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ОСНОВНОЙ РАЗДЕЛ

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BOLALARNI JISMONIY TAYYORGARLIGINI RIVOJLANTIRISHDA HARAKATLI O‘YINLARNING AHAMIYATI

Annotatsiya: Maqolada bolalarni jismoniy tayyorgarligini rivojlantirishda harakatli o‘yinlarning ahamiyati va jismoniy rivojlanishi taxlil kilindi. Ayniqsa, maktabgacha talim tashkilotlarida bolalarni jismoniy faolligini oshirish xamda barkamolligini taminlashda harakatli o‘yinlar asosiy vosita xisoblanadi.

Kalit so‘zlar: Jismoniy tarbiya, umumiy jismoniy, estafetalar, harakatli o‘yinlar, bolalar, tarbiyachi, jismoniy rivojlanish.

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THE IMPORTANCE OF MOVEMENT GAMES IN DEVELOPING CHILDREN'S PHYSICAL FITNESS

Annotation: The article analyzes the importance and physical development of movement games in the development of children's physical fitness. In particular, movement games are a key tool in increasing the physical activity and well-being of children in preschool institutions.

Keywords: Physical education, general physical, relay races, movement games, children, educator, physical development.

Kirish: Mustaqillik yillarida respublikamizda ta'lim tizimida amalga oshirilayotgan islohotlar, barkamol avlod tarbiyasini ko'zlab qabul qilingan davlat dasturlari, qaror va farmoyishlarning barchasi, jumladan, O'zbekiston Respublikasining "Jismoniy tarbiya va sport to'g'risida"gi Qonuni hamda Vazirlar Mahkamasining "O'zbekistonda jismoniy tarbiya va sportni yanada rivojlantirish chora-tadbirlari to'g'risida"gi (1999 yil 27 may) qarori yurtimizda har tomonlama etuk, barkamol insonni tarbiyalashni ko'zda tutadi. O'sib kelayotgan yosh avlodni har tomonlama aqliy, ahloqiy va jismoniy jihatdan rivojlantirishda jismoniy tarbiya va sport muhim ahamiyat kasb etadi va ularda mardlik, vatanparvarlik, sadoqat va halollik tuyg'ularini shakllantirishda yordam beradi.

Muxtaram Prezidentimiz SH.M. Mirziyoev; “Eng avvalo bizning ta’lim tizimiga bo’lgan munosabatimizni ham tubdan o’zgartirishimiz kerak, ta’lim islohoti bizning demokratik o’zgarishlar yangi jamiyat barpo etishda dadil etaklovchi, barchamizni harakatlantiruvchi kuch bo’lmog’i zarur, har birimizga besh barmoqday eskicha aytganda to’qqiz pulday ayon bo’lsinkim, ta’lim tarbiya tizimini o’zgartirmasdan turib odamlar ongini demakki, ularning turmush tarzini ham o’zgartirish mumkin emas ” deb aytib o’tganlar. Chunki pedagoglar bu bolaning kelajak poydevorini quruvchi insonlardir. Ushbu maqsadlarning ijobiy natijaga ega bo’lishi eng avvalo, yosh avlodga ilmiy bilimlar asoslarini puxta o’rgatish, ularda keng dunyoqarash hamda tafakkur ko’lamini hosil qilish, jismoniy, ma’naviy va axloqiy sifatlarni shakllantirish borasidagi ta’limiy-tarbiyaviy ishlarni samarali tashkil etishga bog’liqdir.

Ayniqsa, umumiy o’rta ta’lim tizimida muntazam ravishda o’tkazilayotgan “Umid nihollari”, “Alpomish”, “Barchinoy” sport musobaqlari o’quvchi yoshlarning jismoniy madaniyatini oshirish, ular orasida sog’lom turmush tarzini shakllantirishda samarali omillardan bo’lmoqda.

Asosiy qism: Jismoniy tarbiya bilan muntazam shug’ullanuvchilar yurak-qon tomir va boshqa kasalliklar bilan 2—3 marta kam xastalanishlari, mehnat qobiliyatlarini kam yo’qotishlari, tashqi muhitning keskin o’zgarishlari ta’siriga (sovqotish, isib ketish, kislorod tanqisligi, radiatsiya ta’siri, turli zaharli moddalar ta’siri, kasbiy kasalliklar, jismoniy va ruhiy zo’riqishlar, boshqa stress omillarning ta’siriga) chidamliroq ekanliklari ko’p tadqiqotlarda isbotlangan. Muntazam jismoniy mashq qilish organizmning nospetsifik barqarorligini oshiradi va bu, organizmda boshqaruv (asabiy, gumoral, endokrin), tizimli va a’zolaridagi siljishlari bilan bog’liq keng spektrga ega kompensator-moslashuv reaksiyalarning vujudga kelishi, ya’ni umumiy moslashuv sindromning nospetsifik komponentini hosil bo’lishi bilan belgilanadi. Mashq bilan shug’ullanuvchilar yurak-qon tomir kasalliklari (yurak ishemik kasalligi, miokard infarkti, qon bosimi, ateroskleroz)ga kam chalinishlari alohida ta’kidlash zarur. Jismonan faol bo’lmagan kishilarda adrenergik va xolinergik ta’sirlar o’rtasidagi muvozanat buziladi.

Xolinergik ta’sirlarning etishmasligi simpatik tonusning kuchayishiga, kislorodning tejamsiz iste’mol qilinishiga, miokardda ionli muvozanatning va metabolizmning, uning qon bilan ta’minlanishining buzilishiga, hujayralar plastik va energetik resurslarining o’zgarishiga sabab bo’ladi.

Bu holat, yuklama oshganda va tashqi muhitning turli noqulay omillari ta’siri paytida, qon aylanishining funksional zaxirasini pasayishi bilan birga, miokardning kasallik oldida zaifligini oshiradi.

Shunday qilib, mashq bilan muntazam shug’ullanish hayotiy kuch zaxirasini, uning toliqishga qarshilik ko’rsatish qobiliyatini oshiradi, bu esa, kam xastalanish bilan birgalikda ish qobiliyatining va ish unumdorligining ortishiga yordam beradi.

Bosh miya va yurakning qon bilan ta'minlanishining yaxshilanishi, bir faoliyat turidan boshqasiga o'tishning psixologik ta'siri bilan birga, aqliy faoliyatga ham ijobiy ta'sir ko'rsatadi, ekstremal sharoitda asab zo'riqishining oldini oladi.

Jismoniy mashqlarning umumiy mustahkamlovchi, sog'lomlashtiruvchi ta'siri nafaqat, jismoniy tarbiya bilan shug'ullanishga, balki yuqori natijalarga erishish uchun, katta jismoniy yuklamalarni qo'llash bilan bog'liq sport trenirovkalariga ham taalluqli.

Aholi ko'pchilik qismining sog'lom o'sishi, asosan, jismoniy tarbiya va sport sohasida amalga oshirilayotgan va shu soha xodimlarining olib borayotgan ishlari bilan bog'liqdir. Jismoniy madaniyatni oshirish jarayonida nafaqat sport mashqlari, balki xalqimizning yuksak ma'naviyati, qadriyat va an'alarini o'zida mujassam etgan milliy xalq o'yinlari ham o'ziga xos o'rin egallaydi.

Davlat mustaqilligi qo'lga kiritilgandan keyin qisqa muddat ichida milliy sport turlari va o'yinlarning 1000 ga yaqin yozib olinganligi bu xazinaning qanchalik keng ko'lamlik ekanligidan darak beradi. Milliy sport turlari va o'yinlarning soddaligi, ishtirokchilar tarkibining o'zgaruvchanligi bundan o'yinlardan tarbiyada juda keng foydalanish imkoniyatini yaratadi.

SHunday ekan, o'quvchilarni xalq o'yinlari vositasida jismoniy chiniqtirish, ularda sog'lom turmush tarzini yaratish pedagogikaning asosiy vazifalaridan biri hisoblanadi.

Harakatli o'yinlarni muntazam o'tkazish bolalarda o'z harakatlarini boshqarishni rivojlantirishga yordam beradi, ular gavdasini tartibga soladi, ya'ni turli zo'riqishda harakat qilishga o'rgatadi

Bolalarni jismoniy tayyorgarligini rivojlantirishda harakatli o'yinlarning ahamiyati beqiyosdir. O'yinlar bolani juda chaqqonlik, muayyan maqsad va tezkorlik bilan harakat qilishga; qoidalarni bajarish, o'zini tutish, o'rtoqlikni qadrlay olishga o'rgatadi.

Mamlakatimizda o'sib kelayotgan yosh avlodning jismoniy va ma'naviy salomatligini shakllantirishni, sog'lom turmush tarziga intilish va sportga mehr-muhabbatni singdirishning g'oyat muhim sharti hisoblanadi.

O'yinlar bola harakatlarini o'stirish va takomillashtirishda muxim ahamiyatga ega bo'lgan yurish, yugurish, sakrash, uloqtirish, mo'ljalga olish kabi mashklarni o'z ichiga oladi.

Bolalarning jismoniy tayyorgarligini rivojlantirishda, engil atletika mashqlari asosiy vosita xisoblanib, ayniqsa yugurish, yurish, sakrash, uloqtirish mashqlari, estafetalar va ko'pkurash turlari bilan bolalarni muntazam shug'ullanishiga sharoit yaratib berishimiz kerak, bolalarni jismoniy tayyorgarligini rivojlantirishda harakatli o'yinlarning tasiri va ahamiyati muximdir.

O'quv mashg'ulotlari jarayonida jismoniy tarbiya o'qituvchi va tarbiyachi harakatli o'yinlarining mashq elementlarini o'rgatib borishlari va ko'maklashishlari lozim.

Boladagi e'tiqod, muomala, muloqot, mustaqil xulq-atvorni shakllantirish, ulardagi tashabbuskorlik hamda to'siqlarni engishga intilish kabi xususiyatlarni jismoniy tarbiyada milliy xalq harakatli o'yinlari orqali ham tarbiyalash mumkin, bunda ularga yosh psixologiyasi xususiyatlaridan kelib chiqqan holda ruhiy turtki berish maqsadga muvofiqdir.

Xulosa: Chunki bolaning hatti-harakati qanchalik ixcham va umumlashgan bo'lsa, ular kattalarning faoliyati mazmunini aks ettirishdan shunchalik yiroqlashadi. Binobarin, u odamning narsalarga va bir-birlariga munosabatini amalda bajarishga o'tadi va shuning uchun narsalar bilan harakat qilishda kattalarning munosabatini to'g'ri ifodalashga intiladi.

Harakatli o'yinlarning bola harakatiga ta'sir etishining sababi va xususiyati shuki, harakatning murakkab ko'nikmalarini sub'ekt aynan o'yin paytida emas, balki bevosita mashg'ulotlar orqali o'zlashtiradi. Bolalarning o'yinlar shart-sharoitidan kelib chiquvchi ongli maqsadi harakatni bajarish kezida o'z ifodasini topadi va uning o'z oldiga qo'ygan maqsadi esda olib qolish, esda tutish jarayoniga aylanadi. O'quvchilarni dars va darsdan tashqari mashg'ulotlarda xalq o'yinlariga o'rgatishdan maqsad, avvalo, ularni sog'lom turmush tarziga tayyorlash va ikkinchidan, ularga milliy-ma'naviy qadriyatlarimiz, an'alarimiz asosida ta'lim-tarbiya berish hamda bu orqali jismoniy tarbiya fanidan belgilangan bilimlarni chuqur o'zlashtirishlariga erishishdir.

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TEACHING MAIN TECHNIQUES FOR GETTING STARTED WRITING PROCESS

Abstract: Teaching writing is a common theme among most researchers who worked in the sphere of language learning and methodology. Having based upon the actuality of the theme we are able to formulate the general goals of our qualification work.

Key words: Teaching, language, writing, language learning and methodology, exercises, researchers, techniques of teaching.

Teaching writing should be started from beginning level. Most school textbooks are focused on teaching writing separately without integration of other skills. In other words, our qualification work pursues as its major aim to help foreign students improve their writing skills with the integration of other skills from the beginning level. The significance of our work can be proved that we tried to find optional methods of improving writing skills from the beginning level and we applied them in practice.

Teaching writing is a common theme among most researchers who worked in the sphere of language learning and methodology.

Having based upon the actuality of the theme we are able to formulate the general goals of our work.

- a) To study, analyze, and sum up the modern methods of teaching writing;
- b) To analyze the major results achieved in the studied field;
- c) To prove the idea of importance of improving students' writing skills;
- d) To analyze school textbooks and work out a series of activities for improving students' writing skills.

The methods of the research. The main methods for compiling our work are the method of analysis and the method of research. In our work, we analyzed school textbooks and added some new activities which we considered suitable for teaching and improving students' writing skills.

Several heuristic devices¹ (or invention strategies) which can be explored in class for the purpose of providing students with a repertoire of techniques for generating ideas are the following:

Brainstorming. This is often a group exercise in which all of the students in the class are encouraged to participate by sharing their collective knowledge about subject. One way to structure teacher to suggest a broad topic, such as for choosing a particular academic major, and have students call out as many associations as possible which the teacher can then write on the board. The result would be far more material generated than any student is likely to think of on his/her and then all students can utilize any or all of the information when turning to the preparation of their first drafts.

Listing: Unlike brainstorming, as described above, listing can be a quiet essentially individual activity. Again, as a first step in finding an approach to a particular subject area (such as the use and abuse of power, to cite an example), the students are encouraged to produce as lengthy a list as possible of all the subcategories that come to mind as they think about the topic at hand. This is an especially useful activity for students who might be constrained by undue concern for expressing their thoughts grammatically correct sentences, because lists do not require complete sentence

Free writing: Suggested by Elbow for helping native speakers break through the difficulty of getting started, free writing is also known by various other terms, such as “wet ink” writing and “quick-writing.” The main idea of this technique for students to write for a specified period of time (usually about 5 minutes) without taking their pen from the page. As Elbow puts it, “Don’t stop for anything.... Never stop to look back, to cross something out,... to wonder what word or thought to use... If you get stuck it’s fine to write I can’t think what to say... as many times as you like.” Freed from the necessity of worrying about grammar and format, students can often generate a great deal of prose which provides useful raw material to use in addressing the writing assignment at hand. For EFL students, this technique often works best if the teacher provides an opening clause or sentence for the students to start with. So, for example, if the next assignment is to write a paper about one’s personal philosophy of life, a short free writing session can begin with the words “Life is difficult but it is also worthwhile.” The free writing generated after the students copy this sentence and continue to write down whatever comes into their heads can be kept private or shared with other students. It can also be used as the basis for one or more subsequent 5- to 10-minute free writing “loops”² which are additional free writing sessions starting with whatever key idea derives from material discovered through the process of the previous quick-writing step.

Clustering: Another technique for getting many ideas down quickly, clustering begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using student-generated suggestions) jots down in a few minutes all of the free associations triggered by the subject matter--using simply words or short phrases. Unlike listing, the words or phrases generated are put on the page or board in a pattern which takes shape from the connections the writer sees as each new thought

emerges. Completed clusters can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate to each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.

It is very important that students experiment with each of these techniques in order to see how each one works to help generate text and shape a possible approach to a topic. The purpose, after all, of acquiring invention strategies is for students to feel that they have a variety of ways to begin an assigned writing task and that they do not always have to begin at the beginning and work through an evolving draft sequentially until they reach the end.

The use of readings in the writing class is another topic that has generated a great deal of debate among those searching for methodologies which promote improvement in writing proficiency. Before awareness of how to address the writing process in class and of the importance to students of actually doing writing in class, the primary activity of so-called writing classes was actually reading. As mentioned earlier, the traditional paradigm for L1 writing classes was rooted in having students read and discuss texts which they would then go on to write about. When the process approach was first introduced, many writing instructors eliminated the use of readers, and used only texts written by the students themselves as the reading material for the course. The dominant philosophy seemed to be that one learns to write by writing, and that perhaps reading had very little to do with the acquisition of writing. ESL teachers following the developments in L1 writing classrooms also went through a period in which reading played almost no role in the writing classroom. But the pendulum has begun to swing in the opposite direction, and while readings have been reintroduced into the so-called modern process writing class-- both L1 and L2--the nature of the readings and their function is viewed quite differently.

Teaching students to produce a successful written text is a complex task which requires simultaneous control over a number of language systems as well as an ability to factor in considerations of the ways the discourse must be shaped for a particular audience and a particular purpose. Teaching students to become successful writers is no less a complex task. But it can be a tremendously rewarding one as well.

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FEATURES OF THE ORGANIZATION AND EVALUATION OF THE QUALITY OF GERMAN LANGUAGE LEXICAL COMPETENCE OF STUDENTS IN HIGHER SCHOOL

Abstract: In the work we theoretically substantiated the purpose and content of the areas of control in education, gave a definition of the concept of “control of German-language lexical competence.” After analyzing the goals of teaching lexical units, we determined the purpose of control of lexical material and clarified the content of areas of control of lexical competence for students.

Key words: Assessment, German language lexical competence, functions, learning, exercises, development, techniques of teaching.

