефтешламов может быть апробирована и установлены его эксплуатационные свойства в асфальтобетонах [4, 73-75].

Получены следующие оптимальные условия получения покрытия для промысловых дорог из нефтешлама:

Температура окисления 320 - 340<sup>0</sup>С

Продолжительность окисления 6-8 ч.

Расход воздуха на сред.мол.массу  
нефтешлама равным 420 г/моль 150-200 л/ч.

Из сказанных видно, что полученная нефтеминерализованная смесь по качественным показателям не уступает известному БНД-60/90.

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## CULTUROLOGY SCIENCES

### TYPES AND FUNCTIONS OF ORNAMENT IN ART

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**Abstract:** *this thesis reveals the historical development of ornament, it's types and functions in art. A brief overview on the dynamics of ornament's development in different countries and periods - highlights the features of these cultures.*

**Key words:** *islamic art, ornament, composition, islimi, applied art, naskh, girih.*

Ornament is a special type of artistic creation, which, according to many researchers, does not exist as an independent work, it only adorns a particular thing, but, nevertheless, "it... is a rather complex artistic structure, which uses various means of expression to create it. Among them — color, texture and mathematical foundations of ornamental composition-rhythm, symmetry; graphic expression of ornamental lines, their elasticity and mobility, flexibility or angularity; plastic — in relief ornaments; and finally, the expressive qualities of the natural motifs used, the beauty of the painted flower, the bend of the stem, the pattern of the leaf...". the Term ornament is associated with the term decor, which "never exists in its pure form, it consists of a combination of useful and beautiful; it is based on functionality, beauty comes after it"[1]. The decor must support or emphasize the shape of the product.

The study of ornament is a special section of artistic literacy, necessary for everyone who deals with the design or formation of the artistic appearance of objects and structures. Ornament is one of the most ancient types of human visual activity, which in the distant past carried a symbolic and magical meaning, sign, and semantic function. But early decorative and ornamental elements might not have any meaning, but were only abstract signs that expressed a sense of rhythm, form, order, and symmetry. The purpose of the ornament was determined-to decorate. But it is fair to note that pictography, an early stage of writing, emerged from ornamental motifs.

In subsequent times, artists simply copied the old forms that had a very specific meaning in ancient times. The symbolic and semantic content of ornaments returns to the middle Ages. Decorative pictorial elements of the oldest creativity have been preserved in the traditional art of the peoples of Africa, Australia, Oceania, in ornaments of South American Indians. In their ornamental and decorative motifs, real and geometric conventionally stylized forms coexist in parallel. But the real form of the artist usually "geometrically" stylizes. Often stylization and generalization of figures of animals and people leads to a complete loss of their external recognition and connection with the original image. They are perceived simply as a geometric pattern. Having appeared at the dawn of humanity, the ornament emotionally and aesthetically enriches the variety of forms and figurative structure of stone and wood carvings, woven patterns, jewelry, and book miniatures. A big part of the ornament was held in folk arts and crafts. One of the largest Czech researchers of folk culture, Josef Ottra, identifies four main functions of the ornament: 1) constructive - it supports the tectonics of the object and affects its spatial perception; 2) operational — it facilitates the use of the object; 3) representational — it increases the impression of the value of the object; 4) psychic — it affects the person with its symbolism and thus excites or calms him. "Ornament in folk art and folk art has always been beneficial to the cause, and its interpretation, in essence, corresponds to the principles of modern aesthetics."[2]

In the history of medieval ornament, a large role is given to the art of the Arabs, and then other nationalities professing Islam. Islam, which appeared in the first third of the seventh century. in the middle East in Arabia, in a short time spread over a huge territory from the Pyrenees to the Pamirs. Having absorbed the acquired forms of Byzantine, Coptic, Persian, Hellenistic-Roman ornamentation, the Arab-Muslim decor presented a luxurious, unique and original art of ornament and calligraphy, often combined together in the so-called epigraphic ornament. One of the earliest and most used handwriting is kufi (letters are straight with clear angular outlines), or, as it is poetically called, "blooming kufi". The second most common handwriting Naskh (the letters are more rounded). There are two main types of Muslim ornaments, which have an infinite variety of options-vegetable is-limi (a pattern of flexible, curly plant stems, shoots, strewn with leaves and flowers) and geometric girih (rigid rectangular and polygonal continuous shapes-grids, nodes). Islimi and girih are always strictly mathematically verified and calculated. Their variants and compositions are diverse and almost inexhaustible and endless.[3]

In conclusion, we can say that the art of ornament is a cumulative form of decorative art for all countries, peoples and religions.

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## УЗБЕКСКОЕ НАРОДНОЕ ЖИЛИЩЕ, КАК ЖЕМЧУЖНАЯ РАКОВИНА

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**Аннотация:** В статье рассматривается обзор на народное узбекское жилище, как единый организм архитектуры средне-азиатского Востока, их историческое развитие и роль в современном обществе, его строение и формообразование.

**Ключевые слова:** жилище, жилые кварталы, сандали, ганч, айван, михманхана, роспись стен, резные двери, глиносаманная обмазка.

Потребность в сохранении исторически - культурного наследия старинного города подталкивает к формированию нестандартного метода его реконструкции.

Проблема квалифицированной оценки грядущих изменений в реконструкции историко-сложившихся жилых кварталов в Самарканде в будущем несет несколько факторов. Это релятивный метод инновационного единого градостроительного аспекта к решению реконструкции старого жилища.

Узбекское народное жилище, как жемчужная раковина, таит сокровища искусства внутри скорлупы глухих и невыразительных глиняных стен. Только иногда архитектурный штрих — теневое пятно, лоджия, решетчатый проем — оживляет скупую гладь уличного фасада. [1].

Для облика жилища характерны пространственность, живописность, масштабность и та особенная интимность, которая порождается любовным и внимательным устройством каждого уголка и детали. Даже самые скромные жилища следовали архитектурным традициям и дают благодарный материал для изучения. К украшению жилища привлечены все виды народного художественного мастерства — резьба по ганчу и дереву, роспись потолка и стен; той же цели содействуют произведения художественного ремесла, керамикой, резьбой по дереву. Вся эта утварь размещается в специальных нишах. Кроме того, стены украшаются различными видами вышивки. (Рис.1)



Рис.1 Интерьер традиционного жилья

Жилище обогревается с помощью специальной «печи», называемым в народе «сандалии», для этого на полу комнаты делается углубление где размещают угли, по верху покрывают медным тазом, после чего ставится не высокий стол — хонтахта, который покрывается одеялом — курпа. Это создает уют и тепло в комнатах. Сами стены ровно покрыты штукатуркой и ганчевым рисунком, потолок собран из индивидуальных балок — васса жуфт. Двери и колонны покрыты необычайной резьбой.

Конструкции дома просты. В городах преобладает конструкция стеноднорядного или двухрядного каркаса, причем заполнением служит кирпич-сырец или формованные руками глиняные блоки — гувалья. Полы глинобитные, иногда покрыты глиносаманной или ганчевой

обмазкой, реже — выстланные жженым кирпичом. Кровля земляная по балкам. Обычно конструкция внутри комнаты не маскируется и между балок открывается ребристый настил мелких горбылей — васса [2].

Развитие и формирование городских площадей, их взаимосвязь с жилищем подтверждается и тем, что в них не делали различия между оформлением и декором внутреннего пространства, айвана и внутреннего двора. Это сказалось на архитектуре фасадов культовых и общественных сооружений, формирующих площади. Использование крытых пространств в архитектуре необходимо рассматривать с позиций использования их в традиционном жилье.

Рассмотрим как влияет на формирование особенностей жилища. Феодальный строй средневекового Востока определил самую общую черту жилища — его замкнутый характер. В основном свободное от ремесла и торговли время горожанин, замыкаясь в личной жизни, проводил дома, где крошечный зачаток общественных функций несла гостиная - мехмонхона. Отсюда резкое обособление жилья, отделение его от улиц, которые рассматривались исключительно как средство связи частей города и сводились по ширине к габариту арбы.

Отделка стен, особенно ниш,— лучший показатель имущественного положения владельца. Профессия владельца выражалась в добавлении некоторых специальных помещений в группе внешнего двора — мастерских, кладовых, обращенных на улицу торговых помещений. Эти добавления вызвали иногда преимущественное развитие внешнего двора или наличие хозяйственного двора, но не меняли общего принципа организации дома [3].

Для создания вида и формы жилья главной доминантой служат условия климата и среды. На территории солнечного Узбекистана часто встречается резко континентальный климат. Исходя от этого и есть разделение зон на пустынные и высокогорные. Вид жилья зависит от объема осадков, веяния ветра, строительного материала.

Дом представляет собой живой организм, который растет и изменяется с приростом семейства, где упраздняются одни помещения и строятся другие. Таким образом, чаще всего жилище является одновременно сложившимся комплексом, что мешает последовательному проведению какой-нибудь идеи плана или композиции. В условиях скученной застройки городских центров правильный рисунок плана часто невозможен благодаря изрезанной конфигурации и тесноте участков. Нужно отметить, однако, что в условиях скученности строители умеют не только рационально использовать каждый метр пространства, но и делают это без ущерба для общего художественного впечатления.

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## ФИЗКУЛЬТУРА И СПОРТ – ЗАЛОГ ЗДОРОВЬЯ

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***Аннотация.** В статье отмечается, что физическая культура и спорт являются необходимым фактором для формирования здорового образа жизни населения. Анализируется работа по популяризации физкультуры и спорта в Узбекистане.*

***Ключевые слова:** физическая культура, спорт, здоровье, здоровый образ жизни, массовые виды спорта, физическое воспитание, популяризация.*

В условиях усиления глобальной конкуренции во всех аспектах развития стран в мире возникает необходимость повышения качества человеческого капитала, требующее постоянной заботы об укреплении физического здоровья населения всех возрастов.

Для Узбекистана высокое качество физической культуры населения является стратегической задачей устойчивого развития страны. Успеха можно добиться только тогда, когда будут обеспечены условия для постоянного занятия физической культурой и спортом на протяжении жизни всех слоев населения [2].

Как известно, с момента принятия 3 июня 2017 года Постановления Президента РУз «О мерах по дальнейшему развитию физической культуры и массового спорта» в нашей стране была проделана определенная работа по формированию здорового образа жизни, созданию условий для регулярных занятий физической культурой и массовым спортом, системной организации работ по отбору талантливых спортсменов из числа молодежи и т.д. Наши спортсмены достигли высоких результатов на Олимпийских играх, чемпионатах мира, Азиатских играх и чемпионатах, международных соревнованиях, в различных регионах республики построены спортивные сооружения, у учащейся и студенческой молодежи приобрели популярность трехэтапные спортивные игры "Умид нихоллари", "Баркамол авлод" и Универсиада. Тем не менее, пропаганда и разъяснение значимости массового спорта в жизни человека и семьи, как основы физического и духовного здоровья, защита от вредных привычек молодежи, создание необходимых условий для занятий спортом для всех слоёв населения остаются важными задачами.

Основными элементами физической культуры, как составляющей здорового образа жизни, являются: двигательная культура, культура телосложения и культура здоровья. В основные показатели личностной физической культуры входят: отношение человека к своему здоровью как ценности, степень проявления этого отношения и его характер; уровень знаний о физическом здоровье, средствах и методах его сохранения и укрепления; средства, использующиеся для укрепления и сохранения здоровья, умение их применять; ценности здоровья, соответствующие общественным образцам, нормам, идеалам; стремление оказать помощь другим людям в рамках деятельности по оздоровлению физическому воспитанию.

30 октября 2020 года подписан Указ Президента Республики Узбекистан № ПФ-6099 "О мерах по широкому внедрению здорового образа жизни и дальнейшему развитию массового спорта". Как говорится в Указе, возникновение коронавирусной пандемии COVID-19 в мире показало низкий уровень физического здоровья и здорового образа жизни населения Узбекистана, как и в ряде других стран... Возникшая ситуация сегодня от всех нас требует сделать серьезные выводы, избавиться от вредных привычек, регулярно заниматься массовым спортом, соблюдать принципы правильного питания, ... – одним словом, внедрить здоровый образ жизни в нашу повседневность. В целях обеспечения формирования у каждого гражданина стойкой иммунной системы против заболеваний путем регулярных занятий физической культурой и массовым спортом и формирования навыков здорового образа жизни

определены основные направления широкого внедрения в жизнь здорового образа жизни и дальнейшего развития массового спорта [1].

Таким образом, утверждение здорового образа жизни – важная общегосударственная задача. Всеми силами способствовать ее решению – долг всех людей, каждого жителя нашей страны. Здоровье – это первая и важнейшая потребность человека, определяющая его способность к труду и обеспечивающая гармоническое развитие личности. Поэтому значение физического воспитания, физкультуры и спорта в развитии здорового образа жизни огромно.

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## ECONIMICS SCIENCES

### PROSPECTS FOR DIGITALIZATION IN THE REAL SECTOR OF THE ECONOMY

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**Abstract:** *New technologies, especially artificial intelligence, will inevitably lead to a major shift in the labor market, including the disappearance of jobs in some sectors and the creation of opportunities in others, on a massive scale. Digital technology has significantly changed the speed of operation in the economy. The Internet and digital devices are a driver of economic growth. This article will discuss the role of digitalization in the field of economy and its place in Uzbekistan.*

**Key words:** *technology industry, digitalization, economic sectors, economic growth.*

The digital economy will require a range of new and different skills, a new generation of social protection policies, and a new relationship between work and leisure. We need a major investment in education, rooted not just in learning but in learning how to learn, and in providing lifelong access to learning opportunities for all. The digital economy has also created new risks, from cybersecurity breaches to facilitating illegal economic activities and challenging concepts of privacy. Governments, civil society, academia, the scientific community and the technology industry must work together to find new solutions. [1]

When it comes to development of digital technologies in economy system of Uzbekistan some new steps were started. On October 5, 2020, the President of the Republic of Uzbekistan made a decree in order to accomplish Strategy "Digital Uzbekistan - 2030" Ensuring the rapid digital development of economic sectors, social sphere and public administration.

The digital economy continues to evolve at breakneck speed, driven by the ability to collect, use and analyze massive amounts of machine-readable information (digital data) about practically everything. These digital data arise from the digital footprints of personal, social and business activities taking place on various digital platforms. Global Internet Protocol (IP) traffic, a proxy for data flows, grew from about 100 gigabytes (GB) per day in 1992 to more than 45,000 GB per second in 2017 (figure). And yet the world is only in the early days of the data-driven economy; by 2022 global IP traffic is projected to reach 150,700 GB per second, fuelled by more and more people coming online for the first time and by the expansion of the Internet of Things (IoT). [1]

Digitization accelerates economic growth and facilitates job creation: It provided a \$193 billion boost to world economic output and created 6 million jobs in 2011. Digitization's impact is not uniform across economies in different stages of development. It has a greater impact on economic growth in developed economies than in developing ones, larger by a factor of one-quarter. However, developed countries experience less employment growth compared with the developing countries. [2]

The driving force of the digital economy is human capital – knowledge, talents, skills, abilities, experience and intelligence of people. In connection with the rapid introduction of digital technologies, the formation of digital skills of citizens is particularly important. Online and other technologies help citizens to more effectively get knowledge and skills in many fields (for example, learning languages, subjects, mastering professions). The number of jobs requiring ICT and digital literacy is rapidly increasing and the ability to use these technologies is becoming the main staffing requirement. [3]

There are several effects of digitalization in the growth of economy sector of a country:

**Business:** Digitization is fundamentally reshaping business models. It is lowering barriers to entry and expanding market reach for enterprises. For example, it is possible for Skype to provide telephony to more than 500 million users globally using voice over Internet protocol (VoIP) technology, fundamentally disrupting business models for operators worldwide and forcing many to launch their own VoIP business models in response.

**Go-to-market:** Digitization is changing how companies build brands and products, communicate, and provide services to their customers. Companies are increasingly relying on social media to build brands. More and more, subscribers are forming their purchase opinions online, even for items that they then buy offline. Close to 40 percent of those online actually use the Web to research items that they buy in physical outlets.

**Production:** Digitization is also changing the way companies manage their production assets. It has enabled companies to move labor-intensive tasks to emerging economies while competing to develop the best design and user interface. For example, Samsung acts as a supplier to Apple for its iPhone products, but both compete aggressively in the consumer market by trying to differentiate themselves in their design and user interface. Digitization is also leading to the emergence of new manufacturing technologies, with the advent of 3-D printing creating a new way to manufacture complex products and leading to the import of jobs back to developed economies.

**Operations:** Finally, digitization has had the greatest impact on the way companies organize and operate to generate competitive advantage. Digitization has created more global entities, seamlessly in touch across continents, and has redefined the concept of office space.

To sum up, economic growth is the main set of any country, and digitalization strengthens the development of all fields.

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## THE SOCIAL AND ECONOMIC STATUS OF MUSLIMS IN SOME DEVELOPED COUNTRIES

Abdurazzoqov Shohzod Otabek o'g'li,  
Nabijonov Otabek Ganiyevich

**Annotation:** *In this article I would like to focus on some problems related to Muslim people all over the world in terms of economic and social life of them. It is clear that in some parts of the world particularly in Asian countries' why economy system is quiet lower than Europe is always connected with the population of this countries. When asked which is the best book which shows the economic status of the countries, I would not hesitate to recommend Daron Ajamoglu's book "Why Nations Fail: The Roots of Power, Prosperity and Poverty" (Why Nations Fail: The Origins of Power, Prosperity, and Poverty).*

*The book seeks to answer the question of why some countries are poor and some are rich, and the reasons that make countries rich or poor are reduced to the level of a mathematical formula and presented in a simple manner. So what makes states rich or poor?*

*After studying the economic history of all mankind, Daron Ajamoglu and his co-author James Robinson came to the conclusion that where property rights are fully protected, the economic and political system is not for the benefit of a small group, but for all. if it serves to create the same opportunity for, there will be economic prosperity here.*

**Key words:** *Western countries , United States, legitimate democratic society, capital, democratic society.*

I read about an interesting study. There are two sorts of immigrants who come to the United States, one is a "refugee," one who seeks asylum in the United States to escape war or other disasters. The second is "economic migrants" who come to the United States to improve their economic situation, study, work, or otherwise. Now, the interesting thing is that the assimilation of refugees to the U.S. is much better, faster, and easier. The reason is simple: refugees, knowing that they will not return to their homeland, think more about the human capital that is valued in the United States. In a sense, once a bridge is broken, knowing that there is no going back, and doing only what is necessary for life in the United States, accelerates their assimilation. Another new study shows that among Western countries where "refugees" go, the United States is the easiest to assimilate. One of the basic principles of a legitimate democratic society is that the majority cannot tolerate shortcomings.

Even if all the people in the country do not like the opinion or beliefs of one person, they should have the right to express that opinion or to practice that belief. A democratic country is built around the idea of protecting the beliefs and opinions that are lacking. Among the worst examples are the recent persecution of Shiites, Sufis, Ahmadis, Christians and Hindus in Pakistan. The same atrocities are legalized. Similarly, we have recently seen the use of force by anti-Muslim society in India. There are many such examples. The massacre of Muslims in Myanmar, or the current situation of the Uyghurs, is a sign that the majority, the majority, does not respect and legally protect their views and beliefs. Therefore, a voluntary, legitimate and democratic society should think about protecting the rights of a vulnerable group. One thing to keep in mind when discussing freedom of speech and freedom of conscience is that it is difficult to call the practice of defending opinions, leaders, those in power, and the majority in general, "protection of freedom of speech."

The protection of freedom of speech and religion is, in fact, the freedom of those who are weak and deficient, who speak as one, if necessary, and who profess their religion, even if it is all other religions. As for the role of the state, the legitimate duty of the state is, in fact, to protect and safeguard the individual and even the individual. The majority in society should not allow oppression of the poor. There is no contradiction here. In a legal democracy, the person with the most public opinion, once in power, has to carry out the will of the people without going beyond the legal framework. Many people think of democracy as an "elected kingdom." No, the essence of democracy is not in the election of the presidency, but in the legal limitations of the presidency. In other words, in democracies, presidents are elected who move within the 4-year line, not people who reign for 4

years. Therefore, in the same countries, there may be a symbolic king for life, but in essence it is a democracy (Great Britain). That is, there are limits to the actions of state leaders.

Laws and the judiciary, on the other hand, guarantee that the majority will not oppress the shortcomings. So, in a democracy, the majority that wins an election should not be able to deprive them of their rights. When thinking about Muslims in France, many Western analysts, especially economists and politicians, always forget one thing. This, in turn, affects the social and economic status of Muslims. The proportion of Muslims and Africans in France's poor and economic strata is very high. Note that I did not say that most Muslims are poor, I said that there are many Muslims and Africans in the lower economic strata. (Under French law, there are no official racial statistics, so the majority of the poor are Muslims from low-quality data. This is usually done by NGOs.) The reason for this is that the opportunities are not so equal. How can people in Western societies improve their economic situation? Through education. There is a huge difference in the income of people between university graduates and non-university graduates. But more importantly, especially in France, which university he graduated from. In a static society like France, the human university and its subsequent income are highly intertwined. As you can see, the number of people in France's current political, economic, educational, cultural and social elite who have not studied at prestigious universities (Grande Ecole) can be counted on one hand. That is, the university a person attends determines his or her social status later in life. But the children of the lower classes have almost no access to the big universities. Why? The reason is simple: to get a good university in France, you have to graduate from a good lyceum, and to get into a good lyceum, you have to go to a good primary school or hire a teacher. This means that the children of the rich are more likely to go to a good university. On top of that, all prestigious universities and lyceums are state-owned (recently private lyceums began to open). The downside of state ownership, social stratification, is financed by taxpayers. In other words, the expensive education at that prestigious university is mostly received by the rich, but that expensive education is funded by all the money paid. I would like to say that in France, Muslims, especially the second and third generations, find it difficult to improve their conditions. Due to the inequality of opportunities, it is inevitable that they will remain in the same layer as they are.

Come to the logical conclusion it would be said that, in such types of countries the government do not take into consideration of rights of Muslims as a the way of others.

## THE ROLE OF SMALL BUSINESS IN INNOVATIVE ACTIVITIES

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**Abstract:** *This article highlights the role of small businesses in the development, and implementation of innovative ideas based on the analysis of leading economists. It also shows the essence and forms of small business in the socioeconomic sphere. It is based on the social orientation of small businesses, innovation activities between the population and large enterprises, and training policies. The analysis of indicators of development of small business in the world practice is a given and a conclusion about its natural features is given. The specific features and directions of adaptation are presented and recommendations for the changing needs of the population are given.*

**Keywords:** *entrepreneurship, small business, innovative economy, firms.*

One of the most important strategic tasks of small business is to create a competitive environment in a market economy. Of course, small firms collide with large corporations and are often defeated. However, small firms serve as the main force in dealing with the entire small business and big business sector. Leading scientists and experts from international forums and organizations have come to the conclusion that the only way to combat the rise in unemployment is to create new businesses and jobs. In addition, small firms represent a unique “Audience” for practical education and training of young professionals.

In many countries of the world, most of the population is engaged in small business. Specifically, 80% in China, 48% in Japan, 50% in the United States and 78% in Uzbekistan. The share of small businesses in the world is also high: 60% in China, 68% in Italy, 53% in Germany, 48% in Korea, 50% in the USA, 21% in Russia and 56% in Uzbekistan. The number of business entities per 1000 population is 57 in the European Union, 90 in the United States, 27.2 in Russia and 22% in Uzbekistan. The analysis shows that the share of small business in the economies of developed countries is high. Because he identifies an ever-growing need and quickly implements new ideas to meet it. A country that produces a new product will be in economic growth.

Small business prevails over large business due to the absence of the need for large investments, the ability to form a natural competitive environment, the ability to establish market equilibrium, as well as flexible response to rapidly changing economic conditions.

There are two aspects of small business development in developed countries: the first aspect is related to the economic and social objectives of small business, which reflect its importance. The second is related to the inherent shortcomings of small businesses and the underdevelopment of the country due to these shortcomings. Revealing these aspects of small business requires the formation and development of a small business support system.

R. Barr states: The first and indispensable characteristic of the leader of any organization is that he or she is not considered an employee like other employees; uses coercion of the participants in the production process (workers or capitalists) to ensure that the goals set for them correspond to each other and the production unit. His economic responsibilities will never be delegated to an ordinary worker.

In the economic theory of economic evolution, J. Schumpeter includes the following individual goals: production of new, unfamiliar consumer goods (services) or old goods (services) with new functions; introduction of new production methods that were not previously used; the development of new markets or the wider acquisition of old ones; development of new sources and types of raw materials; new organization of production and sales.

These functions are individual tasks, as they are aimed at achieving specific goals of economic activity and maximizing profits. The needs of society, industry, region, enterprise and organization, the needs of each person are so diverse that no government organization can fully satisfy them. In addition, they have increased over time and, as the experience of recent decades shows, they are becoming more individualized. Only an entrepreneur can fully satisfy these needs and find new innovative ideas to satisfy them. The advantages of small firms in innovation are: flexibility in the implementation of innovations, since the management of the firm is often the author of the invention; the strength and universality of motivation are associated with morality (the invention is very important for the author) and material (only the successful implementation of the invention, allowing you to become an entrepreneur); deep specialization of small innovative firms; lack of management personnel; the ability to quickly reduce the cost of information and exchange (the faster a small firm receives and generates new ideas, the larger);

The next task of small business is to ensure high mobility of expanded reproduction and flexibility of the market economy. In a globalized economy, competition in the world market will be even stronger. Under these conditions, small and medium-sized enterprises can quickly change their product range and accelerate the modernization of their production facilities due to low capital costs, great compactness and flexibility. Thus, small businesses can adapt more quickly to changing market conditions and from time to time economic crises.

Based on the above, small business in Uzbekistan should be not only an important factor in the formation of gross domestic product, but also a source of employment and income for the well-being of the population. Since small business is a specific sector, some small market needs cannot be fully met without small firms. At the same time, small businesses take advantage of the marketplace because they know their customers and differentiated markets. This is primarily due to the fact that large companies serve those market segments that are not of interest due to their small size. These include most of the production of consumer goods. Small businesses are very sensitive to changes in demand and are able to meet new and individual customer needs. Business development is largely due to the profound changes that are taking place in modern culture. If a few decades ago, sales success was due to the fact that it met market standards, today its novelty is determined by its originality. Similar trends are observed in the service sector - demand depends on the quality and variety of services.

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## СТАТИСТИЧЕСКИЙ АНАЛИЗ ИНВЕСТИЦИЙ В УЗБЕКИСТАНЕ

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**Аннотация.** В статье рассмотрены результаты исследования, целью которого являлось провести статистико-экономический анализ эффективности инвестиционной деятельности в Узбекистане

**Ключевые слова.** Квартальная динамика, Инвестиционный потенциал, чистый приток, инвестиционная активность

## STATISTICAL ANALYSIS OF INVESTMENTS IN UZBEKISTAN

**Abstract.** The aim of the research is to carry out statistical and economic analysis of investment performance efficiency in Uzbekistan.

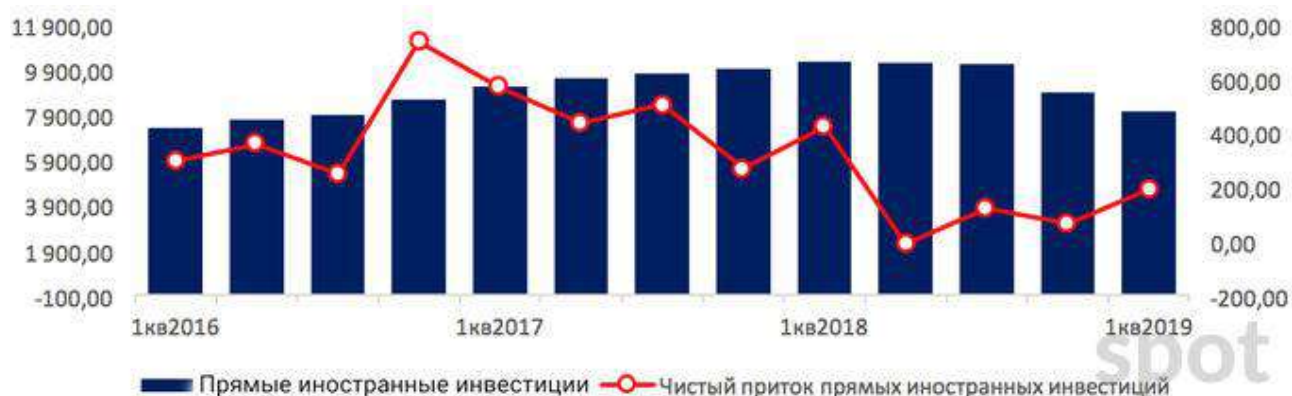
**Keywords.** Quarter dynamics, Investment potential, net inflow, investment activity

По данным Центробанка Узбекистана, чистый приток прямых иностранных инвестиций (ПИИ) в 2018 году составил **\$624 млн**, что в три раза меньше по сравнению с 2017 годом.

Такое снижение обусловлено увеличением объемов «возвращающихся» инвестиций в рамках соглашений о разделе продукции, которые составили **\$1 млрд** в 2018 году (\$524 млн в 2017 году). Значительные объемы средств в 2017 году были направлены иностранными инвесторами на строительные-монтажные работы по организации добычи минеральных ресурсов.

**Квартальная динамика прямых иностранных инвестиций, млн долларов США**

Объемы чистых портфельных инвестиций иностранных инвесторов увеличились с \$3



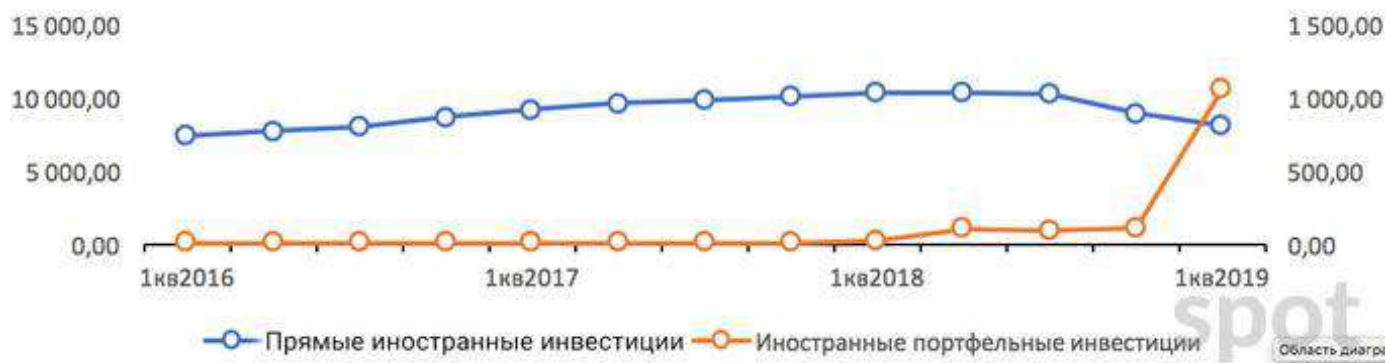
млн в 2017-м до **\$13 млн** в 2018-м. Чистый приток прямых иностранных инвестиций в I квартале 2019 года составил **\$198 млн**, что в два раза меньше прошлогоднего показателя за тот же период. Это обусловлено увеличением объемов репатриации по инвестициям в рамках соглашений о разделе продукции (СРП).

При этом чистый рост инвестиций в акционерный капитал, за исключением СРП, составил **\$158 млн**, что на 60% больше по сравнению с аналогичным периодом прошлого года. Повторное инвестирование доходов иностранными инвесторами в I квартале 2019 года выросло на 6% по сравнению с аналогичным периодом прошлого года. Резкий рост объемов



портфельных инвестиций на \$1 млрд связан с успешным размещением еврооблигаций в начале 2019 года.

### Иностранные прямые и портфельные инвестиции, млн долларов США



Эта статистика не раскрывает полной картины привлечения и освоения ПИИ. Так, по данным Министерства инвестиций и внешней торговли, по итогам I квартала освоено \$783,3 млн ПИИ. По сравнению с аналогичным периодом 2018 года (\$325,8 млн) рост составил **\$457,5 млн, или 2,4 раза**.

Еще один индикатор инвестиционной активности — количество предприятий с иностранными инвестициями. Так, по данным Госкомстата, на конец первого полугодия таких предприятий **9014**. За полугодие их стало больше на 19,2% при том, что за весь 2018 год рост составил 37%. Преобладают здесь субъекты Российской Федерации, Турции, КНР, Казахстана и Кореи.

### Динамика прямых иностранных инвестиций



Рост ПИИ более чем в два раза наблюдается в металлургической отрасли (2,4 раза к периоду 2018 года), текстильной отрасли (2,7 раза), производстве продовольственных товаров (3,1 раза) и фармацевтической отрасли (6,3 раза). Необходимо отметить и рост в сфере проектов регионального подчинения — объемы ПИИ в регионы увеличились в четыре раза по сравнению с показателями 2018 года.

### Инвестиционный потенциал Узбекистана

Ключевые факторы, привлекающие иностранные инвестиции в страну:

- богатые и диверсифицированные природные ресурсы (газ, золото, хлопок, гидроэнергетическая ресурсная база);
- социально-политическая, макроэкономическая и финансовая стабильность;
- сравнительно низкий уровень госдолга и комфортные валютные резервы;
- амбициозная государственная инвестиционная программа;

- масштаб емкости внутреннего рынка с населением в 33 млн;
- стратегическое географическое положение между Китаем и Европой.

В целом Узбекистан обладает преимуществом макроэкономической стабильности, которая в сочетании с текущими реформами открывает возможности в различных секторах экономики, будь то финансовые услуги, строительство или туризм. Инвестиционный потенциал на период следующих десяти лет, по мнению Boston Consulting Group, достигает **\$65 млрд**, из которых на несырьевые отрасли приходится **до \$20 млрд**.

Не в полной мере реализован инвестиционный потенциал таких традиционных для иностранных инвестиций отраслей, как топливно-энергетическая, горнодобывающая, сельское хозяйство и текстильное производство.

Также имеется значительный потенциал развития в относительно новых для Узбекистана секторах — финансово-банковском секторе, строительстве, телекоммуникациях и туризме.

При текущих низких процентных ставках в странах с развитыми рынками капитала Узбекистан с его быстрорастущим рынком, возможностью получения более высокой доходности выглядит привлекательным для иностранных инвесторов. Имеющиеся риски несут также в себе большие возможности.

Некоторые проблемы и прогресс

Вместе с признанными достижениями в сфере инвестиций сохраняется немало проблем и объективно трудных задач, требующих адресного решения.

Так, по сей день предприниматели сталкиваются с бюрократическими проволочками, особенно в части получения разрешений на строительство, регистрации собственности внешнеторговых операций. Несмотря на значительное улучшение своих позиций в мировых рейтингах, по индексу свободы ведения бизнеса Doing Business в 2019 году наша страна уступает таким торговым партнерам, как Россия, Казахстан и Кыргызстан, не говоря уже о развитых странах. В связи с этим президент утвердил дорожную карту по достижению как минимум 20-го места в рейтинге свободы ведения бизнеса к 2022 году.

Сравнение индикаторов постсоветских стран с более высоким рейтингом — Грузия (6-е место), Азербайджан (25-е место) и Казахстан (28-е место) — демонстрирует, по каким направлениям мы отстаем.

Так, при относительно высоких показателях индикаторов «Регистрация предприятий» и «Подключение к электроснабжению» для улучшения общего рейтинга Узбекистану необходимо улучшить остальные показатели.

Нужно сократить количество, стоимость и сроки разрешительных процедур при строительстве, экспорте-импорте, повысить эффективность нормативно-правовой базы и качество судопроизводства при разрешении (урегулировании) неплатежеспособности предприятий. Также необходимо дальнейшее укрепление защиты прав миноритарных акционеров.

Несмотря на меры по увеличению доли частной собственности, сохраняется доминирующая роль госпредприятий в структуре производства ВВП, что негативно влияет на конкуренцию и отраслевую эффективность, в том числе в таких ключевых секторах, как энергетика, автопром, авиация, химическая и горнодобывающая промышленность.

Отечественный рынок ценных бумаг остается неразвитым, что препятствует привлечению через его механизмы и инструменты необходимых ресурсов для финансирования развития национальной экономики.

На фоне политики «дорогих денег» и отсутствия альтернатив такая ситуация приводит к неоправданному завышению кредитного потенциала рынков и росту спроса на кредитные ресурсы банков. Результат — рост себестоимости производства и повышение потребительских цен на внутреннем рынке.

### Итоги инвестиционной деятельности Республики Узбекистан за 2019 г.

В 2019 году за счет всех источников финансирования объем освоения инвестиций составил 220,7 трлн сум, превысив утвержденные годовые прогнозные показатели в 2 раза, в том числе объемы инвестиций в основной капитал составили 189,9 трлн сумов, с темпом роста к аналогичному показателю 2018 года – в 1,3 раза.

Доля объема инвестиций в основной капитал в структуре ВВП увеличилась с 30% в 2018 году до 36,2% в 2019 году (доля общего объема инвестиций в структуре ВВП по итогам 2019 года составила 42,1%).

В отчетном периоде были введены в эксплуатацию порядка 2,8 тыс. объектов социального, инфраструктурного и производственного назначения: 145 крупных производственных объектов, 167 крупных региональных проектов, 2,5 тыс. социальных и инфраструктурных объектов.

Значительный прирост показателей инвестиционной деятельности обусловлен увеличением притока и освоения иностранных инвестиций и кредитов в объеме 13,3 млрд долл., из которых:

— прямые иностранные инвестиции – 9,3 млрд долл. (в т.ч. в основной капитал – 6,6 млрд долл.).

— средства международных финансовых институтов – 4,0 млрд долл. (в т.ч. в основной капитал – 3,2 млрд долл.).

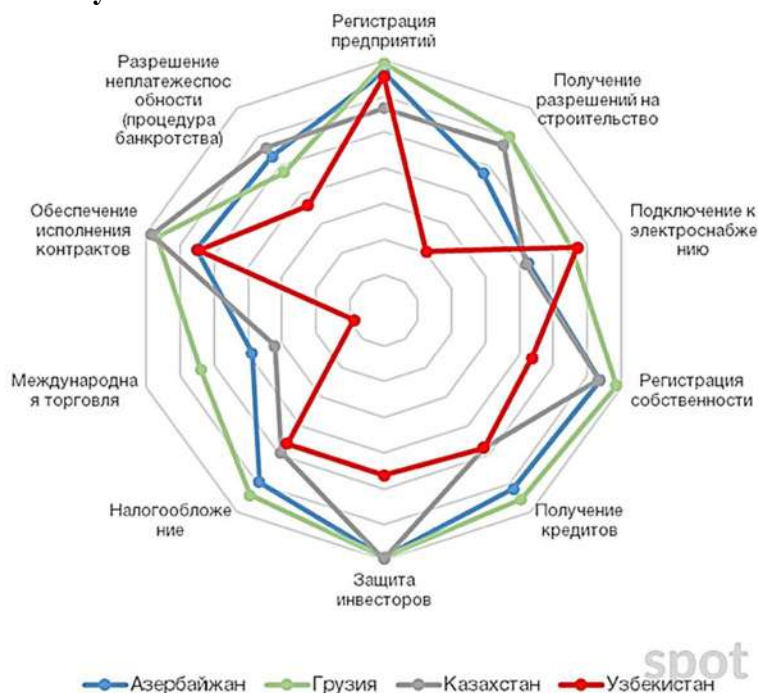
При этом, доля освоенных прямых иностранных инвестиций в общем объеме инвестиций выросла до 37% (для сравнения в 2018 году этот показатель составил 10,5%).

Согласно докладу Конференции ООН по торговле и развитию (ЮНКТАД) мировой показатель объемов прямых иностранных инвестиций сокращается уже третий год подряд, достигнув самой низкой отметки, которая наблюдалась сразу после глобального финансового кризиса. По итогам 2018 года данный показатель снизился на 19% (в 2017 году 16%).

При этом, согласно докладу ЮНКТАД, в развивающихся странах наблюдались позитивные тенденции – в особенности в Азии, где объемы иностранных инвестиций выросли на 5%. Более того, если в странах Центральной Азии рост объемов иностранных инвестиций составил в среднем 8-10%, то в Узбекистане данный показатель по сравнению с показателями 2018 года (2,9 млрд долл., из них в основной капитал – 1,6 млрд долл.) вырос в 3,2 раза (9,3 млрд долл., из них в основной капитал – 6,6 млрд долл.), что обеспечило Республике лидерство по темпу роста среди стран региона.

Основными иностранными партнерами по привлечению в Республику иностранных инвестиций стали КНР, Россия и Германия, при этом общее число стран-инвесторов в экономику Узбекистана превысило отметку в 50, за счет чего доля крупнейших стран-инвесторов снизилась до 34% от общего объема привлеченных прямых иностранных инвестиций и кредитов.

Активный рост привлечения прямых иностранных инвестиций по сравнению с прогнозными показателями 2018 года наблюдался в электротехнической (рост – в 7,5 раза), металлургической отрасли (рост – 4,6 раза), текстильной отрасли (рост – 2,5 раза), кожевенно-обувной (рост – 2,1 раза), нефтегазовой (рост – 2 раза) отраслях.



При этом укрепились тенденции роста потоков прямых иностранных инвестиций в проекты регионального значения, суммарная стоимость которых в 2019 году составила 4,8 млрд долл. (из них в основной капитал – 4,2 млрд долл.), увеличившись в 4 раза по сравнению с аналогичным периодом 2018 года и в 24 раза по сравнению с показателями 2017 года. В регионах только с участием иностранного капитала были введены в промышленную эксплуатацию 167 проектов общей стоимостью 858,5 млн долл.

В 2020 и последующих годах будет продолжена работа по активному привлечению прямых иностранных инвестиций, диверсификации их направлений для реализации проектов в приоритетных направлениях таких, как электроэнергетика, химическая отрасль, производство электротехнической продукции, IT-технологии, легкая промышленность, сельское хозяйство и производство строительных материалов. Акцент сохранится на увеличении количества производств по глубокой переработке сырьевых материалов с созданием цепочек высокой добавленной стоимости.

### **Использованная литература**

1. При подготовке данной работы были использованы данные, приведенные в официальных сайтах министерств, и статьи из порталов новостей.
2. mift.uz – официальный сайт Министерства инвестиций и внешней торговли Республики Узбекистан
3. gazeta.uz – портал новостей Республики Узбекистан
4. my.gov.uz – Правительственный портал Республики Узбекистан

## О МЕРАХ ПРАВИТЕЛЬСТВА УЗБЕКИСТАНА ПО ПОДДЕРЖКЕ ТУРИНДУСТРИИ В ПЕРИОД ПАНДЕМИИ

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**Аннотация.** В статье рассмотрены влияние и последствия всемирной пандемии на туристическую сферу Узбекистана. Представлены меры принятые правительством для смягчения последствий кризиса и практическая помощь предпринимателям.

**Ключевые слова.** Туризм, пандемия, коронавирус, Covid-19, самоизоляция, кризис, льготы, преференции, субсидии.

**Annotation.** The article examines the impact and consequences of the global pandemic on the tourism sector of Uzbekistan. The measures taken by the government to mitigate the consequences of the crisis and practical assistance to entrepreneurs are presented.

**Keywords.** Tourism, pandemic, coronavirus, Covid-19, lockdown, crisis, benefits, preferences, subsidies.

В период пандемии правительства стран мира выполняют сложные разнонаправленные задачи: с одной стороны необходимо уделять приоритетное внимание общественному здравоохранению, с другой защищать интересы бизнеса и сохранить рабочие места. Резкое падение рынка туризма поставило под угрозу источники средств к существованию населения. Туристический бизнес оказался в затруднительном положении. Туроператоры, турагентства, гостиницы, гиды, переводчики, услуги перевозки, рестораны, музеи и еще многие другие оказались попросту не у дел.

В особенности после очень успешного 2019 года в туризме, Узбекистан возлагал огромные надежды на следующий год. Туристические города Ташкент, Бухара, Самарканд, Хива за год обогатились местами проживания, питания и развлечения для иностранных туристов, а теперь всё это оказалось невостребованным.

По примеру многих стран, с 16 марта 2020 года Узбекистан закрылся для иностранных и местных туристов. В результате чего более 1,5 тысячи туроператоров и 1,2 тысячи отелей были вынуждены приостановить свою деятельность. Это серьезно повлияло на доходы более 250 тысяч человек, в том числе гидов, переводчиков, ремесленников, работников архитектурных памятников и курортных учреждений, объектов общественного питания, транспорта и других.

Для смягчения последствий пандемии ряд преференций были предоставлены правительством туристической индустрии. В частности, 1750 субъектам предоставлены льготы по налогу на имущество, земельному и социальному налогам на сумму около 60 миллиардов сумов. Но эти льготы и преференции являются временными. Для постоянного устойчивого развития бизнесу необходимо научиться работать в условиях пандемии[2]. В связи с этим был изучен зарубежный опыт. Разработана система санитарно-эпидемиологической безопасности для туристов “Uzbekistan. Safe travel guaranteed” («Узбекистан. Безопасное путешествие гарантировано»).

Правительство утвердило постановление «О поддержке субъектов туристской отрасли и развитии туристской инфраструктуры в экономической ситуации, вызванной пандемией коронавируса».

В соответствии с постановлением, будет возмещаться часть следующих процентных расходов по кредитам субъектов туристской отрасли, превышающих основную ставку Центрального банка, но не более 10%:

- процентные расходы за период с 1 июня 2020 года по 1 января 2022 года по ранее выданным кредитам на строительство средств размещения;

- процентные расходы по кредитам, выдаваемыми на приведение в соответствие новым санитарно-гигиеническим нормам;
- процентные расходы за период с 1 июня по 31 декабря 2020 года по выданным кредитам на пополнение оборотных средств в размере до 1 млрд. сумов.

Процентные расходы за период с 1 марта по 1 июня 2020 года по ранее выданным кредитам на строительство средств размещения будут возмещены в полном объеме, говорится в сообщении. Эти компенсации будут выделяться независимо от количества и объема кредитов субъектов туристской отрасли, а также от количества компенсаций, которые уже были выданы ранее.

Постановлением утверждено положение о временном порядке предоставления субсидий на покрытие части расходов туроператоров, турагентов и средств размещения. В соответствии с документом субсидии выделяются:

- туроператорам — на возмещение части расходов авиа- и железнодорожных билетов;
- туроператорам и турагентствам — за каждого иностранного туриста, привезенного в Узбекистан и обслуженного;
  - средствам размещения — на услуги размещения (гостиничные услуги)[1].

#### **Список использованных источников:**

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2. <https://president.uz/ru/lists/view/3608>

## HISTORICAL SCIENCES

### GESCHICHTE DER UNTERSUCHUNG DER ARCHÄOLOGISCHEN STÄTTE KITKONTEPA

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***Anmerkung:** Das archäologische Denkmal Kitkontepa befindet sich im Bezirk Oltiariq in der Region Fergana in Usbekistan. Das Denkmal wurde von russischen Archäologen eingehend untersucht, die eine Vielzahl von Materialquellen gefunden haben, darunter Werkzeuge und Töpferwaren.*

***Schlüsselwörter:** Kitkontepa, Invasion der Perser, Werkzeuge der Arbeit, Hügel, Einheimischen.*

Im Altariq Bezirk von Usbekistan, wie Old Arab, Neu Arab, Arab Hill Ortsnamen sind verfügbar. Forscher sind das arabische Volk dieser Namen betonen: Sie das Nach den Daten, Vorfahren kamen in den VII-XIV Jahrhunderten nach Zentralasien, Usbekisch, ethnische Gruppen, die Teil der turkmenischen, tadschikischen Nation sind. Die Dörfer, in denen sie leben, sind eher so benannt. In dieser Hinsicht der arabische Historiker al-Jahiz (775–868)

«Liste der Siedlungen der Region Fergana» der Name des Dorfes ist Old Arabtepa in den Informationen im Buch markiert mit. Ihm zufolge im Jahr 1909 die Old Arabtepa das Dorf hatte eine Gesamtbevölkerung von 336386. Es gibt Schreine Namens im Dorf Tonga Buva, vermisste Iraner, Kitkontepa, Urik Mazorbuva, Xonaqoh aziz buva, Jahongir eshon mazori, Valikhantora, Mamayusup Eshan.

Im alten arabischen Dorf in der Vergangenheit gab es Horistan, Galasak, Kitkon, große Viertel wie eine Festung. Nach den Daten ist Kitkon das am meisten unter diesen Stadtteilen ist der Älteste. Denn hier ist Kitkontepa archäologisch das Denkmal befindet sich. Die Höhe dieses Denkmals beträgt 12m., die Fläche beträgt 65x55 m.

1976-1978 Eremitage und Fergana Region durchgeführt in Zusammenarbeit mit dem Museum of Local Lore Archäologische Ausgrabungen des Denkmals gehen auf den Beginn des AD zurück zeigte, dass. Ausgrabungen im Jahr 1977 Infolgedessen haben die Archäologen G.P.Ivanov und A.E. Shigin: "Im Moment nach den Ausgrabungen dreimal die Festung von Kitkontepa, man kann sagen, dass es eine Bauphase durchlaufen hat", sie kamen zu diesem Schluss.

Es gibt eine Legende über die Benennung des Kitkontepa-Denkmal: Während der persischen Invasion in Zentralasien im VI-IV Jahrhundert vor Christus wollten die Perser auch die Region Altariq erobern. Zu dieser Zeit kamen vier persische Soldaten in die Gegend von Kitkontepa, wo sie lebten und enge Beziehungen zur Zivilbevölkerung hatten. Als die Perser versuchten, das Gebiet zu besetzen, betrogen die vier persischen Soldaten ihre Truppen aus dem Gebiet. Und so haben sie den Einheimischen geholfen. Später verließen die Perser das Gebiet. Der Name Kitkontepa bedeutet den Ort, an dem die Perser in dieses Gebiet kamen. Im usbekischen Dialekt ist das "Ketgantepa", mit der Zeit wurde das Wort in Kitkontepa transkribiert.

Archäologen sind so traurig über die Burg Kitkontepa die Sogdier des VI-VIII Jahrhunderts, das Schicksal der Städte Chach und Fergana war dasselbe. Deshalb, dies ist der Kampf gegen die Türken, insbesondere gegen die arabischen Invasoren die Zerstörung vieler Denkmäler in den Provinzen herbeigeführt. Die politische Situation im Fergana-Tal ist häufig die sich verändernden, ständigen Kriege der Stadtarchitektur wirkte sich auch negativ auf die Formation aus. Das ist China setzte sich auch während eines langen Konflikts mit den Kaisern fort er sagte. 90 Kitkontepa ist also kein gewöhnliches Denkmal, im Gegenteil tausend Schutz der lokalen Bevölkerung vor äußeren

Feinden für Jahre ist ein heiliger Schrein, der gekommen ist und sie beschützt hat. Volksdichter von Usbekistan Anvar Obidjon über diesen Ort erzählt: „In der Antike war dieser Ort der größte Teil des Königreichs ist zweifellos eine der stärksten militärischen Festungen. In seiner Geschichte erwähnt der Schriftsteller Alisher Ibodinov zu Recht, dass es auch in den Tagen des Feuers entscheidende Kämpfe um diese Festung gab. Dies ist die Strategie des Dorfes seine Lage sowie Artefakte, die von der Burg bis zu den nahe gelegenen gefunden wurden, zeugen von Kitkontepas Kampfvergangenheit.

Sehr geehrter Leser, wir stehen oben auf dem Begriff Kitkon lassen Sie uns zusätzlich zu den oben genannten Kommentaren die folgenden Informationen im Buch "Devonu lug'otit turk" des berühmten Gelehrten des 11. Jahrhunderts, des Linguisten Mahmud Kashgari, beachten: "Kitki - ein Haufen Erde, ein Hügel" 92. Wenn Sie bemerken, weist der berühmte Linguist darauf hin, dass die Hügel in der Antike in den türkischen Völkern "Kitki" genannt wurden. Und der Begriff Kitkon was genau dem Wort "Kitki" entspricht, das in "Devonu lug'otit turk" zitiert wird. Daher wird der Name Kitkon seit Tausenden von Jahren in der Aussprache verwendet und die Form von Kitkon im Laufe der Jahrhunderte muss erhalten haben.

**Verweise:**

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## MATHEMATICS SCIENCE

### USING MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING MATH

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**Abstract:** *The article reveals the effective aspects of the use of pedagogical technologies. Especially, this article scientifically explores the use of pedagogical technologies in teaching mathematics.*

**Keywords:** *pedagogy, mathematics, innovation, task, mathematical modeling, method, mathematical analysis.*

The issue of establishing close cooperation with the world's leading scientific and educational institutions in the field of mathematics, introducing advanced foreign experience into the educational process, especially internships and training of promising teachers and researchers in leading foreign scientific and educational institutions, is urgent in the education system.

Therefore, the use of modern pedagogical technologies in teaching mathematical subjects, as well as the organization of lessons using graphic organizers, requires great skill from teachers. Because the organization of the educational process depends on the level of ability to use various methods in the learning process, teaching students with the help of new pedagogical technologies, know the general and particular principles of pedagogical technology, in short, awareness of modern pedagogical technologies.

Further improvement of the system of teaching mathematics at all levels of education, support for the effective work of teachers, expanding the scope and practical significance of research, strengthening ties with the international community, as well as an Action Strategy for five priority areas of development of Uzbekistan for 2017-2021. The goal is to ensure the fulfillment of the tasks set in the State Program for the implementation of the "Year of Science, Education and the Digital Economy" [1]. This task reached a new level after the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On the Strategy for the Further Development of the Republic of Uzbekistan" dated February 7, 2017. Indeed, the implementation of this huge task requires the effective use of modern innovative pedagogical technologies. The definition of mathematics as one of the priorities for the development of science in our country in 2020 leads to a number of systematic work aimed at bringing mathematics and education to a new qualitative level at a new stage of our development.

Decisions on "State support for the further development of education and mathematical science, as well as on measures to radically improve the activities of the Institute of Mathematics. Romanovsky at the Academy of Sciences of the Republic of Uzbekistan "PQ-4387 of July 9, 2019, as well as "On measures to improve the quality of teaching and research in mathematics" PQ-4708 of May 7, 2020 became the foundations for the development of mathematical sciences in the education system. The formation of a system of radical reforms in the country, the consistent delivery of the content and essence of the adopted legislative and state programs is in line with the "further development of mathematical education and science, fundamental, scientific and applied research, postgraduate education and scientific personnel, to ensure the effectiveness of training, to strengthen the integration of science, economics and industry, to implement comprehensive measures to develop

international scientific and technical cooperation with the world's leading research centers and universities ”[2]. The regulation of activities in the modern education system, the rational use of various modern pedagogical technologies is an important process today. The teacher should be able to use modern pedagogical technologies in order to see the difficulties in learning and find a way to overcome them.

Summarizing the above, we can say that separate methods can be used to increase the level of mastering of each topic of the lesson. The interactive techniques used in the course are used for a variety of purposes. They are used to find a solution to a problem in a science or topic, study a problem, determine the direction of its solution and choose one (optimal), repeat the previous topic with the help of questions, compare with previous topics, systematize knowledge. increased. For example, Graphic Organizers stimulate students' thinking, teach them how to connect lesson topics and independently observe similarities and differences. Today, the graphic organizers "Fish skeleton", "Flower Lotus", "How?", "Why?", "Venn diagram" are widely used. The “Cluster” method is a special form of pedagogical, didactic strategy that helps students think freely and openly about arbitrary problems (topics) and freely express ideas. This method requires defining a structure that allows you to think through the connections between different ideas. This method serves to ensure the consistency of thought activity until the student assimilates a specific topic deeply and completely.

Coverage of one-sided and two-sided relationships between the sequence of topics while strengthening the mathematical knowledge of students in the education system using modern pedagogical technologies leads to the formation of the concept of "Cognitive Mathematics".

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## MEDICAL SCIENCES

### WAYS TO IMPROVE THE RESULTS OF SURGICAL TREATMENT OF ACUTE CALCULOUS CHOLECYSTITIS

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Despite the advances in modern surgery, many surgeons still prefer a wide laparotomic approach in urgent surgery of acute calculous cholecystitis. However, as the results of numerous studies have shown, most of the postoperative complications are due precisely to the traumatic nature of the access used.

We have analyzed the results of surgical treatment of 786 patients with acute calculous cholecystitis who were hospitalized in the clinic of the Department of Surgical Diseases of ASMI.

All patients were divided into two groups. The control group consisted of 294 (37.4%) patients who used the standard active-expectant tactics of treating patients with acute calculous cholecystitis and its complications. Oblique incisions in the right hypochondrium were used in 137 patients, in 48 patients the operation was performed through the upper median laparotomy, and in 109 patients laparoscopic cholecystectomy was performed.

The main group consisted of 492 (62.6%) patients who used active tactics, which consisted in the following: if conservative therapy was ineffective during the day, the question of surgical intervention was raised. The complex of therapeutic measures included the use of minilaparotomic access for isolated acute cholecystitis.

Oblique minilaparotomy was used in 80.5% of patients. In patients with choledocholithiasis, if it was necessary to intervene on the choledochus, the minilaparotomic incision was expanded.

In order to decompress the biliary tract and resolve the phenomena of cholangitis in 74 patients, the operation was completed with external drainage of the common bile duct, including in 27 according to the Vishnevsky method, in 33 according to Halstead and in 14 according to Keru. Drainage tubes were removed on the 7-15th day in 15 patients, and in 49 - on the 16-21th day after the operation.

Great importance in the diagnosis of acute cholecystitis was given to changes in the wall of the gallbladder. In 73.8% of patients, a thickening of the wall from 4 mm to 1.2 cm was noted. At the same time, a decrease in the echo density of the wall was noted on the echograms, and the outer contour looked blurred.

Another reliable sign of acute cholecystitis was considered to be a low-density hypoechoic band surrounding the gallbladder, the so-called "double circuit" symptom, found in 42.4% of patients, the width of this band ranged from 0.1 to 0.3 cm. Of 95 patients with this destructive cholecystitis was revealed in 82% during the operation. Only 11.6% of patients with destructive cholecystitis did not have this symptom.

In our patients, we use the oblique minilaparotomy technique: an incision up to 8 cm long is made parallel to the right costal arch and 2-3 cm below the latter. Start the incision 4-5 cm to the right of the midline of the abdomen. We dissect the skin, subcutaneous tissue. Hemostasis. Along the course of the wound, we dissect the anterior sheath of the rectus abdominis muscle (up to 3-4 cm) and the external oblique muscle up to 4 cm. The rectus abdominis muscle is pushed medially with the Farabef hook and the posterior sheath of the rectus abdominis muscle (up to 3 cm) together with the peritoneum is dissected ... Then the internal oblique and transverse muscles of the abdomen along the muscle fibers are exfoliated in a sharp and blunt way and we open the abdominal cavity. Insert an

abdominal hook into the upper edge of the wound to traction the costal arch upwards. We move the large omentum and intestinal loops down and with the help of large napkins and replaceable liver mirrors (below-1, medial-1) we form a free space around the gallbladder, common bile duct and duodenum.