Accordingly, we note the need to consider the functions of control and evaluation of the level of formation of German-language lexical competence in 8th grade students in secondary school. The feedback function provides control of the foreign language learning process. This makes it possible to timely assess the methodological situation and make the necessary corrective changes in the selection of techniques, methods and techniques of teaching, selection of exercises, determining the mode and duration of their implementation, the sequence of all educational work with students. The feedback function allows students to self-assess achievements in language acquisition and plan their further learning activities. The assessment function is implemented during the assessment of the results of students' learning tasks. Assessment indicates a certain level of mastery of foreign language speaking activities, is a guide for students (and their parents) in further activities in mastering a foreign language. The educational function of control is realized on the basis of synthesis of the acquired skills and abilities in operation of the mastered language and speech material which are actualized in the course of performance of control tasks. The developmental function of control involves the development of individual psychological characteristics of students who function during students' control tasks: operational auditory or visual memory, flexibility of thinking, phonemic hearing, plasticity of the articulatory apparatus, etc. Namely, the successful implementation of control functions affects the effectiveness of both control and the whole learning process.

In order to develop an effective method of organizing and monitoring and assessing the level of German lexical competence in students in higher school, it is necessary to consider the concept and purpose of monitoring and assessing the level of German lexical competence in students in higher school. A number of scientific and methodical works are devoted to the problem of control. L.S. Panova defined the concept of control. A.M. Zhovkivsky considered the main purpose of control. M.E. Breigina singled out control in foreign language teaching. A.V. Konyshева substantiated the control of the results of learning a foreign language. Based on the definition of L.S. Panova, we found that the control of German lexical competence in 8th grade - is to identify the level of lexical skills, determine the correctness of the educational process, diagnose difficulties in learning lexical material to students, check the effectiveness of teaching methods and techniques. (Panova 2010: 32). Meto. control in the formation of German-language lexical competence in students is to identify the fact and degree of mastery of vocabulary, i.e, lexical material of a foreign language. (Bilan 2011: 7). The control of the assimilation process is carried out during the study of a certain topic and shows the level of assimilation of each individual group of lexical units. The control of the results of mastering is carried out at the end of the topic and shows the level of formation of German-language lexical competence on the selected topic.

Thus, having determined the purpose of control of lexical material, we clarified the importance of areas of control of lexical competence for students. Types of control over the level of formation of German-language lexical competence in students.

In methodological science there is a problem of distinguishing types and forms of control in education, so we consider it necessary to generalize methodological views on this issue, specify types of control, and illustrate types of control the level of German lexical competence for 8th grade students. On this issue, there are different methodological views and approaches to distinguish between types of control. A.M. Zhovkivsky identifies five types of control, but does not identify forms of control at all. L.S. Panova considered these terms to be related. S.P. Shatilov identifies four types of control in pedagogical practice. A.V. Konyshева summarized the methodological views of Z.K. Majulene, E.M. Tovma.

We analyzed different methodological views on the separation of types of control. Based on this analysis, we take for further consideration the methodological and pedagogical separation of types of control. According to Shatilov, we distinguish such types of control over the formation of German-language lexical competence of 8th grade students as current, thematic, periodic and final. We consider it necessary to get acquainted with the types of control on the basis of the recommended textbook on “Gesunde Lebensweise”. Current control is the most common, because the lexical material for 8th grade students in the textbook “Deutsch” is presented in small parts and move on to the next

part is possible only if you have mastered the previous material. The teacher's task is to control the level of lexical skills. (Konysheva 2004: 28) N. Basay offers one exercise for each part of the lexical material, which in our opinion is insufficient.

Boundary control of lexical material is presented in the form of exercises in the test, which is conducted by the teacher to identify the level of mastery of lexical units on the studied topic. (Shatilov 1986: 151). not provided in every topic. Periodic control at the end of the semester consists of five types of work, such as listening, reading, writing, monologue and dialogue speech. The textbook does not contain exercises for periodic monitoring. Based on the observation of the educational process, we consider it necessary to note that in the eighth grade for German as a second foreign language is not characterized by final control.

Thus, we summarized the pedagogical views on the selection of types of control, clarified the content of the concepts of current, boundary, periodic, final control and illustrated their use in the textbook.

We summarized the pedagogical views on the selection of types of control, clarified the content of the concepts of current, boundary, periodic, final control and illustrated their use in the textbook.

We analyzed the forms of control of German-language lexical competence in the textbook N. Basay "Deutsch" for students on "Gesunde Lebensweise", consider and summarize scientific and methodological views on the problem of determining forms of control, specify the content of oral / written, monolingual / bilingual, test / non-test, individual / frontal / group control of the formation of German-language lexical competence, analyzed the exercises in the textbook and determined which forms of control the methodist offers for students and which need to be developed.

Thus, we revealed the meaning of the term "typology of exercises in controlling the level of formation of German-language lexical competence", we classified the types of exercises and gave examples, analyzed the textbook N. Basay and evaluated the types of exercises.

We developed European-wide recommendations for language education at the request of the Curriculum, determined the level of the set of criteria for the level of knowledge of students, we examined the twelve-point grading scale at school and concluded that modern evaluation criteria are imperfect.

We have developed a set of exercises for the organization of control and assessment of academic achievement of students in the process of forming German-language lexical competence.

Summarizing the above material, we can conclude that the method of organizing control and assessment of students in the process of forming German-language lexical competence occupies a leading place in teaching German and requires further detailed study to further develop new effective

control exercises that would met the requirements at different stages of control of lexical competence.

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USE OF INTERACTIVE METHODS IN PEDAGOGICAL EDUCATION

Annotation: In today's system of continuing education, teaching with modern pedagogical interactive methods creates the basis for students to learn more deeply and more solidly the subject being studied. The degree to which the educator can use these methods is also important. In this article, which covers similar issues, you can get acquainted with some of the interactive methods and learn in detail in what order you can use these methods during the lesson.

Keywords: interactive method, pedagogical education, effectiveness, method, institution, teacher, student, competence.

Аннотация: В современной системе непрерывного образования обучение современными педагогическими интерактивными методами создает основу для более глубокого и основательного усвоения учащимися изучаемого предмета. Важна и степень, в которой педагог может использовать эти методы. В этой статье, в которой рассматриваются подобные вопросы, вы можете ознакомиться с некоторыми интерактивными методами и подробно узнать, в каком порядке можно использовать эти методы во время урока.

Ключевые слова: интерактивный метод, педагогическое образование, эффективность, метод, учреждение, учитель, ученик, компетентность.

The choice of interactive teaching methods takes into account the purpose of education, the number and capabilities of students, the educational and material conditions of educational institutions, the duration of education, the pedagogical skills of the teacher, etc.

The use of interactive methods in the classroom serves to develop students' communicative competence.

What is communicative competence?

Communicative competence means the ability to communicate in social situations in the native language and in any foreign language, to adhere to the culture of communication in communication, to form social flexibility, the ability to work effectively in a team.

1. BRAINSTORMING

Nowadays, various methods are being developed to increase the F.I.K of the brain condition. However, according to experts, we use only 7% of our brain. Educational methods that activate brain activity include social psychological training, synthetics, autogenic exercise, morphological analysis, role-playing, brainstorming, and so on.

In such an environment, any opinion isn't criticized, there is no fear to express and say false thought. The people, used brainstorming activities, ask them what they think about solving a particular problem and how they can come up with the most unexpected ideas. The person conducting the method writes down all the ideas. At this point, he does not express a critical opinion on the point being made, and the thought can be written to the end.

The purposes of the "brainstorming" method are:

- come up with ideas to solve the problem;
- sorting ideas according to their importance;
- formation of active thinking skills;
- demonstrate the process of emergence of unexpected ideas;
- develop the ability to use the ideas found;

It is argued in creative psychology that critical thinking slows down the process of developing ideas. Even the strongest ideas fail to resist both the generator and the critics. Therefore, the following rules apply to "brainstorming":

1. Criticism (even humor) is forbidden at the stage of advancing ideas.
2. Original, even fantastic ideas are encouraged.
3. All ideas are recorded, or recorded on audio or video film.
4. If it is approved, the author can write it oneself.
5. All participants of the method of " brainstorming " should not be legally and administratively (administratively) interconnected.
6. A team of analysts analyzes, synthesizes, evaluates, and selects relatively effective ideas

The " brainstorming " method can be performed in different ways:

- verbal individual expression. In this case, the author and his idea are inevitably recorded on the blackboard;
- The method of "brainstorming" can also be implemented in the form of "Conference of Ideas";
- In another form of " brainstorming " the author himself writes down his thoughts and explains them orally;

It is well known that in some work-related games, "brainstorming" is used during the discussion of certain issues. Therefore, educators need to master the technology of applying the method of " brainstorming " in the game process as perfectly as possible.

2. "CLUSTER" METHOD

The cluster method is a specific form of pedagogical, didactic strategy that helps students to express themselves openly and freely on voluntary

problems. This method provides an opportunity to think about the connections between different ideas and the defining structure is required to be determined. The method is expressed in the form of a set of ideas expressed by students in group-based activities. This makes it possible to generalize the ideas put forward and find connections between them.

3. THE FOURTH (FIFTH, SIXTH....) REDUNDANT METHOD

This method is especially important in helping students develop logical thinking skills. When using it, the following actions are performed:

- the formation of a system of concepts that serve to reveal the essence of the studied topic;
- to achieve the location of four (five, six...,) concepts related to the topic from the resulting system;
- assign students the task of identifying a concept that is not relevant to the topic, and removing it from the system;
- Students should be encouraged to comment on the nature of their actions. Demonstrates a logical connection between concepts that illuminate the essence of the topic, develops the ability to justify, to justify personal approaches, as well as to compare the opinions of peers with personal opinions.

4. THE "VIDEO PUZZLE" METHOD

In recent years, in pedagogical activities, special attention is paid to the organization of the educational process using various media (computer, telephone, radio, television, slides, video and audiotape). Teachers are faced with the task of appropriate and purposeful use of various media in the educational process. When using the "video puzzle" method, the following actions are performed:

- students watch several videos that help to illustrate the essence of the subject;
- students explain what process is reflected in each sheet;
- record the essence of the process in notebooks;
- answer questions asked by the teacher.

5. "I KNOW, I WANT TO KNOW, I KNOW" METHOD

This method allows students to assess their level of knowledge on specific topics. Group or group work with students is possible during the usage of the method. In group work, at the end of the lesson, the activities performed by each group are analyzed. The activities of the groups can be organized in the following way:

1. Each group performs the tasks given by the teacher on the basis of the general scheme, and at the end of the lesson the relations of the groups are summarized on the project items;
2. The groups perform the tasks given by the teacher on separate points of the general scheme;

Learning activities are reflected directly in the following scheme, which is reflected on the blackboard or worksheet:

The method is used in 3 stages:

1. The level of students' knowledge of the topic on which the study is planned is determined.

2. The needs of students to enrich their existing knowledge on the topic are studied.

3. Students will be introduced to the topic in detail.

The full details of the steps taken are as follows:

- students are attached to groups;
- the level of students' understanding of a new topic is studied;

In conclusion, it should be noted that every teacher and educator who is able to use this type of interactive methods in modern pedagogical education will have the following opportunities:

- develops students' thinking skills;
- the teacher is guaranteed to achieve educational goals;

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THE RELATIONSHIP BETWEEN THE ENGLISH NATIONAL LANGUAGE AND BRITISH LOCAL DIALECTS

Abstract: Speaking about the lexical distinctions between the territorial variants, of the English language it is necessary to point out that from the point of view of their modern currency in different parts of the English-speaking world all lexical units may be divided into general English, those common to all the variants and locally-marked, those specific to present-day usage in one of the variants and not found in the others.

Key words: Dialects, language, pronunciation, grammar and vocabulary, language, learning, modern, phonetics.

The differences between the English language as spoken in Britain, the USA, Australia and Canada are immediately noticeable in the field of phonetics. However these distinctions are confined to the articulatory-acoustics characteristics of some phonemes, to some differences in the use of others and to the differences in the rhythm and intonation of speech. The few phonemes characteristic of American pronunciation and alien to British literary norms can as a rule be observed in British dialects.

The variations in vocabulary, to be considered below, are not very numerous. Most of them are divergences in the semantic structure of words and in their usage.

Modern linguistics distinguishes territorial variants of a national language and local dialects. Variants of a language are regional varieties of a standard literary language characterized by some minor peculiarities in the sound system, vocabulary and by their own literary norms. Dialects are varieties of a language used as a means of oral communication in small localities, they are set off (more or less sharply) from other varieties by some distinctive features of pronunciation, grammar and vocabulary.

When speaking about the territorial lexical divergences it is not sufficient to bring into comparison separate words, it is necessary to compare lexico-semantic groups of words or synonymic sets, to study the relations within these groups and sets, because on the one hand a different number of members in a lexico-semantic group is connected with a different semantic structure of its members, on the other hand even insignificant modifications in the semantic

structure of a word bring about tangible difference in the structure of the lexico-semantic group to which the word belongs.

The local dialects in Britain are sharply declining in importance at the present time; they are being obliterated by the literary language. This process is two-fold. On the one hand, lexical units of the literary language enter local dialects, ousting some of their words and expressions. On the other hand, dialectal words penetrate into the national literary language. Many frequent words of common use are dialectal in origin, such as *girl*, *one*, *raid*, *glamour*, etc. Some words from dialects are used as technical terms or professionalisms in the literary language, e.g. the Scotch *cuddy*—"ass" is used in the meaning of jack-screw and *lug*—"ear" in the meaning of handle.

Dialect peculiarities (phonetic, grammatical, but mainly lexical) modify in varying degrees the language spoken in different parts of Britain. These speech-forms are called regional variants of the national language and they are gradually replacing the old local dialects. It should be noted that the word *dialect* is used in two meanings nowadays: to denote the old dialects which are now dying away, and to denote the regional variants, i.e. a literary standard with some features from local dialects.

The most marked difference between dialects and regional variants in the field of phonetics lies in the fact that dialects possess phonemic distinctions, while regional variants are characterized by phonetic distinctions. In matters of vocabulary and grammar the difference is in the greater number and greater diversity of local peculiarities in the dialects as compared with the regional variants.

The English language in the United States is characterized by relative uniformity throughout the country. One can travel three thousand miles without encountering any but the slightest dialect differences. Nevertheless, regional variations in speech undoubtedly exist and they have been observed and recorded by a number of investigators.

The following three major belts of dialects have so far been identified, each with its own characteristic features: Northern Midland and Southern, Midland being in turn divided into North Midland and South Midland.

The differences in pronunciation between American dialects are most apparent, but they seldom interfere with understanding. Distinctions in grammar are scarce. The differences in vocabulary are rather numerous, but they are easy to pick up. Cf., e.g., Eastern New England *sour-milk cheese*. Inland Northern Dutch *cheese*, New York City *pot cheese* for Standard American *cottage cheese*.

The American linguist O. F. Emerson maintains that American English had not had time to break up into widely diverse dialects and he believes that in the course of time the American dialects might finally become nearly as distinct as the dialects in Britain. He is certainly greatly mistaken. In modern times dialect divergence cannot increase. On the contrary, in the United States, as elsewhere, the national language is tending to wipe out the dialect distinctions

and to become still more uniform.

Comparison of the dialect differences in the British Isles and in the USA reveals that not only are they less numerous and far less marked in the USA, but that the very nature of the local distinctions is different. What is usually known as American dialects is closer in nature to regional variants of the literary language. The problem of discriminating between literary and dialect speech patterns in the USA is much more complicated than in Britain. Many American linguists point out that American English differs from British English in having no one locality whose speech patterns have come to be recognized as the model for the rest of the country.

The main lexical differences between the variants are caused by the lack of equivalent lexical units in one of them, divergences in the semantic structures of polysemantic words and peculiarities of usage of some words on different territories.

The so-called local dialects in the British Isles and in the USA are used only by the rural population and only for the purposes of oral communication. In both variants local distinctions are more marked in pronunciation, less conspicuous in vocabulary and insignificant in grammar.

The British local dialects can be traced back to Old English dialects. Numerous and distinct, they are characterized by phonemic and structural peculiarities. The local dialects are being gradually replaced by regional variants of the literary language i. e., by a literary standard with a proportion of local dialect features.

Local variations in the USA are relatively small. What is called by tradition American dialects is closer in nature to regional variants of the national literary language.

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TYPES OF SPEECH ACTIVITIES IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

Abstract: This article examines the issue of increasing the importance of reading as a type of speech activity in the process of learning a foreign language, in our case - English. Despite the significant potential of reading, the latter is not so actively used by teachers in the course of classes due to a number of problems that arise in this process.

Key words: Communication, symbols, pronunciation and grammar, signs, audio-lingual method, language and learning theory, vocabulary.

For most people communication is simply talk. It is a natural event. Students enrolling in an introductory undergraduate communication course will quickly reference a convenient and aging dictionary when asked to define communication and provide the following:

“Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.” (Webster, 1983, p. 266).

Linguistic competence knows how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

Sociolinguistic competence knows how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

Discourse competence knows how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

Strategic competence knows how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has

misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use? [4]

To understand better this approach let's use Rhalmi Mohammed's description of the approach. He says that the objective of the audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them as it was believed that learning structure or grammar was the starting point for the student.

Rhalmi gives the following characteristics of the method:

- language learning is habit-formation;
- mistakes are bad and should be avoided, as they are considered bad habits;
- language skills are learned more effectively if they are presented orally first, then in written form;
- analogy is a better foundation for language learning than analysis;
- the meanings of words can be learned only in a linguistic and cultural context.

Following this objective it could be said that the main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

As a teacher with big experience Rhalmi made an overview of the approach. So the advantages are:

- It aims at developing listening and speaking skills which is a step away from the Grammar translation method;
- The use of visual aids has proven its effectiveness in vocabulary teaching.

These dimensions are important in order to make teachers understand what communicative competence teaching is and in which direction the abilities of language use must be developed.

To understand the value of communicative competence let's begin with its origin explored by Carl Rogers, the founder of Humanistic psychotherapy who says that the Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language. The language was taught by practicing

basic structures in meaningful situation-based activities. British applied linguists saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. [1]

That's why we can agree with Ann Galloway from the Center for Applied Linguistics who proposes another version of CLT history according to which the communicative approach could be said to be also the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied.

Talking about CLT itself we can refer to Mrs. Galloway. She specifies that communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)".

Mr. Rogers points out the following elements of an underlying learning theory. One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning. A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns).

These principles, he suggests, can be inferred from CLT practices. They address the conditions needed to promote second language learning, rather than the processes of language acquisition.

Finally, Mr. Rogers concludes that Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room

for individual interpretation and variation than most methods permit. It could be that one version among the various proposals for syllabus models, exercise types, and classroom activities may gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods. On the other hand, divergent interpretations might lead to homogeneous subgroups.

CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority.

Now that the initial wave of enthusiasm has passed, however, some of the claims of CLT are being looked at more critically. The adoption of a communicative approach raises important issues for teacher training, materials development, and testing and evaluation. [2]

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HORMONAL STATUS OF WOMEN WITH BENIGN BREAST DISEASES IN DIFFERENT TYPES OF GYNECOLOGICAL PATHOLOGY

Annotation: According to the World Health Organization, the most widespread localization of tumors in the structure of morbidity in women is breast cancer, which makes 18% of the total number of malignant tumors. To reduce the sick rate, it is important to study various ways of impact on the precancerous processes in the breast. Mastopathy (fibrous-cystic disease) is a dormriconal hyperplastic process in the breast, characterized by a wide range of proliferative and regressive changes in breast tissues with an abnormal relationship of epithelial components and connecting tissues. Its development is associated with violation of the balance of estrogen.

The interest of oncologists on various forms of mastopathy and other benign tumors of the breast is primarily due to the fact that they relate to prematubolic diseases, as a result of which breast cancer can develop. Despite the fact that mastopathy is not an obligatory precancer, in this category of patients the development of cancer is 3-5 times higher than in the overall population, and during proliferative forms, risk increases at 25-30 times.

Key words: mammology, diagnostics, benign breast diseases.

On the basis of morphometric and immunohistochemical studies, the features of vascularization of mammary gland tissues in various forms of the fibrocystic disease were determined. It was found that with atypical epithelial hyperplasia, an increase in angiogenesis is observed, as evidenced by an increase in the relative area of blood vessels and the expression in the tissues of the mammary glands of factor CD31. It has been shown that the degree of parenchymal vascularization directly correlates with the proliferative activity of the epithelium and the presence of its cribrous proliferates. It was revealed that the development of proliferative forms of fibrocystic disease is accompanied by a change in the content of estrogen receptors in the tissues of the mammary glands, the activity of proliferation, and apoptosis of the epithelium. Revealed the heterogeneity of its molecular biological properties in proliferative and nonproliferative forms of the disease [10, 20].

A proposition has been put forward that the activation of epithelial apoptosis in the proliferative form of the disease, caused by a violation of antiapoptotic mechanisms with the participation of the Mc1-1 factor, has an adaptive character in response to an increase in mitotic activity. It has been shown that in patients with fibrocystic disease, the physiological mechanism of regulation of the expression of estrogen receptors is preserved, which consists in the presence of an inverse relationship between their content in the epithelium of the mammary glands and the concentration of estradiol in the blood [5, 21].

Features of the hormonal status of patients with benign diseases of the mammary glands in various types of gynecological pathology.

On the basis of a comprehensive clinical and morphological examination of the mammary glands, it was shown for the first time that uterine myoma is a clinical marker of proliferative forms of fibrocystic mastopathy. The substantiation of bilateral oophorectomy in patients with uterine myoma of perimenopausal age with a high relative risk of developing breast cancer to reduce the proliferative activity of the mammary gland epithelium was carried out. The use of invasive diagnostics of the state of the mammary gland in patients with uterine myoma with an increased 5-year-old relative risk of developing breast cancer without the presence of focal formation in it has been substantiated. As a method of invasive diagnostics of the proliferative process, multifocal trephine biopsy of the breast under echographic control was proposed. The sensitivity and specificity of this method in the diagnosis of proliferative forms of fibrocystic mastopathy have been determined [11].

The author [15] carried out a comparative characteristic of the capabilities of analog and digital mammography in the screening examination of women over 40 years old. The high resolution of digital mammography made it possible to recommend it as the main method for early diagnosis of breast diseases and grouped microcalcification.

A direct correlation was shown between gynecological diseases and breast pathology. The principles of creating a therapeutic and diagnostic algorithm for benign diseases of the mammary glands have been determined. The 100% diagnostic efficiency of histological verification of mammary gland tumor processes with the help of a thick-needle vacuum biopsy (Mammotom) was determined, which makes it possible to abandon the "open" intraoperative express biopsy. A new method has been developed for the removal of recurrent cysts using a large-needle vacuum biopsy. With the help of pharmacoeconomic analysis, it was proved that the model of using a large-needle vacuum drill-biopsy under ultrasound control in comparison with traditional surgical treatment of benign tumors has advantages in terms of cost and effectiveness [5].

The clinical significance of vitamin D in the course and progression of mastopathy in women.

In this study, the author of [6] for the first time developed the concept of

the relationship of vitamin D with benign breast diseases in women, revealed the clinical features of the diffuse form of mastopathy and fibroadenoma of the mammary glands, established the fact of a consistently increased level of prolactin in women with benign mammary gland diseases compared with healthy women, not decreasing with the aging of a woman, and a significant decrease in the content of progesterone in the blood in patients under 30 years of age with a diffuse form of mastopathy. It was established for the first time that patients with diffuse mastopathy and fibroadenoma of the mammary glands are characterized by a high frequency of vitamin D deficiency and deficiency, which is not related to the level of insolation and does not depend on the age criterion.

It has been shown that a low level of vitamin D in patients with diffuse mastopathy and breast fibroadenoma has an inverse correlation with the severity of pain syndrome, prolactin level, and radiological density of the mammary gland. For the first time, a relationship was established between low levels of vitamin D and the carriage of the TT genotype of the Fok 1 polymorphism (rs2228570) of the VD receptor and the AC genotype of the GC polymorphism (rs2282679) of the gene encoding the vitamin D binding protein in patients with diffuse mastopathy. It has been shown for the first time that polymorphisms of the Fok 1 (rs2228570) VDR, CYP2R1 (rs2060793) and GC (rs2282679) genes do not lead to a genetic 6 predisposition to diffuse mastopathy and mammary fibroadenoma. For the first time, the high efficiency of vitamin D treatment of diffuse mastopathy has been proven, which consists in reducing pain syndrome, reducing the X-ray density of the mammary glands, normalizing the ultrasound picture of the disease, and decreasing the level of prolactin in the blood [7,13,14].

Radon and interference therapy in the rehabilitation of patients with nodular forms of mastopathy.

The author [4] for the first time investigated the clinical and physiological substantiation of the use of interference currents by the method of electric sleep in isolation and in combination with radon baths in the correction of neuroendocrine disorders in the postoperative period in women who underwent sectoral resection of the mammary glands. It was found that in the postoperative period, women with nodular forms of mastopathy have pronounced psychoemotional and vegetative-vascular disorders, dysfunction of the hypothalamic-pituitary-ovarian-adrenal system, pathological changes in the hemodynamics of the pelvic organs.

The role of functional disorders of subcortical structures in the genesis of neuroendocrine dysfunction in patients with nodular forms of mastopathy is shown. For the first time, the direct and long-term effect of the combined use of radon and interference therapy and, separately, interference therapy on the psychoemotional state, vegetative support, the state of bioelectrical activity of the brain, hemodynamics of the pelvic organs, and the hypothalamic-pituitary-ovarian-adrenal system in the postoperative period of the resection of women,

mammary glands. It was found that the use of interference therapy by the electrosleep method levels the dysfunction of the mesodiencephalic structures, which is accompanied by an improvement in the functional state of the central links of the reproductive homeostat, normalization of estradiol-progesterone relations, gonadotropic and prolactin-synthesizing functions of the pituitary gland [2, 19].

Features of the hormonal status of patients with benign diseases of the mammary glands in various gynecological diseases.

The author [18] for the first time carried out a long-term observation of women of reproductive age with nodular PCB (formations in the mammary glands no more than 2 cm), revealed the peculiarities of the course of the disease in gynecological patients. It has been shown that with nodular PCB, combined with uterine myoma and/or internal endometriosis, the frequency of proliferative processes in the nodules of the mammary glands is significantly higher (14.7%) than in patients without gynecological pathology (4%), and therefore this group patients should be classified as a high-risk group for the formation of a proliferative phenotype.

Hormonal disorders characteristic of these patients were revealed, the main of which are hyperestrogenemia and hypoprolactinemia, progressing with the formation of a proliferative phenotype. The risk factors for the development of proliferative changes in the mammary glands in the nodular form of FCB have been determined, which include: burdened heredity in relation to malignant diseases; the presence of two or more nodules (more than 1 cm) in the mammary gland, the age of patients is over 40 years old; the presence of gynecological pathology, especially uterine fibroids; late first pregnancy; multiple abortions (> 3); breast injury; smoking and chronic stress [2]. To increase the efficiency of early diagnosis of proliferative processes in patients with nodular FCB of reproductive age, a dynamic study of the complex of serum molecular biological factors involved in the pathogenesis of breast cancer development was carried out for the first time by studying the levels of the soluble form of the vascular endothelial adhesion molecule of type 1 sVCAM and the apoptosis inhibitor, soluble Fas- antigen - sFas, activators and growth inhibitors of IGF-II and IGFBP-3, cytokines IL-b and IL-1 r, adipose tissue hormone leptin. For the first time, a comparative study of the levels of molecular biological markers (sVCAM, sFas, IGF-P, IGFBP-3, IL-b, IL-f, leptin) in the blood serum of patients with nodular FRBP, breast cancer, and healthy women of reproductive age was carried out [3, 9].

The author [1] in the work for the first time presents data characterizing the state of hormonal homeostasis and estrogen metabolism in patients with diffuse benign dysplasia of the mammary glands with a predominance of the glandular, cystic, fibrous component and the mixed form. For the first time, a comprehensive comparative assessment of the content of pathogenetically significant hormones in the blood serum was carried out, the general patterns of

the formation of the proliferative process in the mammary glands and their features in patients with various clinical and morphological forms of diffuse benign dysplasia of the mammary glands were determined.

As a result of this study, correlations were revealed between the level of secretion of hormones of the pituitary-ovarian, pituitary-adrenal, and pituitary-thyroid systems, differences in the number of coefficients of statistical connection, and the strength of the established interactions was shown. It was established for the first time that the imbalance of proliferative-neutral and proliferative-active estrogen metabolites in patients with diffuse benign dysplasia of the mammary glands is determined by a significant increase in metabolism along the path of formation of 16cc-hydroxestrone with a natural decrease in the 2 / 16a-hydroxyestrone ratio. It has been shown that the most pronounced changes in estrogen metabolism are observed in patients with fibrous dysplasia of the mammary glands [12, 15].

The author [8] for the first time carried out a comparative analysis of the state of the mammary glands in women with and without gynecological diseases. Risk factors for the development of relapses of benign mammary dysplasia in gynecological patients have been identified. The most significant risk factors for the development of relapses should be considered the gynecological morbidity of patients (uterine fibroids, endometriosis, endometrial hyperplastic processes).

For the first time, on the basis of the results obtained, a scientific substantiation of the development of relapses of benign dysplasia of the mammary glands in women with gynecological diseases was given. The development of relapses of nodular forms of benign mammary dysplasias in gynecological diseases is preceded by an increase in FSH, LH, prolactin by 1.5 times and a decrease in the excretion of progesterone and estradiol by 2 times [16, 17].

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IDENTIFYING THE MAIN PROBLEMS OF HISTORICAL PERIODIZATION OF LEARNING GERMAN ECONOMIC LINGUISTICS, ITS ROLE IN SCIENCE

Abstract: This article is devoted to study and use of the German language in the world, as well as to the study of the main trends in the development of German economic linguistics. The periodization of linguistic research of the German language of economics and the role of the German language in science are determined.

Key words: German culture, German language, development, learning, intercultural economic communication, analyzing, methods.

Every language influences culture and contributes to the formation of national consciousness. Anyone who studies German gets something from German culture. With knowledge of German you can better learn and understand German culture and history.

The development of modern discursive research on the German economic language is largely based on the study of economic linguistics, which has a rich tradition in German linguistics. Understanding of linguistic tools in German discourse depends primarily on the diachronic and synchronous systematization of linguistic and interdisciplinary knowledge of the linguistic reflection of economic realities. Given the development of the German economic language in recent decades, we consider such tasks particularly relevant in the context of intercultural economic communication.

Recently, there have been discussions about the place of economic linguistics in linguistics. The basis of the controversy is the question of the field of competence of economic language, the analysis of which is also contained in modern discursive research. These issues are raised against the background of a theoretical deficit in linguistic research in the field of German economic

language. In our opinion, such a deficit reflects dissatisfaction with the level of theoretical support of linguistics on the part of other humanities. F. Januszek points out an important aspect of this problem, noting the weakness of interdisciplinary reflection of researchers of economic language, who have not yet found the optimal means of studying the social aspects of German economic language [1: 139]. J. Bolten adds: "Most studies of the German economic language are limited to the analysis of certain morphological and syntactic problems. Current monographs and reference books on the study of a special language pay very little attention to social contexts in the German economic language" [2:72].

All this forces linguists to single out the question of finding the optimal paradigm for the study of modern German economic language. In our opinion, an important reason for this is the weakness of the historical achievements of German economic linguistics. Diachronic analysis of the main objects of study of this linguistic discipline makes it possible to identify its rich integral nature. H. Siebenstein concluded that there is a need for a special discipline - economic German studies, for which linguists must address the following issues:

- define the concept of "economic German studies" and other terms related to various fields of study of the language of economics, as well as define the objectives of the study;
- analyze economic texts, mainly handicrafts and trade, from a historical point of view;
- summarize the main trends in the development of the German economic language of the period of industrialization and the development of trade communication [3].

Linguistic research in the field of German language and intercultural economic communication (interkulturelle Wirtschafts kommunikation) in a non-discursive paradigm is presented in such a diachronic sequence.

The first stage of linguistic interest in the language of economics can be marked by the second half of the 19th century, when the first linguistic works on economic language appeared. The development of economic language reflected the rapid economic rise of Germany. Among the dominant areas of these studies are the following:

- a) etymological direction, which marks the general diachronic trend in the humanities and natural sciences of Germany [4];
- b) stylistic direction, recorded in manuals and reference books for official documents, trade contracts and business letters [5]. The development of this trend was influenced by ancient and medieval rhetoric, which gave researchers of the German economic language theoretical tools for the study of language figures;
- c) lexicographic direction, which reflected the development of modern commercial relations with other countries [6];

d) ideological and critical direction, which testified to the struggle of philologists, literary critics, politicians for the purity of the German language [7].

The development of linguistic research on the language of economics in the second half of the 19th century is due to mass industrialization. At the beginning of the 20th century, Germany ranked first among all European countries in terms of industrial development. International trade, in particular professional intercultural relations, played a special role in this development. 19th-century linguists see the German economic language as an important tool for economic activity, including intercultural economic communication. E. Messing writes in this regard: "Given the active international economic turnover and importance for many peoples of foreign trade, it is necessary to constantly expand and improve professional language skills in relation to their own and foreign languages" [8: 119].

The second stage of the study of the German language in the field of economics refers to the period between the First and Second World Wars. We connect this stage with the transition of linguistic research of the language of economics (Wirtschaftssprache als Forschungsgebiet) to economic linguistics (Wirtschaftslinguistik).

German researchers have made great strides in science. Many scholars have published the results of their research in German, often even when German was not their native language. Therefore, knowledge of the German language helps in studying the history of research in many disciplines.

German as a language of science is important for professional discussions. While communication in the field of theoretical natural sciences takes place all over the world in English, in the field of applied natural sciences German is required. This is the only way to communicate between experts and stakeholders. In some humanities, German as the language of science remains dominant today. Classical philology, archeology, musicology, philosophy or Lutheran theology are the fields for which German still remains the language of international communication. According to the current recommendation in the United States on the equipment of university libraries, 21% of literature in classical philology is in German.