In general, the proposed tactics in the main group allowed to improve the results of surgical treatment of patients with acute calculous cholecystitis. Thus, the use of the developed minilaparotomic approach made it possible to reduce complications from the wound from 14.6% to 6.0%, reduce the invasiveness of surgery and the frequency of early postoperative complications from 28.1% to 10.7% and mortality from 3.6% to 1,4%.

COMPLEX TREATMENT OF CHILDREN WITH ACUTE ODONTOGENIC OSTEITIS  
AND OSTEOMYELITIS OF THE JAWS

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**Annotation.** *Prediction of purulent-inflammatory processes in the maxillofacial region is one of the urgent problems of dentistry due to the high prevalence of these diseases, the severity of the clinical course and the possibility of developing life-threatening complications. Osteitis and osteomyelitis occupy a significant place in the structure of pyoinflammatory diseases of childhood (6–10%) and represent one of the most complex variants of the inflammatory process, which has a number of pathogenetic features. A wide range of age structure of osteomyelitis, a large variety of localization, and a variety of clinical course often lead to difficulties in diagnosis, treatment, rehabilitation and a relatively large number of complications. The transition of the disease to the chronic stage is still high and ranges from 10 to 40%. In recent years, there has been a trend towards a decrease in the incidence of osteomyelitis in children, but the age structure of the incidence has changed. Newborn children began to get sick more often and often as a result of intrauterine infection.*

**Key words:** *Osteitis and osteomyelitis, hematogenous osteomyelitis, hyperbaric oxygenation, odontogenic osteitis.*

The greatest diagnostic difficulties arise in hematogenous osteomyelitis in the early stages of the disease, when the number of diagnostic and treatment-tactical errors exceeds 50%. Posttraumatic osteomyelitis is easier to recognize but also difficult to treat. In the last decade, the literature continues to discuss questions about the mechanism of laser action in a number of pathological conditions, but the effect of laser radiation on inflammatory processes in children with severe complicated HO remains not fully understood. The effectiveness of hyperbaric oxygenation (HBO) in the complex treatment of osteomyelitis is well known. However, little is known and requires further study such property of HBO as modulation of the inflammatory process.

In recent years, it has been noted that the wide and sometimes irrational use of antibiotics in the treatment of acute purulent inflammatory diseases of the Chlo has led to a change in the qualitative composition of the microflora. (Biberman Ya.M. et al., 1999; Karnaukhov A.T.)

A number of authors (Gruzdev N.A., Sovoliev M.M., Roginsky V.V., Karnaukhov, Montanen, Kohnlein, Olaitan) are devoted to the study of the features of the occurrence, course and treatment of osteitis and osteomyelitis of the facial skeleton in children. In a number of works, the authors propose patterns of generalization, the transition of the process to the chronic stage and the prognosis of the disease. But despite this, they have not been sufficiently reflected in modern literature and require further development.

Endotoxemia is one of the main pathogenetic factors in osteomyelitis that determine the severity and prognosis of the disease. Probably, the solution to the problem of infectious and inflammatory toxicosis is associated with the further development of the concept of endotoxemia, the study of its deeper and more subtle mechanisms. The problem of the relationship between toxic and immune reactions is also insufficiently studied. The mechanisms of complications such as chronicity, generalization of infection and processes of extensive osteonecrosis remain insufficiently studied. They are probably associated with the problem of various disorders of the anti-infectious resistance system (AIR) of the body. The available publications on this topic confirm the need for its further study and the development of clinical immunology.

**Objective of the study:** To improve the complex treatment of children with acute odontogenic osteitis of the jaws.

**Research objectives:** On the basis of the results of clinical and microbiological studies, substantiate the expediency of using the Halisal antiseptic in children with acute odontogenic osteitis of the jaws.

**Research materials:** We examined 30 children who received inpatient treatment with acute odontogenic osteitis of the jaws in the Clinic of Pediatric Maxillofacial Surgery of the TSDI

Normally, in healthy children, the oral microflora is quite diverse. At the same time, lactobacilli predominate in the anaerobic group of microbes; their number was  $\log /4.85 \pm 0.4 / \text{KOE} / \text{ml}$ . In the optional group, the prevailing number belongs to streptococci, with *Str.salivarius* occupying the leading position. A group of gram-negative microbes such as *Escherichia*, *Proteus* and *Klebsiella* are sown in insignificant quantities.

It is interesting to note that the total number of anaerobes and the facultative group of microbes in healthy children is almost the same. Along with these studies, we also carried out quantitative and qualitative studies of the flora of the oral fluid in children with acute odontogenic osteitis. In the microecology of the oral cavity in children before surgery, there is a syndrome of increased microbial growth. So, in the anaerobic group of microbes, their significant decrease is noted, this is especially pronounced in lactobacilli.

At the same time, in the facultative group of microbes, there are significant shifts in the oral flora of these children in the direction of increasing. At the same time, the growth of pathogenic staphylococci is especially alarming, since it is this culture that has a large set of pathogenic enzymes that will apparently determine the monitoring of the state of the oral cavity.

Along with these microbiological studies, we studied the state of the factor of the affected area in the same children. Here the flora is also diverse and both gram-positive and gram-negative flora and fungi of the genus *Candida* are sown. In this case, as a rule, their associations are most often sown. When analyzing the frequency of seeding and occurrence of microbes, *Str.pyogenes* was found (90%) and the lowest frequency was entered by strains of *Enterobacter* (20%).

The next group of our study consisted of children with acute purulent odontogenic periostitis, who underwent targeted therapy in a hospital setting. On the 7th day after the operation, after the traditional treatment, positive changes are seen both in the anaerobic and in the optional group of microbes. The most interesting data in the same patients were noted after special treatment, these changes are especially pronounced in the anaerobic group of microbes. However, we found the most pronounced changes in this group of patients after complex treatment.

**Conclusions:** The use of the Halisal antiseptic in the complex treatment of children with acute odontogenic osteitis of the jaws significantly reduces the time for cleansing a purulent wound, accelerates healing and epithelialization of wounds, activates processes in damaged tissues (improves trophism), and generally reduces the time of treatment and medical rehabilitation of children.

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BY ACHESTV OF LIFE OF PATIENTS UNDERGOING SURGERY FOR  
STRANGULATED POSTOPERATIVE VENTRAL HERNIAS

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**The aim of the study:** a comparative study of indicators of the quality of life of patients after allohernioplasty, taking into account the implemented program for the prevention of the development of postoperative complications.

**Material and methods.**

The study included the results of treatment of 147 patients with strangulated ventral hernias, who were urgently operated in the department of surgery of Andijan regional multidisciplinary medical center for the period from 2015 to 2020. All patients were divided into two groups: the main group included 56 patients with the indicated diagnosis, the comparison group included 91 patients. The age of the patients was from 23 to 83 years, the average age was  $53.5 \pm 1.3$  years in the comparison group and  $54.5 \pm 1.4$  years in the main group. There were 68 female patients in the comparison group (74.7%), men - 23 (25.3%). In the main group, there were 44 women (78.6%), men - 12 (21.4%). Long-term results of treatment within 1-6 months after allohernioplasty were traced in 65 (71.4%) patients out of 91 operated on in the comparison group and in 46 out of 56 (82.1%) in the main group.

Assessment of the quality of life of patients in the long term after surgery was studied according to the non-specific questionnaire "SF-36 Health Status Survey, which includes 36 items, grouped into 8 categories or scales:

1. Physical functioning ( the Physical Functioning - PF);
2. Role -Physical Functioning - RP;
3. Intensity of pain ( Bodily pain - BP);
4. General health ( General Health - GH);
5. Vitality (VT);
6. Social functioning ( List Social Functioning - the SF);
7. Role-based functioning due to the emotional state ( Role-Emotional - RE);
8. Mental Health ( Mental Health - MH);

The results obtained for each of the above categories vary from 0 to 100 points, while a result of 100 points means the patient's complete health. Thus, all scales (categories) form two indicators: mental and physical well-being.

1. The physical health component (the Physical health - the PH) includes physical, role-based functionality, the intensity of pain and general health).

2. The psychological component of health (Mental Health- MH) includes the mental state of health, role functioning, including the emotional state, social functioning and vital activity of the patient.

**Results.** According to the results of the study, up to 6 months after the operation, the following complications were observed: infiltration of the surgical wound was observed in 6 (9.2%) patients in the comparison group and in 2 (4.3%) patients in the main group. At the same time, there were 7 (10.8%) patients with complications in the comparison group and 2 (4.3%) in the main group.

Analysis of quality of life indicators after surgery in comparison groups by domains of the SF-36 Health Status Survey in comparison groups showed that physical functioning was assessed by patients on average 71.6 points in the main group and 62.3 points in the comparison group ( $t = 5.93$ ;  $p < 0.001$ ).

The intensity of pain, as one of the main components of the questionnaire, had an indicator of 69.3 points in the main group, which was also higher than in the comparison group - 59.0 points ( $t = 6.85$ ;  $p < 0.001$ ). The general state of health was assessed by patients at 68.8 and 60.5 points in the

main and comparison groups, respectively ( $t= 5.09$ ;  $p<0.001$ ). The index of mental health was also higher in the main group, amounting to 70.9 points against 62.9 points ( $t= 3.82$ ;  $p<0.001$ ).

**Output.**

Improvement of methods for preventing the development of wound and systemic complications after allohernioplasty provided a more significant improvement in the quality of life indicators, determined within 1-6 months after surgery according to the special questionnaire "SF-36 Health Status Survey", with an increase in the level of the physical component of health (Physical health) with  $62.5 \pm 0.6$  to  $71.3 \pm 0.5$  points ( $t= 10.92$ ;  $p<0.001$ ) and psychological component (Mental Health) from  $64.4 \pm 0.6$  to  $70.6 \pm 0.6$  points ( $t= 6.99$ ;  $p<0.001$ ), which was generally due to a decrease in the risk of developing long-term specific complications from 10.8% (in 6 of 65 patients traced in the comparison group) to 4.3% (in 2 of 46 traced in the main group of patients).



## NAVIGATION IMPLANTOLOGY FOR IMMEDIATE AESTHETIC IMPLANTOLOGY

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*The purpose of using dental implants in dental prosthetics is to ensure the effectiveness of prosthetics on implants, which are, in fact, a new tooth root, integrated with the jaw bone, surrounding soft tissues, which allows you to create an artificial orthopedic system that is close to natural teeth in function.*

**Key words:** dental implantation, aesthetics, soft tissues, planning, pink aesthetics, contouring.

In recent years, the use of clone guide washers for implant insertion has become increasingly popular. There are already more than 20 software monitoring systems in the world that allow you to select the optimal virtual position of implants. If earlier only a pilot and several expanding burs were used for bed preparation, today special sets of tools have been developed for most implant systems that allow for directional bed preparation and insertion of implants of any geometry. The proposed technique for planning and directing the insertion of implants using a template allows rational use of the advantages of the concepts of immediate restoration and the impact of functional loads on implants through temporary restoration of long-term wear.

The main methods of achieving aesthetic results in prosthetics on dental implants: 1) the achievement of aesthetic results is achieved through preoperative planning based on the use of surgical templates, virtual articulators, 2) 3D modeling; - use of special methods of radiation preoperative diagnosis, allowing you to accurately plan the result, 3) optimization of the gingival volume through contouring of the gums using free connective tissue or gingival grafts and finding the missing volume of bone tissue by means of bone, 4) substituting biomaterials or autografts, 5) if there is a lack of gum thickness and volume of the alveolar ridge, it is possible to install implant systems, where the neck of the implants is covered with red or Golden yellow, which does not allow the gray color of the titanium implant to be seen through. This system allows you to get an aesthetic effect in the aspect of pink aesthetics.

**Conclusion.** With the help of computers and special digital equipment, dentists were able to plan the entire course of treatment, up to the final prosthetics. You can minimize surgery by using surgical navigation templates. Surgical templates are designed to accurately select the location and angle of the implant, taking into account the subsequent prosthetics and the available volume of bone tissue.

## DENTAL IMPLANTATION IN ATROPHIC PROCESSES OF THE ALVEOLAR PROCESS OF THE UPPER JAW

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**Abstract.** *According to the literature, at present, there continues to be a steady increase in the number of patients with partial or complete loss of teeth, not only among the elderly due to an increase in life expectancy, but also among people of working age. The main problem of implantation in the upper jaw area is insufficient height and width of the bone tissue. This occurs with a pneumatic structure or due to age-related atrophy of the alveolar process of the upper jaw. Physiological resorption results from low bone density in the maxillary alveolar ridge and is often represented by a thin cortical and porous spongy layer. Changes in the shape of the alveolar ridge with loss of teeth are observed in 91% of cases. During the first year after tooth extraction, a decrease in bone volume of 25% occurs.*

**Key words:** *implantation, atrophy, bone tissue, upper jaw, alveolar bone*

**Introductions.** The main problem of implantation in the upper jaw area is insufficient height and width of the bone tissue. This occurs with a pneumatic structure or due to age-related atrophy of the alveolar process of the upper jaw. Physiological resorption results from low bone density in the maxillary alveolar ridge and is often represented by a thin cortical and porous spongy layer. Changes in the shape of the alveolar ridge with loss of teeth are observed in 91% of cases. During the first year after tooth extraction, a decrease in bone volume of 25% occurs.

**Material and methods.** In the treatment of 27 patients, 19 operations were performed. There were 14 women (52%) and 13 men (48%) in total. Age ranged from 18 to 72 years and averaged 40.3 years, and 12 patients (44.4%) were older than 55 years. Persons over 60 years old accounted for 6.6%. Before the implantation, the patient was examined, the data of cone-beam computed tomography (CBCT) were analyzed, and a comprehensive plan of examination and treatment was drawn up. Tomography made it possible to determine the density of bone and soft tissues and carry out densitometry. Tissue density was assessed in numbers (HU, CT number), and in the form of graphs.

**Results.** Our observations show that this mass has not only an augmenting property, but also a stabilizing one, which consists in stopping further resorption of bone structures. When installing dental implants, we preferred cylindrical porous-permeable dental implants made of NT with a diameter of 2.5-3.0 mm, a length of 10.0-11.0 mm, and in case of severe atrophy of bone structures, especially in the sagittal plane, miniplate ones. In total, 88 dental implants were installed in 19 patients, of which 37 were cylindrical porous-permeable, 51 were lamellar dental implants. In order to prevent postoperative complications, all operated patients were prescribed antibiotics, desensitizing agents, and pain relievers. The sutures were usually removed on days 10-12. Complications in the form of implant rejection were found in 6 (22.2%) patients. For all patients, the installation of implants is completed by rational prosthetics not only with bridges, but also with clasp structures of prostheses.

**Conclusions.** Thus, our studies show that the tactics we use to bypass anatomical obstacles and the simultaneous use of MGNT in combination with TM allow not only to build up, but also to stabilize the process of resorption of bone structures, as well as to effectively perform dental implantation. Economic prerequisites allow us to recommend it as a method of choice.

## ИЗУЧИТЬ ВЛИЯНИЕ БАЗАЛЬНОЙ ТЕРАПИИ НА ФУНКЦИЮ ПЕЧЕНИ У ПАЦИЕНТОВ С СИСТЕМНОЙ СКЛЕРОДЕРМИЕЙ.

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**Цель исследования:** оценить влияние базисной терапии на ткань печени при системной склеродермии с помощью ультразвукового исследования.

**Материалы и методы исследования.** В исследование были включены пациенты, которые лечились с диагнозом системная склеродермия в стационаре с января по июль 2019 года в отделении ревматологии 1-й клиники Ташкентской медицинской академии и получали таблетки Купренила. Для исследования были отобраны 34 пациента, которые были разделены на две группы. В первую группу вошли 17 пациентов, которые принимали таблетки купренила в течение последних 5 лет, а во вторую группу вошли пациенты, у которых был первичный диагноз на момент 17 исследований и которые не получали базальную терапию. В исследовании не учитывались возраст и пол пациентов. В исследование были включены только пациенты с диссеминированной формой системной склеродермии. Из 17 пациентов, получавших базальную терапию, 5 не принимали лекарство регулярно.

**Полученные результаты.** В ходе исследования были обнаружены диффузные изменения в ткани печени (увеличение плотности ткани печени, разная степень фиброза) у 8 пациентов (66,67%), которые регулярно принимали таблетки купренила, и у 2 пациентов (40%), которые принимали нерегулярно. Диффузные изменения ткани печени выявлены у 3 (17,6%) пациентов, не получавших базальную терапию, независимо от степени и распространенности выявленных изменений.

**Вывод.** В ходе исследования было обнаружено, что препарат купренил, применяемый при системной склеродермии, поражает ткань печени, а также другие внутренние органы. У пациентов, получавших препарат, развивалось диффузное утолщение в ткани печени, фиброз различной степени. Отсюда следует, что таблетка купренила, применяемая в качестве базальной терапии, отрицательно влияет на ткани печени, замедляя прогрессирование заболевания. Для этого требуется постоянный контроль функции печени у пациентов и применение препаратов, защищающих ткань печени.

## СОСТОЯНИЕ ЭНДОТЕЛИАЛЬНОЙ СИСТЕМЫ У БОЛЬНЫХ СКЛЕРОДЕРМИЕЙ

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В последние годы среди причин склеротического поражения кожи у больных склеродермией (СД) важное место занимает дисфункция эндотелия (ДЭ). В механизмах ДЭ лежат процессы дисбаланса между продукцией вазодилатирующих, ангиопротекторных, ангиопролиферативных факторов, с одной стороны, и вазоконстрикторных, протромботических, пролиферативных факторов.

Целью работы явилось изучение состояния эндотелиальной системы при системной и очаговой склеродермии в их сравнительном аспекте.

**Материал и методы исследования:** Обследовано 64 пациентов, в том числе 29 (все женщины) больных системной (ССД) и 35 (26 женщин и 9 мужчин) больных ограниченной склеродермией (ОСД), а также 20 здоровых доноров аналогично возраста. Средний возраст пациентов составил  $55,3 \pm 6,2$  года, средняя продолжительность заболевания  $13,5 \pm 4,2$  года. Хроническое течение заболевания имело место у 20 (69%) больных, подострое - у 9 (31%). Умеренная активность воспалительного процесса отмечена у 19 (65,5%) больных, минимальная - у 10 (34,5%). Клинически ССД характеризовалась полисиндромностью с поражением различных органов, тканей и систем. ОСД у всех пациентов была представлена бляшечной формой, в стадии уплотнения у 16 (45,7) пациентов, в стадии атрофии - у 19 (54,3%). При клинико-лабораторном и инструментальном обследовании больных ОСД признаков системности не было выявлено.

**Результаты исследования и обсуждение:** Анализ полученных данных показал, что у больных ССД и ОСД отмечается повышенный уровень NO на 38 и 9,4% ( $P < 0,01$  и  $P > 0,05$ ) по сравнению с результатами в контроля. Одновременно установлено угнетение активности eNOS - на 18,3 и 9,5% ( $P < 0,05$  и  $P > 0,05$ ), экспрессия: iNOS - на 31 и 15,7% ( $P < 0,01$  и  $P > 0,05$ ) и концентрации  $\text{ONO}_2^-$  - на 32,4 и 14,7% ( $P < 0,01$  и  $P < 0,05$ ). Выявленное повышение NO в сыворотке крови больных ССД и ОСД, относительно контроля обусловлено, очевидно, потребности усиления вазодилатирующего эффекта, как следствие снижение активности eNOS. Компенсаторно, для осуществления этого процесса повышается активность iNOS. При активации iNOS возрастает концентрация NO в несколько раз больше физиологической потребности тканей и при утилизации избытка, в условиях гипоксии/ишемии в тканях. Он комплексируется  $\text{O}_2^-$  с образованием  $\text{ONO}_2^-$ . У больных ОСД концентрация NO и активность eNOS в сыворотки крови находится в пределах контроля. Вместе с тем отмечается статистически значимое превышение контрольных данных активности iNOS и концентрации  $\text{ONO}_2^-$ .

**Заключение.** Результаты исследований выявили, что у больных СД в зависимости от формы заболевания в крови определяется различный уровень содержания NO,  $\text{ONO}_2^-$ , активность eNOS и iNOS. У больных ССД нарушения показателей NO-продуцирующей функции кожи статистически значимо выше, по сравнению с больными ОСД. Исходя из полученных данных экспрессия iNOS, увеличивает продукцию NO и  $\text{ONO}_2^-$ , ингибирует активность eNOS. Высокий уровень NO и  $\text{ONO}_2^-$ , являясь мощными деградантами белковых молекул, модифицируя их приводит к повреждению внутриклеточных структур тканей, что в конечном итоге определяет особенность патоморфологических изменений в коже и форму СД.

## **PEDAGOGICAL SCIENCES**

### **READING BOOKS AS A TOOL FOR FORMATION PATRIOTISM**

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On the date the development of a culture of reading each person takes on special significance. The Internet plays a key role in providing information to young people quickly. But he cannot replace the book. Books about the exploits of the people play an important role in instilling a high sense of patriotism among young people through the formation of a reading culture. In such books, patriotic education is central. Because the main goal of our national heroes, who are the pride of our ancestors, was the protection of the Motherland.

Many writers have addressed the topic of patriotism. They strive to convey to young people that the Motherland is a sacred value through the life and work of our national heroes. For example, patriotism, especially military patriotism, was a leading theme in such historical works as "Temur's Regulations" by Amir Temur, "Boburnom" by M.Z. Bobur, "Humoyunnoma" by Gulbadanbegim. As a result of reading such books, students realize the sacredness of every inch of their homeland, its protection, the feeling of giving up life and property for the sake of the homeland.

At the same time, these books glorify national solidarity, religious tolerance, devotion, patriotism and patriotism.

Reading high-quality fiction requires a corresponding development of reading culture among readers. Reading components include human speech activity, text comprehension skills, and communication competencies.

The first skills associated with the culture of reading are, firstly, the level of aesthetic perception of a work of art, secondly, the ability to understand the plot of the work, and thirdly, the ability to understand the essence and main idea of the work.

To develop a culture of reading among students and young people, it is desirable to optimize the relationship between the book and the reader, to recommend reading books that serve to form a sense of patriotism and devotion among students studying in law schools. Because books in this area reflect the knowledge necessary for public life such as patriotism, patriotism, tolerance, citizenship, as well as legal knowledge. Books containing legal knowledge play a special role in shaping a person's sense of duty and responsibility.

In order for a person to have a high level of legal knowledge, he must constantly develop his legal knowledge, views on the homeland and patriotism, reading fiction, scientific and popular works that illuminate the relationship between a person and society.

Reading should be the most exciting activity for every reader. After reading the book, the reader should deeply analyze the ideas expressed in it. After creative reading, students usually continue to experience and process literary events, the book should become a special tool that affects the heart and mind in his memory.

Books have a powerful influence on the development of human consciousness and worldview. He improves his views on the Motherland, people, nation, nature and society. Reading is the main form of self-study. As a result of independent learning, a person develops, improves his views on certain events, and acquires a number of personal qualities.

One of the most important tasks today is to improve the reading quality of schoolchildren. Supportive reading allows a person to take their activities in this area to the next level.

The first step in developing a reading culture in students is to practice reading. Reading a book allows you to understand the essence of its content, analyze the text, and understand the essence of the main idea expressed in it. Reading expands the potential for human development.

The choice of a book and a conscious reading of it shows that a new stage has begun in the development of the reader. This development helps to enrich the reader's life experience. The reader, deeply aware of the essence of the content of the work, enters into a dialogue with the main characters, feels their pain, acquires positive qualities and experiences intolerance to shortcomings in their character.

The reader's knowledge and life experience plays a leading role in the work on a work of art. Such knowledge and experience appears as a result of deep reading of the book.

## USE OF INTERACTIVE PRESENTATION "OPTICAL INSTRUMENTS" IN TEACHING OPTICAL DEPARTMENT

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**Annotation.** *The article says that for teaching at the Department of Optics, a universal interactive presentation "Optical Instruments" was created, intended for use in various classrooms. The peculiarity of the presentation is that students are first shown photocopies or multimedia parts of devices of various shapes and functions that are encountered in life, and during the presentation, students are given ideas.*

**Key words:** *optical devices, interactive presentation, task, law, event, parameter, characteristic and analogue.*

As students begin to explore a new topic, the university teacher is always faced with the question: how to choose a method, what didactic materials should be used, and how to effectively solve learning tasks? In order to achieve the pedagogical goals of each type of training, the teacher must mobilize his intellectual potential, use advanced pedagogical experience, and finally, the choice of method must become a real creative act.

In general, the choice of method is determined by the didactic goals of education and upbringing. However, in different pedagogical situations, the types of activities between teachers and students change and interact with each other. Naturally, teaching methods are adapted to these types of activities.

The main purpose of teaching physics is to explain the laws of nature on a scientific basis, to develop students' worldview, to form their understanding of physical processes, to deepen the knowledge acquired in the educational process and to lay the groundwork for further scientific research. Today, we can not say that the teaching of physics "Optics" meets modern requirements. This is one of the challenges facing higher education in the first place. Of course, it is worth noting that our scientists are constantly researching and achieving positive results in solving such problems.

As students begin to explore a new topic, the university teacher is always faced with the question: how to choose a method, what didactic materials should be used, and how to effectively solve learning tasks? In order to achieve the pedagogical goals of each type of training, the teacher must mobilize his intellectual potential, use advanced pedagogical experience, and finally, the choice of method must become a real creative act.

In general, the choice of method is determined by the didactic goals of education and upbringing. However, in different pedagogical situations, the types of activities between teachers and students change and interact with each other. The choice of methods and methodological approaches in the preparation of the teacher for a new topic means to balance their interaction in terms of time and didactic purpose. As a result, students are provided with a high level of intellectual and practical activity. Properly used methods deepen the knowledge of objective reality and increase the integrity and scientific-theoretical level of training. Sequentially selected teaching methods lead to a certain level of knowledge and professional interest, the activation of independent practical activity.

With this in mind, a universal interactive presentation "Optical Instruments" was created for use in various classes in the teaching of optics to develop students' creative abilities and independent activity, increase their interest in science and full understanding of the subject. The peculiarity of the presentation is that students are first provided with photocopies or multimedia pieces of devices of different shapes and functions that are encountered in marriage. During the presentation, students will be given assignments:

Task 1: Describe the tool in the picture, students are told the descriptions of the relevant tools, then the full description opens on the screen.

Task 2: Explain the law or event, applied to this instrument.

Task 3: Explain the technical parameters or characteristics of this device.

Task 4: Explain usovershenstvovannyye or bliyayshie analogs of this device and others.

Therefore, in the first stage, students should give as accurate and complete a classification of the optical instrument displayed on the screen as possible. In the second stage, attention should be paid to a complete and detailed description of the laws or phenomena that apply to the operation of this optical instrument. In the third stage, it is necessary to describe in detail the technical parameters and characteristics of the device. In the final stage, it is necessary to express their views on the modernity of this instrument, ie its modernity or analogues.

Once students' detailed answers to each task are heard, the correct and complete answer is revealed. Because the whole process is open, students are able to give an objective assessment of themselves and each other. So, the art of thinking, reasoning, independent thinking also plays an important role here. The more rationally organized the independent work and study of students, the more properly all the objective and subjective factors are taken into account in their organization, the more effectively the leisure budget is allocated, the better the quality of knowledge acquisition, the greater the educational value.

Such a presentation can be used successfully by students in both independent learning and distance learning. At the same time, it develops the student's creative ability and independent activity, increases his need for the use of information technology and requires a variety of activities related to design. This requires access to a variety of scientific literature as well as different sources of information. It requires the student to complete independent assignments, prepare for classes, pass exams and tests, encourage them to make maximum use of electronic resources.

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## PRESCHOOL EDUCATION SYSTEM IN UZBEKISTAN AND SOME IDEAS ABOUT IT

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**Annotation:** *This article provides a brief overview of the preschool education system in Uzbekistan. Attempts have also been made to cover in detail the issues of children's coverage of the pre-school education system and their adequate education and upbringing.*

**Keywords:** *Preschool education, development, institution, ethics, training, parenting, shaping, educator, activism.*

**General definition of preschool education.** Preschool education is the primary link in the system of continuing education. It forms a healthy, developed harmoniously developed child, in which there is a desire to learn, prepares for systematic learning. Preschool preparation of six-year-olds is carried out in state and non-state preschool institutions and in the family.