In the last four centuries, many people from Central Europe have moved to North and South America or Australia. And today many descendants are interested in the life and culture of their ancestors. Knowledge of German will give advantages and help to achieve the goal faster to those who want to get acquainted with the homeland of their ancestors and explore the genealogy on their own.

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ASSESSMENT OF THE RISK OF MENTAL DISORDERS IN CHILDREN BORN FROM CLOSELY RELATED MARRIAGES

Resume: Children born in closely related marriages with and without hereditary burdens have a high percentage of neuropsychiatric complications, while children born outside of a close relationship suffered from minor deviations due to perinatal factors.

Key words: children, mental disorders, closely related marriages, hereditary burden.

Relevance. Scientists from Northern Ireland claim that compared with the general population, children born in a marriage between cousins have a significantly increased risk of depression and schizophrenia[3].

The ban on closely related marriages (between blood relatives of the first line) goes back to ancient times. Such a ban dramatically reduces the likelihood of miscarriage, stillbirth and the development of hereditary diseases in offspring[1]. On the other hand, marriages between cousins (fourth–line relatives) are not uncommon in many countries - but children from such marriages face an increased risk of developing mental illness in adulthood[2].

In European countries, marriages between cousins are not very rare, however, according to researchers from Queens University in Belfast (Queen's University, Queen's University Belfast), among children born in a marriage union of "cousins" and "cousins", clinical depression and schizophrenia are more often observed[4].

The authors of the article, published on April 4 in the online journal Jama Psychiatry, analyzed data on the health status of living citizens of Northern Ireland who were born between 1971 and 1986.

In the cohort of 363,960 people, 0.2% were children born in related marriages[3].

After taking into account other risk factors, scientists found that, compared with the general population, children of cousins were much more likely to take antidepressants and medications for the treatment of increased anxiety (35.8% in the study group and 26.0% in the general population)[2].

In addition, the children of cousins and cousins were more often prescribed antipsychotic drugs (antipsychotics were taken by 8.5% of the

offspring of related marriages and 2.7% of the general population of the corresponding age).

Scientists from Belfast determined that, compared with the general population, the risk of developing schizophrenia in the offspring of marriages between cousins was 2 times higher, and the probability of depression in children born in such related marriages increased 3 times[4].

At the same time, the researchers did not find an increased risk of depression and schizophrenia in children born in marriages between second cousins.

The purpose of the study. Analysis of the modern scientific base on the problem of related marriages, assessment of their impact on the development of a particular pathology in children.

Materials and methods of research. 100 children born in closely related marriages aged 3 to 15 years were selected from the number of patients registered in the Andijan Regional Neuropsychiatric Dispensary (AOPND). Of these, 47 are boys and 53 are girls.

The study group consisted of 52 children from families from closely related marriages with hereditary burden.

Group II - 48 children from families from closely related marriages without hereditary burden.

The control group consisted of 50 children whose parents were not related and had no hereditary burden of mental illness. The group was selected based on a 10% representative sample by random numbers

The results of the study. Mental disorders were noted in all children in the form of mental retardation, the presence of convulsive seizures, affective disorders, behavioral pathology, signs of organic brain damage, expressed in neurological deficits of varying severity

When examining children in thematic group I patients with related marriages and hereditary burden, the following mental disorders were identified: mental retardation of varying severity occupies the largest percentage – 52%, the second most common pathology is epilepsy and non-epileptic seizures – 19%, behavioral disorders were observed in 15% of cases, children with organic lesion CNS accounted for 14% of cases.

The mental disorders of the patients of the second group differed from the first group by the prevalence of convulsive syndromes and epilepsy (46%), as well as organic brain damage (28%), mental retardation (16%) and behavioral pathology (10%) in the 3rd and 4th places, respectively.

When examining children of the control group, the following mental disorders were revealed: mental retardation (PD) -40%, minimal brain dysfunction (MMD)-36%, mental retardation-3%, convulsive syndromes and epilepsy-9%, behavioral disorders-2%, organic damage to the central nervous system-10%.

In the examination of children of the control group, the leading positions are occupied by ZPR (38%) and MMD (36%). In second place are organic brain lesions (10%) and epilepsy (10%). The lowest percentage is occupied by mental retardation (4%) and behavioral pathology (2%). It should be particularly noted that the children of the I and the second groups of nosologies MMD and ZPR.

Thus, in children born in closely related marriages with hereditary burden, mental retardation is most common. Epileptic syndrome leads in children born from closely related marriages without hereditary pathology, often against the background of organic damage to the central nervous system. In children born out of closely related marriages and without hereditary burden, minimal brain dysfunction and mental retardation prevail.

Conclusion. Despite a number of positive social and economic aspects of related marriages, from the point of view of genetics and medicine, the negative impact of consanguineous marriages, consisting in an increased genetic risk to offspring and a high incidence of congenital pathology in newborns, should be taken into account. An assessment of the socio-demographic aspects of closely related marriages shows that their wider spread is in many cases due to poor economic situation, lack of education and low level of social security.

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**KORXONALAR MOLIYAVIY FAOLIYATINING IQTISODIY
MODELINI TUZISHDA AXBOROT TEXNOLOGIYALARDAN
FOYDALANISH**

Annotatsiya: Ushbu maqolada korxonalar moliyaviy faoliyatining iqtisodiy modelini tuzishda axborot-texnologiyalaridan foydalanish jarayonining tahlili haqidagi bir qator fikr mulohazalar keltirilgan.

Kalit so'zlar: Korxonalar, jahon iqtisodiyoti, moliyaviy faoliyat tahlili, mehnat bozori, ishbilarmonlik muhiti, moliyaviy xizmat.

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**ECONOMICS OF FINANCIAL ACTIVITIES OF ENTERPRISES
USE OF INFORMATION TECHNOLOGIES IN MODEL BUILDING**

Abstract: This article provides a number of comments on the analysis of the process of using information technology in the development of economic models of financial activity of enterprises.

Keywords: Enterprises, world economy, financial performance analysis, labor market, business environment, financial services.

Jahon iqtisodiyotining globallushuv jarayonini tezlashib borishi jahon bozorida turlicha jarayonlarning rivojlanib borishiga zamin yaratmoqda. Jahon iqtisodiyotidagi tub o'zgarishlar barcha davlatlarning dunyo bozorlarida yangidan yangi mahsulotlar bilan kirib kelishlari, tovarlar sifatini oshirishga, axborot texnologiyalarni olib kirishga va yangi innovatsion mahsulotlarni yaratilishiga sabab bo'lmoqda. Bu esa har qanday davlatlarning jahon bozorida keskin raqobatning o'sishiga olib keldi.

Sanoat korxonalarining ayrim rahbarlari esa ushbu raqobat kurashiga e'tibor qaratmasdan, kundalik ishlar bilan vaqt o'tkazmoqdalar. O'zbekiston Prezidenti SHavkat Mirziyoev 2020 yilning 29 dekabrda Oliy Majlisiga qilgan Murojaatnomasida ushbu masalaga tanqidiy baho berib, shunday degan edilar: "Yana bir jiddiy kamchilik shuki, raqamli texnologiyalarni keng joriy etish hisobidan xodimlar sonini va ish jarayonlarini optimallashtirish choralari ko'rilmayapti" [1. 3 b]. Prezidentimiz SHavkat Mirziyoev tomonidan ko'tarilgan

ushbu masala korxonalar moliyaviy faoliyatining iqtisodiy modelini tuzishda axborot texnologiyalardan foydalanishga ham bevosita dahldor va o'ta dolzarbdir.

Zamonaviy va raqobatbardosh ishbilarmonlik muhitida zamonaviy axborot texnologiyalari biznes uchun ustuvor ahamiyat kasb etadi va bu sohada olib borilgan tadqiqotlar tez rivojlanmoqda. "Axborot texnologiyalari ishlab chiqarish va xizmat ko'rsatish sohalarining ko'p qismini egalladi. Bu asr axborotlashtirish va raqamlashtirishning asriga aylandi". [7. 2 b] Bu holat inson hayotiga ham, ish dunyosiga ham bevosita ta'sir qiladi. An'anaviy biznes tuzilmalari va ish uslublari texnologiya ta'siri bilan o'zgaradi. Ayniqsa, 1980 - yillardan to hozirgi kungacha, axborot texnologiyalari, birinchi navbatda, kompyuterlar va undan kelib chiqadigan kommunikatsiya texnologiyalaridagi eng muhim rivojlanishdir. Ushbu rivojlanish tufayli axborot oqimi tezlashdi, axborot almashish va boshqarish osonlashdi. SHunday qilib, mahsulot va xizmatlar oqimidan keyin korxonalarda muhokama qilinishi kerak bo'lgan eng muhim oqim - bu axborot oqimi. Bu oqim mahsulot va xizmatlar oqimiga to'g'ridan - to'g'ri ta'sir ko'rsatadi va mahsulot va xizmatlar oqimi axborot oqimi aniqlagan kanallardan kelib chiqadi [6. 7 b].

Korxona moliyaviy xizmatining vazifalari moliyaviy hujjatlar aylanishini, o'zaro hisob - kitoblarni, mablag'larni jalb qilish va joylashtirishni, moliyaviy - xo'jalik faoliyatini nazorat qilishni, moliyaviy oqimlarni optimallashtirishni, biznes rejani tuzishni, moliyaviy hisobotlarni tayyorlashni, korxonaning moliyaviy holatini tahlil qilish va prognoz qilishni o'z ichiga oladi. Biroq, bu funktsiyalarni bajarish uchun moliyaviy xizmat korxona boshqa boshqaruv xizmatlaridan (xarid, ishlab chiqarish, sotish) ma'lumotga muhtoj bo'ladi. Dunyo olimlarning kuzatishlarini shuni ko'rsatdiki, korporativ moliyalashtirishning asosiy funktsiyalarini amalga oshirish ERP (Enterprise Resource Planing) va MRP II (Manufacturing Resources Planning) tizimlari yordamida ushbu vazialarni samarali bajarish mumkin. Bu tizimlar korxona faoliyatining barcha sohalarini qamrab oluvchi echimlar majmuini nazarda tutadi. Har bir sohaning o'ziga xos axborot kompleksi bor. Ularning kiritilishida birlamchi hujjatlar qabul qilinadi, chiqishlar esa axborot modeli talablariga muvofiq qayta ishlanadi va keyingi ishlarga tayyorlanadi va korxonaning boshqa ko'rsatkichlari bilan umumlashtiriladi.

Korxonalar moliyaviy faoliyatiga axborot texnologiyalarini joriy etish quyidagi bosqichlarda amalga talab etiladi:

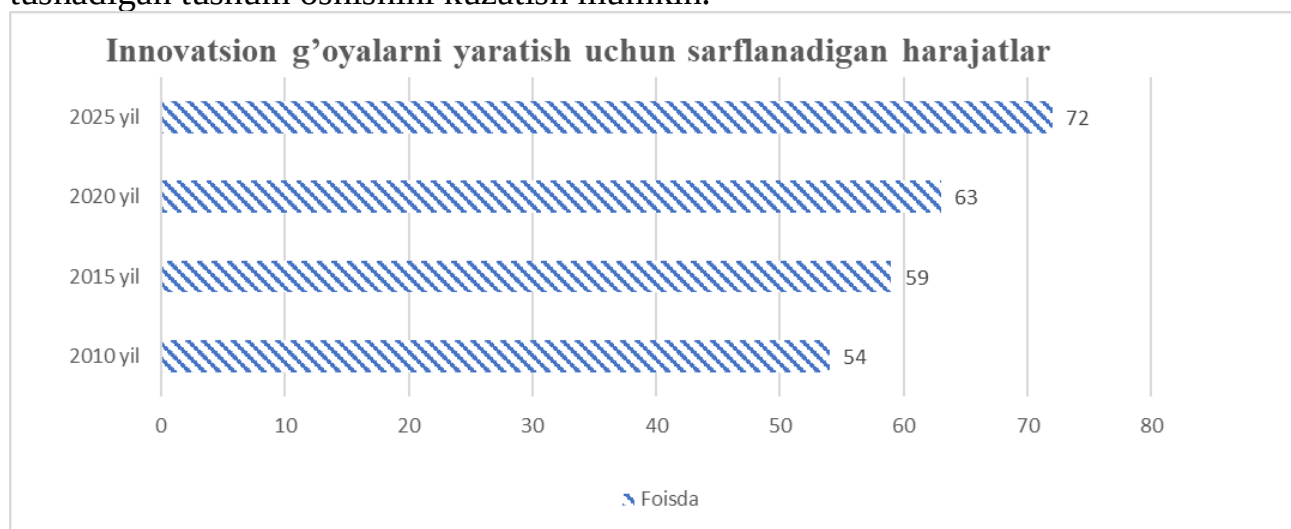
1. Amalga oshirish metodikasini tanlash.
2. Axborot tizimini tanlash.

Korxonalar moliyaviy faoliyatini boshqaruvida korporativ axborot texnologiyalarini joriy etishning bir necha usullari mavjud. Ularning tanlovi asosan korxonaning maqsad va imkoniyatlariga (biznes reja, boshqaruv tuzilmasining samaradorligi), shuningdek joriy etilayotgan axborot

texnologiyalarining o'ziga xos xususiyatlariga bog'liq bo'lib ularni bir nechta asosiy turlari mavjud:

- axborot texnologiyalarini keng miqyosda joriy etish;
- axborot texnologiyalari modelini izchil qurish;
- "biznesning eng yaxshi amaliyoti tizimda" tamoyili asosida amalga oshirish.

Hozirgi kunda axborot texnologiyalari soxasida innovatsion g'oyalarni yaratish uchun sarflanadigan harajatlar ko'lamini ortib bormoqda. Jumladan, 2010 yildan 2015 yilga o'zgarishi 54% dan 59% gacha o'zgargan. 2020 yilga borib ushbu ko'rsatkich 63% ga va 2025 yilga kelib 72 % chiqishi prognoz qilinmoqda. Yaratilgan innovatsion g'oyalardan kelib tushgan tushumlar miqdori 2016 yilga nisbatan 2017 yilga 2,5% ga kamaygan bo'lsa, 2018 yilda o'sish sur'ati 2017 yilga nisbatan 11,4% ni tashkil etgan. Demak keyingi yillardan boshlab ishlab chiqarishga joriy etilgan innovatsion g'oyalardan kelib tushadigan tushum oshishini kuzatish mumkin.



1-rasm. Axborot texnologiyalari soxasida innovatsion g'oyalarni yaratish uchun sarflanadigan harajatlar dinamika

Yuqorida keltirilgan 1-rasmdan ko'rinib turibdiki, korxonalar moliyaviy faoliyatiga axborot texnologiyalarini joriy etish bo'yicha qilinadigan xarajatlardan qo'rqmaslik kerak. Bu xarajatlar 3-4 yil ichida o'zini to'la qoplaydi.

Bizga ma'lumki, moliyaviy rejalashtirish usullari - bu moliyaviy ko'rsatkichlarni hisoblash usullari va usullari. Zamonaviy bozor sharoitida moliyaviy menejment moliyaviy rejalashtirish va nazorat qilishning me'yoriy, hisoblash va tahliliy, balans, rejalashtirish qarorlarini optimallashtirish usuli, koeffitsient, proporsional bog'liqlik usuli, vaziyatni tahlil qilish, ekspert baholari, ekstrapolyatsiya kabi usullardan foydalanishga asoslangan. Iqtisodiy va matematik modellashtirish. Moliyaviy rejalashtirishga faqat moliyaviy loyihalarni avtomatlashtirish orqali erishish mumkin [5. 14 b].

Moliyaviy hisob - kitoblarni avtomatlashtirish esa, moliyaviy prognozlarni tuzishdan tashqari (tahlillar o'tkaziladi va korxonaning moliyaviy ahvoli uchun turli xil variantlar hisoblab chiqiladi), buxgalteriya hisobining uzluksiz davom etishi haqidagi operatsion ma'lumotlarni tahlil qilishga imkon beradigan doimiy boshqaruv hisobini ta'minlaydi. Korxona yoki uning tarkibiy bo'linmalarining iqtisodiy faoliyatining ayrim turlari uchun ilgari tasdiqlangan byudjetlarning bajarilishi (pul oqimi, foydaning darajasi va og'irligi va boshqalar. n.). Byudjet ijrosini turli korporativ axborot tizimlari yordamida tashkil etish, tahlil qilish va nazorat qilish mumkin, lekin kompaniyaning byudjetini boshqarishning maksimal imkoniyatlariga maxsus dasturiy mahsulotlar - avtomatlashtirilgan byudjet tizimlari (ABT) yordamida erishish mumkin. ABT - bu kompaniyaning elektron moliyaviy modeli bo'lib, u byudjetlarning o'zaro bog'liqligini - sotish, ishlab chiqarish, sotib olish, investitsiyalar, pul oqimi va boshqalarni o'z ichiga oladi, uni qo'llash orqali resurslarni rejalashtirish va ularni haqiqiy natijalar bilan solishtirish mumkin emas. lekin byudjet ko'rsatkichlarining joriy va kelajakdagi o'zgarishlari korxonaning moliyaviy holatiga qanday ta'sir qilishini tahlil qilish imkonini beruvchi tizimdir.

Eng oddiy va eng arzon tizimlardan biri bu Microsoft Excel dasturi. Ushbu dasturiy mahsulotning asosiy afzalligi - bu har qanday formulalarni chiqarish, bir nechta munosabatlar va prognozlarni o'rnatish, buxgalteriya hisobining ko'p tizimlaridan ma'lumotlarni, shuningdek matnli fayllarni import qilish, bu ma'lumotlarni kiritishni ancha soddalashtiradi.

Yuqorida bildirigan fikrlarga xulosa yasab shuni aytish mumkinki, maqsad va vazifalarga muvofiq korxonalarning moliyaviy faoliyatida axborot texnologiyalaridan foydalanish biznesda axborot texnologiyalari va tizimlarining manba va mahsulot sifatida ortib borayotgan roli kompaniyalarning raqobatbardosh ustunligini belgilab beradi. Axborot texnologiyalari funktsionalligining rivojlanishi buxgalteriya hisobi va prognoz funktsiyalari sohasida an'anaviy va yangi echimlarni birlashtirishda, iqtisodiy tahlil va rejalashtirishning har xil turlarini o'tkazish uchun ma'lumotlarni qayta ishlash mexanizmlarini ishlab chiqishda, korporativ axborot texnologiyalarida moliyaviy boshqaruv muammolarini hal qilishni ta'minlashda va MRP- ERP kabi xalqaro standartlar talablarini hisobga olgan holda korporativ axborot texnologiyalarini qurishda beqiyos yordam beradi.

SHuningdek, korporativ axborot texnologiyalari va tizimlarini ishlab chiquvchilarning asosiy vazifasi nafaqat ularning qonun talablariga muvofiqligini ta'minlash, balki korxonalarning moliyaviy faoliyatini boshqarishning modullari va dasturlarini yaratishdir. Axborot texnologiyalari va tizimlarini rivojlanishining asosiy yo'nalishi - MRP va ERP boshqaruvining G'arb standartlariga asoslangan korxonalarni moliyaviy boshqarishda ularni amalga oshirishning murakkabligidir. Ushbu texnologiyalarda konturlar rejalashtirish, biznes rejani boshqarish, to'lov taqvimi, moliyaviy tahlil,

rejalashtirilgan hisob - kitoblar va ishlab chiqarishning haqiqiy xarajatlarini hisobga olish kabi moliyaviy modullarni o'z ichiga oladi.

Korxonalarni boshqarish axborot texnologiyalari va tizimlarini korxona moliyaviy boshqaruvi uchun tanlashda quyidagi taqqoslash mezonlaridan foydalanishni tavsiya etamiz: axborot texnologiyalari yoki tizimning umumiy qiymati, funktsional to'liqligi, egiluvchanligi, ishlab chiqarish qobiliyati, integratsiyasi, tizimning ochiqligi, biznesga nisbatan o'zgarmasligi, dasturiy ta'minotni ishlab chiqish va o'zgartirish istiqbollari.

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FEATURES OF TEACHING A FOREIGN LANGUAGE TO PRELEARNERS

Abstract: The relevance of this article lies in the fact that in our time the study of a foreign language takes an increasing place in the learning process. Disputes about the age at which it is better to start learning a foreign language do not subside either in the pedagogical environment or in parental circles.

Key words: Teaching a foreign language, effective technologies, methodology, speaking skills, achievements, development of learner's creative abilities.

The question of how and when to start teaching a foreign language to learner, many parents ask, even when the baby is not even a year old. This is a justified concern - after all, knowledge of at least one foreign language in our time has turned from a wish into an urgent need. We are constantly faced with this when working on a computer, in communication, at work and on vacation.

The relevance of early learning a foreign language is determined by the needs of society. Teaching a foreign language to pupils creates excellent opportunities for learning a foreign language for younger students. In this connection, the desire of parents of pupils to learn a foreign language as early as possible increases. Nowadays, a foreign language is a widespread practice based on modern and effective technologies for teaching a foreign language, health-saving technologies, taking into account a personality-oriented methodology, age characteristics of pupils [11].

The purpose of teaching prelearners a foreign language is to form an interest in learning, in knowing the world around them, people, relationships and cultures on the basis of mastering a foreign language.

Early learning a foreign language puts forward the following tasks:

- Formation and development of foreign language phonetic skills (as long as the speech apparatus is plastic and the mechanisms for mastering native speech are still operating, these skills are easily acquired, so it is important not to waste time);
- Development of listening skills (understanding of speech by ear);
- Development of speaking skills (i.e., the formation of a learner's understanding of a foreign language as a means of communication);

- Formation and replenishment of the vocabulary [10, p. 42]

The positive role of early learning of foreign languages is as follows:

1. Contributes to the self-identification of the personality of the learner to a large extent;

2. Creates prerequisites for the formation of interest in other equally valuable cultures and languages;

3. Teaching a foreign language to prelearners contributes to the development of mental processes necessary for the formation of language abilities and communication skills of learner:

a. arbitrariness of behavior;

b. stability of attention, memory, thinking.

In this connection, all aspects of native speech are being improved, which ensures:

- vocabulary expansion,

- improvement of speech hearing,

- development of the learner's dialogic and coherent monologue speech.

The socialization of the learner's personality takes place:

- through communication with adults, which is aimed at achieving mutual understanding,

- through receiving from an adult the properties and qualities of one's own personality,

- through the ability to interact with peers.

Early learning a foreign language contributes to the development of emotional and volitional qualities of the learner:

- the ability to overcome obstacles in achieving the goal on the basis of the learner's interest in achieving this goal;

- ability to correctly evaluate the results of their achievements.

As well as:

- development of learner's creative abilities;

- development of their imagination;

- development of emotional responsiveness to foreign language speech.

Most researchers (A.A. Leontiev, E.A. Arkin, E.I. Negnevitskaya, I.L. Sholpo, etc.) consider young age as the most favorable both physiologically and psychologically for the beginning of systematic learning foreign languages.

One of the most significant points, according to most researchers, is increased sensitivity to linguistic phenomena at a given age, which is an important prerequisite for the successful formation of foreign language speech skills and abilities [4].

It is also important to note that the correct organization of teaching a foreign language is very important. Optimally organized activities in young period (playing, visual, constructive, labor, as well as those associated with the implementation of regime moments) can and should be used in the formation of

foreign language speech skills in learner. Each type of activity, in turn, provides great opportunities for the assimilation of specific groups of words, which ensures the further formation of oral speech skills, provides learner with the opportunity to communicate at an elementary level using the language being studied and let them feel their own success [6, p. 42-43].

Thus, a significant positive impact of organized early foreign language education on the intellectual development of learner is manifested in the achievement of success in learning, including in mastering the native language, which in turn is caused by the activation of the main cognitive mental processes: perception, memory, thinking, imagination; in a higher level of formation of creative thinking. Equally important is the familiarization of learners with the means of language to a foreign culture and their awareness of their native culture, the upbringing of an intercultural vision of the learner; educating a learner's sense of self-awareness as a person (adequate self-esteem and early socialization of a preschooler); formation of interest and motivation for further study of a foreign language in the context of lifelong learning and further inclusion of the learner in educational activities.

In the process of writing our term paper, we analyzed the features of early learning a foreign language. Particular attention in our study was given to practical developments and exercises that are effective

Early learning of foreign languages is, first of all, a game activity aimed at the development and upbringing of the learner, it is a way of socializing the baby, as well as a process whose purpose is to unlock the potential of the learner, taking into account his individual characteristics.

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FUNCTIONAL STYLE OF SCIENTIFIC SPEECH AS AN OBJECT OF TRANSLATION

Abstract: There are many classifications of styles, especially in different languages. However, most of the major stylists agree that in any language there are at least five main functional styles: official business style, journalistic style, colloquial style, and scientific literature style. Each of them has its own specific features in grammar, vocabulary, phraseology, and sometimes at the level of phonetics.

Key words: Scientific, terminology, teaching foreign languages, style, practical, educational and scientific.

The core of this style is its terminology, and most of the modern research that is interesting and important for science is being conducted in this direction.

The main trends in the modern development of languages, reflected in scientific prose, emphasize the special specifics of this style, both in the trend of borrowing (which is especially typical for terminology), and in abbreviation, simplifying the syntax of the language, enriching their thesauri in connection with the borrowing of general technical terms and lexemes from other sciences and many other possibilities of this style.

The scientific style has its own varieties (substyles): popular science, scientific and business, scientific and technical (industrial and technical), scientific and journalistic, educational and scientific.

Each style appears at its own time - when the conditions for its formation are ripe in society, when the language reaches a high degree of development.

The development of scientific speech as a functional style is associated, on the one hand, with a certain level of development and accumulation of knowledge in society, and on the other hand, with the level of development of the national language. It is known that in ancient times, science existed as "philosophy". The knowledge it accumulated was still so small in scope and so elementary and syncretic that the knowledge of a scientist did not greatly exceed the collective experience of the "unlearned" part of society. Science has not yet become a professional work, has not yet felt the need for a special-subject differentiation. "Philosophy" almost did not separate from art (literature) and

journalism (oratory) and used, like them, mainly the means of that common speech, which later developed into a colloquial style [4].

In the Middle Ages, science was closely connected with religion, theology, and stylistically largely obeyed the style of church books and sermons. Scientific treatises were often written in foreign, “bookish” languages - Greek, Latin, Arabic, and the reasons for this are connected not only with politics and historical traditions, but also with the fact that in the conditions of dialectal fragmentation of the national languages that have not yet developed, these “alien” were over-dialect, and with the fact that they gave science those speech forms that were not in the native language [2].

In other words, scientific discoveries, inventions, ideas themselves entered different languages with their own names, were borrowed by these languages, and sometimes changed their original form, as science and technology developed in countries that initially borrowed such terms.

In the Renaissance, the progress of science leads to a significant differentiation of its areas, to the active formation of special terminologies, but European scientists still very often use not their native, but Latin or Greek languages - this largely explains the activity of Greekisms and Latinisms in modern science, where they already act as internationalisms. Stylistically, science is still very close to fiction and oratory: scientific works are often written in verse, replete with figurative descriptions, metaphors, and various rhetorical figures. [4]

In the Age of Enlightenment, the language of science, at least of the natural sciences, noticeably departs from artistic (literary) speech; but still very close to oratorical, which is connected with the very nature of enlightenment. Science is moving to domestic languages, in which there are rapid processes of formation of special terminologies. The accumulated knowledge no longer fits into the framework of an ancient foreign language, popularization requires the democratization of the language form, and the emerging common national languages open up possibilities for stylistic differentiation within the language that did not exist before.

The emergence and development of the scientific style is associated with the evolution of various areas of scientific knowledge, diverse areas of human activity. At first, the style of scientific presentation was close to the style of artistic narration. Thus, the scientific works of Pythagoras, Plato and Lucretius were distinguished by a special, emotional perception of phenomena. The separation of the scientific style from the artistic style occurred in the Alexandrian period, when a stable scientific terminology began to be created in the Greek language, which spread its influence over the entire cultural world of that time. [3]

Scientific and technical translation, which is one of the essential means of scientific communication between scientists and specialists speaking different languages, is performed either orally or in writing. Written translation allows

you to expand the geographical boundaries of communication and ensure mutual understanding and mutual use of achievements in different countries.

Long-term translation practice has made it possible to develop principles, theory, methods of translation and techniques for overcoming translation difficulties. The greatest achievements have been made in the field of literary translation, which has a centuries-old practice. The development of scientific and technical translation does not have such rich experience. Its theoretical comprehension essentially began in the middle of the last century. However, there is already a fairly extensive translation literature on this problem, conferences, seminars and other events are held at the global and regional levels to understand the complex process of scientific and technical translation, to identify its creative nature, to describe the features of translation and translation work, and also to recommend means of its improving and improving the quality of work. [1].

The scope of the scientific style is very wide. This is one of the styles that has a strong and versatile influence on the literary language. The scientific and technological revolution taking place before our eyes is the general use of a huge number of terms.

If earlier explanatory dictionaries were compiled on the basis of the language of fiction and, to a lesser extent, journalism, now the description of the developed languages of the world is impossible without taking into account the scientific style and its role in the life of society. Suffice it to say that out of 600,000 words of the most authoritative English dictionary of Webster (Webster), 500,000 are special vocabulary. [24].

The wide and intensive development of the scientific and technical style has led to the formation of numerous genres within its framework, such as: article, monograph, textbook, patent description (invention description), abstract, abstract, documentation, catalog, reference book, specification, instruction, advertising (having signs and journalistic style). Each genre has its own individual style features, but they do not violate the unity of the scientific and technical style, inheriting its common features and characteristics [1].

The originality of lexical, grammatical and stylistic means used both in scientific literature and in technical documentation is also reflected in the concepts of sublanguage and genre.

A sublanguage is a set of lexical, grammatical and stylistic means used in certain branches of science and technology, for example, the sublanguage of mechanics, the sublanguage of chemistry, the sublanguage of economics, etc. [3].

Genre is a kind of works in the composition of scientific and technical literature, characterized by specific style features, for example, the genre of an article, the genre of a patent document, etc. [3].

The distinctive features of each style depend on its social purpose and the combination of linguistic functions that prevails in the act of communication,

and therefore on the sphere of communication, on whether communication has as its goal, or, in any case, its main goal, the communication of information, expression of emotions, motivation for any action. It is generally accepted that the only function of the scientific style is the intellectual and communicative function, and additional functions are optional. However, this is not true - this style is typical for texts intended to communicate accurate information from any special area and to consolidate the process of cognition.

Subsequently, it was replenished with Latin, which became the international scientific language of the European Middle Ages.

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METHODS OF STUDYING ENGLISH GRAMMAR AND FEATURES OF CREATION AND TYPES OF EXERCISES FOR THE FORMATION OF GRAMMATICAL COMPETENCE

Abstract: This article deals with the possibility and necessity of using an exercise system. The object of the work is different types of exercises and a system of exercises.

Key words: Exercise, definite, students, English grammatical competence, communication, teaching English, educational activity, communication techniques.

The role of international education is growing in modern society. And now the subject of “foreign language” due to its specificity has more opportunities than other subjects.

Today, a foreign language can help improve the culture of communication between people. In the process of learning, pupils and students learn communication techniques, master language etiquette, learn to solve various communicative problems, master the strategy and technique of dialogic and group communication, and learn to be language partners.

Achieving the level of competence is impossible without performing exercises, because skills and abilities are formed in exercises. Lviv M.R. gives the following definition of exercises: “Exercise is a type of educational activity that puts students in need of multiple and variable use of acquired knowledge in different relationships and conditions.”

Let's move on to consider a system of exercises for the formation of professionally oriented English grammatical competence of future philologists.

To build a system of exercises that we offer, you need:

- ✓ identify groups, types, types of exercises that will be included in the system;
- ✓ determine the sequence of types and kinds of exercises taking into account the stages of formation and development of skills and abilities;
- ✓ take into account the positive mutual influence of different types and speech activities in the learning process.

Determine the location of exercises aimed at forming and improving professionally oriented methodological skills.

In our study, we adhere to modern requirements for exercises and the criteria for their classification, defined by N.K. Sklyarenko.

We specify the criteria according to which the exercises are of one type or another:

- 1) Motivation;
- 2) The degree of communicativeness;
- 3) The degree of control of speech actions;
- 4) The focus of educational activities / activities on the reception or issuance of information;
- 5) The presence of a game component;
- 6) Method of organization;
- 7) The need to provide support;
- 8) Culturological orientation;

These criteria include such as the interconnectedness of grammatical and lexical material. In the study, this requirement leads to the development of exercises, the content of which reflects the lexical material within those topics that are studied by students in classes on the practice of oral and written speech. This means that in practical grammar classes the implementation of this requirement involves not only the formation of grammatical skills, but also the improvement of lexical speaking skills.

Defining the criteria for classifying exercises gives us a reason to organize them within a separate system, consisting of subsystems, which, in turn, contain groups of exercises aimed at forming, improving and developing certain skills and abilities. Consider which subsystems and groups of exercises will be included in the system of exercises for the formation of professionally oriented English grammatical competence of future philologists.

Our definition of subsystems and groups of exercises is due to the requirements of the Program¹, didactic, socio - psychological prerequisites for the formation of professionally oriented English grammatical competence of future philologists, methodological principles of its formation, and based on linguistic features of grammatical structure.

Thus, a separate system of exercises consists of two subsystems, namely:

✓ subsystem of exercises for the formation, improvement and development of grammatical skills, the use of grammatical structure in students' oral speech and socio-cultural skills and abilities;

✓ subsystem of exercises for the formation, improvement and development of professionally oriented methodological skills.

Based on the phased formation of skills and abilities, each subsystem of exercises can include groups of exercises, each of which has its own purpose, which depends on the stage of mastering the material, goals and objectives facing the teacher.