**The purpose of pre-school education** is to prepare children for school, to form a healthy, developed and free personality, to reveal their talents, to cultivate interest in reading, systematic education. Preschool education, regardless of the form and method of its acquisition, solves the following tasks:

- Targeted and systematic preparation of children for school, the development of their individual talents and abilities;
- to acquaint children with national and universal moral and cultural values, intellectual development;
- formation of the foundations of high spirituality and morality;
- strengthening the physical and mental health of children. [1]

Public and charitable organizations, mahallas and international foundations are also actively involved in the implementation of the goals and objectives of school education. Public and non-governmental preschools provide parents and the community with a physically healthy, well-developed, school-age child. should help prepare. Preschool education institutions are organized taking into account the demographic, economic and other characteristics of the regions. In pre-school education in Uzbekistan, classes are conducted in the state language, as well as in other languages living in the respective territories - Karakalpak, Russian, Tajik, Kyrgyz and Kazakh. Preschool educational institutions are divided into the following types according to their areas of activity:

- Kindergartens, nurseries, kindergartens, home kindergartens (both as an independent institution and as a branch);
- Preschool and primary education institution (kindergarten);
- Preschool educational institution, which trains students in one or more areas (language, art, sports, etc.);
- Kindergarten, the activities of which are aimed at the competent correction of defects in the physical and mental development of pupils;
- Kindergarten, which monitors and rehabilitates children with disabilities through the implementation of medical hygiene, prevention and rehabilitation measures;
- Kindergarten of the integrated type (the integrated kindergarten includes various general development, correction and rehabilitation groups). [2]

The order of work of the preschool educational institution and the period of children's stay in it are determined by state requirements for the quality and level of school education, the charter, the preschool educational institution and parents, as well as the agreement between the founders (owners). Specialized pre-school educational institutions will be established for children with developmental and health disabilities. Admission to them is based on the conclusion of the psychopedagogical commission established by the competent state bodies for the management of education and health in the field. Efforts are underway to ensure the succession of pre-school, primary and secondary education. For this purpose, 205 "kindergarten" educational complexes were established. Non-traditional forms of pre-school education are developing, such as home and small kindergartens,

various centers for early development of preschool children, kindergartens operating on Sundays. The number of groups in non-traditional preschool institutions reached 13,744, where 123.6 thousand children are preparing for school. Use of preschool education. There are 7513 public preschool educational institutions in Uzbekistan (in 2019). They covered 976.2 thousand children aged 1.5–7 years. [3] In recent years, there has been an increase in the coverage of these institutions (2.8 percent in 2005, 16.2 percent in 1999, and 22.0 percent in 2006). The number of children's educational institutions and the number of children in them has dropped sharply since 1991.

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## PROJECT-BASED LEARNING (PBL)

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**Annotation:** *The article explores important aspects of project preparation and project-based learning.*

**Keywords:** *project, innovation, pedagogy, education, methodology, discussion.*

Teachers and their students are doing projects since forever. More and more doing project-based learning. So what's the difference? Projects are typically limited in scope and duration. They're a decent way for pupils work with content they've already learned. In project-based learning (PBL) students learn through the project. They address a real-world problem – a driving question. One that can't be googled and has no single right answer. Students have voice and selection in PBL, so that they gain ownership of their learning. They collaborate in an exceedingly process of sustained inquiry. They reflect on their learning through discussions, formative assessments and critiques of their peers' work so revise their work supported those reflections. the ultimate product is shared with an audience beyond the classroom.

Project-based learning is commonly abbreviated to the acronym PBL. So why should educators use PBL in their classroom? Projects are often assessed through presentations having students present more often helps students develop better communication skills. over and over project assignments allow students to figure with their hands and complete tasks. It's important for them to own developed a number of these 21st century life skills. Projects are assigned as group activities having the ability to figure with others may be a necessary component of countless fields of labor.

PBL really comes in handy for those situations where students are just plan old bored of lectures. the most effective a part of PBL is that it increases student engagement. Students will actually enjoy acting on these projects and be way more pleasant while working. PBL is different from simply a standard school assignment.

Project-based learning involves learning through projects instead of doing culminating projects. It involves student choice in design, rather than just following a group of instructions. It includes student inquiry, instead of pre-planned questions. It includes peer and self-assessment, instead of only relying in teacher assessment. so includes student ownership of the method, instead of just teacher ownership of the method.

PBL can add tandem with other pedagogical models like, inquiry-based learning, design thinking and problem-based learning. But the key idea remains the identical. the scholars are engaged in meaningful projects. and thru that they learn at a deeper level. Project-based learning describes a variety of learning that happens as a result to solving actual problems.

The whole purpose of inquiry-based learning is to encourage pupils to research and to find answers and solutions to help them to develop higher-order thinking skills, analyze the information they find, interpreted and compare their findings, synthesize the ideas, evaluate strengths and weaknesses, peer assess and self-assess – it find solutions and create a new product.

Practical-based learning is more practical. Students are giving a real-life problem to investigate, which can be described as an authentic problem and have to come up with possible solutions. The solutions can then be discussed and test to see which will work best in a given situation for example. How to improve access to public buildings? Both of these approaches are focused on developing problem-solving, critical thinking and information processing skill. The two methods are indeed closely related to each other and they often overlap.

It's also interesting to note that in this approach there are not necessarily any right or wrong answers. Each solution has its merits and demerits and the students have to analyze and judge for themselves. Everyone is familiar with the phrase: "Tell me and I forget, show me and I remember, involve me and I understand." This is the basis tenet of PBL. It is, of course, more demanding on both students and teachers. But it is also more rewarding implementing the PBL approach in teaching.

Here are some pointers that we need to think about which we can consider as a preliminary checklist. First, what is our project idea? What is the time frame proposed? Is it a year or six months? Is the project idea manageable? Is it not overly ambitious? Is it a project just between us and our class or will we collaborate with other teachers in our school, college, university? If it involves partners for under other countries? What are the language of the project? What language do we propose? What subjects could be integrated into this project? What technical tools, if any will we use?

PBL can be approached in two ways: either you work in your classroom with your class and the work is kept in there or you decide to collaborative work with other teachers either in your own school or university. When you take this broader approach the rewards of collaboration can be enormous benefit to teacher and the students. The benefits of exchange and peer learning really does help to consolidate approach to changing teaching practice through discussion with other teachers.

In conclusion, project-based learning is a great type of activating education. One of the biggest benefits of PBL is that the knowledge development is much deeper and more sophisticated than if they were just listening to a lecture or a reading a book. PBL involves making sure you incorporate certain elements to ensure that students are deeply engaged and constructing subject-matter and skill-based knowledge that they can apply once they leave the classroom. PBL provides that simulation for the real world in a way a traditional seminar-based approach could never do. So it improves the students' employability. Then teachers can be also inspired, because they have new research questions to look at. So from that perspective it's a win-win situation for students and teachers.

ACTUAL ASPECTS OF STUDYING FOREIGN LANGUAGES  
IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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**Abstract:** *The article discusses the relevance of the issue of studying foreign languages in higher military educational institutions, certain problems of their study, taking into account the specifics of such institutions, factors affecting the effective organization of this activity and, in general, analyzes the conditions and methods of conducting classes at a higher quality level.*

**Keywords:** *higher military educational institution, educational process, foreign language, methods, method, factors, aspects.*

The study of foreign languages occupied and especially in modern conditions plays an important role in the training of highly qualified personnel, including in the system of military education, which is one of the main factors in the subsequent formation of a comprehensively developed and creatively thinking officer.

The President of Uzbekistan has repeatedly drawn attention to the relevance of this issue in view of the intensification of measures to equip the national army with modern types of weapons, military equipment and military-technical property. In this context, the problem of learning foreign languages is even more actualized in order to master their effective exploitation.

Of course, the implementation of these ideas is not possible without knowledge of foreign languages, effective organization of international military and military-technical cooperation, and the most important thing is to attract leading domestic and foreign experts in this field to this activity.

So, back on January 11, 2018, at a meeting of the Security Council, on the eve of the 26th anniversary of the formation of the Armed Forces, considering the main problems of training military personnel, he emphasized that this system does not fully meet modern requirements, and, along with other relevant issues, noted the need, taking into account the special relevance of equipping troops with modern equipment and weapons, to pay close attention to the study of foreign languages when training officers.

Thus, as in other higher educational institutions of the country, in military educational institutions, the problem of learning foreign languages is urgent and necessary, which is the imperative of the times, especially in the context of the active development of modern information and communication technologies.

In this regard, one of the important tasks is the search and implementation of modern methods that would help to organize an effective teaching and educational process, including in the development of foreign languages, to achieve the goals specified in state standards and certain results based on the completion of the established period of study by cadets.

It is important when organizing work in this direction in military universities to be aware of their specifics, which are different from "civilian institutions" and, when introducing various methods of learning foreign languages, to comprehensively analyze their effectiveness and conduct a deep study of the issue of their practical implementation. Today there are many methods aimed at the prompt and high-quality mastering of foreign languages.

For example, in Canada, the organization of teaching foreign languages in the interests of the armed forces is entrusted to the school of foreign languages of the Canadian Armed Forces and training here is carried out in three different programs that are developed in accordance with the specifics of the goals and objectives pursued.

In this regard, according to many experts, as noted above, it is important in military educational institutions to pay attention and take into account the following main areas in order to achieve the desired results, including: a regulatory framework and effective teaching methods

developed taking into account the characteristics and capabilities each HMEI; the procedure for selecting candidates and effective training of cadets; effective use of various kinds of software in teaching; development of modern information and communication technologies.

In order to successfully implement the issue of studying a foreign language at HMEI, it also seems appropriate to consider the issues of introducing a sufficient number of teaching staff that correspond to the curriculum and the load. At the same time, recruitment should be carried out by the most professionally trained teachers, including by inviting foreign representatives from among the native speakers of the target language.

It is also important to consider the study load for cadets, taking into account their daily and other activities, flexible planning of classes, allocating a sufficient number of classroom teaching hours and self-preparation for learning foreign languages.

Undoubtedly, one of the significant places is given to a powerful educational and material base, including language laboratories and computerized auditoriums; corresponding video library; department of foreign literature in the library.

An important component, in our opinion, is the level of language proficiency required for admission to HMEI, which, to one degree or another, affects the quality organization of the educational process in groups.

One of the important methods is also organizing and conducting various seminars, meetings, round tables on a regular basis, as well as clarifying the meaning of the word in the language in which the training is carried out without providing translation in the native language, in order to master and enrich the vocabulary.

In general, the issue of studying foreign languages at HMEI is relevant, especially in modern conditions, when Uzbekistan is an integral part of various international processes. Despite the variety of forms, options and methods of organizing classes for the study of foreign languages, it is important to take into account the specifics of the educational institution, its goals and objectives, first of all, to create appropriate regulatory and other conditions for the effective solution of these tasks.

Constantly engage in the search for new forms and methods of teaching, taking into account the above factors, conducting appropriate practical research and then organizing a consistent introduction into the educational process. To intensify work in the direction of interaction with representatives of foreign states to improve the qualifications of the teaching staff and, accordingly, to attract native speakers to teaching.

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## ORGANIZING INTERNATIONAL ASSESSMENT OF THE QUALITY OF EDUCATION IN HIGHER EDUCATION SYSTEM

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**Annotation.** *This article examines and describes organizing international assessment of the quality of education in higher education system. It has been discussed the components of organizing international assessment of the quality of education.*

**Key words:** *assessment, assessment quality, higher education, knowledge, grade, skills, directions, empirical data, systematic process*

It is clear that, Higher education institutions (HEIs) are under increasing pressure to show their societal relevance (Perry, 2012; Temple, 2011). This is partly a function of the impetus brought about by the rise of the knowledge-based economy and, concurrently, the premium put on the manipulation and transfer of knowledge assets (Varga, 2009), in addition to high-level skills embodied in the human capital of nations and regions (OECD, 2007). External pressures manifest themselves in a variety of forms, among them, shifts in the economy and the nature of the labour market, demographic trends and the demands and expectations of interest groups, and are, to a large degree, associated with the notion of higher education (HE) as an instrument for reaching certain societal agendas (Maassen and Olsen, 2007) like democratization, social mobility, economic development and innovation. As a result of these external pressures, governments across the world have enacted several bold reforms aimed at modernizing HE with the aim of responding better to the aforementioned pressures and to increase efficiency, quality and accountability (Amaral, Bleiklie and Musselin, 2008; Stensaker and Harvey, 2011; Vukasovic et al., 2012). These efforts, in turn, have generated a series of strategic responses by HEIs and their primary actors, academics and professional administrators (Kwiek and Maassen, 2012; Pinheiro and Stensaker, 2014a). What is more, the changes have led to a shift in the nature of the traditional relationship or 'social pact' between HE and society, brokered via the state (Maassen, 2014; Schwartzman, Pinheiro and Pillay, 2015).

Thus, if we analyze and learn assessment quality of higher education system, in higher education, assessment quality is a problem that has serious consequences for students, teachers, government, and society. A lack of a clear and overarching conceptualisation of assessment quality can cause difficulties in guaranteeing assessment quality. Thus, the aim of this study is to conceptualise assessment quality in tertiary education by providing an overview of the assessment quality criteria, their influences, the evaluation of the assessment quality criteria, and the perspectives that should be considered when evaluating assessment quality.

Assessment is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand course material. Assessment can also help motivate students. Just as assessment helps students, assessment helps teachers.

Quality assessment is assessment of the overall precision and accuracy of data, after we've run the analyses. Quality Control and Assessment Measures: Internal Checks Internal checks are performed by the project field volunteers, staff, and lab.

In Uzbekistan we organize and explore *international assessment* of the quality of education in higher education system with following components:

- Ensure clear directions for completing the assessment
- Use multiple raters
- Ensure decisions/conclusions are made based on the data/evidence
- Use expert reviews of instruments/rubrics
- Use multiple sources of data – results in better quality data for making valid inferences

- Align assessments to the curriculum
- determine assessment quality by the extent to which specific psychometric standards, such as validity and reliability
- involve high-quality classroom assessment
- substitute technical types of validity and reliability
- provide fair and credible reporting
- High-quality assessments provide results that demonstrate and improve targeted student learning
- High-quality assessments inform instructional decision making

The assessments differ in respect to how students are selected. While some assessments select students by their age, there are other assessments which select students grade the student attends.

In conclusion, organizing *international assessment* of the quality of education in higher education system is important nowadays. Because, assessment is a systemic process in higher education that uses empirical data on student learning to refine programs and improve student learning. So, the data generated from these kinds of studies can be of great use to countries for curriculum revision as well as for the ministries of education trying to change some of the resources allocated to HE or changing the habits of teachers and HE heads in order to improve achievement in the various participating countries. It is for the ministries to learn how to use the results more effectively as well as for the researchers to communicate their results in effective ways to the ministries.

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## ВАЖНОСТЬ ГЕНДЕРНОГО РАВЕНСТВА И РАЗЛИЧИЙ НА УРОКАХ ТЕХНОЛОГИИ

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***Аннотация.** В этой статье рассказывается о том, как внутренние и внешние возможности учащихся зависят от гендерного равенства и различий, а также о необходимости учитывать их на уроках технологии.*

***Ключевые слова.** Гендерное равенство, гендерная дифференциация, практические навыки, внутренние возможности.*

В настоящее время, когда происходят коренные изменения в социально-экономической, духовно-интеллектуальной жизни нашей страны, вопрос организации образовательного процесса на основе гендерного равенства и различий личности должен стать составной частью педагогических исследований. Потому что регулирование социально-образовательных отношений между девочками и мальчиками имеет важное педагогическое значение. Через процесс обучения в будущем решаются социальные отношения между мужчинами и женщинами-членами общества.

В последние годы, в педагогике сложилось самостоятельное направление гендерных исследований, изучающих составной элемент социальных отношений, основанный на осознанных различиях между полами. Понятие «гендер» - от английского слова gender/dzende – может быть раскрыто в двух значениях: как пол или выражение, объединяющее слова в соответствии с их принадлежностью к мужским или женским проявлениям, а также указывающее на их отсутствие. Результаты этих исследований серьезны и становится ясно, что педагогика должна, а в некоторых случаях просто обязана уделять внимание гендерным вопросам.

Обозначим основные тенденции этого направления, касающиеся предмета технологии.

Во-первых, это перераспределение социальных ролей мужчин и женщин в обществе. Женщины стали более самостоятельными, они успешны в карьере, их образование не уступает уровню образования мужчин и т.д.

Во-вторых, выявлены заметные изменения в брачно-семейных отношениях: сдвиги в сторону эгалитарного типа семьи с более автономными партнерами. Вот здесь-то и обнаруживаются болевые точки семьи, связанные с изменениями стереотипов поведения (женщина – хранитель очага, мужчина – добытчик, защитник). В реальной жизни супругам часто приходится меняться ролями: именно таким образом достигается рационализация домашней деятельности в условиях рыночных отношений семьи.

Предмет «Технология» помогает детям найти свое полноправное место в социуме, понять значимость своего биологического статуса. Перед учителем ставится задача, воспитать в мальчике ответственность за своих близких, научить владеть определенными знаниями и навыками способствующими созданию определенного предмета труда, дать старт в выборе профессии, воспитать патриота. Девочек научить правилам «Домостроя», объяснить значимость женщины в семье и в обществе, общению с младшими, развивать эстетический вкус. На протяжении своего 28 летнего опыта, мне неоднократно приходится слушать высказывания детей о нежелании изучать тот или иной раздел предмета. В этот момент я привожу примеры из жизни: мальчику необходимо быстро подшить воротничок, девочке сделать косметический ремонт в квартире и уж всегда срабатывает довод долгого отсутствия близких или их болезнь.

Используя новые технологии в обучении, такие как: проектная и исследовательская деятельность, интегрированный подход, здоровые берегающие технологии помогают современному учителю решать проблемы гендерного подхода к обучающимся.

Вот почему так важно с педагогической точки зрения не допускать в обучаемом процессе необоснованного противопоставления двух полов. Необходимо подготовить общественное мнение в профессиональном педагогическом сообществе, внедряя гендерные знания в учительскую среду. И параллельно с этим разработать, научно обосновать и предложить учителю конкретные методики преподавания с использованием гендерного подхода по различным направлениям и профилям технологической подготовки.

На рынке труда картина также противоречива, анализ показывает, с одной стороны, усиление деловой активности женщин и на этом фоне – постепенное и ускоряющееся разрушение традиционной системы гендерного разделения труда. С другой стороны, происходит вытеснение женщин во вторичный сектор экономики на мало оплачиваемые позиции. В этих условиях необходимо осуществлять подготовку молодежи к жизни и труду в общеобразовательных учебных заведениях. Строится она по традиционной схеме: технический труд (мальчики), обслуживающий (девочки) – в основной школе, профильное обучение – в старших классах. Эта схема формирует неверный стереотип, так как не учитывает гендерные изменения общества. Очевидно, что при такой подготовке к жизни процесс социализации будет затруднен, гарантирую выпускникам трудности, как на рынке труда, так и в семейной жизни.

Таким образом, учет педагогами гендерных особенностей может улучшить качество обучения. А вот какими педагогическими приемами это достичь- это вопрос квалификации педагога. В преподавании технологии гендерный аспект должен учитываться прежде всего в общетехнологическом компоненте содержания через социокультурный, исторический контекст.

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## PHILOLOGICAL SCIENCES

### EFFECTIVENESS OF USING "COMMUNICATIVE TRAINING" TECHNOLOGY FOR TEACHING ENGLISH IN SECONDARY SCHOOLS

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**Abstract.** *The article provides information on the effectiveness of the use of "communicative training" technology in teaching English in secondary schools, its application in the educational process.*

**Key words:** *communicative training, language barrier, fluent speech, live communication.*

After the independence of our country, the interest in teaching foreign languages has increased and many opportunities have been created for young people.

There are many ways and means of learning languages. One of them is communicative training. In the popularity rankings, this teaching method has long and reliably ranked first among all other methods.

The communicative training method originated in the UK in the 60s and 70s. It was at this time that English began to become an international language. At that time, grammatical translation method, audiolingual and other similar techniques were available. People who had shortcomings in all of them and learned English as a foreign language found that it did not meet their needs. This style differs from other methods in that the fictional texts that are studied by students in other ways, far from life, are replaced by dialogues from everyday life.

Students play with them in a way that encourages each other to talk, that is, to encourage the other person.

«Hallo, my name is Sonya. I live in Kiev. I am a student» «Salom, mening ismim Sonya. Men Kievda yashayman. Men talabaman "o'rnini" "tanishuv" mavzusini o'rganish egallaydi, here they actually get to know each other, ask each other different questions, discuss something. The first step is to discuss topics that are familiar to students in their own language. In this way, it develops in students the ability to use language on their own.

Topics should be close and interesting to students. The difference from other available methods of communication is that students who use this method do not know how the lesson will end, who will answer this or that question, it all depends on the situation. 'liq. Each lesson has new topics for discussion, new types of exercises. This is done so that students are diverse and, at the same time, never get tired of learning.

Communicative training technology is needed primarily to overcome the fear of live communication. There is an opinion that this technology is most suitable for those who have some lexical and grammatical bases of the language acquired in school, university or basic courses. Also advantages:

Students speak English from the first lesson. The communicative technology of teaching English means that students are immersed in an English-speaking environment from the first lesson. If you haven't even thought about how to speak English, then after the first lesson you will be able to learn a few dozen phrases and apply them in conversation.

Language barrier. Without any hesitation, competent speech is the main goal of a communicative approach. If the student is afraid of making a mistake in pronunciation or cannot get rid of the accent, a language barrier is created. Communicative techniques overcome all of this perfectly, as the practice of communication is devoted to almost all fixed times. At the same time, the teacher corrects your mistakes and encourages students who are not afraid to express their opinions in English.

Fluent speech. If you want to speak English as fast and confidently as you do in Russian, then in communicative training you will only talk about things you face every day: everyday problems, talking to your friends, discussing news, and so on. Therefore, you will develop communication skills in English as well as in your native language.

Good understanding of the language. in communicative training you not only talk but also listen to other students. Students need to understand what the other person is talking about in order to have a full dialogue. So you develop your listening skills well. Later, you can watch original movies, listen to music and understand without any problems, as well as chat freely with strangers.

Rapid expansion of vocabulary. Communicative training technology in English lessons is designed for those who want to learn English quickly and communicate with others in it. Therefore, in the first month of reading, you will learn about 50-70 percent of the words that English people use every day. Throughout the course, you will expand your vocabulary to 3,000-4,000 words, which will be enough to travel, business trip, communication and even read the news.

In short, the organization of communicative training in English classes develops students' logical thinking skills, fluency, and the ability to respond quickly and correctly. Such methods stimulate the student's interest in knowledge. The student strives to prepare well for the lessons. This makes students the subjects of the educational process.

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ISSUES OF EXPRESSION OF METHODOLOGICAL AND NATIONAL IDENTITY IN  
TRANSLATION.

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**Annotation.** *Giving the tone of a work of art in translation is important in all literary genres. If there is no harmony from a separate proverb or parable to a sonnet, a ghazal, a poem, a story, a novel, that translation sounds fake. The melody, in turn, gives the translation either naturalness or, conversely, falsity in connection with other components of the work of art, i.e. lexical unit, syntax, inversion, radif, rhyme, weight and other means, i.e. artificial context, the emergence of an artificial artistic environment leads to.*

**Key words:** *national identity, idea, text, style, comparative method, attitude, instrumental translation.*

Style is a unique feature of each author, which means that each artist has his own style - the ideological direction of his work, the artistic and visual means used in the text, lexical and phraseological elements and specific components related to the artistic form. Re-creation of each author's own "language", style, is one of the important conditions of literary translation and requires great artistic skill from the translator. The stylistic diversity, the charm of form and meaning is a great treasure of every national literature. Were it not for the variety of styles and colors, there would have been a single stylistic ambiguity, ambiguity, ambiguity. Such a situation would have led to intellectual bluntness, artistic poverty. Therefore, the value of each national literature is measured not by the abundance of its literary output, but by the creative power of the creative mind that has created and continues to create its own free style patterns. This means that in determining the unique style of each artist, it is not necessary to compare his work with the style of poets and writers who lived in another historical period, but it is possible to compare the work of contemporary writers.

The translator will be limited within the text of the book he is reading. He cannot go beyond the scope of the work, he cannot continue the idea put forward by the author, nor can he limit himself to shortening the work. In short, the translator only translates what is available from one language to another. But despite the fact that the place of translation is so limited, it is part of the art of speech. This is because the translator is creative in the field of language. The basic building block of language is the word. Indicators that are extremely important for fiction - art, image and imagery, metaphor and allegory - are all hidden in the base of the word, find their expression in the word and are realized through the word. Consequently, word selection is a primary event in the process of literary translation.

In literary translation, the main thing is not only how the translator translates a word or sentence, but also the value of each translation is not measured by the way in which certain elements are given.

In literary translation, the evaluation criterion is interpretation. The process of its re-creation takes place in three stages:

1. How the translator perceives (understands) the original.
2. The idea of the work, the purpose of the author and how to interpret his unique style.
3. To be able to find alternative means, measures and solutions for the restoration of the art of speech in their native language.

The main factor in translating a work of art is not to replace the dictionary of the original work with an alternative (equivalent) dictionary of the language of translation, but to redefine the author's identity, the concept of the work, the art of using words reflected in the work. It is not the "lexical equivalence" but the natural conformity, that is, the contextual compatibility of the meaning, style,

tone, by the "client" of the character described, that decides which word or sentence is permissible in each case. A translator who is accustomed to translating a word by word eats an inevitable pand. The most difficult feature of the scientific description of literary translation is that it is important to convey the meaning not in words, but in meaning, in tone, in image, in humor.

The experience of translating through the medium of language used in the practice of Uzbek translation, the attitude to them, the question of the methodology of such translations should be considered separately. It is known that the works of Western literature, including English, German, French, Spanish, Italian and others, are being translated directly from Russian, not from those languages themselves. Many works from these literatures have been translated into Uzbek.

The quality of translations cannot be influenced by the study of intermediate translations from Western European literature into Uzbek in the general literary-historical plan. What is done in the narrow linguistic aspect is to compare more grammatical categories and concepts, and the results of research created in this way are not noticeable. Therefore, this analysis has to take into account the following factors when studying translations.

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## INNOVATIVE LEARNING METHODS OF THE ENGLISH LANGUAGE

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**Annotation:** *By the end of the twentieth century for English finally secured the status of a language of world importance. In most schools of the world, its study has become mandatory, and the methodology of teaching began to develop by leaps and bounds. Not everyone could afford to attend courses, which provoked the emergence of the first method of self-study of English. Subsequently, many authors have attempted to create a program of effective learning English on their own, but we will focus on the 4 most popular.*

**Key words:** *method of learning English, grammatical and syntactic structures, network, speech structures.*

Many authors have attempted to create a program of effective learning English on their own, but we will focus on the 4 most popular. To learn to speak English, you need a certain system or, as it is often called, a method of teaching English, which would allow you to fully solve the tasks set, namely, to acquire the skills of reading, listening comprehension, speaking and writing in the language you are studying. Even 20-30 years ago, the training was based on the classical method. 90% of the time was devoted to the theory of a foreign language [1].

### **Dragunkin Method**

The peculiarity of the system of Alexander Dragunkin is the orientation to the native Russian language in the study of any foreign language. Very brave calling simple English, the author argues that its roots in the ancient language, especially the grammatical system. Students of the Dragunkin course study new words, transcribed in Russian letters, and grammatical structures are divided not into 12 times, known to us from school, but into the past, present, future and their variations.

Alexander Nikolayevich has his own network of schools where you can learn three types of courses: basic, short and conversational. For self-study offers the book "Small jump into English", which sets out an innovative approach to the study of the linguist language. Using its system, you can easily understand the use of English verbs, remember the rules of the use of articles and easily learn the basic principles of construction of sentences. However, the Dragunkin technique has a lot of negative reviews criticizing the pronunciation and the lack of theoretical knowledge.

### **The Method Of Petrov**

Dmitry Petrov says that you can learn English in 16 hours. However, the author further clarifies that it is not a question of masterful knowledge of the language at the level of an indigenous resident of great Britain, but of basic knowledge. His lessons are enough to survive in an English-speaking environment, to explain their needs and understand the answer.

The method of English "polyglot" Petrov proved its effectiveness in the live TV channel "Culture" (since 2010 – "Russia K"). The basis of the technique is an artificial immersion in the language environment. From the first lesson the participants of the show are obliged to speak in a foreign language. To do this, the author gives the necessary lexical minimum on a given topic, as well as models of speech structures.

### **Method Frank**

Ilya Frank is the author of the original method of learning English, based on the reading of literature adapted in a special way. Small fragments of the text are given with consecutive translation in brackets. So one big sentence is divided into separate phrases, and as soon as the reader finishes reading the phrase, the translation is immediately given in brackets. Thus it is possible to compare the original text and the translation and fill in the meaning of those words that were not known before. After the entire passage is read in parts, with a translation, follows the same text, but without the "crutch" — the Russian analogue.

Using the method of Ilya Frank, the student learns the meaning of new lexical units subconsciously, as well as ready-made patterns of use and construction of phrases. The main disadvantage of the technique is the accumulation of only passive knowledge of English — exercises on the application of knowledge adapted texts do not carry. To use the methods of learning English by Ilya Frank is an additional means of increasing vocabulary.

### **Rosetta Stone Method**

The last in our list of methods will appeal to those who spend most of the time at the computer. A specially designed computer flash program gradually immerses the user in a foreign language environment, just as children are immersed in the world of adults. The stages are designed with a tendency to gradual complication, the learner progresses from simple to complex. First, to memorize the proposed individual simple words, then given more complex lexemes, then introduced speech structures, and then the syntax and grammar<sup>3</sup>.

The above methods of learning English can really help to learn English on their own, but only to a certain level. Do not forget that for effective use you need to be able not only to understand the text and speech by ear, but also to master conversational skills. And to determine how to pronounce certain words is almost impossible.