The first subsystem includes the following groups of exercises:

✓ a group of exercises for improving and developing grammatical skills, using grammatical structure in students' oral speech and socio-cultural skills and abilities;

✓ a group of exercises for the formation and improvement of grammatical skills, the use of grammatical structure in students' oral speech and socio-cultural skills and abilities;

The second subsystem contains:

✓ a group of exercises for the formation and improvement of skills to assess oral speech and localize grammatical errors;

✓ a group of exercises to form and improve the ability to correct grammatical errors;

✓ a group of exercises to form and improve the ability to explain grammatical material:

✓ a group of exercises for the formation and improvement of skills to make diagrams, tables that reflect the structure of the grammatical phenomenon;

✓ a group of exercises for the formation and improvement of skills to develop a series of exercises.

We will comment on the subsystems and groups of exercises indicated by us for the formation of professionally oriented English grammatical competence of future philologists on the example of the conditional method.

Thus, the first subsystem includes three groups of exercises. The first group of exercises of this subsystem is designed to improve and develop grammatical skills of using conditional sentences of three types in students' oral speech in accordance with the didactic principle of continuity and takes place during the first year students.

The second group of exercises includes exercises for the formation and improvement of grammatical skills in the use of the Conditional Method in students' oral speech and socio-cultural skills and abilities in the second year of study in accordance with the requirements of the Program.

The third group of exercises includes exercises to improve and develop grammatical skills in the use of the Conditional Method in students' oral speech and socio-cultural skills and abilities in the third year of study in higher language educational institutions.

The success of foreign language communication is directly determined by the level of formation of foreign grammatical competence, because it is grammar that helps to understand the logic of thinking and thinking in a foreign language.

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FUNCTIONAL STYLE OF SCIENTIFIC AND TECHNICAL SPEECH AS AN OBJECT OF TRANSLATION STUDIES

Abstract: Scientific speech, as a functional style, began to be considered separately only during the period of the scientific and technological revolution, around the middle of the 19th century. For any functional style of the language, this is too short a time to talk about its established status. At the same time, an increasing amount of scientific and technical literature translated into other languages could not but attract the attention of researchers to it.

Key words: Terminology, communication, teaching foreign languages, methodologists, practical, scientific and technical literature.

Intensive international exchange of scientific and technical information has become, as is known, one of the necessary conditions for scientific and technological progress. The leading form of such an exchange is scientific and technical translation, which has taken an increasingly important place in the structure of social labor in recent decades. Such significant changes in the content and organization of translation in the field of scientific and information activities could not, of course, be reflected in the scientific study of the translation process itself. If in the 1930s and 1950s. Since the problems of literary translation have been intensively developed, over the past 20 years the focus has been shifted to the development of a general linguistic theory of translation, as well as to the substantiation of the theory of scientific and technical translation. At the same time, related areas of scientific knowledge were intensively developing, which have a strong influence on the linguistic theory of translation: system-structural analysis of language, linguistic semiotics, comparative stylistics, linguistic statistics, functional stylistics, research in the field of automatic text processing, primarily in the field of machine translating, general theory of speech activity, etc.

The following example shows how fast the pace of the mentioned changes in the structure of translation practice and in the theory of translation was. In a sense, there is a sharp difference between the Western and socialist countries: in the West, the training of interpreters and translators of scientific literature is well established, both have their own professional organizations, in which for the most part they cooperate with translators of fiction. In the socialist countries, on

the contrary, organizations are very active translators of fiction within the framework of writers' unions, which organizationally affirms the writer's character of this work. In the West, the level of, first of all, the general linguistic theory of translation is high - in all systematic monographs on translation that have come out so far, all types of translation activities. In Eastern Europe, on the contrary, most theoretical works are focused on the study and criticism of literary translation". It is easy to see that now this characteristic has the value of only historical evidence.

The extensive development of new sections of the theory of translation, the expansion of translation problems, the diversity of initial assumptions and specific research tasks could not but give rise to significant theoretical diversity. While the development of translation practice itself urgently requires the creation of a unified general theory of translation, which has a fairly clear structure, an explicated substantiation of theoretical objects and their stratification, developed by the conceptual and terminological apparatus, in fact, one can see a lot of not always consistent, and often mutually exclusive approaches. The theory of scientific and technical translation has not received the required substantiation either, which, of course, also indicates that this type of activity has not been sufficiently studied. Meanwhile, the creation of a well-founded and developed theory of scientific and technical translation, which (along with other special theories) is a rationally isolated and structurally necessary part of general translation knowledge, is a prerequisite for improving the translation activity itself and increasing the efficiency of translation work.

The analysis of information and translation activity from the standpoint of the general theory of translation allows us to identify the main components that make up its structure, and information analysis allows us to reveal the content and clarify the functional relationships of these components. Such a two-dimensional approach to translation activity is necessary both for its rationalization and improvement, and for determining the most relevant directions for its further scientific study.

The 70s of the XX century turned out to be very fruitful for the development of linguistic translation research. More books on the linguistics of translation were published between 1970 and 1980 than in the previous twenty years. It was at this time that theoretical concepts were developed and brought together.

Usually, the description of translation facts is preceded by a presentation of linguistic concepts extended by the author to the field of translation. This provides consideration of translation issues by proper linguistic methods and makes the description of the translation process much more specific and conclusive.

It should also be noted that the study, as a rule, is conducted on a large material of actual translations. Comparison of such translations with their

originals made it possible to identify special patterns in the functioning of language systems in the process of interlingua communication.

In early 1973, a book by V.N. Komisarov "A word about translation", the main provisions of which were further developed and clarified in the subsequent work of the same author "Linguistics of Translation". In these works, an attempt is made to reduce the various aspects of the linguistic analysis of the translation of scientific and technical literature into a single theoretical concept, considering them as interrelated sections of the linguistics of translation. Particular attention is paid to the development of the principles of linguistic analysis of translation and the problem of translation equivalence. Along with consideration of various ways of describing the translation process and models of translation, the concepts of the pragmatic "super task" of translation and the norms of translation of scientific and technical literature are introduced and defined.

A large complex of linguistic problems is considered in the book by A.D. Schweitzer "Translation and Linguistics", where the author of the book considers the possibility of using the methods of generative grammar and semantics, as well as component analysis, in the analysis of the translation process. Widely using the proposed V.G. Gak classification of models of language synthesis, A.D. Schweitzer proposes to distinguish between grammatical transformations, lexico-semantic paraphrasing and situational transformations in the process of translation. Of particular interest are the sections of books devoted to the stylistic problems of translation, which provide extensive material illustrating the features of the translation of scientific and technical, as well as newspaper and informational texts. The analysis of this material implements a number of principles for constructing special translation theories.

In 1974, a book by Y.I. Retzker "Theory of Translation and Translation Practice", in which the author outlined in detail the foundations of the theory of regular correspondences, outlined by him back in 1950. The book clarifies the classification of correspondence types, describes various types of lexical and grammatical transformations in the translation of scientific and technical literature. The author pays special attention to the issues of phraseological units and the transfer of expressive and modal aspects of the content of the original in translation.

A serious contribution to the development of the linguistic theory of translation was the work of L.S. Barkhudarov. The paper clearly reveals the main problems that have arisen in the transfer of scientific and technical texts and articles in the translation of various types of meanings of language units: referential, pragmatic, intralinguistic and grammatical. Various types of translation transformations are described in particular detail. It should be noted a very successful selection of illustrative material, simply and convincingly revealing the stated provisions.

A significant contribution to the development of the principles for classifying various types of translation, including scientific and technical, and methods for evaluating translations, was made by the works of K. Rice, who divides translations depending on the nature of the original text into content-oriented, form-oriented and appeal-oriented (or call). The paper deals with the linguistic and pragmatic aspects of the text that should be reproduced in translation, as well as some types of adaptation of the source text in the translation process.

It should also be noted the work of the West German linguist W. Vilss, where a wide range of translation problems is considered. The book compares the points of view of Western translation theorists regarding the principles of developing the theory of translation, methods of studying the process of translation, the concept of translation equivalence, the relationship between translation theory and text linguistics.

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THE CATEGORY OF MODALITY AND VARIOUS FORMS OF ITS EXPRESSION IN THE LANGUAGE

Abstract: The category of modality is the category of language and presents in itself the judgment concerning the reality or the statement related to its ties and phenomena. In general, modality can be defined as the speaker's attitude to the content of his statement and the relation of the content of the statement to the reality.

Key words: Modality, phonetic, objective and subjective, grammar, predicative, teachers, category.

English modality can be expressed not only by modal verbs. Modality can be expressed by different linguistic means. In actual speech all forms expressing modality work together to make the meaning clear. But in every case there is some leading form that expresses the main attitude. These forms fall into four categories: phonetic (intonation) grammatical (mood) lexico-grammatical (modal verbs) lexical (modal words and phrases). But the most important from them is the third form which includes modal verbs. It is important to take into consideration one more feature peculiar to modal verbs.

We differentiate two types of modality: objective and subjective.

Objective modality is a compulsory feature of any utterance, and one of the categories which build up a predicative unit – sentence. This type of modality expresses the attitude of utterance to the reality. Objective modality connects with the category of time and is differentiated by the feature of time certainty – uncertainty. Subjective modality expresses the attitude of the speaker to the utterance. In contrast to the objective modality subjective one is an elective feature of the utterance. Semantic content of the subjective modality is broader than semantic content of objective modality. Semantic stem of the subjective modality makes up the conception of assessment in the broad meaning including not only logic (intellectual, rational) qualification of the utterance, but and different types of emotional (irrational) reaction.

The main purpose of this work to analyse modality expressing language means in English texts. The objects:

- To give an idea of Modality as one of the main syntactic categories;
- To pick up Modality expressing language from English texts;

➤To classify the means found.

The categories have similar interrelationships and properties within each type. These uniformities allow us to abstract them, but nevertheless each type needs to be considered separately. The interactions between types must also be analyzed [6].

Quantity, or extensional modality, is the primary type of modality. And Aristotle thoroughly dealt with it. We are not consistent in our everyday use of terms like “sometimes”, “can”, “may”, “might”, “must”, and so on [7,7].

Ultimately these are semantic issues, not important to us. Though we must pointing out them. Logic simply establishes conventions for terminology, and focuses on the material issues.

Two more, temporal modality and natural modality interact intimately with quantity. Temporal and natural modality may be called “intrinsic” modalities, because they concern the properties of concrete individuals; extensional modality is comparatively “extrinsic”, in that it focuses on abstract universals. While it is true that often the copula “is” is intended in a timeless sense, we sometimes use the word with a more restrictive connotation involving temporal limits.

The temporal equivalent of what is a singular instance in extension, is a momentary occurrence. This is the unit under consideration here. When we say N is M we may mean either that N is always M, or that N is now M, or even that N is sometimes M. This ambiguity must be taken into consideration by Logic. A possible modification of standard propositions is therefore through the factor of temporal frequency.

The most significant type of modality is called natural modality. This refers to propositions such as “N can be M”, “N cannot be M”, “N cannot-be M”, and “N must be M”, with the sense of real, out-there potential or necessity. Aristotle in his philosophical discussions, recognized these relations, but he not systematically dealt with them in the framework of his logic works.

Temporal modality radically differs from such modality. We do not here merely recognize that something may be sometimes one thing and sometimes another, or always or never so and so. We tend to go a step further, and regard that there is a character intrinsic to the object which makes it able to behave in this way or that, or incapable of doing so or forced to do so. Thus, temporal and natural modalities represent distinct outlooks, which cannot be freely interchanged.

Also need to indicate two other main types of modality, the logical and the ethical. As it is previously stated, these types are each unique, and worthy of thorough treatment on their own.

Logical modality expresses the compatibility or otherwise of a proposed assumption with the general framework of our knowledge to date. Logical modality makes use of terms such as “might” (or perhaps) and “surely”(or

certainly), for possibility and necessity. Remember that we defined truth and falsehood as contextual, so this definition fits in consistently.

To the extent that such an evaluation is scientific, based on rigorous process, thorough, common public knowledge, and so on, it is objective information. To the extent that thought is deficient in its methodology, such modality is subjective.

Whereas the extensional, temporal and natural types of modality may be called 'materialistic', in that they refer directly to the world out there, which is mainly material or in any case substantial, logical modality may be called 'formalistic', because it operates on a more abstract plane.

Ethical statements tacitly refer to some value to be safeguarded or pursued, and consider the compatibility or otherwise of some proposed event with that given standard. We use terms such 'may' (for permissible) and 'should' (for imperatives), to indicate ethical possibility or necessity.

Ethical modality is of course relative to standards of value. An ethical statement can in principle be judged true or false like any other.

Subjectivity comes into play here, not only in the matter of selecting basic values, but also to the extent that, in this field more than any other, factual knowledge is often very private.

Logic must, of course, eventually analyze such modality types in detail. But for our present purposes, let us note only that, in either case, the resemblance to the other types of modality is the aspect of conditionality. They are defined through the conditions for their realization. [4]

In modern English there are grammatical and lexical means of expressing modality. Grammatical means are modal verbs like must, should, ought, will/would, can/could, may/might, need. Moreover, these verbs weaken its initial value, desirability, of obligation, necessity, etc., and transmit only the relation of the speaker to the content of the assumptions in General. Modal verbs convey different shades of modality, starting with the assumption bordering on certainty and ending with the assumption in which the speaker is not sure.

Lexical means are such modal words as perhaps, maybe, probably, possibly. Many linguists say about modal words as an independent part of speech. Their syntactic function is an introductory member suggestions. In foreign linguistics this type was noted, but was not allocated in a special category. The question arises how to deal with these units, syntactic position which does not provide information regarding their morphological nature. It seems that there are two possible solutions: either they are a special modal words, or that adverbs can function along with modal words. Some foreign and Russian linguists believe that these words are adverbs, involved in the field of modal words, without ceasing to be adverbs. Other linguists are firmly convinced that words such as perhaps, maybe, probably, possibly should include the modal group.

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DIFFERENT WAYS OF TEACHING ARTICLES

Abstract: This article deals with two types of articles definite (the) and indefinite (a/an), the use of which depends mainly on whether you are referring to any member of a group, or to a specific member of a group. It focuses on different rules of using definite, indefinite and zero articles and peculiarities of teaching articles.

Key words: Teaching articles, definite, indefinite and zero articles, grammar, teaching English, teachers, countable and uncountable nouns.

Articles are a problem for students of English because of their meaning and grammar. The correct use of the article is one of the most difficult points in English grammar. Students must understand the main difference between definite and indefinite article. Teaching articles should be based on such methodological principles as a conscious approach to forming and developing the skill of using articles. Pupils learn to use articles in the word-combinations, sentences in the target languages more successfully if they understand what they write, read or hear. Most grammar cannot be learnt in passing but has to be studied and thoroughly practiced before students can produce it confidently and accurately in new contexts. [7:54]

In the process of teaching English, teachers should pay special attention to countable and uncountable nouns. The distinction between countable and uncountable nouns must be clearly understood because it affects our choice of articles.

Countable nouns are words like cat, bridge, house, idea. We can count them (one cat, two houses, three ideas), so they can have plurals. The indefinite article a/an really means one, so we can use it with singular countable nouns (a house, an idea), but not with plurals.

Uncountable nouns are words like water, rice, energy, luck. These are things that we can divide (a drop of water, a bowl of rice, a piece of luck), but not count. You cannot say one water, two waters, etc. These words do not have plurals. The indefinite article a/an cannot be used with uncountable words.

Water is made of hydrogen and oxygen. (Not: A water...)

A lot of words can be both countable and uncountable, with different meanings or uses (e.g. iron, an iron; coffee, a coffee). Some plural words have no singular (e.g. trousers, scissors).

Putting it in another way, we can use:

a/an or the +singular countable: a hat – the hat,

the or zero + plural countable: the hats – hats,

the or zero + uncountable: the water – water.

In order to show the difference in using definite and indefinite articles with countable and uncountable nouns I use pictures and tables (see Appendix 1). There is a great number of exercises which can help students to understand the difference between countable and uncountable nouns. For example:

1. Which of the underlined parts of these sentences is right?

I had to buy a / some bread because I wanted to make some sandwiches.

2. Complete the sentences with the correct form, singular or plural, of the given nouns. When necessary, choose word in parentheses in some of the sentences.

The importance of teaching articles is obvious. It is necessary for teachers to be better informed how present and practice grammar and articles.

If the teacher has to teach the use of articles, then this is the place to begin. This is the basic rule for using articles. In fact, I often tell pupils that this is the only rule, but there are many exceptions. The problem is that there are so many exceptions that you could spend an inordinate amount of time going over these exceptions. In the end, pupils would not be able to internalize these rules anyways.

Another important rule is when something is unique or, in other words, there is only one of that objects. In this case, the definite article is used.

After explaining the main rules of using articles and showing the examples it is easy for pupils to understand the correct use definite and indefinite articles. First of all, it is suggested that the teacher should use dialogues for discussion with different articles. The pupils must learn the rules and discuss speakers' use of articles.

After that pupils can easily cope with different exercises. The following exercises are presented in an order of increasing difficulty. In the first exercises the pupils complete a sentence by choosing the correct articles from the suggested.

Teachers should pay their attention to such activity as asking questions. There are several reasons why questions are important: they stimulate and maintain pupils' interest; they encourage pupils to think and focus on the content of the lesson; they enable teachers to check pupils' understanding; the questions helps the pupil both with the words and with pattern required for the answer.

Many textbooks and methodology manuals writers argued that games are not just time-filling activities but have a great educational value. Most games make learners use the language instead of thinking about learning the correct

forms. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. That is why games are important part in the process of teaching articles and I try to use them in all possible ways. At the same time teachers should be very careful about choosing games if they want to have any results. They must correspond to the pupils' level, age, to the material that is to be introduced or practiced. Here is the example of the game which can help teachers to combine teaching articles and vocabulary.

What's in the picnic basket?

The teacher asks pupils to look at the picture. Make sure that they know the English names of everything in the basket. Pupils write the words in the correct column with a or an. The teacher can add some additional tasks to this game. Such as: make a list of foods you can take on a picnic.

What are they?

Review nationality adjectives with the aid of a map of the world. Pupils look at the pictures and say the correct nationality adjective for the objects with a or an. For example: an American, a Greek, a Spanish, an English, an American, an Italian, etc.

Presenting the rules of using articles and doing different exercises are only primary activities. At the output phase every teacher needs information about the learners' grammar skills. For assessing learners' knowledge and ability to use the articles appropriately different testing techniques can be used. Such as:

There is no "magic" way to learn articles. The best way to approach them is through regular and extensive practice. Exercises presented will give pupils practice in both understanding the meaning and using articles appropriately in context. [7:53; 11:138]

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XANDON PISTA YETISHTIRISHNING DOLZARB MUAMMOLARI

Annotatsiya: Ushbu maqolada O'rmon xo'jaligi davlat qo'mitasi tizimidagi viloyat o'rmon xo'jaliklarida adirlik va tabiiy tog'oldi maydonlarida xandon pista plantatsiyalarini barpo qilish ishlari va ushbu o'simlikning hususiyatlari haqida ma'lumotlar berilgan

Kalit so'zlar: Xandon pista, plantatsiya, o'rmon, adirlik, tog'oldi, maydon, nav.

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DOLZARB PROBLEMS OF HANDON PISTA GROWING

Abstract: This article provides information about the creation of a pistachio plantation in the hilly and natural foothill district forests of the State Forestry Committee and the characteristics of this plant.

Key words: pistachio, plantation, forest, hill, foothills, field, variety.

Respublikamizning umumiy maydoni 44457,9 ming gektarni tashkil qilib, shundan 3334,3 ming gektar maydonda sug'orib dehqonchilik qilinsa, 23473,8 ming gektar maydoni qir adirli, sug'orilmaydigan maydonlarga kiradi. Shu boisdan bu maydonlardan unumli foydalanish dolzarb masalardan hisoblanadi. Bu borada hozirgi kunda Mamlakatimizning barcha yer maydonlaridan unumli, samarali foydalanish va ularning samaradorligini oshirib borish muhim ahamiyatga ega. Respublikamizning sug'orilmaydigan lalmikor yer maydonlaridan unumli foydalanib, lalmikor dehqonchilik bilan bir qatorda, ushbu tuproq iqlim sharoitlariga mos, suvsizlikka bardoshli mevali va manzarali daraxtlardan foydalanish maqsadga muvofiq.

2021 yil noyabrda «Yashil makon» umummilliy loyihasi e'lon qilinib, 200 mln tup daraxt ko'chatlari ekish rejalashtirilgan edi. Kuzda 85 mln dona

ko'chat o'tqazildi. Ko'plab tashkilotlar, mahallalar, umuman, keng jamoatchilik bu savobli ishda jonbozlik ko'rsatdi. Bu yil bahor mavsumida respublikamizda 125 mln dona daraxt ko'chatlarini ekish mo'ljallanmoqda.

Davlatimiz rahbari „Yashil makon“ umummilliy loyihasi bir yillik tadbir emas. Uning doirasida kelgusi besh yilda 1 milliard tup daraxt ko'chatini ekishni maqsad qilganmiz. Bu umummilliy harakatning natijasi har bir mahallada ko'rinishi kerak, bu savobli ishni havas bilan qilish kerak. Agar O'zbekistonda ekologiyani yaxshilayman desa, har yili har bir xonadan ikkitadan daraxt eksin. Har bir tashkilot beshtadan daraxt eksin, qaysi tashkilot bo'lishidan qat'i nazar. Oliygo'hi, maktabmi, tibbiyotmi, katta-katta korxonalarimi. Mana shuni O'zbekiston tajribasi qilsak, bahor boshlangancha. Xalqimiz qo'llab-quvvatlaydi, albatta. Mana shuni qilsak, duoga qolamiz» deb ta'kidlagan.

Shularni hisobga olgan xolda xandon pista plantatsiyalarni tashkil etish va yetishtirish agrotexnologiyalarini joriy qilish hozirgi kunning dolzarb masalalaridan biri hisoblanadi.

Bizning lalmikor tuproqlarimiga mos, kam suv talab qiluvchi mevali yong'oq, handon pista, bodom va boshqa daraxtlardan foydalaniladi. Bu mevali daraxtlar nafaqat oziq-ovqat maxsulotlari sifatida istemol qilinadi, balki ular halq tabobatida dori-darmon uchun ham ishlatib kelinadi. Misol uchun: Abu Ali Ibn Sinoning „Tib qonuni“ nomli asarida jigar, oshqozon kabi kasalliklarini davolashda hamda inson tanasining tashqi yaralarni tuzatishda pista o'simligini o'rni haqida alohida ba'yon etilgan. Shuningdek, pista o'simligining mevasi surunkali tus olgan o'pka kasalliklarini davolashda ishlatiladi. Pista mevasi po'stidan tayyorlangan damlama oshqozon kasalliklarida ichiladi. Shu bilan birga, pista daraxti oshlovchi moddalar – tanin va qatron olish manbai bo'lib xizmat qilishi mumkin. Ming yillardan buyon pista Sharqda organizmni zararli moddalardan tozalashga xizmat qiluvchi ajoyib shifo vositasi sifatida ishlatiladi. Suriya va Fors tabiblari ortiqcha vazndan xalos bo'lmoqchi bo'lgan odamlarga pista iste'mol qilishni tayinlagan [1].

Xandon pista jahonning ko'plab mamlakatlarida muhim qishloq xo'jaligi ekini hisoblanadi. Dunyo bo'yicha yiliga 550 ming tonna pista yetishtirilmoqda. Mamlakatimiz xandon pista yetishtiruvchi yetakchi ishlab chiqaruvchilar ro'yxatida 13-o'rinni egallaydi. Bunday noyob mevani tayyorlashning mamlakatimizdagi yillik miqdori 200 tonnani tashkil qilmoqda. O'zbekiston o'zining qulay sharoitlari tufayli jahonda xandon pista ishlab chiqaruvchi va eksport qiluvchi o'nlikka kirib olishi mumkin. Buning uchun bizda barcha imkoniyatlar mavjud. Farg'ona vodiysi tuproq iqlim sharoitida xandon pista yetishtirish ishlari amalga oshirilmoqda [3].

Xandon pista daraxti ikki uyli, qimmatbaho yong'oqmeva beruvchi buta daraxt bo'lib, balandligi 8-10 metrgacha borishi, daraxt aylana diametri 5-6 metrgacha o'sa olishi mumkin. Mevalari xushta'm oziq-ovqat mahsuloti hisoblanadi. Tarkibida 60% yog', 15-20% oqsil, 13% gacha uglevod, 3-8% qand

moddasi va ko‘plab mikroelementlar mavjud. Pista yong‘og‘i ichki va tashqi bozorda juda yuqori baholanadi, O‘rta va Yaqin Sharq mamlakatlari uchun esa yuqori samarali eksport mahsuloti hisoblanadi. Sizot suvlari 3 metrdan pastda joylashgan, quruq va yoz oylari issiq xududlarda yaxshi o‘sadi. Sho‘r, toshloq, unumdorligi past va qiyalik adirlarda, ayniqsa kaltsiyga boy yerlarda juda ham yaxshi o‘sadi. Pistaning o‘sishi uchun eng qulay balandlik dengiz sathidan 800 dan 1300 metrgacha bo‘lgan maydonlar hisoblanadi (1-rasm) [2].



1-rasm Xandon pista

Pista qatroni pista terpentini deb nomlanib, yuqori texnik xossalarga ega va samolyotsozlikda keng ishlatiladigan yuqori sifatli laklar tayyorlashda qo‘llaniladi.

Pistani “kombinant daraxt” deb atashlari bejiz emas, chunki uning barcha qismlari (poyasi, barglari, mevalari, qatroni) inson ehtiyojlarini qanoatlantirishda ishlatilishi mumkin. O‘rta yer dengizi mamlakatlarida (Eron, Turkiya, Suriya va b.) pistani u keltirgan yuqori daromad sababli “Yashil oltin” yoki “Tilla daraxt” deb atashadi [4].

O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoevning 2020 yil 6 oktyabrdagi “O‘zbekiston Respublikasi O‘rmon xo‘jaligi tizimini 2030 yilgacha rivojlantirish kontseptsiyasini tasdiqlash to‘g‘risida”gi PQ-4850-son qarori ijrosini ta‘minlash maqsadida O‘rmon xo‘jaligi davlat qo‘mitasi tizimidagi viloyat o‘rmon xo‘jaliklarida o‘rmon barpo etish ishlari, jumladan adirlik va tabiiy tog‘oldi maydonlarida xandon pista plantatsiyalarini barpo qilish ishlari jadal sur‘atlarda olib borilmoqda. Ushbu qarorga asosan 2021 — 2030 yillarda o‘rmon xo‘jaliklarida daraxt va butalar nihol hamda ko‘chatlarini yetishtirishning prognoz ko‘rsatkichi Andion viloyati uchun 39811 ming donani tashkil etadi [5].

Shuningdek, ushbu qarorda yong‘oq, bodom va pista o‘rmonlarini yuqori hosildor navlar bilan to‘ldirish va sanoat plantatsiyalarini barpo etish. O‘rmon fondi maydonlarida tarqalgan yovvoyi va madaniy holdagi yong‘oqmevali (pista, bodom, grek yong‘og‘i, funduk, pekan va boshqalar) o‘simliklarning genetik resurslarini o‘rganish, saqlash va bioxilma-xilligini ko‘paytirish bo‘yicha hamkorlikda loyihalar ishlab chiqish. O‘rmon xo‘jaligi ilmiy tadqiqot instituti

olimlari tomonidan yaratilgan xandon pistaning 13 ta yangi navlarini 2020 yil yakuniga qadar o'rnatilgan tartibda davlat ro'yxatidan o'tkazish kabi topshiriqlar berilgan.

Andijon davlat o'rmon xo'jaligi tomonidan 2017-2021 yillar davomida adirlik va tog'oldi xududlarda 3 ming gektardan ziyod maydonlarda xandon pista plantatsiyalarini barpo qilish ishlari amalga oshirilgan bo'lib, ushbu ishlar jarayoni 2030 yilga qadar davom etishi belgilab qo'yilgan. Ushbu plantatsiyalar Andijon viloyati Qo'rg'ontepa tumani Toshoxur o'rmon bo'limi, Buloqboshi tumani Imom-Ota O'rmon uchustkasi, Asaka tumani Sharq xaqiqati o'rmon uchastkasi hamda Marxamat tumani Marxamat o'rmon uchastkasining adirlik va tog'oldi maydonlarida jami 2017-2021 yillar davomida 3185 gektar maydonda tashkil etildi. 2022 yil xolatiga mavsum boshidan Andijon viloyatidagi Andijon davlat o'rmon xo'jaligiga qarashli Qo'rg'ontepa tumani Toshoxur o'rmon bo'limi, Buloqboshi tumani Imom-Ota O'rmon uchustkasi, Asaka tumani Sharq xaqiqati o'rmon uchastkasi hamda Marxamat tumani Marxamat o'rmon uchastkalarida xandon pistaning Bobotog', Orzu, Serhosil, Tog' marvaridi navlari asosida 3 gektar maydonda onalik plantatsiyasi tashkil ekildi.

Ushbu tashkil qilingan xandon pista plantatsiyalariga har yili payvandlash shakl berish ishlari olib borilmoqda. Shuningdek ushbu o'simlikning yaxshi o'sib yetilishi uchun barcha agrotexnik tadbirlar o'z vaqtida o'tkazilib kelinmoqda. Plantatsiyalarda mutahassislar tomonidan monitoring ishlari o'tkazilib zararkunanda va kasalliklari aniqlanganda ruhsat etilgan pestitsidlardan foydalanib himoya qilish tadbirlari ham olib borilmoqda.

Afsuski xandon pista plantatsiyalari mavjud adirlik va tog' tizmasi etaklarining quyi qismi aholi turar joylariga tutash bo'lib, odamlarning chuqur o'ylamagan faoliyati (daraxtlarni kesish, chorva boqish) oqibatida bo'shab qolgan va bu pistaning tabiiy qayta tiklanishiga to'sqinlik qilmoqda. Bugungi kunda xatto chorvani o'tlatishga yaramay qolgan yirik xududlarning cho'llanishi kuzatilmoqda. Faqatgina pista o'simligini yetishtirish bu yerlarning yanada tanazzulga yuz tutishini oldini olish, bu navlarning oldingi arealini qayta tiklash imkonini beradi [1].

Bu muhim ishlarga davlat tuzilmalaridan tashqari mahalliy aholi, dehqon va fermer xo'jaliklarini jalb etilishi ushbu yer maydonlaridan yanada samarali foydalanish imkonini beradi.

Bu qimmatli mag'izli o'simlikni yetishtirishga iloji boricha ko'proq qishloq axolisini jalb etilishi ularning moddiy farovonligini sezilarli tarzda oshirishga, tabiat uchun esa ekologik barqarorlikni qayta tiklashga xizmat qiladi.

Insoniyatga ming yillardan buyon xizmat qilib kelayotgan tabiat mo'jizasi bo'lmish o'rmonzorlarni asrab avaylash, undan oqilona foydalanish hamda kelgusi avlodlarga yetib borishi taminlash har birimizning insoniy va muqaddas burchimizdir.

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CONTENT OF EDUCATIONAL ACTIVITIES IN CHILDREN'S CHOIRS

Abstract: Bringing up the younger generation as mature, spiritually, harmoniously, aesthetically and artistically formed, cultured people is one of the most pressing issues facing educational institutions today. The article discusses the importance of music education in secondary schools, not only in teaching children to sing, but also in developing vocal and choral skills or listening to music and the idea that the formation of their skills consists in the formation of their ideological, spiritual, aesthetic culture.

Keywords: music education, secondary school music lessons, vocal-choir skills, children's choirs, choir leader, educational process.

Choral art is one of the genres of music that is popular and democratic. Today it is one of the most popular folk arts. This type of art plays an important role in the musical education of people, in the formation of their aesthetic views. The interconnectedness of people's spiritual consciousness, their tastes, their single idea, their single performance, and their collective performance of words and music, unite them even more. This art has always been associated with folk singing and has played an important role in the formation and development of musical culture of different nations. Choral art has a long history in expressing its ancient musical culture. For centuries, church melodies have been the main performers in professional choral art. The emergence of singing in the performance of a cappella was the basis for the further development of choral art. Polyphonic composers who lived in the XV-XVI centuries and created many vocal works - J. Palestrina, O. Lasso, K. Janeken.

It is well known that the subject of "music culture" taught in secondary schools is characterized by the fact that in the study of other disciplines it is organized on the basis of several activities. Of particular importance in these activities is the activity of "singing in a group (choir)", which focuses on the main volume of the lesson, and the main purpose is to develop students' vocal and choral skills. Due to the fact that the formation of vocal and choral skills requires a long and continuous, systematic educational and creative process, the limited number of study hours allocated to science, this process can be carried out in combination with extracurricular activities. In the process of music education, it is important to develop and apply in practice the pedagogical and

methodological bases of the educational process aimed at developing the musical abilities and needs of students, including their vocal and choral skills.

Let's take a brief look at the purpose of the "singing as a group" activity in school music education. The "singing as a group" activity in school music education is very diverse and covers a wide range of educational activities, the most important of which is the formation of students' vocal and choral skills. This, in turn, creates a vocal sound, transmits sound, breathes, spends it sparingly, how to breathe, how to spend (sound attack), listening to music (hearing the sound at its own pitch, feeling, pure intonation (singing at its own pitch), diction (pure pronunciation), articulation (correct use of the vocal apparatus), ensemble (achieving singing in the chorus), words (adjusting the tone of the music, the teacher's voice), depending on the note singing (reading from a sheet), understanding and following the conductor's gestures in singing, "solfege" the text of the melody, singing with dynamic symbols, acquiring the skills and abilities of singing aloud. However, the chances of successfully doing such a wide range of work in a single lesson are very limited, because a 1-hour music lesson also includes a number of learning tasks, to perform rhythmic and dance movements in accordance with the music, to accompany the children on a musical instrument are the reasons why the "group performance" activity is performed outside the classroom. Success with group activities guarantees that it is the most accurate, effective way to achieve the goal.