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## THE IMPORTANCE OF PEDAGOGICAL METHODS IN TEACHING GERMAN

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**Annotation:** *This article emphasizes the importance of pedagogical methods in teaching German and its role in language teaching. The article also discusses the importance of using multimedia in German lessons.*

**Keywords:** *method, teacher, comprehension, learning, education, pedagogical technology, environment*

There are many German language textbooks, all of which aim to teach German. However, if we compare these textbooks, we can see that they pursue different educational goals. The textbooks indicate the following as educational objectives: what to learn to master the German language (for example, language material, grammar, vocabulary, pronunciation, spelling, types of speech activities: reading, listening, speaking, writing, translation, geography)

"Education contributes to the spiritual activity of the people of Uzbekistan. All the best opportunities of the younger generation will be reflected in it, their profession and skills will be constantly improved, the wise advice and experience of the older generations will be highly understood and passed on to the younger, more harmonious generation. To achieve this goal, new models of education are being developed, the theoretical foundations of which are being scientifically and practically proven by leading experts. This scientific and practical proof is closely linked with the high level of technology in the educational process.

Today, the need to study the scientific and theoretical basis of new innovative pedagogical technologies and their application in the educational process is becoming one of the most pressing issues, as the current traditional education system has lost much of its activity. Teaching with the help of zaki words is not giving good results.

Clear definition of learning objectives, design of the teaching process, guarantee of pedagogical success, interconnected and interactive blocks are important features and characteristics of pedagogical technology. It is known that the expected result is guaranteed in the production, especially in the technology used in industry. In the pedagogical process, it is more difficult to create a repetitive, repetitive cycle, because the purpose of teaching, the content of the educational task, the diversity of teaching materials, cognitive activity, the level of mastery depends in many ways on the individual characteristics of the student. However, in order to be successful in the educational process, it is necessary to create a recurring relationship of pedagogical technology, taking into account these difficulties. The definition of pedagogical technology by un Nishonaliev and B.L.Farberman "Pedagogical technology It is characterized by a clear definition of learning objectives, guarantee of the final result, ensuring the repeatability of the learning process and the presence of rapid feedback." As can be seen from the definition, when pedagogical technology is introduced into the learning process, traditional learning new features, features that are not typical of the unit process - the definition of learning objectives, adjustments to the learning process and objectives, its guaranteed results, and the presence of a consistent feedback can be clearly felt.

The education system consists of several interconnected components:

- a) Individual (student);
- b) Educational goals;
- c) Educational content;
- d) Didactic (educational) process;
- e) Forms of organization;
- f) Pedagogical methods or technology;
- g) Teacher.

Pedagogical technology is an innovative approach to education.

Pedagogical technology is a set of technological procedures that ensure the systematic and gradual implementation of a pre-designed educational process. Pedagogical technology is not only

the use of technical means in education (pedagogical technology was first understood in this way), but is the meaningful technical implementation of the educational process, in particular: the definition and development of methods and principles for optimizing the educational process through the analysis of factors that increase the effectiveness of education through the use of design and methods and materials. Different methods can be used to teach students the terms of specialization in German in vocational colleges. First of all, it is necessary to choose the foreign language level exercises to be mastered in each group, as well as to pay special attention to the structure of the lesson. If interactive methods are used in teaching, the result will be good.

In interactive education, there is mutual cooperation, understanding, solidarity between teachers and students, as well as between students. This cooperation not only contributes to the acquisition of learning materials, enriching theoretical and practical knowledge, but also provides a positive solution to problematic situations, but also creates a psychological closeness and unity between the participants of the learning process. The interaction of teachers and students is the basis for all the successes they achieve in the educational process.

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LANGUAGE PLANNING AND LANGUAGE POLICY:  
ENGLISH - MEDIUM EDUCATION

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**Keywords:** language policy English-medium instruction, teacher perceptions, EMI implementation, multilingual.

**Abstract:** The present article discusses the issues related to language planning and policy, English – medium instruction in particular. The author tries to give general overview of EMI, its benefits and challenges.

**Introduction**

Education is the gateway to social and economic rewards for individual students and for the social groups they were born into and represent. There is a very substantial (and rapidly increasing) disparity in income between those who graduate from university and those who have obtained only a basic secondary school qualification.

Questions regarding whether a first or a second/foreign language should be used as a medium of instruction (MOI) in schools have been enthusiastically debated in recent years in the countries where English is taught as a second or foreign language.

**Language policing and planning (LPP)**

Language policing and planning (LPP) is one of the fastest growing sub disciplines of applied linguistics. The LPP field was formed in the early 1960s by language scholars interested in solving the language problems of new, developing and post-colonial nations.

Hult and Johnson suggest that LPP researchers are concerned with the creation, interpretation and appropriation of policy on language status, corpus or acquisition in particular contexts—we seek to understand, illuminate and influence policy-shaped texts, discourses and practice.

Moreover, LPP researchers often take up the “what” of language policy as it plays out in education, focusing on policy and planning around language teaching and learning or language in learning and teaching (Hult F. *et al.*, 2015) This, in turn, constitutes the fields which could be investigated, for example, policies on language learning and instructional practices in classrooms at elementary, secondary or tertiary levels; on language acquisition and use in classroom interaction; or on method of assessing what a language learner knows and can do.

The main challenge to the language policy is the problem of its implementation. According to Currie (1996, pp. 37.3-37.4), the actual content of the official language policy is decided by particular regulation of language use in communications between the state and the subjects. However, there is a continuing use of English at the national level. Even if other languages are promoted to be used at this level, certain considerations on usage, practicability, expense, and regional circumstances should be made, as well as the balance of the needs and preferences of the population. The practicability depends on the number of people who speak a particular language in a particular area. Notwithstanding, there is a proceeding with utilization of English at the public level. Regardless of whether different dialects are elevated to be utilized at this level, certain contemplations on utilization, practicability, expense, and territorial conditions ought to be made, as well as the balance of the requirements and inclinations of the population. The practicability relies upon the quantity of individuals who communicate in a specific language in a specific territory (Currie, 1996).

**English-medium instruction (EMI)**

According to Dearden’s (2015) definition, EMI is “the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English”

An English medium education system uses English as its primary medium of instruction. A medium of instruction is that the language that's employed in teaching. Lately most of the colleges and institutes of education square measure chiefly English medium. The data of English is needed in several fields, professions, and occupations. Many nations have created the teaching of English obligatory, a minimum of a basic level simply a trial to extend the fight of their economies. English medium education has been started from its state in England and therefore the lowlands of European country.

EMI is often misinterpreted as meaning '*English only*', as requiring that local languages are excluded from the classroom. This narrow definition can frequently make EMI a barrier to learning. '*English only*' can prevent students from understanding what they are being taught. It can also hamper their learning of the English language itself (<https://www.educationdevelopmenttrust.com>).

EMI success in flexible multilingual environments means providing ways for teachers to boost their own language skills, so they are competent in the language of instruction and the languages of the class. They need to be pedagogically skilled and have strong content knowledge. Helping teachers to be great is also about helping them to put it all together in a rich multilingual classroom which, in itself, is hugely complex. They need access to professional development that integrates language improvement, pedagogic skills for multilingual EMI classrooms and enhanced teaching skills for active, participative learning.

#### **Steps for improving practice**

The key to progress is recognition that small, adaptive shifts in policy and in practice could make a big difference in schools in low- and middle-income countries. An English medium policy does not have to mean '*English only*'. According to the information taken from [www.educationdevelopmenttrust.com](http://www.educationdevelopmenttrust.com), "The actions that are likely to help include:

- tweaking policy wording to make clear that flexible multilingual approaches can help to implement EMI policies effectively;
- supporting teachers with training and development opportunities so they have the skills and knowledge to effectively support learning in EMI contexts;
- marshalling the efforts of curriculum and resources creators and researchers to help fill the resource and knowledge gaps;
- working to change attitudes away from valuing English-only, immersive classroom environments towards valuing flexible multilingual strategies".

Greater flexibility about using local languages to support EMI can refocus attention on the core purpose and challenges of education: to facilitate learning.

(<https://www.educationdevelopmenttrust.com>)

#### **Conclusion**

EMI implementation is not an easy issue since it demands from government and stakeholders to take necessary measures, such as doing research projects, collecting perceptions and opinions of instructors, students, authority, by surveying and interviewing them, hiring English native specialists, etc., to implement it successfully and achieve good results. There is a bulk of research works related to investigation of benefits and challenges of EMI have been published so far.

According to Kiliçkaya (2008), thinking about advantages and chances of knowing English, lack of value in English language educating in the secondary school education, and the various needs of students, it is recommended to bring English medium instruction by taking into consideration not only instructors', but administration and other stakeholders as well (2008).

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## CREATIVE PROJECT TECHNOLOGY IN TEACHING FOREIGN LANGUAGE TO STUDENTS

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**Abstract.** *The article focuses the specific features of the application of creative project technologies as a way of increasing the effectiveness of foreign language teaching for higher and secondary education students. Project work is work which focuses on completing a task. Project work normally involves a lot of resources - time, people and materials - and learners practice a range of skills and language systems.*

**Keywords:** *foreign language, creative project, innovative activity, pedagogical skills, quality of education, creative activity.*

The state requires highly qualified personnel who know foreign languages, are able to consciously perceive new and advanced thoughts, are ready to create and implement specific ideas. Modern competently qualified specialists should not only apply a foreign language in everyday life, but also have a sufficient amount of knowledge and skills: understanding of materials at conferences, round tables and seminars; working on the internet; conducting conversations and discussions on professional and business topics; finding information on the Internet or other foreign sources; they must know how to prepare and conduct presentations on specific topics. One of the components of the effective implementation of these tasks is the use of creative project technology for teaching a foreign language.

It is clear that creative project technology can not replace other methods and methods of teaching a foreign language, but in modern conditions, especially in the specialties of non-native languages, it has its advantage, because it can be used for teaching various types of students. The main idea of such an approach to teaching a foreign language is to perform a variety of exercises that require active mental activity of students with certain linguistic skills.

Active participation of students in the creation of professionally oriented creative projects on various topics gives them the opportunity to learn new things, develop their skills and test new methods of human activity in the socio-cultural environment. Constructive critical thinking, self-presentation and development of skills to work in a team (group or couple), improves the socialization of each student and encourages language learning.

In order to formulate the language knowledge of students who require programs and standards, it is necessary to provide active oral practice for each group of students. For this, the technology of the project will be very useful. Of course, the tasks of the project are outside the classroom and require additional independent work, but it is justified by the fact that it can provide the following:

- activity, even in students who want to keep silent;
- to reveal the skills that will ensure the confidence of the students in themselves;
- improving students' communication skills;
- development of important skills and skills of students;
- development of research skills (future specialists should find and analyze the necessary theoretical sources, choose pictures, draw conclusions);
- to create conditions for a more thorough study and in-depth study not only of grammatical, but also other aspects of the language;
- developing critical thinking.

Despite all the advantages listed above, the project activity has a number of drawbacks, since it requires experience from the teacher, thorough planning and discussion with the students. The teacher plays the most important role in the preparatory stage. It should create a wide range of topics that will allow students to carry out their knowledge and use personal experience in the work.

The teacher is also responsible for the type of project (research, creative, play, Information, Telecommunications, multimedia), the methods and approaches of teaching, the organization of

groups, the exchange of roles, the individual relations in groups, the choice of the language basis of the project (lexical and grammatical), the materials that carry out the final assessment with the discussion of behavioral and language errors. On the other hand, before participating in the project activities, students must "possess creative and communication skills, knowledge in finding and analyzing the information necessary for them to use scientific resources, express their opinions, participate in conversations, etc." [1] After studying the classification of creative projects proposed by him, we have identified the types of projects that can be used in teaching a professionally oriented foreign language:

- according to the characteristics of the dominant project activity: search, search, information, creative, game, telecommunications, multimedia, construction, practice-oriented;
- implementation of scientific relations: mono subject, curriculum of science;
- depends on the project coordination feature: direct-solid or flexible, indirect, hidden - hidden;
- depends on the characteristics of the relationship: Group, local, regional, national, international;

Thus, the technology of design is considered as an integrated education system, students acquire knowledge, perform practical tasks (projects) that are gradually becoming more complex and are engaged in the study of a foreign language for students, organized, long and meaningful. This work can be done both in the group and outside of the class time. The project is always a creative activity. It is based on the idea that reflects the meaning of the concept of "project" and its pragmatic orientation to the result obtained as a result of solving an important practical or theoretical problem. It is very important to see, think and apply this result in practice. Projects encourage students to take initiative. If they sit back and wait for communication with others, they will miss the opportunity to develop a foreign language. But with some encouragement, practice and good modeling, they develop skills and courage to start making noise in meaningful language.

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## SELECTING AUTHENTIC MATERIALS FOR IMPROVING READING SKILLS

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**Annotation.** *This article focused the importance of developing students' communicative competence in reading, classroom and homework activities must resemble real-life reading tasks that involve meaningful communication. Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages. Using reading skills in the workplace can also be important for ensuring effective written communication, which can result in less miscommunication or misunderstanding of expectations.*

**Key words:** *reading, authentic, authentic material, communicative competence, language, motivation*  
Today's modern communicative approach to language teaching has brought EFL teachers a different understanding of the role of reading in the language classroom and the types of reading materials that can be used in instruction. When the goal of instruction in reading is to develop communicative competence, everyday reading materials such as train schedules, newspaper articles, travel and tourism websites, daily updated blog posts become appropriate classroom materials. The reading materials must be authentic when selecting texts for reading lessons. Authentic texts have been defined as "...real-life texts, not written for pedagogic purposes". Authentic texts are written for native speakers and contain "real" language. They are "...materials that have been produced to fulfill some social purpose in the language community." [1] Non-authentic texts are especially designed for language learning purposes. The language in non-authentic texts is artificial and focusing on something that has to be taught. If authentic texts have not been written for language learning purposes, but what sources of authentic materials are that can be used in the classroom.

The common sources of authentic materials that can be used in the classroom are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. With the help of the Internet both students and teachers use and have access to endless amounts of many updated different types of materials. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact in the target language out of the classroom.

When selecting authentic materials, it is worth taking into consideration of the criteria. Nuttall [2] gives three main criteria of selecting authentic materials to be used in the classroom Suitability of content is the most important of the three where the reading material should relevant to students' needs and motivate them as well as. Exploitability refers to how to develop the students' competence as readers. Readability describes the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students. Important factors in selecting authentic reading materials.

**Suitability of Content.** Does the text interest the student? Is it relevant to the student's needs? Does it represent the type of material that the student will use outside of the classroom?

**Exploitability.** Can the text be exploited for teaching purposes? For what purpose should the text be exploited? What skills/strategies can be developed by exploiting the text?

**Readability.** Is the text too easy/ difficult for the student? Is it structurally too demanding /complex? How much new vocabulary does it contain? Is it relevant?

**Results and Discussions.** There are a number of advantages of using authentic materials in the classroom include:

- having a positive effect on student motivation;
- giving authentic cultural information;



- exposing students to real language;
- relating more closely to students' needs;
- supporting a more creative approach to teaching.

These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems. Richards [3] notes that authentic materials often contain difficult vocabulary, complex structures which can often create problems for the teacher too. The main problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and complex structures can create difficulties.

**Conclusion.** To conclude, when selecting of authentic materials are to be used in the classroom, the teacher needs to take into consideration: authentic texts should motivate, give a sense of achievement when learners understand and encourage further reading. One of the main reasons for using authentic materials in the classroom is the goal of instruction in reading is to develop communicative competence, everyday reading materials such as train schedules, newspaper articles, travel and tourism websites, daily updated blog posts become appropriate classroom materials. Therefore, reading materials must be authentic when selecting texts for reading lessons.

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## INNOVATIVE METHODS OF TEACHING ENGLISH

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**Annotation:** *In this period of globalization there is always a need for people to use the English effectively. In order to acquire proficiency in English language one must take efforts to learn the four major skills in the same. But the second language learners still face some difficulties in acquiring them. This paper discusses the challenges in learning English as a second language and brings out some innovative methods to make the learning process easy.*

**Key words:** *Role play, methods, Suggestopedia, debate, Incidental Learning, Learning by Doing, Embodied learning.*

Teaching English as a second language is a challenging task, and the wrinkles in the process can be ironed out by means of adopting suitable methodologies. Nowadays, development of foreign language teaching technologies is important issue. Information civilization dictates new standards; any new knowledge becomes outdated quickly. Finding new and innovative methods of teaching can prove to be one of the best things an educator can do for students. Brain research has shown that certain methods and approaches can truly enhance the learning process for students. Encouraging them to visualize the outcomes they desire is one way to enhance lessons in English. Technology can provide students with opportunities for using important learning principles, such as pre-existing knowledge, mental models, active learning, transfer and learning for understanding. Applying innovative energy and attention-management techniques in schools is a win-win for both students and teachers.

The biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching learning methods more effective should be implemented. There are different types of methods to attract the student's attention:[1] Taking a help from audio-visual materials, textbooks with models, filmstrips, movies and pictorial materials and info graphics or other mind mapping and brain mapping tools in the session that will help student's imagination thrive and grow. These methods will not only develop their ability to listen, but will also come in handy understand the concepts better. Another method of teaching is brainstorming. In context to teaching, brainstorming [2] is a strategy or tool of teaching used by the teacher in which majority or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances. First, a small group of students is formed. They are asked to sit in a group and are provided with a particular issue or topic. Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are instructed not to criticize others ideas but they are free to make attentions to others ideas. Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas. Student's ideas are to be listened and accepted patiently, without passing any judgment or comment of any sort until the session is over. This method encourages the creativity and motivation. One of the methods is classes outside the Classroom.

Puzzles and Games Learning is fun where puzzles and games are part of education. Puzzles and games help children to think creatively and face challenges. While playing games, the learner's attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win.

**1. Debates.** By means of this method learners can get rid of doubts when they speak and it helps them to develop their critical thinking as well as listening skills.

**2. Suggestopedia.** It is a set of learning recommendations used to optimize learning. In theory of language and learning, Suggestopedia is a teaching and learning method by which a language is learned as "the material"

based on suggestion. [3] **3. Incidental Learning.** Incidental learning is unintentional or unplanned learning that results from other activities. It occurs often in the workplace and when using computers, in the process of completing tasks [4]. **4. Learning by Doing.** It's a hands-on approach to learning, meaning students must interact with their environment in order to adapt and learn.

In Conclusion it should be considered that, the teacher of 21 century should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. English communication skill teachers must be innovative, creative and resourceful with thorough knowledge of the subject and adopt new techniques to change social economic status of our country. Whatever may be the methods and approaches, the most pragmatic and the desirable thing seems to explore the possibility of using the under used and valuable materials which will definitely facilitate the learning and teaching of language skills.

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FOCUSING ON THE NATURAL TENDENCY OF CHILDREN'S LANGUAGE  
LEARNING WHEN TEACHING ENGLISH AT HOME IN QUARANTINE CONDITIONS

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**Annotation.** *The article provides recommendation for teaching English to young learners. It is emphasized that it is important to consider children's natural tendency to learn a language in teaching foreign language at an early age.*

**Key words:** *Methods of teaching, ability to imitate, smart parenting, repetition.*

In a modern society, the language learning depends on an age range. With reference to psychologists, offspring pick up language both faster and easier than adults. It is important to focus on the natural tendency of children in order to train a language, as a matter of fact they possess a considerable ability to imitate, and actually children spend more time than adults are the prime reasons for this. It ought to be noted that children aged 6-7 do not grasp of the meaning of information, but memorize it mechanically. Thus teaching English to primary school students should not commence with giving them a grammatical understanding [2]. If not, it is possible to strain the child from the primary step of learning a foreign language and extinguish his interest.

Learning English can be started since early childhood age. Before children go to pre- or elementary school, children will spend a lot of time at home. The children mostly interact with their parents. In this case parents act as the English teacher even they are not teachers.

According to research from the Primrose school, five effective methods of teaching English to young learners at home have been considered [4]. Second language acquisition is not limited to the classroom – it is easy to practice through play-based activities at home!

Here are tips from experts Anna Hall, Lynn Louise Wonders and Dr. Gloria Julius to help expand your child's second language learning at home:

- Let learning happen naturally. Avoid pressuring your children to study, practice or learn new words. Instead by incorporating simple second language activities for preschoolers into your daily routine. Attempting singing songs or reciting nursery rhymes in another language, watch bilingual TV shows and movies together, and play board games that include two languages.
- Encourage your child to be the teacher. One of the best ways for a child to truly learn something is to help teach someone else. Ask your little one to give a lesson based on what he has learned in the classroom and you will boost his confidence in the process.
- Use positive reinforcement. Provide positive encouragement when your child makes an effort to learn or practice her second language, using reflective statements like "Wow, you must have been paying very close attention to the lesson in order to recollect that!" or "It is amazing that you know how essential it is to learn."
- Create journals together. Join your child in their foreign language and commence to learning your own multilingual skills! Learn new words with your child and then create journals together of the vocabulary you have absorbed.
- Read together. Bilingual books can expand your child's vocabulary and help them develop an awareness and appreciation of different cultures. They either provide side-by-side text or intersperse non-English words throughout the story [1].

Managing interaction between parents and children at home is very important because mostly the children spend a lot of time at home. Scheduling the children's activities can make a good habituation for the children [3]. Children mostly spend their time with playing and sleeping. In the golden age, the activities for the children are running fast. Many activities can be carried out in this sequence time such as reading a story book, drawing a picture, coloring, singing, dancing, listening music, watching TV, playing games, or guessing vocabulary at home

Parenting is the parent's activity to guide and care their children in everyday life. Children's curiosity is built in this age especially mentioning things using the mother tongue, first language, or second language. English language learning seems like learning by doing. It means that if the parents want to have their children can memorize English language. In carrying those activities, parents should prepare media to create a conducive learning environment at home. It is not easy to be a smart parent. The parents must have smart and knowledgeable mindset. The parents must prepare themselves to acknowledge themselves by learning many books, articles, newspapers or many references about parenting.

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SOCIO-PHILOSOPHICAL AND SPIRITUAL-MORAL IDEAS OF THE POET AJINIYAZ

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**Abstract.** *The works of Ajiniyaz teach us to know the value of a happy life. He directed all his talent and knowledge in the name of serving his people. We admire the fact that he was the great genius of his time.*

**Key words:** *youth consciousness, good habits, spirituality and enlightenment, philosophical lyrics, mighty strength, society, modern youth.*

Ajiniyaz Kosibay uly occupies a special place in the national heritage of the Karakalpak people. The knowledge of a person, his spiritual world is recognized by what he says. Thus, we can say with confidence that the place of Ajiniyaz's creativity in the history of youth is expressed in gentle words in his language, his way of depicting, and national traditions. As we enter the world of his writings, the breadth of the poet's linguistic wealth begins to show that there is no area that he would not pay attention to.

In the book "Independence of Uzbekistan and the path to development", the First President set strategic tasks in the spiritual and educational spheres of post-independent development of Uzbekistan. The scientific and theoretical foundations of building a new society in our country have been demonstrated. "Spirituality becomes a powerful force only when it is based on a deeper understanding of the history, culture and mission of its people," said First President I. Karimov [1]. In the poems, Ajiniyaz praises the good qualities and character of the Karakalpak people. The ideas of understanding philosophical ideas, enriching the spiritual world of people, decency, generosity and love for their native land are emphasized in his works.

The step of each poet depends on his teaching about the knowledge of the world. Ajiniyaz is one of the most literate people and a poet of his time, who mastered most of the world sciences. In the poetry of Ajiniyaz, there was a synthesis of the teachings of the great Greek philosophers Aristotle and Plato, as well as the teachings of Alexander the Great, Ibn Sina, Abilkasim Ferdowsi, Alisher Navayi and Muhammad Fizuli. He was familiar with the works of Western classics. Since studying at the madrasah, Ajiniyaz has mastered the poems of Ferdowsi, Saadi, Hafiz, Navayi and Bedil. At the same time, his works contain the philosophical teachings of the early period.

Philosophy is a science related to philology. Although many poets do not call themselves philosophers, it is known that they wrote philosophical texts and made great contributions to this science.

On this basis, some elements of Ajiniyaz's poetry can be appreciated. He admitted that this creature was invisible and created only by God. Therefore, he looks with great confidence at the existence of "above-ground" and "underground" worlds. Ajiniyaz calls humanity "the beauty of this world." Everyone in the world should serve man. The reason is that man is the most advanced fruit in the world.

Bul dunyanin kórki adam balasi,  
Adamniń da kókke jeter nalasi[2],

he said that humanity lives as a result of inequality in society. The most precious thing for a person is life. Because this world is the treasure of the most beautiful. When a person comes into this world, he must live to see worldly pleasures.

Omiriń bolsa baxıt kerek, baq kerek,

Baq bolmasa árman bilan ótersen[2],- wants to live a joyful life.

According to Ajiniyaz, Almighty God first created this universe and then man from the dust. About this in the song "Demishler":

Qúdiretli kúshlidur ne qilsa Subxan,  
Kókten soń jaratti topiraqtan insan,  
Kimi kápir boldi, kimi musulman,

Bársheniń atasi adam demishler[2].

Man is glory and the future of life. Any person should have a balanced mind, the beauty of the future. The reason, people develop the future, It is the people who create the crimes that occur in the country today, the people who suffer from them, and the people who prevent crime. Therefore, it plays a key role in human life.

People are also participants in events that the poet sees with his own eyes. Smart, educated people can be people who love their homeland, who give their lives for their people, who serve their people. These qualities are the most important qualities in the lonely life of Ajiniyaz.

Ajiniyaz's views on society deepened as a result of his acquaintance with the progressive ideas of Western sages, and as a result, the economy and culture of the Karakalpak people, who lived in darkness, turned into a single people and strove for a happy time.

He said that there were many sad events in society - a lack of wisdom and moral education, if knowledge and morality are developed in society, these events will make kings just, despotic and humane. He thinks it clears his heart. For this reason, Ajiniyaz is mentioned in the works of many scholars as a spiritual poet.

The greatest good deed in the world of humanity is compassion, kindness, generosity and concern for the younger and future generations. The reason is that the concern of any society for future generations is the guarantee of its longevity. You can trust the future only if we educate the younger generation. Guided by the words of our First President: "The future is in the hands of youth", we must explain to today's generation that it is necessary to serve people for their well-being.

«Bilegi kúshli birdi jígadi,

Bilimi kushli mińdi jígadi»[1],- that our ancestors did not say in vain.

This idea, expressed in the early period, shows the importance of knowledge during this period. As the saying goes, "Gold does not rust", Ajiniyaz's songs are still relevant today, despite the fact that he lived many years before us. The spiritual poet said that professional knowledge is very important in people's everyday life, their importance in overcoming difficulties, their greatness.

Among the Karakalpak classics of the 19th century, Ajiniyaz was the only one who graduated from the madrasah, a higher educational institution of that time, and his education at the Kutlimurat Inak madrasah in Khiva was a great pride of the Karakalpak people.

Xorezimnen shigip bir neshe alim,

Olardiń hayati dunyaǵa málim.

Jetilgen bilimli, uslubı tálim,

Ilimniń Watani bolǵan demishler[2].

Along with the Turkic peoples of Central Asia, Ajiniyaz spoke about the spiritual wealth of the Karakalpaks, the level of literacy, worldview, depth of vision, knowledge, areas of study, the world around it, its path, its beauty, conditions and rules of Islam, understanding of the rights of Shariat and the directions of his mastery in literary expressions.

The poet dreamed of bringing to light the oppressed Karakalpak people, who remained in its darkness through science and cultural enlightenment. He studied in Khiva and became known as a poet, educated and patriotic person. Influencing the lifestyle of his people, he dreamed of becoming a scientist. These lofty aspirations of the beloved poet, singer of folk songs, have grown in a new era. His writings teach us to value our new happy life. We recognize that Ajiniyaz was a poet, a spiritualist of his time, who worked to serve his people with his knowledge and talent.

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**Abstract.** *The article discusses the importance of implementing interactive teaching methods in the educational process.*

**Keywords:** *interactive methods, problem-based learning, discussion, training, "brainstorming".*

The introduction of interactive forms of education is one of the most important directions for improving the training of students in modern universities. For a modern teacher, it is not enough to be competent in their field of knowledge, it is necessary to use methodological innovations in the educational process, which are currently associated with the use of interactive teaching methods. Interactive learning is based on the direct interaction of students with their experience and the experience of their friends [1].

Educational technology, this is the productive use of modern Information Technology in the educational process. It also envisages improving the quality and effectiveness of education by bringing modern innovative technologies into the educational process. In particular, there are several advantages of using such information and communication technologies in the study of a foreign language. The role of modern technology in language learning and teaching cannot be overemphasized. Each aspect of learning a foreign language using technological tools (reading, writing, listening, understanding and speaking) comes.

For example, to understand by listening, of course it is impossible to perform this process without a computer, player, CD disc. Listening comprehension is one of the most important parts of language learning. In this, the reader is asked at once to pay attention to the pronunciation of the speaker, the observance of the rules of writing, the richness of the word and its meanings. In the educational process, the use of modern technology is an important factor that students also have a good knowledge of and use of information and Communication Technology. Teaching and learning a foreign language using modern technologies is one of the most effective ways. In the process, including:

- when using computers, the reader can also see foreign language video rolls, shows, dialogues, even movies or cartoons;
- it is possible to hear and watch programs on foreign language radio broadcasts and television;
- the use of tape recorders and cassettes, which are considered a fairly traditional method;
- it is possible to use CD players. The use of these technical tools will make the process of students learning a foreign language more intense and more effective. In the process of globalization, it is difficult to imagine our life without the internet. It is considered one of the most effective ways to make productive use of it in the process of learning and teaching a foreign language. Through the Internet, the opportunity to communicate with foreign speakers arises.

**1. Discussion in groups.** Group discussions are usually conducted on a specific topic and are aimed at finding the right solution and achieving a better understanding. Group discussions contribute to a better assimilation of the material being studied. At the first stage of the group discussion, students are given a task for a certain time, during which they must prepare a reasoned, detailed response.

**2. Training.** Training is a form of interactive learning aimed at developing interpersonal communication skills and professional behavior in communication. The teacher conducting the training must have psychological and pedagogical knowledge and be able to use it skillfully in the learning process, know how to obtain information, collect and present it to participants, influence their behavior and their relationships.

**3. Discussion.** During the discussion, participants should discuss issues in public or freely exchange knowledge, opinions, and ideas on controversial issues. Its essential feature is the combination of dialogue-discussion and dispute-the collision of different points of view and positions. Discussion is a person-centered learning process. It is characterized by active interaction of students with each other and intensive, personal-oriented training on the part of the teacher.



**4. The method of "brainstorming".** This is a fairly popular method of solving problems by stimulating creative activity. According to this method, the teacher invites a group of students to give as many answers to the question as possible. "Brainstorming" occurs in three stages. Brainstorming is one of the most popular methods of stimulating creative activity.[2]

It is interactive methods that allow students to feel their strength, their abilities. Student's self-esteem and self-confidence increase. It is very important to foster mutual respect and tolerance for the opinions and actions of other people. Such qualities as sociability, ability to communicate with people, negotiate, find compromises, and work in a team are highly valued in society. Thus, the goal of active learning is to create conditions for the teacher to discover, acquire and construct knowledge. This is a fundamental difference between the goals of active learning and the goals of the traditional education system.

At a time when the need to learn a foreign language is high, the efficient use of modern information technology, innovative educational technology in the educational process leads to the fact that this process is effective. The effectiveness of innovative educational technologies in their proper and efficient use in the educational process.

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## ВЛИЯНИЕ КУЛЬТУРЫ И НАЦИОНАЛЬНОГО МЫШЛЕНИЯ ВО ВЗАИМОДЕЙСТВИИ НА РАЗВИТИЕ ОБРАЗОВАНИЯ

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**Annotation.** This article emphasizes the linguistic features of communication and its classification. It is analyzed with the examples taken from the literary books. This article considers the role of new modern technologies in forming new generation. Views of scientists on importance of language and culture, interrelation of them in modern education, on books and reading in the process of civilization are summarized.

**Key words:** Language, culture, society, reading, modern technologies, upbringing, esthetics, globalization.

**Аннотация.** Эта статья придает лингвистические характеристики коммуникации и их классификации. Проанализируется примерами взятыми из литературных книг. В статье рассматривается вопрос о роли новых современных технологий в воспитании молодого поколения. А также приводятся мнения ученых о значимости языка и культуры, их взаимосвязи в современном образовании, о книгах и чтении в процессе цивилизации.

**Ключевые слова:** речевой диалог, речевой общения, адресат, слушание, рефлексивное слушание, нереплексивное слушание, компонент общения. Язык, культура, общество, чтение, современные технологии, воспитание, эстетика, глобализация.

Процесс общения является сложной системой, возникшей единством различных языковых и неязыковых факторов. В процессе общения объединяются элементы, принадлежащие подобным различным уровням и системам, и составляют одну обособленную систему – систему общения. В любом общении говорящий и слушающий принимают участие как необходимые части. Под частями общения предусматривается элементы, непосредственно и косвенно участвующие в процессе общения, обмене мнений, разговора. [1]

Муминов С.М. в своей работе единицу воздействия общения условно выделил на следующие две группы: единицы внутреннего воздействия (национальность, пол, возраст, социальные признаки, степень близости к единице воздействия) и единицы внешнего воздействия (время, ситуация, положение, социальное положение), [2] Формановская Н.И. разделяет общение на следующие виды: 1) по состоянию коммуникантов в отношении пространства и времени: контактное и дистантное общение; 2) по наличию или отсутствию посредственного «аппарата»: непосредственное и посредственное; 3) по формированию языковых единиц: устное и письменное общение; 4) по позиции говорящего и слушающего: диалогическое и монологическое общение; 5) по количеству участников общения: межличностное и массовое общение; 6) по условиям общения и взаимодействия коммуникантов: официальное и неофициальное [3]. Каган М.С. мир общения классифицирует следующим образом: 1) общение с реальным собеседником: межличностное, групповое общение, представительское общение; 2) общение с иллюзорным собеседником: общение с животным миром и предметами; 3) общение с воображаемым собеседником: общение с вторым «я» и образом нереального человека. По данному описанию видно, что общение является источником многостороннего исследования как любой предмет, событие, происшествие, свойство, отношение объективного мира, и его можно классифицировать различными подходами. Известно, что подход к источнику исследования как безграничная сторона, аспект, свойство, отношение и комплекс причастностей («мажмуи асмо ва сифот») является самым основным принципом диалектической (и просветительско-мистической)

гносеологии, одним из самых основных принципов в раскрытии и описании сущности языковых явлений в узбекском субстанциональном языковедении [3, 8]. Классификация по различным аспектам источника исследования в таком методологическом основании не оценивая какую-либо классификацию «лучшим», а какую-либо «худшим», дополнять друг с другом различные классификации по сущности, глубоко вникать в источник исследования оценивается самым правильным способом.

Действительно, если с точки зрения принципов подобного диалектического толкования подойти к классификациям, предоставленным Формановской Н.И., Каган М.С. и Муминовым С.М. в каждой классификации увидим открытие новой еще одной грани общения – эти классификации дополняют друг друга с отрицанием друг друга. Поэтому мы подошли с точки зрения субстанционального толкования, и можем сказать «речевое общение является комплексом, совокупностью свойств и отношений, выделенных во всех этих классификациях». Необходимо отметить, что сущность речевого общения не только является комплексом признаков, выделенных в этих классификациях, в нем имеется множество не раскрытых и вносимых в эту совокупность аспектов, сторон, отношений и причастностей. Эти взаимосвязи должны и необходимы быть исследованы и анализированы.

1. Роль говорящего и слушающего в речевом общении крайне велика, каждая из сторон имеет самостоятельную цель. Говорящий в любом речевом общении имеет цель что-либо сказать, эта цель в воображении слушающего состоит из чувства зачем и для какого намерения говорить. Эффективность общения связана с взаимным соответствием и взаимным дополнением этих двух аспектов (говорящего и слушающего). При передаче слушающему определенной информации говорящий ставит перед собой цель представления его в различных формах.

А целью слушающего является слушание. Знаменитый американский оратор психолог Дейл Карнеги когда говорил, что «Хороший собеседник – это не собеседник, хорошо знающий говорить, а собеседник, хорошо знающий слушать», подразумевал развитие в человеке именно этой способности.

Слушание самый важнейший компонент общения. Человек, не усвоивший искусство слушания никогда не установит здоровое отношение. Неспособность слушать может привести к тяжелому духовному и значительному экономическому ущербу. К сожалению, во многих случаях

участник общения забывают, что слушание является сильным психическим средством. Мы слышим слова нашего собеседника, но слышать и слушать не одно и то же.

Слушание – является активным процессом, из-за того, что оно включает в себя такие процессы как стремление понять смысл мыслей и цели говорящего является сопредельным с пониманием. Слушание можно разделить на две группы: рефлексивное и нерефлексивное. Нерефлексивное слушание применяется при переживании сильных эмоциональных переживаний (несчастье, страдание или наоборот радости) и при необходимости понимающего слушающего, то есть используется при обмене переживаниями с собеседником. При нерефлексивном слушании ответы минимизируются. Ответы должны быть нейтральными, призывающими к продолжению своих мыслей собеседника. Самыми широко распространенными являются следующие: «Вот так?», «Продолжайте, это очень интересно», «Да, да я понимаю», «Я очень рад слушать это», «Ну, ну и как», «Что вы говорите!». Подобные ответы вдохновляют собеседника.

Имеются способы слушания как и техника разговора. Например: дословное повторение и толкование по другому. Первое означает поддержку собеседника. А второй способ – это прослушав слова говорящего, выражение основной идеи в них по своему толкованию. Кроме того, в процессе слушания призываем собеседника говорить такими словами как «Не ужели», «Неужто?», «Молодец», «Ну и ну», «Браво!».

Как установили специалисты, работающие люди тратят 45% времени на слушание кого-либо, а постоянно общающиеся с людьми работники торговли, связисты, руководители, корреспонденты 35-45% своей зарплаты получают за слушание людей. Значит, способность

слушать, которая является самой сложной сферой коммуникации приносит людям больше пользы чем говорить.

Можно привести пример из произведения Тохира Малика «Шайтанат» в персонаже героя с именем Жамшид, относящемуся к характеру человека. Как автор описал, *«Жамшид признавал больше дело, чем слова. В месте с ним прожив десять дней, спросил четырежды, если захочет, ответит дважды, если не захочет, не ответит вовсе. ... Жамшид привык всегда говорить конкретно»*. Подобного неразговорчивого человека писатель описал следующим образом:

*Элчин, чтобы его разговорить:*

*- Можно покурю? – спросил. Жамшид не убирая глаза с дороги ответил «да».*

*- Здоров ли Бек, вот уже десять лет как его не видел, - сказал Элчин.*

*Жамшид посмотрев на него, промолчал. Значить, положение плохо, подумал Элчин.*

Если отсутствует гармоничность в целях коммуникантов - во многих случаях адресат не принимает цели адресанта – как видели выше, общение прерывается, цели не достигаются и прекращаются. В зависимости от культурного уровня, социально-духовного мира коммуникантов и прочих многих факторов общение прерывается в различных формах. А именно, в ситуации, описанной Муминовым С. адресат перешел в совсем другую тему и деятельность чем цель адресанта (для демонстрации абсолютной безразличности к переживаниям собеседника перешел к совсем другому делу – оставив собеседника, встал и поздоровался с собакой). В примере, приведенной из «Шайтанат» адресат совсем не приступил к общению. Общение может быть резко, даже грубо прекращено адресатом.

Из вышеизложенных можем сделать заключение, что понятие речевого общения по сущности связано с целью говорящего, говорящий должен быть способным приспособлять свою деятельность слушающему, а слушающий знать уровень говорящего, быть готовым к слушанию; и несмотря, что каждый их говорящего и слушающего своеобразны, если отсутствует гармоничность в целях, общение прекращается. Процессы образования и воспитания неразрывно связаны между собой, они восполняют и предполагают друг друга. В процессе образования традиционно уделяется внимание и воспитанию слушателей или учеников. Одной из составных частей воспитательного процесса является культура общения. Человек, будучи продуктом природы и общества, в то же время воплощает все самое лучшее в них, отражает вселенную в своем сознании в качестве события или явления, мыслит и анализирует. В данном процессе немаловажное значение имеет такое средство общения, как язык. Культура общения человека является его преимуществом, красит его.

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## LEARNING FOREIGN LANGUAGES IN COOPERATION

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**Abstract.** *The article attempts to identify the possibilities of practical application of differentiation based on cooperation and its impact on the educational process. To achieve this goal, an experiment was conducted with different groups of students differing in age and level of knowledge of a foreign language.*

**Keywords:** *learning foreign languages, teaching methods, organization of teaching a foreign language, cooperation, differentiated teaching, differentiated approach*

**Аннотация.** *В статье речь идёт о применении дифференциации на основе сотрудничества и её влияние на учебный процесс. Для достижения данной цели с разными группами обучающихся, различающимися по возрасту и уровню знаний иностранного языка был проведён эксперимент, где каждая группа работала сначала в сотрудничестве.*

**Ключевые слова:** *изучение иностранных языков, методики обучения, организация обучения иностранному языку, сотрудничество, дифференцированное обучение, дифференцированный подход.*

Differentiation in the methodology of teaching foreign languages and in pedagogy in general is not a new phenomenon. But its application in the educational process difficult due to the lack of information on the influence of some of its species on the process of learning foreign languages or its inconsistency. One of such types of differentiation is based on cooperation.

S. V. Averyanova insists on the obligatory use of the strategy of differentiation in foreign language lessons. In her opinion, this helps students, as it motivates them for self-development, helps to improve speech skills and abilities. N.K. Matskhonashvili also speaks about the benefits of the spirit of competition in teaching foreign languages. He writes that game techniques based on rivalry help to increase the motivation of students, which in turn increases their academic performance.

However, there is another point of view. K. E. Tomlinson, for example, it approaches the definition of differentiated learning differently. She believes that the very concept of differentiation implies that students compete not with each other, but with themselves [4, p. 2]. And some researchers speak directly about the dangers of using rivalry in the classroom, since competition leads to hostility and suppresses students. As an alternative, it is proposed to use training in cooperation [3]. Thus, an analysis of the literature on this issue showed that there is no consensus among methodologists about the impact of learning in competition.

On the motivation of students and the effectiveness of their training the goal was set: to identify the possibilities of the practical application of this type of differentiation and its influence on the educational process.

To solve this problem, an experiment was carried out in 4 groups, learners in language courses of varying age and level knowledge of a foreign language (total 19 people, language proficiency level A2-B1):

1st group: 4 people, 11-12 years old, English, A2.

2nd group: 3 people, 11-13 years old, English, B1.

3rd group: 9 people, 19-20 years old, German language, A2.

4th group: 3 people, > 23 years old, English, A2.

The experiment consisted of text and game parts.

At the first stage, students were offered two texts with questions like true / false. The work on the first text took place in competition. Students had to read the text and complete the exercise faster and more correctly than others. If one student did faster, but answered only part of the questions is correct, and another student has passed the work later, but made fewer mistakes - the second student was declared the winner. This rule was introduced so that students were are motivated to do the task correctly, not just quickly.

For the second text, the "Group puzzle" method was applied: the text was cut into equal parts, each student received one part.

The students had to read their part and tell it to their classmates, and then jointly complete the exercise. It was the same image, as for the first text: questions with a choice of true / false. It was forbidden to show your text, and all discussions were conducted on the studied language.

The second (play) stage of the experiment was organized in a similar way. The groups were offered a board game where instead of cells there were questions about the studied language. By throwing a dice, the students determined which cell they fall on. If you answered with an error, the move was not counted. In competitive learning, students played against each other. The winner was the one who reached the finish line before anyone else. In collaborative learning, trainees played as one team against the teacher. When discussing the experiment, the students noted both positive and negative aspects of differentiated learning in collaboration, training in cooperation. Students consider the advantages of training in competition:

- Teaches you to rely on your knowledge, and not on others. The cons are as follows:
- The student does not try to understand the text, concentration and attention deteriorate due to haste in trying to be the first to succeed.
- Causes conflicts, pits people against each other, worsens atmosphere in the team.
- Causes an unpleasant feeling of tension and excitement while doing the work. Students consider the advantages of learning in collaboration:
- A partner can help if something is not clear (and vice versa).
- The partner can draw attention to what has escaped attention others.
- You can learn something new not only from the text, but also from the partner himself - his experience, vocabulary used, etc.
- Discussing and finding a joint solution is more interesting than working alone.
- Unites students.
- The need to use the target language during discussions (serves as additional training).
- The cons are as follows:
- A partner in a pair / group may try to shift their part of the work on others.
- Low language proficiency or lack of desire to work for one person can slow down the group.
- You need to adjust your work to other people.
- Other people are distracting.
- The very fact of having to work with another person can cause stress.

An interesting fact is that the part of students who argued that the ideal condition for them would be independent work (without rivalry or cooperation), and the part that said, that he feels the excitement and the desire to do better in competition, however less, the latter was chosen between competition or cooperation.

Many noted that the ability to choose a partner is important for successful work.

After each stage, students were also asked to answer the question of which teaching method they find more interesting and which is more useful for learning a foreign language. Benefit and interest were separated in order to exclude the possibility of choosing an easier or more pleasant one, but less efficient method. The groups participating in the experiment have already are able to reflect on the study of a foreign language, and some have chosen different methods in the categories "more interesting" and "more useful". Most of the students noted the work in collaboration as the most interesting (73%) and useful (53%). Competitive work was considered interesting by 20% of the respondents, and useful - by 40%. Some students (7%) noted that it is worth alternating between learning in competition and cooperation. When scoring the results of the experiment, no correlation was observed between academic performance, gender, atmosphere, or group attitudes. There was also no noticeable difference in learning outcomes. Overall, collaborative learning was more successful. The students enthusiastically took up work, solved the emerging issues at the target language, were satisfied and motivated for further interaction after completing the required one. differentiation often caused conflicts, students were offended and refused to work further. Lagging students in most cases

generally refused to participate in the competition, in advance gave up and "gave up". When learning in collaboration, large some of the unsuccessful ones got involved in the work.

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## FACTORS AFFECTING SECOND LANGUAGE ACQUISITION

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**Аннотация.** В данной статье речь идёт о факторах которые влияют на усвоения языка. Для построения правильного высказывания нужно обратить внимание на методику и целям обучения, отношения между преподавателем и учащимся, к учебным стратегиям и.д.т.

**Ключевые слова:** Отношение, успех, ученик, связь, качество, преподавание, отслеживать, преподаватель, метод, правильность, подход, грамматика, речь.

**Abstract.** This article deals with the factors that affect the acquisition of the language. To build a correct statement, you need to pay attention to the methodology and goals of teaching, the relationship between the teacher and the student, to educational strategies, etc.

**Key words:** Attitude, success, student, connection, quality, teaching, track, teacher, method, correctness, approach, grammar, speech.

The mastery of a second language is influenced by the affective-personal component general: perceived pedagogical content, colored in a positive way or corresponding to the internal attitude of the student. Students themselves can react in different ways. To guide the learning process depending on the feelings experienced. Installation can relate to different aspects of the educational process: attitude to the language itself, to the country in which it is spoken to public opinion or to the method and objectives of teaching; relationship between the teacher and the student about the learning strategies to be followed etc. People involved in teaching a second language are able to actively or passively change your mindset.

Research into the formation and role of the steel installation is particularly intensive lately. This is due, in particular, to the understanding of the role of subjective factors tori in language acquisition. It is clear that emotionality is important not only for children, but also for adults. But it turns out that attitudes towards possible student success is directly related to the quality of teaching, which the teacher dares: if he believes in the correctness of his approach, in the effectiveness of training, in the need for his deeds, then the students' results are higher. The same goes for everyone student, organizers of control and testing, authors of textbooks, etc. Therefore, the body must first carry out autotraining, achieving a positive attitude new, and students should be specially prepared for the learning process, showing them ways to maintain a positive attitude towards the subject being studied, techniques overcoming emerging difficulties, applying the knowledge gained in practice, mimicking a new worldview, as well as using effective tricks to exit to new levels in language proficiency. This is not a "dishonest" path to a second language, but a psychological tactics.

Students typically have difficulty when:

- they have to speak in front of the group, compare their progress with the results of others;
- they are afraid not to understand some linguistic phenomena or not to master the whole grammar, vocabulary and phraseology;
- they feel that they will not be able to find the time or opportunity to learn the language in sufficient volume or will not be able to use it later, which means that they waste time and effort on training;
- they don't quite like the teacher or their groupmates seem too strong, weak, ill-mannered, overly sophisticated, etc;
- you have to get marks not for constant success, but for tests, control, exchange;
- they are frustrated with the speed and learning outcomes and do not know how to achieve better high achievements, etc.

In addition, the student must know himself to analyze his abilities and the most adequate models for his cognitive type learning. For example, for people of a visual type, this is visual information, multi-colored diagrams, tables, pictures with captions, written exercises; for people of auditory type



- listening to tapes, communication and creative exercises, role plays, songs, poems, performances; for people of the kinesthetic type - accompanied by speech, games, imitation of verbs with facial expressions and gestures, transfer of an object with its description, ver-

balization of action, such an approach in which physically demonstrates everything about rushes. Sometimes these cognitive types are compared to different language teaching methods: structural, audiolingual, "full bodily response." However, probably all of them only a reflection of successful cases when a teacher of this type succeeded in alliance with nicknames of the appropriate type to succeed. Ideally, all approaches should be combined, since it is very rarely possible to recruit a group consisting of students of only one cognitive type.

The goals of mastering a second language can be correctness / fluency of speech, which are often opposed to each other, nevertheless, it is likely that the first stages of training should be focused on correctness, and more advanced ones on fluency, although some adults can only achieve fluency, but not correct use in the language. As strategies for mastering a second language, the strategies for achieving creation of a holistic statement or its understanding, avoidance, borrowing, generalization, communication, teaching speaking, paraphrase, request for help, facial expressions and gestures, trial and error.

One of the essential factors leading to a good knowledge of a second language, is an early start to its study, and it does not have to be that second the language that will then be taught at school. The reason for this state of affairs is accepted to see that the second language significantly expands the phonological abilities of a person century, on the one hand, and communication skills, on the other. One who is long enough closed in the shell of their native language, does not understand how communication works in the second in a language, cannot generalize certain aspects of communication to the level of universality of communication: for him speaking is always speaking in his native language, listening - only if he understands everything they are talking about.

Many parents believe that the reason for their own insufficiently good command of a foreign language is the late start of learning it, since a foreign language used to be the language was usually taught only from the 5th grade of school. In their opinion, the early start of learning provides almost one hundred percent, close to the native, proficiency in a second language.

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«ОСОБЕННОСТИ ПЕРЕВОДА МЕДИЦИНСКИХ ТЕРМИНОВ»

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***Аннотация.** В статье представлены результаты анализа переводов медицинских терминов. Анализ позволил выявить частотность использования различных переводческих приемов, представляющих собой общие лексические и грамматические трансформации, используемые в текстах любого жанра. Наиболее часто встречающимися приемами передачи медицинских терминов стали: подбор устоявшегося лексического соответствия, комбинация нескольких приемов, калькирование и экспликация.*

***Ключевые слова.** латинский язык, латинская терминология, медицинская лексика, приемы перевода, медицинский термин.*

Формируя медицинскую терминологию, латинские и латинизированные греческие элементы взаимодействуют друг с другом, приобретают новые значения, вступают в новые сочетания, организуют новые модели и, наконец, образуют новые ряды, гнезда и другие комплексные объединения – все то, из чего складывается, собственно, терминологическая система. Латинский язык выступает как главный «поставщик» не только отдельных словообразовательных единиц, но и целых серий словообразовательных единиц, а вместе с ними и словообразовательных моделей. Данные словообразовательные модели рассматриваются в процессе перехода частей слов из системы литературного языка в терминологическую систему, в процессе трансформации и переосмысления взятых словообразовательных единиц, в процессе их реинтерпретации, реконструкции, разного типа переразложений, связанных уже не столько с изменением поведения частей слов в новой среде, сколько с изменением более глубокого порядка. Все эти изменения приводят к новым принципам моделирования в терминологической системе и к появлению новых элементов в данной системе, не функционирующих в системе языка-источника.

Изучение медицины немыслимо без изучения основ медицинской терминологии, преимуществом которой является точность и емкость. В зависимости от того, насколько буквальное значение термина гармонирует с его содержанием или настоящим, действительным значением, все термины принято разделять на три группы: 1) правильно ориентирующие термины; 2) нейтральные термины; 3) ложно ориентирующие термины. Ложно ориентирующие термины по своему букальному значению противоречат общепринятому значению термина. Типичным примером является термин *артерия* (лат. *arteria*), состоящий из двух корней: *aer* – *воздух* и *tereos* – *содержу*.

Заимствование терминов осуществляется в тех случаях, когда в соответствующих системах принимающего языка отсутствуют понятия, определенные и названные на языке-источнике. В некоторых случаях заимствуются целые терминологические пласты (блоки), если в языке-источнике та или иная система разработана лучше и полнее. Слова специальной лексики в различной степени обладают возможностью изменения или уточнения плана выражения, а их денотаты – способностью к переименованию. В специальной лексике наблюдаются явления, когда при сохранении прежнего плана выражения ее единицы меняют план содержания. Кроме того, развитие этой области требует постоянного увеличения медицинских терминов и понятий, что в свою очередь переводит с одного языка на другой. Конечно, вопрос о том, как перевести их в перевод, напрямую зависит от здоровья человека и его будущего. Это определяет актуальность этой темы.

Эта работа также имеет место в области лингвистики, перевода и терминологических исследований, которые включены в государственные программы и дополняют одну из их

областей. Результаты исследования будут использованы для более глубокого изучения медицинских вмешательств, создания словарей, учебников и учебных пособий, а также их продвижения в курсе филологического и медицинского образования. Термины, не имеющие соответствий в переводящем языке, можно отнести к так называемой безэквивалентной лексике, а передача значений безэквивалентных терминов подчиняется тем же правилам, по которым переводится безэквивалентная лексика вообще. При этом необходимо учитывать то, что передача безэквивалентных терминов не допускает приближенного перевода, так как само состояние «приближенности» противоречит точной передаче информации. Материал исследования.

**Выводы.** Большой процент терминов, переведенных с помощью подбора устойчивой лексической единицы, а также экспликации, указывает на то, что медицинская терминология на узбекском языке имеет свою сложившуюся языковую традицию, тогда как приемы калькирования, транслитерации и транскрипции обращают внимание на то, что медицинская терминология в общем имеет интернациональный характер, обнаруживает тенденцию к поддержанию лексического единства из-за стремления к копированию специальной лексики из одного языка в другой.

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SPEECH ETIQUETTE OF ENGLISH TEACHERS IN UZBEKISTAN

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**Аннотация.** В статье доказывается важность использования лексических экспрессивных средств в речи учителя английского языка. Высокой степенью экспрессивности в педагогическом дискурсе обладают метафоры, эпитеты и ирония.

**Ключевые слова:** экспрессивность речевого поведения педагога, лексические интенсификаторы, дискурсивные маркеры, лексические повторы, аппроксиматоры, дейктические слова.

**Abstract.** The article substantiates the importance of using lexical expressive means in the speech of an English teacher. Metaphors, epithets and irony are highly expressive in pedagogical discourse.

**Key words:** expressiveness of the teacher's speech behavior, lexical intensifiers, discursive markers, lexical repetitions, approximators, deictic words.

The expressiveness of the teacher's speech is one of the essential conditions for the success of speech interaction within the educational process. Highlighting linguistic means that create emotional the coloring of the statement and the definition of their functions makes it possible to establish the features of emotional speech. Unlike neutral, you can to argue that emotional speech is characterized by greater appeal at the level of pragmatics, more categorical assessment at the level content and a special structural organization at the level of form.

The expressiveness of the speech of an English teacher performs an additional load: it immerses students in the emotional world of another culture and gives authenticity to communication.

As researchers note expressiveness, it can be expressed by different means. At the syntactic level, the expressiveness of speech is associated with the use of exclamation, imperative, subjunctive constructions, unfinished sentences, rhetorical questions, exclamations, anaphora's, epiphores, inversions. At the phonetic level, expressiveness is conveyed using specific intonational structures and pronunciation modifications of sounds.

This article focuses on lexical means of transmission expressiveness. The material of the research was dialogical remarks obtained by the method of continuous sampling, borrowed from 69 English lessons taught by native speakers.

As a result of the analysis, several groups of means of expressing expression were identified: lexical intensifiers, amplifying phrases, approximators, lexical repetitions, discourse markers, deictic words, interjections.

One of the fixed means of expressing expression in English teacher's speech are lexical intensifiers -reinforcing adverbs, reinforcing particles and reinforcing pronouns, among which amplifying particles predominate, on the second place - amplifying adverbs. During the research, among the amplifying particles, such as just, still, only were noted. Let's look at some examples:

It's still a complete sentence.

I have one question just now.

Among the amplifying adverbs, the most popular are quite, basically, pretty, really, totally, exactly, actually, so, particularly, specifically, completely, especially, maybe:

You are to know basically ... , Pretty expensive, Let me be really clear, It's totally okay, That's exactly right, I'll probably actually finish.

The register of amplified pronouns is limited to the use of such and what:

Such an animal!

Strengthening can be carried out not only at the level of a word, but also at the level of the whole phrase. The Cambridge Grammar of English list of such expressions includes or so, or something, or anything, and so on, or whatever, kind

of, sort of. In the speech of an English teacher, such phrases can be aimed at reducing the distance between the teacher and the student for by giving a shade of colloquiality.

You can kind of record. You sort of pull it apart. Give you three minutes or so.

Statements containing lexical intensifiers and reinforcing phrases can serve as a function of exaggerating the evaluative sense of the statement, and the function of emphatic selection. A similar function is performed by approximators, which are an approximate description of objects and phenomena of the surrounding reality. The approximators give a high degree of authenticity to the teacher's speech:

Ask you to do this for a couple of minutes.

Skip a couple of lines.

Lexical repetitions were also quite often used by teachers to convey expressiveness. Repetition is redundant in the nominative sense, it does not add anything in a logical sense, but it can convey a whole range of emotions: irritation, anger, annoyance, surprise, doubt, anxiety, worry, complacency, regret. In a teacher's speech, repetition may have a persuasive function. Teacher creates a reinforcement of the statement by repeating a part or a whole sentence:

Unravel I think you can unravel.

It,s very difficult. Very difficult.

If we eat a lot a lot a lot a lot of chocolate.

A huge role in creating expressiveness is played by discursive markers. A discourse marker in English means such units of speech that do not affect the general essence of the utterance, but when they perform emotional and expressive functions. They represent syntactically independent connections that preserve discourse. In linguistic literature, these functional units are found under various names: discourse markers, discursive particles, discursive connections, pragmatic particles, pragmatic markers and others.

R. I. Babaeva notes the following functions of discourse markers:

- "structuring" of the organization of discourse, which replaces grammatical rules that are not always observed in spontaneous speech;
- emotionality of speech. This function allows you to form a certain "tone of communication";
- the expression of a subjective attitude, which manifests itself in assessments, comments, accompanying the main content.

Analysis of the linguistic material showed that discourse markers are a frequent phenomenon in pedagogical discourse. Here we go, Okay there you go, Your questions are very similar, right? The most typical discourse marker is you.

The lexical expressiveness of the teacher's speech behavior is only one component of a holistic concept of expressiveness. Obviously that in a real situation of pedagogical communication, lexical expressiveness is complemented by phonetic and may be accompanied by expressiveness expressed with the help of grammatical means.

To know, which is most often at the beginning of a sentence, while the teacher uses a short pause before continuing with the statement. This technique helps to attract the attention of students and highlight the statement from the general context:

You know I am not fully aware of.

If you have a beautiful cupcake with the beautiful, you know, decoration.

You know, partners, I keep changing them.

You know, in our previous class.

A special group of expressive lexical means are as follows called response tokens.

Response signs in interaction are designed to solve several communication goals:

- keep the conversation going;
- express agreement / disagreement;
- to express the assessment.

Such lexical units indicate the activity of the teacher's position as a listener. They can be represented by one lexical unit: fantastic, great, fine, amazing or a phrase: a great idea, great letters. An important role in the expressive design of the pedagogical discourse is played by deictic words.

It is customary to call deictic words that correlate with their designated not directly, but in the process of communication, that is, not in language, but in speech - through speech act. The phenomenon of deixis is that the word correlates with its designated through an indication of a speech act.

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## DICTIONARIES AS PRELIMINARY LEARNING TOOLS OF INDEPENDENT LEARNERS

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**Abstract.** *The given article outlined a set of exercises for the purposeful formation of work skills with reference literature on the example of a dictionary. The information that it is possible to isolate, when working with a dictionary, language and speech actions that can be performed based on the information received.*

**Key words:** *work with reference books, exercise groups, vocabulary article, independent educational activity.*

The independence of the modern student and pupils is the basis for the success of all his educational activities. According to the SES (State Educational Standards) of primary, basic education and higher professional education, the subject of education must be able to carry out their educational activities at all its stages, namely; set goals and achieve them; Independently acquire and apply knowledge.

Make a plan of your actions and independently evaluate their implementation. When studying a foreign language, independence becomes even more important, since, as the well-known truth sounds, language cannot be taught, language can just learn. The main share of independent activities falls on performing homework, and, of course, students have difficulties with both vocabulary and grammatical material. At the disposal are usually teaching materials (textbook and workbook) and a bilingual dictionary. It is the ability to use a dictionary that can help solve many problems of a language and speech nature, therefore, already in the first lessons of a foreign language education, students should be taught how to work with a dictionary, how to find the necessary information, how to check the correctness of assignments.

Lack of skills in working with reference literature causes additional difficulties when doing homework, situations often arise, when the examinee has a dictionary at his disposal, but the respondent does not him as a possible support. Of course, the possibilities of a bilingual lexical dictionary are limited, so on at the initial stage, it will be advisable to include in the work educational dictionaries containing grammar guides, but in the classical form the dictionary is very informative. What can be found in a dictionary entry? These are the phonetic, lexical and grammatical aspects of the lexical unit: translation of a word into a native/foreign language, belonging to a part of speech, examples in the proposal, compatibility with other parts of speech, valence of the word (its control), idiomatic expressions with a lexeme, synonymous options, homonymous variants, variants of meanings and their definitions, for nouns: gender, the way of forming the plural, in German the form of the genitive case, if there is a control of the noun, combinability with adjectives, for verbs: belonging to strong / weak in German, correct / irregular in English, temporary forms of the verb, for adjectives: forms of comparison, transcription of a word or part of it, stress in a word, division into syllables, references to words with similar spelling, spelling of the word and its forms,

Thus, enough information can be extracted from only one dictionary entry that will help to perform a number of operations in the following groups:

1. correct spelling of a word and its hyphenation in the text;
2. word form formation;
3. understanding the word form through the formation of the initial form and the search for meaning;
4. selection of the desired word form according to the requirements of the context and valence.

Undoubtedly, the listed skills are not formed automatically; purposeful work is needed to teach these actions. Often, teachers consider a special teaching is unimportant and they do not want to devote time to this in the lesson, however, as practice shows, formed skills of working with the dictionary in many respects save the subsequent time as in completing assignments in the lesson and at home.

Learning to work with a dictionary begins with an acquaintance with the structure of the dictionary, its sections, hence the **first group** of orienteering tasks - the publishing house, which sections it contains, on which pages these sections are located, including additional information, the meaning of abbreviations used in the dictionary.

**The second group** of tasks is learning how to search for dictionary entries: alphabetically, by similar word forms (for example, "underline" - "underline"), the arrangement of words alphabetically, open the dictionary to the specified letter.

**The third group** is the analysis of a dictionary entry: converting a word form in a text into a dictionary form, isolating the necessary information, compiling a dictionary entry on its own.

**The fourth group** - the application of the information received to solve the language tasks: find the appropriate meaning, the formation of a word form, sounding a word form, correct spelling, the formation of a phrase according to the valence of the language units, search for synonyms / antonyms, filling in gaps in the text with the necessary word forms, working with word-building elements, insert missing letters, put stress, establish the difference in meaning between words with similar spelling, determine the meaning of phraseological turns.

**The fifth group** is the use of the information obtained to solve a speech problem: determining the meaning of the context according to the found meaning of the word form, using the formed word form in the required environment. In addition, a group of actions can be highlighted that will allow the implementation of self-control actions. In our opinion, these actions also need to be taught purposefully, and one of such exercises may be the search for confirmation of correctness. The above list does not claim to be complete, but it shows the directions in which purposeful work can be carried out to form actions for working with a dictionary, which will undoubtedly create a solid foundation for the independent performance of language and speech operations.

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## PECULARITIES OF TEACHING READING IN ENGLISH IN PRIMARY STAGE

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**Аннотация.** В данной статье речь идёт об особенностях обучения чтению на начальном этапе обучения иностранным языкам. Именно в младших классах начальной школы закладываются основы чтения как важнейшего вида речевой деятельности.

**Ключевые слова:** Предложение, грамматика, иностранный язык, тренируются в правильном произношении звуков, слов и предложений, знакомятся с интонационными особенностями.

**Abstract.** This article deals with the features of teaching reading at the initial stage of teaching foreign languages. It is in the lower grades of elementary school that the foundations of reading are laid as the most important type of speech activity.

**Keywords:** Sentence, grammar, foreign language, train in the correct pronunciation of sounds, words and sentences, get acquainted with intonation features

Reading is an independent type of speech activity associated with the perception and understanding of information encoded by graphic signs [Ozhegov 1997: 401]. It is in the lower grades of elementary school that the foundations of reading are laid as the most important type of speech activity.

Reading in a foreign language, at the initial stage, forms in children a readiness for foreign language communication, contributes to an earlier introduction to a new language world for them, forms a positive attitude towards further learning a foreign language. Reading introduces students to the life of foreign peers, to the world of children's literature and fiction, foreign music and cinema. The very process of forming and developing reading skills, as well as the intellectual, speech and cognitive abilities of students, contributes to the formation of some universal, linguistic concepts that can be observed both in the native and in a foreign language. At the primary school age, students acquire the necessary skills and abilities much faster, since they do not have psychological barriers in learning a foreign language. Learners get a general idea of the grammar of a foreign language, train in the correct pronunciation of sounds, words and sentences, get acquainted with intonation features, train language hearing, namely the ability to recognize vocabulary when reading or listening to text.

They train in the practical application of introductory and study types of reading through reading aloud and to oneself. It is proved that the success in the study and the further attitude of students to the subject largely depend on the manner of teaching the subject, on how emotionally and interestingly the teacher conducts the lesson. Therefore, in the process of teaching a foreign language in elementary grades, it is necessary to use various game techniques and visualization (animal toys, cards, and the like). The more exciting and interesting the lessons are, the easier and more firmly the passed material is assimilated.

Currently, the teacher is tasked with teaching students how to read texts with understanding and comprehension of their information contained in them. In our opinion, reading in a foreign language should be of a voluntary nature, arouse interest itself, and not be imposed or in any way forced by a teacher. Unfortunately, in practice, everything is different, and interest in reading today is greatly reduced, since students today do not perceive reading as a means of obtaining or extracting information, enriching their own culture, or simply a source of pleasure. Reading is viewed as a purely educational task.

For cognitive interest, it is necessary to take into account the individual psychological, age and cognitive needs of students. Consequently, to use a variety of teaching materials, to involve students in active activities (to be creative), to provide an opportunity to express themselves, to help overcome various difficulties in the process of educational activities. Mastering reading in English presents great difficulties for younger students, they are often caused by the graphic and spelling features of

the English language. Especially the reading of vowels, combinations of vowels and some consonants, which are read differently depending on the position in the word. Some students do not remember well the rules for reading letters and letter combinations, read words incorrectly, replacing them with another reading rule. Difficulties often arise associated with the psychological characteristics of children of this age, insufficiently good development of memory, attention, thinking. When perceiving the material, junior schoolchildren tend to pay attention to the bright presentation of the material, clarity, emotional coloring. So, so that teaching the rules of reading is not boring and tedious for primary school students, you can use color pictures.

For example, to introduce you to the reading of accented vowels, you can use the image of a rainbow, each color of which represents a specific rule. Pupils use the same colors when underlining the spelling in words [Efimova 2004: 25]. In addition, in the process of developing reading skills, junior schoolchildren face a lot of difficulties.

First of all, these are the difficulties associated with mastering the reading technique, which involves the assimilation of a system of graphic signs that are different from the native language, the formation of the skill of sound-letter and letter-sound correlations, syntagmatic reading. It is necessary to carefully work on the technique of reading aloud, since educational actions are first formed in external speech, and then translated into an internal plan. It is important to bring to the stage of integral perception of blocks of words as soon as possible, otherwise word-by-word reading will slow down the understanding of the content. This is facilitated by reading by syntagmas, which expands the "reading field", that is, the unit of perception. Mastering the reading technique is accompanied by mental work on the semantic recognition of visual forms, which means it is necessary to teach the reading technique using familiar material with elements of novelty [Nikitenko 2012: 88]. All of this negatively affects the pace of reading.

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## THE USE OF ICT IN UNIVERSITY STUDENTS' FOREIGN LANGUAGE COURSEWORK

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**Abstract.** *The given article is about using coursework of students in the process of teaching a foreign language as one of the factors of individualization of the learning process, creating motivation for learning, opportunities for students to express themselves, as well as the use of ICT to improve skills of all types.*

**Key words.** *Analyze, form, organization, student, coursework, introduction, active use, different, coursework*

In modern conditions, the education system has a practical orientation. Its main goal is to form the personality of a person capable of independently and consciously build their lives in the face of global competition. In this regard, the optimization of the process of coursework in the classroom is the main improvement in the quality of professional training.

The organization of students' coursework sets itself the following tasks:

- Work with the passed material (consolidation, generalization, repetition)
- Formation of research skills
- Individualization of educational and scientific-cognitive activities of students
- Formation of the readiness of future specialists for self-education in later life

Information and communication technologies are already firmly entrenched in our life, and even more so in the learning process. Under these conditions, gaining practical experience use of ICT is more than relevant. Therefore, in any class at a university, and in the study of foreign languages in particular, the use of ICT is more than mandatory.

Despite the name "students' coursework", all the same in this work an essential role is played by the teacher, however, only as a mentor and consultant. When organizing coursework with the use of ICT, in particular, with web quests, you first need to determine the problematic task, then think over the expected result, then decide on an approximate list of information sources, think over the process of activity, and already at the final stage - the presentation of search results.

In all this, the teacher helps, monitors, guides. As an example of the successful application of web quests in teaching a foreign language, a country-specific task can be used. For example, when studying a topic "Traveling" students are invited to draw up a detailed travel plan to one of the cities of England. Students can be divided into groups of 3-5 people and asked them to decide on the city to which they will "travel". And in the next lesson, each group provides the results of their search and research activities in the form Power-point presentation.

In fact, giving a bachelor's degree assignment to a journalist to write an article on English on a certain topic, we are already giving it an installation on the web quest, you just need to determine together with it approximately, if possible, what sites it will be visit. Also when organizing coursework in learning a foreign language with using ICT, attention should be paid to the blogging of students, their communication in forums, in groups. This is a great practice for future journalists to express their thoughts to the public. Anything can be discussed. In many universities there is a practice of watching films and reading books in English as additional assignments. For example, you can create a group on a social network, where each student will have to post either their opinion about the film, or a retelling of the book in a foreign language. It is very good if the whole group or several students read the same book or watch the same film so that they have more opportunity to reason, argue or agree with each other. Very good for students to communicate in international forums where there are both native speakers of the target language and people from other countries. It develops tolerance, acceptance and understanding of other cultures, mentalities. Pros of blogging,

- forums, communication in groups:

- greater freedom of expression (the student does not feel constrained, as if he is in the lesson and under tight control).
- ability to communicate in a foreign language on topics that really
- are of interest to the student.

This is one way to express your individuality. Another form of work that is gaining more and more popularity is Power-Point presentation. They can be drawn up both individually and in a group. The advantages of working with a presentation are:

- Individualization of the learning process.
- Increase of cognitive activity and motivation of students.
- Opportunity for the student to express himself creatively.

In the work on the presentation, the student's level of anxiety decreases. And the fact that you can double-check the text yourself, and then ask the teacher to correct mistakes, gives confidence in working with those language units that usually cause difficulties. Thus, having analyzed some forms of organization of students' coursework, we can conclude that the introduction and active use of different forms coursework in a foreign language class contributes to the transformation of a student from a passive object into an active subject. And the active use of ICT in coursework allows you to successfully solve the following tasks:

Enrichment of vocabulary with modern words of a foreign language.

Cultural aspect - acquaintance with the realities of the country of the target language. Improving the skills and abilities of writing, speaking, various types of reading and listening. Individualization of the learning process, taking into account the characteristics of temperament, memory, attention, etc.

Formation of motivation for educational and cognitive activities. However, it should be noted that the use of ICT should not be an end in itself. They should be used when they help most effectively and with the least spending time to solve certain methodological problems.

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## ОЦЕНКА КАК ИНСТРУМЕНТ ПОДГОТОВКИ И МОТИВАЦИИ

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**Аннотация.** В статье рассматривается важность оценивания на уроке иностранного языка, рассматриваются особенности основных типов контроля диагностического, обучающего, итогового, а также их некоторые разновидности.

**Ключевые слова:** диагностика, формативная, итоговая оценка, обратная связь, исправление, ошибка

**Abstract.** The article examines the importance of assessment in a foreign language lesson, examines the features of the main types of diagnostic, teaching, final control, as well as some of their varieties.

**Key words:** diagnostics, formative, final assessment, feedback, correction, error

Оценка является одним из важных аспектов обучения в школьном контексте. На вопрос Что оценивать? Существует много разных взглядов: оценивать - значит «мотивировать», «тренировать», «развивать», «расширять возможности», «отметить прогресс», «необходимый шаг», «подтвердить эволюцию», «возможность обмена». Оценивать - значит принимать во внимание уровень индивидов (функционирование модели чтения, влияние инновационных практик ...). Это необходимо для этого иметь действующие инструменты. Оценка - это далеко не простая концепция, для которой могли применять простые правила. Оценивать – значит, поместить оцениваемый объект на определенную шкалу ценностей. Так что говоря, что мы хотим оценить понимание прочитанного, мы вызываем объект, природа и размеры меняются в зависимости от теоретического контекста или используемых определений.

Сначала необходимо определить объект, который будет оцениваться, а также его компоненты. Эта оценка будет проводиться с использованием инструментов, которые были разработаны для учёта ранее определенных элементов. В конце своей коллекции данные будут использоваться и интерпретироваться: «оценка - ничто без анализа»[5].

Для продуктивной оценки необходимо проявлять интерес к собранному материалу, сравнивая их со «стандартом», который нужно будет установить, во время проверки. Разрыв между успеваемостью ученика и этой «нормой» будет интерпретирован. Это позволит понять подход студента и в свою очередь, управлять его обучение оптимальным образом, используя "плодотворные ошибки" вывести их происхождение, чтобы регулировать его обучение. Кук объясняет, что «существует целый ряд видов оценки, но мы можем различать их по функциям и временным ситуациям и классифицировать их по трем основным прототипам». Эти три «великих прототипа» соответствуют трем ключевым моментам в процессе преподавания-обучения (начало обучения, середина и конец обучения) и трем фундаментальным функциям (ожидание, регулирование и инвентаризация). Эти три момента и эти три функции соответствуют трем типам оценки (диагностическая, формирующая и итоговое), которые мы подробно обсуждаем. [2]

### Диагностическая оценка

Эта форма оценки может использоваться для определения отправной точки для данного курса, а с другой стороны, для определения и объяснения причины плохого обучения. Эта оценка позволяет определить наличие или отсутствие навыков, которые считаются необходимыми (предварительным условием) для приближения к изучению новой учебной единицы.

### Формирующая оценка

"Оценка проводится, как правило, в конце каждого учебного задания и предназначена для информирования учащегося и учителя о достигнутой степени мастерства. Возможно, выяснить, где и с чем у студента возникают трудности обучения с целью предложить или помочь им обнаружить стратегии, которые позволят ему прогрессировать. Это тоже оценка которая позволяет учащемуся самому оценить, что он знает, чего не знает и в этом смысле это путь к самооценке.

### Суммативная оценка

Его получателем является прежде всего образовательное учреждение и общество. Основная цель - сертификации. Это позволяет составить баланс, который помещает учащегося в соответствие со стандартными или установленными критериями; принять решения о получении диплома, переходе в более высокий класс через пример. Чаще всего переводится в виде заметок. Чтобы обратная связь была эффективной, она должна [1]:

- предоставить студентам информацию, подтверждающую их или нет в завершение задачи;
- выразить сравнение текущего достижения, ориентации задача и ожидаемые результаты;
- быть как можно более быстрым, понятным и удобным для использования для студента;
- выражаться описательным и позитивным языком;
- комментировать, чтобы у студентов была возможность обсудить и посоветоваться с учителем;
- предложить диагноз и рекомендации, относящиеся к наблюдаемому;
- позволить учащимся ощутить ощутимые результаты своих усилий.

Это должно быть поощрение и воодушевление, открывающее дверь для приобретения постепенная уверенность в себе; просвещение осознанием препятствия и успехи (учителями, но также и учениками); учитель позволяя преодолевать определенные препятствия и прогрессировать в строительстве собственной личности; понимают все: все (не забывая учеников и родителей) необходимость уметь интерпретировать то, что он нам говорит.

Здесь мы находим понятие исправления ошибок и его важность в обучении. В новом дидактическом видении ошибка считается как признак необходимости. Продемонстрировать значение ошибки очень просто [4]:

"Вы можете учиться, только когда не знаете. Когда ученик прав, он знает. Если он знает, то на самом деле он не учится, поэтому зря теряет время! И хорошо, когда он ошибается, что он может так изменить, учиться!

Следовательно, ошибка должна иметь положительный статус в процессе обучения".

Еще несколько цитат об образовательном отношении к ошибке. "Если он не прав, пусть делает, не исправляйте своих ошибок, подождите молчание о том, что он может их увидеть и исправить сам. "(Руссо, L'Emile, 1762 г.) «Опыт - это имя, которое каждый дает своим ошибкам. "(Оскар Уальд, 1892)

«Думать - значит переходить от ошибки к ошибке. "(Ален, 1976) "Когда мы понимаем в этой стране, что мы учимся на ошибках, мы перестроят школу по-другому. "(Le Monde Education, 2010 г). «Ошибки - отличная возможность стать умнее. "(Генри Форд). Ошибка также является одним из основных компонентов учебного процесса и требует принятия мер. Исправление последний и, возможно, самый важный шаг в процессе оценки, диагностики и исправления. В дидактике исправление - это процесс, направленный на место занятий, которые помогают учащимся усвоить концепции и улучшить

после формирующей оценочной деятельности, проводимой в конце учебного процесса. Исправить - значит построить, с учетом выявленных недостатков, из которых определили причины и источники, механизм вмешательства, который может заполнить эти пробелы.

Таким образом оценка - сложный процесс, тесно связанный с тренировочными намерениями. С развитием методологии и педагогики место учителя изменилось. Необходимо адаптировать содержание курса в соответствии с языковыми потребностями учащихся. Учитель должен создавать связь между своим опытом и реальностью учащегося, чтобы предложить действия которые мотивируют и позволяют учащимся развиваться.

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## РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В ПРОФЕССИОНАЛЬНЫХ ЦЕЛЯХ

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**Abstract.** *The article considers general tendencies in world and Russian education, and also both principles and methods of forming professional, communicative, intercultural competences and in the process of teaching foreign language for professional purposes in the conditions of engineering, economic and other non-linguistic specialties at technical university.*

**Key words:** *education, pedagogical process, language teaching, communicative competence, foreign language for professional purposes.*

**Аннотация.** *В статье рассматриваются общие тенденции в мировом и российском образовании, а также принципы и методы формирования профессиональных, коммуникативных, межкультурных компетенций в процессе преподавания профессионально-ориентированного иностранного языка на инженерных, экономических и других неязыковых специальностей в техническом университете.*

**Ключевые слова:** *обучение, педагогический процесс, обучение языку, коммуникативная компетенция, иностранный язык для профессиональных целей.*

В современном обществе очень востребованы специалисты, обладающие способностями и навыками, позволяющими профессионалу быть более маневренным и успешным в нынешних условиях рыночных отношений, эффективно выполнять большой объем трудовой деятельности, будучи при этом достаточно социально адаптированными. Большое значение может быть отведено коммуникативному процессу в реализации одного из важных функциональных свойств профессиональной компетентности, а именно того, которое объединяет развитие творческих способностей, поэтому гениальное общение происходит как внутри, так и на межкультурном уровне, подразумевая использование иностранного языка. Новый многогранный и разносторонний мир выдвигает новые требования к успешной процедуре подачи заявки в целом и работе с персоналом в частности [9]. Поскольку отличительной чертой нынешнего положения дел в различных сферах экономики бизнеса является наличие совместных предприятий и / или всевозможных отношений с иностранными партнерами, поэтому трудно представить общение с персоналом без иностранного языка. , как средство общения. Практически все согласны с тем, что для современных менеджеров английский - это не роскошь, а инструмент для эффективной работы в профессиональной сфере. Компетентность можно рассматривать как формирование способности качественного функционирования сотрудника в области определенной дисциплины применять некоторые специальные знания, умения, способы мышления, осознание ответственности за собственные действия, направленные на организацию и применение. творческие способности в профессиональной сфере. Большое значение в реализации функциональных свойств профессиональной и личностной компетенции, интегрирующих развитие творческих способностей, имеет коммуникативный процесс [8, с. 41]. Роль личного, делового и профессионального общения, которая растет в современном мире, проявляется как в реальном живом общении, так и в форме электронного общения через электронную почту, социальные сети, мессенджеры мгновенного обмена сообщениями или диаграммы и их варианты, печать, аудио. и даже видео сообщения, а также внутренние варианты телефонных звонков. Указанные возможности коммуникативных ресурсов предполагают расширение внешних границ общения практически до глобальных пределов. То есть участникам такого широкого круга взаимодействий необходимо использовать иностранный язык для осуществления как личного, так и производственно-делового общения. Такая потребность влечет за собой рост спроса на работников неязыковых профессиональных сфер, таких как техническая,

инженерная, экономическая, которые могут осуществлять коммуникативный процесс, используя знание иностранного языка. Пользовательское функционирование иностранного языка дает возможность расширить сферу деловой активности сотрудника. Современные требования, предъявляемые к специалистам, предполагают современные, инновационные подходы к обучению, в частности, английскому языку [10, с. 300]. Одним из таких подходов в обучении английскому языку может быть методический менеджмент. Эффективность методического управления определяется его функциями (прогнозирование, планирование, разработка и принятие решений, организация, контрольный учет), которые направлены на реализацию некоторых необходимых этапов управленческой деятельности в обучении [3, с. 73]. Наряду с увеличением числа пользователей иностранным языком среди будущих специалистов прямо в своей профессиональной деятельности, очень важным вопросом является перспектива плодотворного взаимодействия преподавателя иностранного языка со студентами неязыковых специальностей в сфере профессиональной ориентации. процесса обучения и как результат повышения качества предстоящей деятельности будущего специалиста по специальности.

Таким образом, языковое образование на профессионально-технической основе в рамках неязыковых специальностей становится важным компонентом, участвующим в создании эффективной жизни будущего специалиста в глобальном многоязычном и поликультурном пространстве человеческого сообщества. «Английский язык играет большую роль в жизни современных студентов, так как это доминирующий язык международного общения, торговли, сотрудничества и бизнеса. Развитие современных ИТ-технологий не только способствует развитию иностранного языка, но и подчеркивает его актуальность [6, с. 47]. Увеличение информационных и коммуникативных ресурсов в языковой профессиональной подготовке способствует формированию иностранного языка как реального средства общения между будущими специалистами и иностранными коллегами. Привлечение социокультурного подхода означает культурное развитие будущего молодого специалиста, способствующее построению успешной деловой активности в предлагаемых условиях межкультурного общения, а показателем наличия такой способности является межкультурная компетенция, дополняющая профессиональную из положение межъязыкового, языково-ориентированного профессионального общения в рамках эффективной профессиональной деятельности [9]. Функционально-коммуникативные, социокультурные подходы и современные ИТ-технологии, задействованные в формировании профессионально ориентированной компетенции, ориентированы на личностные характеристики студента, самосовершенствование, развитие индивидуального творческого потенциала [5, с. 408]. Специально ориентированная языковая подготовка в рамках неязыковых технических, экономических и других специальностей дает студентам возможность выступать в будущем в качестве посредника между разными языками и культурами в деловой и социокультурной сферах, то есть становится своеобразным инструментом формирования социальной мобильности, активности и адаптивности сознания молодого специалиста. Для решения такой задачи социальной адаптации и профессиональной самореализации необходимо использовать междисциплинарный подход в обучении иностранному языку в профессиональных целях, который представляет собой скоординированное, эквивалентное, взаимно дополняющее взаимодействие учебных дисциплин, объединенных одним целым учебным и дидактическая система. Такая реализация междисциплинарных отношений обеспечивает основу для формирования коммуникативных и профессиональных компетенций, что в свою очередь становится залогом качественного обучения иностранному языку по неязыковым специальностям. Реализация межкультурной компетенции предполагает способность студентов поддерживать коммуникативное взаимодействие с целью реализации определенных личных и профессиональных намерений в реальности, спокойно сотрудничать в рамках разнообразного ситуационного общения.



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## ВЛИЯНИЕ ДВУЯЗЫЧНЫХ РОДИТЕЛЕЙ НА БИЛИНГВАЛЬНУЮ СИСТЕМУ ДЕТЕЙ.

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Различные способы двуязычия и многоязычия обуславливают различные формы их освоения. Второй (или третий, четвертый, ...) язык можно сознательно изучать естественным путем, неуправляемым и бессознательным образом приобретенным или контролируемым, с помощью формального наставления. В обоих случаях речь идет о процессах обучения, каждый из которых имеет характерные черты. Одной из, возможно, самых известных форм приобретения второго языка является одновременное приобретение двух языков с самого начала, когда родители говорят на разных языках и воспитывают своего ребенка двуязычным. Его называют билингвальным приобретением первого языка или также первостепенным приобретением второго языка. Это обозначение ссылается на многочисленные эквиваленты монолингвального приобретения первого языка [1, 11].

Этапы развития в самой благоприятной среде проходят в основном параллельно на обоих языках. Однако из-за (временного) доминирования одного из двух языков могут возникать сдвиги такого типа, как определенные этапы развития проходят раньше то на одном, то на другом языке. Например, ребенок может употреблять в одном языке преимущественно голофразы (слова, используемые как предложения), но в другом, доминирующем языке уже предложения в стиле телеграмм. Точно так же можно наблюдать, что, хотя двуязычный ребенок одинаково хорошо понимает оба языка, он активно производит только один из них. При билингвальном приобретении первого языка или первичном приобретении второго языка наибольшая вероятность того, что произойдет сбалансированное двух - или многоязычие с компетентностью, сравнимой во всех участвующих языках. Некоторые ученые называют это „единственной истинной билингвальностью“ [2]. По их мнению „истинная“ билингвальность, происходит в результате исключительного естественного, неуправляемого, бессознательного, интуитивного приобретения по крайней мере двух языков с самого начала их приобретения. С другой стороны, о вторичном приобретении второго языка говорят тогда, когда приобретение первого языка уже относительно продвинулось на этапе изучения и развития. Часто в этом контексте (как при освоении первого языка) подразумевается освоение второго языка и речи в подростковый период индивида, который будет урегулирован примерно в 6- 11 лет [3].

Лингвисты предполагают, что позднее приобретения второго языка принципиально отличается от предыдущего приобретения и осуществляется сознательно под влиянием первого языка [4]. Иногда процесс обучения при вторичном приобретении второго языка приравнивается к процессу изучения иностранного языка [5]. На базе уже существующих языковых знаний сознательное обучение лидирует, например, взрослый учащийся может более рационально использовать гипотезы грамматических правил. , так как правила первого языка уже явно освоены и можно сознательно искать сходства и различия со вторым языком.

Следует рассмотреть, как родители разных национальностей потенциально могут реализовать двуязычное воспитание детей. В то время как один родитель говорит на одном языке, а второй родитель на другом языке (один человек один язык). Важно будет изучить вопрос о том, передали ли эти две родительские группы в той или иной степени свои знания двуязычия детям.

В общей сложности проведенный опрос идентифицировал 20 детей с двуязычными родителями, из них 6 детей имели разноязычных родителей, каждый из которых мог говорить только на одном из двух языков и из 14 детей по крайней мере один родитель сам был двуязычным. О „классическом случае“ двуязычного воспитания детей говорят, когда каждый родитель говорит на своём языке и каждый передает свой язык детям (здесь один родитель узбек, другой русский). На этом этапе возникает вопрос, насколько узбекско-русскими

двухязычными были дети 6 „классически двухязычных“ родительских пар (причем каждый родитель сам был одноязычным или по крайней мере языковым доминантом) на момент проведения основного исследования.

При рассмотрении данной проблемы можно сделать вывод, что дети билингвальных родителей ощущают себя преимущественно в качестве языкового доминанта. На втором месте рейтинга являются сбалансированные билингвальные дети. Что касается сопоставления с языковыми группами на основе производительности, сбалансированные двухязычные дети в большинстве. Тем не менее, дети разноязычных родителей значительно менее двухязычны, чем в половине случаев.

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## THEMATIC PRESENTATION AS A LEARNING TOOL FOR ORAL SKILLS

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**Аннотация.** В статье рассматриваются возможности использования тематической презентации как средства обучения устной речи. Представлены основные требования и этапы работы над презентацией.

**Ключевые слова:** тематическая презентация, устная речь, коммуникативная компетенция.

**Abstract.** The article discusses the possibilities of using thematic presentation as a means of teaching oral speech. The basic requirements and stages of work on the presentation are presented.

**Key words:** topical presentation, speaking, communicative competence.

The approach to organizing the process of teaching a foreign language in higher education has changed significantly. Visual aids made on the basis of multimedia technologies are widely used, making it possible to carry out the learning process at a qualitatively new level.

Some of the most popular today are multimedia presentations. Performing a visual and illustrative function, multimedia presentations can be successfully used by the teacher at almost all stages of training: introduction and consolidation of lexical and grammatical mathematical material, control of the studied material. In addition, the creation of projects in the form of presentations is an integral part of the student's independent work. Presentations can be used as support for listening, retelling texts, drawing up dialogues. Such a wide range of applications for multimedia presentations is explained the fact that presentations "add variety, enliven the learning process, increase the emotional impact on students, create a comfortable learning environment, help form a model of real communication". It is also important that the development of presentations increases the information culture of students, their motivation and self-esteem. Experience shows that so-called thematic presentations (presentations on the proposed topics) is an effective technique for improving monologue speech, presenting extensive material for communication in a foreign language. Through the presentation, the student has the ability to build your speech logically and coherently, express your thoughts quite fully and correctly in terms of language.

When organizing a lesson using a presentation, teaching material is presented clearly and accessible than if it were in the usual oral form. In the course of his presentation, the student has the opportunity to use keywords, diagrams, tables, pictures that he has prepared. This allows you to speak consistently, in detail, confidently and expressive.

The use of thematic presentations is considered to be quite justified in the learning process, both a general and a professionally oriented foreign language. So, for example, for law students the topics "Famous English and American lawyers", "The judicial system in the English-speaking countries", "Legal professions in the UK and USA ", " The US Supreme Court ", " British Parliament: its past and present ".

These topics include voluminous material, moreover, when studying them, it is impossible to do without illustrative material. For these reasons, thematic presentations are the most useful tool for learning. Using multimedia presentations in teaching foreign language is a two-way process that contributes to the development of students' communicative competence. On the one hand, the student speaker speaking skills (monologue speech) are being improved. On the other hand, the audience learns to perceive a foreign language by ear (skills listening), as well as conduct a dialogue with the speaker on the topic of the presentation, thereby improving the skills of dialogical speech.

Creating a thematic presentation is not only interesting, but also quite a laborious process. To prepare a presentation, you must study a large amount of information in order to avoid templates and turn your work into a product of individual creativity. Remember and about the structure of the

presentation: introduction, the main part with the development of the main provisions logically related to each other, and the conclusion.

The success of multimedia presentations depends largely on adherence to requirements for creating a presentation: informative conciseness, consistency, structured, clarity and literacy. Compliance with the listed requirements is necessary to create a high-quality presentation, the use of which will make the lesson cognitive and effective. Work on creating a presentation includes the following stages:

1. Selection and structuring of information on the topic.
2. Selection of illustrative material.
3. Drafting of text and presentation design.
4. Preparation of a speech on the topic of the presentation.
5. Defense of the presentation, its discussion in the classroom.

It should be noted that it is not only the individual creation of the presentation that is effective, but also the teamwork, when, in addition to the benefits of using the presentation mentioned above, a sense of responsibility, teamwork. As a rule, creating thematic presentations causes a lot of interest among students, while, in contrast to the traditional retelling of the text, students of different levels of proficiency in a foreign language are involved in the process, which undoubtedly optimizes the educational process.

Thematic presentations can be used effectively as an evaluation tool. Students are asked to present an oral presentation accompanied by a multimedia presentation. Having studied the lexical and grammatical material on the proposed topic, they must independently compose oral messages, pick up illustrative material, and present their messages to an audience. When the most successful, in our opinion, is such a performance when the presentation itself does not repeat the words of the speaker, but complements his speech, creating a holistic and vivid picture of the speech.

The practice of using presentations in the process of teaching a foreign language in non-linguistic specialties of Kamchatka universities revealed some typical mistakes made by students:

1. The text of the presentation is not structured, the logical connection between the blocks presentation is missing.
2. Too much text on one slide, small print used.
3. The background of the slides is not well chosen.
4. Presentation slides are designed in different styles.
5. Unsuccessful selection of illustrative material (inconsistency with the topic presentations, excess or lack of illustrations).

A serious drawback is that senior students do not like to use graphics, diagrams, diagrams as illustrative material when necessary, since they do not know the constructions and speech cliches used in describing digital information. Meanwhile, these elements of the presentation can find application in the professional field of future specialists, so the teacher needs to pay special attention to this. The abundance of lexical, grammatical and stylistic errors in presentation is often due to the fact that initially the presentation material was created by translating a Russian text into a foreign one, which is unacceptable, since students must learn to use foreign languages sources.

The quality of the thematic presentation is assessed by the teacher following criteria:

- correspondence of the content of the presentation to the declared topic;
- structured presentation text;
- visual design of the presentation;
- literacy of presentation;
- performance.

So, the analysis performed allows us to conclude that it is advisable to use thematic presentations in foreign language classes. With the help of language, which it becomes possible to realize the communicative function of the language. Ability to speak in front of an audience in a foreign language using a multimedia presentation in the future will allow students to become professionally demanded specialists.

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## PSYCHOLOGICAL SCIENCES

### ПСИХОЛОГИЯДА ИШОНЧ ВА ИШОНЧСИЗЛИК МУАММОСИНИНГ ПСИХОЛОГИК ТАЛҚИНИ

Ғайбуллаева Дилноза Мухаммаджон кизи  
Низомий номидаги ТДПУ Масофавий  
таълим кафедраси ўқитувчиси

Жаҳоннинг йирик олимлари, соҳа муаллифларининг асосий фалсафий тадқиқотларига, илмий йўналишига, ижтимоий нуктаи назари ва сиёсий эътиқодига қараб улар ишонч моҳиятини тушуниб етишга турлича ёндашувларни таклиф этадилар.

Ишонч ва ишончсизлик объекти типологиянинг қабул қилинган асосларидан бири ҳисобланади. Т.П.Скрипкина томонидан ўтказилган таҳлил шуни кўрсатмоқдаки, психология фанининг турли йўналишларида ишонч кўп ҳолларда бошқа бир ҳодисанинг мавжудлик шарти сифатида айтиладиган учта мустақил соҳалар ҳақида сўз боради: бу оламга бўлган ишонч, бошқаларга бўлган ишонч ва инсоннинг ўзига бўлган ишончи. Ушбу аспектларнинг ҳар бири алоҳида ўрганилганини қайд этиш жоиз. Бунда бошқаларга бўлган ишонч ижтимоий-психологик муаммолар контекстида ўрганилган; инсоннинг ўзига бўлган ишончи психотерапевтик ва психокоррекцион процедуралар предмети сифатида чиққан, оламга бўлган ишончга эса шахснинг базавий йўналиши сифатида қаралган, аммо айни пайтга қадар ушбу ҳодисанинг психологик механизмлари ўрганилмаган. Э.Эриксон томонидан тавсифланган “базал ишонч” ишончнинг ушбу учта тури шаклланишининг асоси ҳисобланади. Шахснинг онтогенетик ривожини бошланғич босқичларида боланинг энг яқин кишилари билан мулоқоти тажрибасидан келиб чиқадиган базал (базисли) ишонч инсоннинг бутун ҳаёти давомида ривожланиб ва ўзгариб бориб, у инсоннинг ишонувчанлик каби хусусиятини белгилайди.[1]

Ҳозирги пайтда инсоннинг ўзига бўлган ишончи энг кўп ўрганилган муаммо ҳисобланади, у Т.С.Скрипкина ва унинг ўқувчилари олиб борган тадқиқотларнинг предмети саналади. Т.С.Скрипкина инсоннинг ўзига бўлган ишончини инсоннинг ўзига, оламга муносабати бўйича муайян қадриятлар позициясини эгаллаш имконини берувчи шахснинг рефлексив, субъектлив феномени сифатида тавсифлайди. Инсон ушбу позициядан келиб чиққан ҳолда ўзининг ҳаётий стратегиясини тузади. Т.П.Скрипкина ўзига бўлган ишончнинг оптимал даражасини ривожлантириш шахснинг нафақат яхлитлигининг, балки улгайганлигининг ҳам кўрсаткичи ҳисобланади. Ўз навбатида, оламга бўлган ишонч “специфик субъектлив феномен” сифатида тушунилади, “унинг моҳияти субъектнинг турли объектларга ёки олам фрагментларига долзарб аҳамиятлиликини бошдан кечиришдан ва ушбу объектлар ёки олам фрагментларининг инсон учун асоссиз равишда хавфсиз эканлигини ўз ичига олувчи ўзига хос муносабатдан иборат”. Унинг қайд этишича, инсоннинг ўзига бўлган ишончи оламга бўлган ишончсиз бўлиши мумкин эмас, акс ҳолда фақат яхлит тизим сифатида мавжуд бўлиши мумкин бўлган “инсон ва олам” тизими бузилиб кетади. Бир ҳолатда инсон оламга бўлган ишончга эга бўлишга интилиши мумкин, шунда у “мақсадга мувофиқлик”, яъни мослашувчанлик мантиғи бўйича ҳаракат қилади. Бошқа ҳолатларда ҳаммаси аксинча бўлиши мумкин - инсон ўзига бўлган ишончга эга бўлишга ҳаракат қилади, ана шунда у, вазият устидан фаоллик кўрсатган ҳолда, вазият доирасидан “чиқишга” қодир. Шундай қилиб, инсоннинг оламга бўлган ишончи ва ўзига бўлган ишончи мунтазам равишда ҳаракатчан мувозанат ҳолатида туради: “оламга бўлган ишонч ва инсоннинг ўзига бўлган ишончи уйғун бирикувга интилади, акс ҳолда телбаларча таваккал ёки шахсий индивидуалликдан, инсоннинг ўз-ўзидан тўлиқ бегоналашиши кузатилади”. Т.П.Скрипкинанинг фикрича,

кутблардан исталган бирини абсолютлаштириш шахсининг дезадаптациясига, патологик оқибатларга олиб келади. [2]

Оламга бўлган ишонч ва инсоннинг ўзига бўлган ишончга қарама-қарши қилиб қўювчи бундай нуқтаи-назар қонуний эътирозларни туғдириши мумкин. Хусусан, субъектнинг вазиятга қараб қиладиган адаптатив ҳаракатлари кўп ҳолларда шахсининг ҳам ўзига, ҳам оламга бўлган юқори ишонч даражасида кечади. Масалан. яхши таниш бўлган шароитларда, олдиндан сезиш мумкин бўлган муҳитда ва ҳоказолардаги фаоллик. Бундан ташқари. шахс бир пайтнинг ўзида юқори даражадаги таваккал ва ноаниқлик, яъни ўрганилмаган нарсаларни излаш, англаб етилмаган нарсаларга интилиш билан характерланадиган қарама-қарши вазиятда ҳам ўзига ва оламга бўлган ишончнинг юқори даражасини намоён этиши мумкин. Агар ҳаёт фаолияти шароитларида ва субъектив умидларда номувофиқлик мавжуд бўлмаса, шахс таваккал қилмасдан, ўзига бўлган ишончнинг юқори даражасида ҳаракат қилиши мумкин. Шунингдек, инсон ўзига қанчалик кучли ишонса, у бошқа одамларга ва умуман оламга нисбатан ўзининг ишончли хатти-ҳаракатини шунчалик тез-тез намоён этади, деб тахмин қилиш мумкин. Рефлексив даражада бу тахминан қўйидагича бўлиши мумкин: “Қандай кутилмаган воқеалар содир бўлмасин, атрофдагилар ўзларини қандай тутмасин, мен ҳар доим вазиятдан чиқиб кетиш йўлини топаман”. Бироқ бу тахминлар жиддий текширувни талаб этади.

Хулоса қилиб айтганда, бизни ўраб турган олам, бошқа одамлар ва субъектнинг ўзидан ташқари алоҳида одамлар, ижтимоий гуруҳлар ва ташкилотлар ҳам ишонч ва ишончсизликнинг объектлари ҳисобланади. Шунингдек, моддий ва номоддий дунёдаги турли феноменлар ва ҳодисалар ҳам бошқа эҳтимолий объектлар сифатида чиқиши мумкин.

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## SOCIOLOGICAL SCIENCES

### ПРАВОВАЯ СОЦИАЛИЗАЦИЯ ЖЕНЩИНЫ В ОБЩЕСТВЕ В РЕСПУБЛИКЕ УЗБЕКИСТАН

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**Аннотация:** Забота о женщине, являющейся опорой семьи и общества, наполняющей жизнь радостью и красотой, оказание ей должного уважения всегда были неотъемлемой частью менталитета узбекского народа. Благодаря женщинам жизнь обретает ещё более глубокий смысл, озаряется светом любви и доброты, в домах царят мир и благополучие. В статье рассматривается роль и деятельность женщин в современном обществе, которые являются опорой семьи и общества.

**Ключевые слова:** женщина, права женщин, семья, современное общество, поддержка женщин.

В наше время деятельность женщин сильных с активной гражданской позицией, особых заниматься политической и общественной деятельностью, не менее, а с учётом стоящих перед нашим обществом задач, даже более востребованы, чем когда либо. В современном обществе женщина готова стать любящей женой и заботливой матерью, верной и надёжной опорой в любых испытаниях, в нашей стране огромное внимание уделяется им.

2 февраля 2018 г. в целях повышения активности Комитета женщин Узбекистана, а также коренного совершенствования его деятельности в сфере поддержки женщин и укрепления института семьи, был принят Указ Президента Республики Узбекистан «О мерах по коренному совершенствованию деятельности в сфере поддержки женщин и укрепления института семьи». В соответствии с Указом определены приоритетные направления в которых поставлены важные задачи обеспечения эффективной реализации государственной политики по поддержке женщин, защите их прав и законных интересов, а также повышения их роли и активности в общественно-политической жизни нашей страны.

В республике образован Общественный фонд по поддержке женщин и семьи, основными задачами которого определены оказание материальной помощи женщинам и семьям с инвалидностью, а также содействие в реализации предпринимательских инициатив женщин[3].

Сегодня женщины составляют почти 50 % населения нашей страны. В настоящее время более 1400 женщин являются руководителями государственных и общественных организаций страны. 17 сенаторов, 16 депутатов Законодательной палаты Олий Мажлиса, 1075 депутатов местных Кенгашей народных депутатов являются женщины. В сферах здравоохранения и социальных услуг доля женщин превышает 82%, науки, образования и воспитания, культуры и искусства -72%, сельского хозяйства -45%, промышленности -38% [4].

Следует отметить, то что, государство особо ценит незаменимый и добросовестный труд каждой женщины. В годы независимости более 2180 женщин удостоены высоких государственных наград, среди них десятки Героев Узбекистана, заслуженных деятелей науки, народных учителей, поэтов, артистов. Более 500 женщин – академиков и докторов наук, тысячи женщин – кандидатов наук отдают свои знания и опыт, самоотверженно трудятся во имя процветания Родины[1].

Ежегодно более 10000 женщин нуждающиеся в социальной поддержке и женщины с инвалидностью обеспечиваются работой со стороны государства. Малообеспеченным и потерявшим кормильца семьям в общем выделено более 242 миллиардов сумов. В 2018 году женщинам-предпринимателям были выделены кредиты на сумму 2 триллиона 800 миллиардов сумов, только за 2017-2018 год около 100000 женщин обеспечены постоянными рабочими местами, для женщин организованы специальные курсы на которых тысячи женщин получили различные профессии.

Ш.М.Мирзиёев подписал постановление «О мерах по дальнейшему усилению гарантий трудовых прав и поддержке предпринимательской деятельности женщин», усиливающее гарантии трудовых прав женщин. В постановлении глава государства подчеркнул, что несмотря на предпринимаемые меры имеется ряд системных проблем и недостатков, препятствующих созданию механизмов гарантий прав и эффективной деятельности женщин в сфере предпринимательства, такими как, недостаточная организация по переподготовке женщин, долгое время которые были заняты уходом за ребёнком профессиям востребованным на рынке.

С 1 мая 2019 года в республике отменили запреты применения труда женщин в определённых отраслях или профессиях; запрещается расторжение по инициативе работодателя трудового договора, заключенного на определённый срок, в связи с достижением женщинами пенсионного возраста или согласно законодательству с возникновением права на пенсию по возрасту; при рассмотрении в судах дел о правонарушении равноправия мужчин и женщин оплата юридических услуг, оказываемых женщинам со стороны адвокатов покрывается по их желанию за счёт государств.

В 5 инициативе Президента, которая называется «Создание новых рабочих мест для женщин», особое внимание уделено созданию в каждом районе швейно-трикотажных предприятий и обеспечения женщин работой, открытие в колледжах курсов по швейно-трикотажному делу и другим профессиям, что является поддержкой по дальнейшему усилению гарантий трудовых прав женщин и их поддержке в будущем.

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## TECHNOLOGICAL SCIENCES

### MOUNTAIN ELEMENTS IN THE FLORA OF SULTANUVAYS

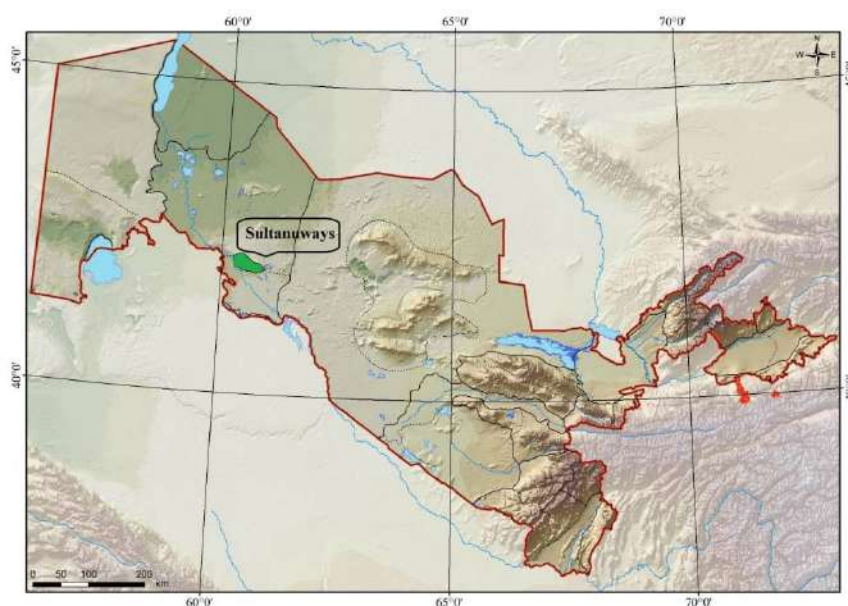
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The low-mountain ridge Sultanuvays is located on the right bank of the Amu Darya. Sultanuvays is the westernmost continuation of the mountain systems of Central Asia and is a northwestern isolated mountain system, which is part of the so-called Kyzylkum remnants. The ridge starts from the old delta of the Amu Darya and stretches in a narrow strip from east to west to Lake Khojakul. The length of the system is about 40 km, the width is on average 10-15 km. In the western part, the ridge stretches almost latitudinal, first along the Amu Darya, and then leaves it to the east for about 70 km into the Kyzyl Kum desert. The total area of the Sultanuvays Mountains is 700 sq. km. The highest point of the ridge is Mount Kara-Chingil, which has an elevation of 485 m above sea level. m. Sultanuvays in the west splits into uplands isolated from each other: Sheikh-Dzheli, Kuyanchik, Zengebaba and Jumurtau. The Sultanuvays Mountains are the remnants of an ancient ridge of Paleozoic rocks located in a latitudinal direction from Tyan-Shan to the west. The soils are sandy loam, loamy and gravelly. The climate of this region is dry, sharply continental. The floristic composition is completely dominated by groupings of desert vegetation types. A significant part of the plant species of Sultanuvays are the usual forms of the sandy, rocky and salty deserts of Turan.

Sultanuvays is a mountain structure with a complex geological structure, in its structural and petro logical features it sharply differs from similar formations of the same age developed within Central Asia. Sultanuvays is characterized by extreme low water levels, deep groundwater, which, as is commonly believed, excludes capillary uplift and direct plant nutrition.

In the physical and geographical zoning of the middle zone of the deserts of Central Asia, L.N. Babushkin and N.A. Kogai [1] suggest that the Sultanuvays districts belong to the Kyzylkum district of the plain sub-province of the Turan physical-geographical province. In the floristic division of Central Asia R.V. Kamelin and others [2], [3] refer the territory of Karakalpakistan to the Turan desertprovince.(fig1.)



*Figure 1 - Mountains. Sultanuvays (Sultan-Uiz-dag).*

For the first time, the expert, outstanding researcher, botanist M. Popov visited the Sultanuvays mountains [4]. He spent only 7 days in these mountains and examined only the southern ridges. As a result of this visit, he wrote “Botany-geographical sketch of the Sultan-uizdag mountains.” As a result of his expedition, he collected 121 species on the ridge.

Sherbaev B.SH for Sultanuvays cites 444 species of higher plants, which belong to 226 genera, 51 families. Of these, 3 species - *Lappula parvula*, *Scorzonera bungei*, *Jurinea longicorollaris*, are endemic to the ridge. [five]

Abdurakhmanov R [6] gives 240 species, Zakirov P.K [7] gives 230 species of higher plants, which belong to 131 genera, 32 families.

The vegetation cover of Sultanuvays is unique and composed of species from formations of desert types. Desert species prevail there and the *Amaranthaceae* family is in first place in terms of the number of species.

It is here that still preserved plants, usually growing in mountainous regions.

The Sultanuvays ridge is characterized by the presence of several species of mountainous Central Asian genesis. First of all, it is a strict endemic *Scorzonera bungei* Krasch. et Lipsch., as well as 2 species of stickies with western Tien Shan relationship (*Lappula parvula* Nabiev et Zakirov, *L. aktaviensis* Popov et Zakirov). In addition, the already mentioned species *Allium rinae* was found here on black basalts in 2009. (Fig-2.)



Figure 2. *Allium rinae* F.O.Khass. & Shomur. & Tojibaev

Thus, the mountain-Central Asian floristic elements in the flora of the Kyzyl Kum outliers have not yet disappeared, despite the strongest aridization of the climatic situation observed throughout the territory of Turan.

Psammophytic floristic complex with a number of edificators and dominants, such as *Ammodendron conolii* Bunge ex Boiss., *Astragalus villosissimus* Bunge, *Ferula foetida* (Bunge) Regel, *Artemisia turanica* Krasch., *Krascheninnikovia ewersmanniana* (Stschesgl. Ex. Ex Boiss.) and, less often, petrophytic groups, but it already predominates in the near-watershed parts of the low mountains. Mountain-Middle Asian elements, once dominant here, are gradually disappearing and giving way to their ecotopes to the Turanian desert species.

Significant differences in the composition of the flora and vegetation of Sultonuways both from the mountainous regions of Central Asia and from the desert regions lead to the conclusion that in connection with the above, a serious question arises about the protection of the described species. Therefore, whole communities need to be protected.

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## ИЗУЧЕНИЕ ОРТОПЕДИЧЕСКИХ ЗАБОЛЕВАНИЙ У ДЕТЕЙ РАННЕГО ВОЗРАСТА С ЦЕЛЬЮ РАЗРАБОТКИ ОДЕЖДЫ ДЛЯ НИХ

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**Annotation.** This article is devoted to the analysis of orthopedic diseases in young children. The dynamic indicators of people with rehabilitates with the consequences of congenital dislocation of the femur who underwent rehabilitation in the Republican children s Orthopedic Center for 2008-2018 are given.

**Keywords:** dysplasia, dislocation, orthopedic disease, hip joint, ergonomic diseases.

В соответствии с законом Республики Узбекистан «О социальной защищенности инвалидов в Республике Узбекистан» от 11.07.2008 года и совместного постановления Министерства здравоохранения Республики Узбекистан и Министерства труда и социальной защиты населения Республики Узбекистан «Об утверждении положения о порядке выдачи медицинского заключения о признании инвалидами детей в возрасте до 16 лет» от 15.09.2009 г. особое внимание уделяется для каждого ребенка, имеющего отклонения в здоровье, в том числе ортопедические, разрабатывается индивидуальная программа реабилитации [1-2].

Дисплазия тазобедренного сустава (ДТБС) и врожденный вывих бедра (ВВБ) являются одними из распространенных и трудно диагностируемых у детей раннего возраста ортопедических заболеваний, которые при поздней диагностике и лечении нередко приводят к тяжелым осложнениям и инвалидности. В структуре врожденных заболеваний опорно-двигательного аппарата на долю ДТБС и ВВБ приходится до 73,2% случаев [3].

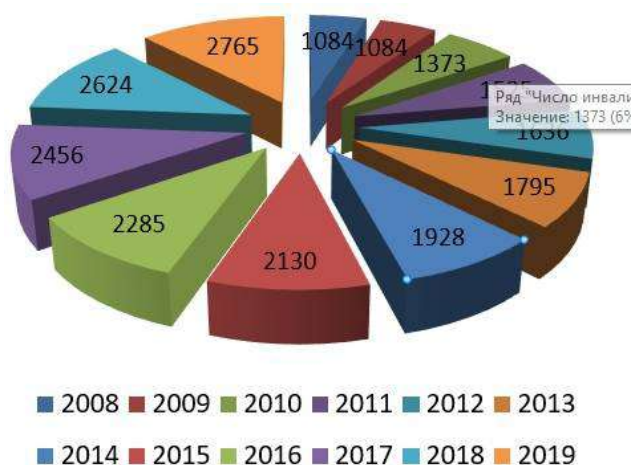
Как известно, у новорожденных чаще всего встречается недоразвитие (дисплазия) тазобедренных суставов, чем вывих. Дисплазия у детей первых 3-месяцев жизни составляет 70%, подвывих – 20%, вывих – 10%. Как видно из обзора литературных данных дисплазия тазобедренного сустава встречается у 15-16 детей на 1000 новорожденных, частота же вывиха зависит от климатических, природных условий и от национальных обычаев [4].

Мировая статистика указывает, что врожденный вывих бедра составляет в среднем 2-3 % среди новорожденных, однако имеются расово-этнические особенности его распространения.

При изучении сравнительных показателей частоты инвалидности за 2008-2019 гг. по последствиям врожденного вывиха бедренной кости в Республике Узбекистан выявлено, что данный показатель в масштабах республики имеет некоторую тенденцию к увеличению [5-6].

Проведенный ретроспективный анализ показателей у детей с последствиями врожденного вывиха бедренной кости, прошедших реабилитацию в Республиканском детском ортопедическом центре за 2008-2019 гг., показал, что за последние 10 лет обращаемость в Центр родителей с детьми-инвалидами по последствиям данной патологии в динамике растет с 5,5 % до 12,0 % (Рисунок 1).

Рис.1-Динамические показатели  
обращаемости родителей детей, прошедших  
реабилитацию в Республиканском детском  
ортопедическом центре за 2008-2019 г.г.





Исходя из анализа результатов данных, обращаемость родителей детей раннего возраста с ортопедическими заболеваниями в Республике Узбекистан имеют тенденцию к росту, поэтому становится актуальным вопрос разработки и производство одежды для детей этой категории.

В настоящее время имеются ГОСТ 32119-2013 «Изделия для новорожденных и детей ясельной группы. Общие технические условия», ГОСТ Р 54408-2011 «Одежда специальная для инвалидов. Общие технические условия», ГОСТ Р 51079-2006 (ИСО 9999:2002) «Технические средства реабилитации людей с ограничениями жизнедеятельности. Классификация». Несмотря на наличие этих документов, для детей имеющих ортопедические болезни, не существуют специальные одежды, изготовленные с учетом функциональных возможностей ребенка.

В последующем будут проведены работы по анализу динамических показателей детей с ортопедическими заболеваниями бедренной кости в разрезе регионов Республики Узбекистан и изучении спроса специальной одежды для детей раннего возраста с учетом эргономических показателей.

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**SCIENTIFIC IDEAS OF YOUNG  
SCIENTISTS**

**POMYSŁY NAUKOWE MŁODYCH  
NAUKOWCÓW**

**НАУЧНЫЕ ИДЕИ МОЛОДЫХ  
УЧЕНЫХ**