Team performance, that is, singing in a choir, requires a number of vocal skills, which are difficult to imagine without these skills. Teaching students to sing in a choir requires them to master vocal and choral skills diligently, patiently, and to acquire the necessary skills. Singing as a group teaches students to sing in a number of ways, including listening to others sing while they sing in unison, feeling united, and singing in an ensemble. has a great influence on their moral and spiritual formation. Today, new forms of children's choir performance are emerging, the most important of which are:

1. Class-choir group in music lessons.
2. School children's choirs.
3. Choirs organized in children's creative centers.
4. Children's choir studios.
5. Choirs organized in children's music and art schools.
6. Amateur art clubs, where cultural institutions are organized.

All this involves the voluntary leisure of schoolchildren studying in the schools of the Republic and the development of their musical interests and abilities, as well as aesthetic education. In addition, it is the result of our state's high appreciation of the art of music, the role and importance of music in the education of young people. A choir is a popular form of hobby that introduces amateur students to a new world of music and plays an important role in developing students' musical abilities and talents. Involving students interested in music and singing in such clubs is not only the job of a music teacher, but

also a great contribution of the whole community, as well as the leadership of schools and out-of-school institutions in the education and upbringing of children. It is the result of a sense of care, attention, and aspiration to perform a responsible task. The purpose of the vocal work in the choir is to develop in the performers the skills of accurate, resonant voice, pure intonation of interval-chords. Here are the key points:

- work on important elements of vocal choir performance, good word mastery of ensemble, pronunciation, means of artistic expression;
- correct breathing, building and shaping vocal sounds;
- to have members of the group singing songs united in a single organism, to start, complete the performance, to achieve the factors of singing by following the conductor's gestures.

Building important elements of choral singing requires mastering vocal and choral techniques. Vocal-choral techniques include breathing, using it in a smooth, economical way, creating sound, holding it, dynamics, intonation, diction skills. The choice of repertoire is one of the decisive factors in any team performance, and it is the basis of the team's creative maturity. The selected songs should be suitable for children's vocal and performance abilities and, of course, should be educational in nature. In children's choirs, the first thing to do is to choose songs that are written for children. Because such songs are written to suit the age, psychological and physiological and vocal abilities of children.

The following steps will be helpful in selecting works for the choir:

- The artistic content of the text of the work and its educational impact;
- The song corresponds to the nature, mentality, performance of children, is light, easy to learn, popular;
- the relevance of the work to the overall strength;
- The range of the work corresponds to the type of chorus and the range in general;
- take into account the fact that the formed songs can be used at various events and concerts.

The repertoire has a positive impact on the full musical development of each member of the team and their moral and aesthetic education. The repertoire includes a variety of themes and genres, including patriotism, motherland, mother nature, children's songs, animals, plants, folklore, works by brothers and foreign composers. It is important that the content of educational work in children's choirs, first of all, reflects all the requirements set by the state for the upbringing of the younger generation. "The art of music has a greater and stronger impact on the spiritual upbringing of our youth than any other art form," he said. Education, out-of-school education, secondary special education and higher education should be well organized and their continuous improvement should remain one of the most urgent tasks today. Children's choirs organized in secondary schools should be aimed not only at deepening children's musical abilities and interests, musical-theoretical knowledge, but also

at instilling in them an artistic understanding of the world of sophistication, aesthetic taste, musical thinking and worldview.

Proper organization of educational work in children's choirs determines his creative success in concerts and competitions. The strict discipline imposed on the team, the consistency of the lessons, the school administration, the good attitude of the parents, as well as the fact that the team is useful and important to the educational work, support its creative growth and plays an important role in strengthening. The success of the team is due to the fact that the teacher, who is the leader of the choir, has organizational skills, experience in working with children, good knowledge and skills in working with music pedagogy. His systematic, systematic work plays an important role in achieving the goal of creating a creative and comfortable environment in the team.

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INNOVATIVE AND MODERN METHODOLOGY OF TEACHING ENGLISH

Annotation: The growing interest in many parts of the world in Modern Methods of Teaching English brings with it the question of how it should be done – how curriculum, subject, matter, and methodology should differ from the familiar norms developed in the past. A lot has been written on traditional teaching English, and until recently, the demand for the information on modern methods of teaching English has been limited. As well as opportunities in foreign partnership helps to develop it.

Key words: methodology, curriculum, subject, matter, speech activity, traditional teaching English, vocabulary, listening, speaking, reading, writing, magazines, newspapers.

All over the world, educational institutions implementing new ideas, methods, and technology based innovations to enhance the students' knowledge in the sphere of English. Basically, teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance. 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. Nowadays many books and articles are written to attract attention to this point. In planning curricular and methods it has been suggested that an understanding of students and their needs, interest, abilities, likes, dislikes, and developmental status should take precedence over other considerations. For instance: Dialogical speech – in this way students have a talk each other by creative approach. “Modern methodology of teaching English puts speaking in Dialogues in the first place for developing speaking skills. These skills can be trained with various teaching aids, including texts of fiction. Such dialogues give an opportunity to avoid traditional rendering of the texts and turn them into living English speech”. More than that, all the vocabulary is remembered much better. In dialogues, students train in fluency, quick reaction, acting skills and, of

course, grammatical correctness. Student reads the text himself and tells the meaning. Reading is interactive.

Reading short stories, novels and other literary works written by famous Uzbek, English and American writers is very important in language learning. As a teacher of English you may apply a variety of reading strategies, analyze literary elements use a variety of strategies to read unfamiliar words and build vocabulary, prepare, organize, and present literary interpretations. Understanding by listening – by these way students can improve speech skills. Listening is a receptive form of speech activity. Comprehension of speech while listening mainly based on auditory feelings. By perceiving, reproduce what we hear, in the form of inwardly speech. Listening comprehension is impossible without working of speech motor analyzer. Of course internal speaking requires ability to speak in this language. Understanding of sounding speech, in the moment of comprehension, is accompanied by intellectual activity, which includes recognizing of speech means and interpretation of the content. Learning English through the watching movies. Nowadays, teachers take into consideration students' demands for watching real movie stories together with reading books, magazines and newspapers. Because, as it is known not only printed materials can serve as a great source of teaching but also songs and movies play a key role in learning foreign languages. The importance of teaching vocabulary. Vocabulary is one of the aspects of the language to be taught in the institutes. In addition to learn new vocabulary, learner need to able to use strategies to cope with unknown vocabulary met in listening or reading text, to make up for gaps in productive vocabulary in speaking and writing to gain fluency in using known vocabulary and to learn new words in isolation.

Vocabulary learning is not on end in itself. A rich vocabulary makes to perform the skills of listening, speaking, reading and writing easier. By the type of teaching in traditional style is divided into several aspects such as speaking, analytic reading, reading at home, practice grammar, practical phonetics. As a result 3-4 teachers teach students in variety styles and as a result the connection of aspects is not provided. Some students learn grammar well, but in speech they meet difficulties to pronounce words. On this way we meet some questions. May be it is right, but in the course all aspects of teaching by new style are carrying out parallel. Moreover there are some methods to improve learning foreign language. Lessons are fully taught in English language based on all experiences, which are needed for lessons. That is to say students begin to understand by reading, by listening, practice of writing, improve speech and others. Students are become focal point of lessons, not teachers. The teacher only helps student to get knowledge. In this way the possibility of self studying is got well. When lessons aren't traditional, tasks are divided into couple or small group of students due to the type of it, students work in groups or individually.

For instance, at the beginning of lesson teacher makes plan and shares news with students. Each student participates in this plan and shares news with

each others. As a result mutual exchanging of knowledge is appeared and all students get to know the theme. Some exercises are done by couple or group of students. For working in the group students are given such tasks: organize debates, debate the theme with playing roles, and work with high techs. To work in couple they are given dialogues, grammar materials, and also reading. By these methods we can make all students to participate in lesson and teacher can help every student due to his or her demands. By using modern pedagogical and technological methods, and by the way introducing leading styles of teaching, teach growing generations, the system of speaking easily in these languages can be developed fully. As well as opportunities in foreign partnership helps to develop it. Known to us, using innovations and new pedagogical technologies are resulting well. Sometimes using same styles in teaching language may let go down interests of student to language. We advise some types of teaching in use, not to go down interest to foreign language.

To conclude it should be noted 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. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

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DESIGNING LEARNING ACTIVITIES ON THE LEARNING GOALS

Abstract: The article highlights the collected experience in designing educational process in a hierarchy of educational goals, and there are given the project of training session in higher education on the subject of organic chemistry on the topic "Alkenes".

Key words: Learning objective, introducing the concept, analysis, determination of values, a new idea, homologous series of alkenes hydrocarbons, isomerism and nomenclature of alkenes, the structure of the alkenes' molecule, the chemical properties of alkenes, methods for their production and application.

In the effective organization of lessons in higher education institutions, it is important to design the learning process on the basis of learning objectives. Therefore, it is recommended to use a maximum of 7-9 learning objectives in one lesson, ie every 10 - 15 minutes the person receiving the information should be distracted, and only then move on to the next stage of information transfer.

In this scientific article, we set ourselves the task to highlight our experience in designing the teaching process based on learning objectives.

Learners perform the following activities on the learning material or its highlighted parts: read, understand, analyze, calculate, comment, coordinate, use, evaluate, and so on.

If any of the listed activities is told to the student by the teacher as an assignment before it is completed, such assignment will have the status of a learning objective.

Some of these activities require low preparation from the student, while others require high and even very high preparation. Accordingly, the result of the action performed by the student is also evaluated differently. Hence, the problem of grouping the activities that achieve learning objectives according to their level of complexity becomes cross-cutting. This work was first done in 1956 by Benjamin Blum, a U.S. educator.

According to B.Blum, learning objectives are divided into 6 categories: 1 - cognition, 2 - comprehension, 3 - application, 4 - analysis, 5 - synthesis, 6 - evaluation. According to B.Blum, the achievement of the goal of "Knowledge" is 55 - 62% of the training material, "understanding" 63 - 70%, "application" 71 - 77%, "analysis" 78 - 85%, "acceleration" 86 - 92%, "assessment" means 93 - 100% mastered.

If we take into account that the learner can actively concentrate for only 10-15 minutes, it is advisable to use 7-9 learning objectives in one lesson. At the same time, the design of the lesson process in the order of learning objectives gives good pedagogical results.

At the end of the last century, B. Blum's taxonomy was somewhat criticized by psychologists. At the beginning of the XXI century B. A number of clarifications have been made by Bloom's follower, Lorin Anderson, and her colleagues.

Today, Blum's taxonomy has the following hierarchical form: 1 - acquaintance with new information, 2 - understanding of information, 3 - determination of the importance of information, 4 - analysis of information, 5 - attitude to information, 6 - new idea of information, new idea, to offer a new solution.

In the current semester, we used this project to conduct a lecture on "Alkenes" in organic chemistry at the university, and the details are as follows.

Learning Objective 1 - Prepare the group to explore a new topic. Time spent - 5 minutes. Didactic practice or tool used teacher's word.

The teacher asks the students to remember the topic of the previous lesson and asks questions about it. Students answer questions. The teacher announces the new topic and writes it on the board. Learning Objective 2 Get acquainted with the initial information on the topic.

Time spent 10 minutes. The didactic action or tool used is a poster or slide with a homologous sequence of alkenes, their names and isomers. The teacher explains the homologous sequence of hydrocarbons on the poster or slide, their naming and isomerism by nomenclature (trivial, systematic and rational).

Students write in their notebooks the information about the homologous sequence of ken alkenes, their names and isomerism. Learning Objective 3 Understand the information on the topic. Time spent 10 minutes. The didactic action or tool used is a poster or slide with a picture of the spatial deposition of the alken (SP²-hybridization of the carbon atom in ethylene).

Lecturer's speech: The production of new substances in the chemical industry and the increase in their productivity depend in many respects on low molecular weight active substances. Increasing the amount of product and reducing the amount of waste is one of the important tasks of the chemical industry. This, in turn, requires a thorough knowledge of the properties of the substances being studied as raw materials. Hence, the teacher encourages students to explore their industrial significance using the chemical properties of alkenes.

Students listen to the teacher's speech, write the equations of process reactions in their notebooks and try to determine their industrial significance using the chemical properties of alkenes.

Poster or slide, as well as video-experimental material with the applied didactic action or means methods of obtaining alkene. Instructor 1)

Demonstrates a video-experimental work on obtaining ethylene on the basis of heating with concentrated sulfuric acid in ethyl alcohol and explains what discoloration occurs when the resulting ethylene is passed through a 1% solution of potassium permanganate.

2) The combustion of the resulting ethylene gas is observed in a video experiment and the equations of partial and complete combustion of ethylene are explained by writing. Students closely follow the process of video experiments demonstrated by the teacher. They write in their notebooks the corresponding chemical equations of the processes of reactions.

Learning Objective 6 To respond to information. Time spent 12 minutes. Applicable didactic materials Students are provided with a diagram or slide with a clear indication of the areas of application of “Ethylene series hydrocarbons”)

Teacher Q1: Where and for what purpose is ethylene glycol oxidized ethylene according to the given scheme? Students argue in search of an answer to the question eng (Expected correct answer: ethylene glycol is widely used on an industrial scale, mainly in the production of antifreeze and motor oils, as well as as a heat carrier in vehicles, as a raw material for polymers).

Instructor Q2: Where is acetic aldehyde and carbonic acid derived from ethylene used according to the given scheme? Students argue to find the answer to the question (The most correct answer is: acetic aldehyde is widely used in the production of acetic acid, acetic anhydride, ethyl alcohol and ethyl acetate. Carboxylic acids are used in the textile, leather, chemical industry, food canning. and widely used in other fields).

Learning Objective 7 To provide new ideas, new ideas, new solutions to information. Time spent 13 minutes. Applicable didactic tools A pre-prepared assignment in the form of a text for oral presentation by the teacher.

The teacher reads the assignment condition: When ethylene is ignited in atmospheric air, it burns to form some smoke. When burned in a stream of oxygen, it burns without smoke, giving a blue flame. Why? In which case does it give high energy when burning?

Students answer the teacher's question in their notebooks and describe the process in a chemical equation. Learning Objective 8 Conclude the process of learning the topic. Time spent 5 minutes. Didactic tools used teacher's word.

The teacher asks students to reinforce the material on the topic based on the relevant part of the textbook. He says they can ask questions on the topic. Students write the relevant pages of the textbook in their notebooks. They ask questions on the topic covered. The quality of mastery was much higher in educational institutions based on a sequence of learning objectives than in non-educational institutions.

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THE MAIN ISSUES OF ORGANIZING THE INDEPENDENT WORK OF STUDENTS

Abstract: This article analyzes the main issues of organizing independent work of students. the author suggested methods for the effective organization of independent work.

Key words: students, independent work, working on less, ability to work.

Nowadays, one of the important tasks is to develop the creative abilities of students, to train potential professionals who can solve the problem through the formation of independent thinking skills.

The basis of advanced pedagogical technology is the organization of independent learning of students, the development of creative abilities, free thinking, active participation in interactions, increasing their interest in reading. Modern pedagogical technologies teach students to search for the knowledge they have acquired, to study and analyze it independently, and even to draw their own conclusions.

Experience has shown that only those who patiently and independently complete the work they have begun will achieve their goals in life. The organization of independent work has a special place in the education of these qualities in students. In addition, due to the huge flow of information today, due to the development of science and technology, no matter how good a teacher is, he is not able to convey to students all the knowledge and information about the subject in the classroom. The only way to complete it is for students to work on themselves independently. Another positive aspect of independent work is that it also develops independent thinking. That is why today special attention is paid to the organization of independent work of students.

In choosing the types and forms of independent work, it is necessary to follow the principles of "from simple to complex", "from a general to a specific problem". Independent work assignments can be written, practical, graphic and creative in nature, depending on the nature of the science.

Writing essays as an important part of students' independent work in the natural sciences is increasingly being used in the educational process. The abstract can be seen as the first form in which students write a research paper, conduct research.

It should be borne in mind that the majority of graduates of schools and secondary special education institutions do not have the skills of independent

work, some of them do not even know how to work with textbooks, prepare essays.

Abstract (Latin "refero" - I give information) - a text on a particular topic, including a brief written or oral description of the content of a scientific work, book, article, etc., information about the results of scientific research, relevant literature and other sources.

When preparing an independent work essay, the science teacher advises the student to choose the main and additional literature on the topic, to separate the most important of them, what to focus on when creating a plan that fully covers the selected topic. During independent work, the student turns to the teacher for a question or advice that they do not understand. The plan on the topic should not be too much.

Allocating independent work from subjects to students at the beginning of the semester and setting deadlines for their admission increases the responsibility of students to perform independent work. It is also possible to save time for independent work and increase students' responsibility for independent work by asking students for independent work on the topic directly covered in the lectures.

For example, listening to the results of independent research on "Anomalous properties of water" in the course of lectures on "Physicochemical properties of water" in the field of water chemistry will increase the interest of other students in the topic and they will gain additional knowledge on the topic. This not only increases the ability of the student who has prepared an independent work to express his opinion, to convey it to other students, but also reveals some shortcomings in independent work. The student will be able to submit to the teacher while overcoming the shortcomings of independent work. In doing so, both the teacher and the student make good use of their time.

By writing an independent work, the student learns to work with scientific literature, collect statistical data and other materials, process and analyze them, take a critical look at the phenomenon under study, evaluate, connect theory with practice.

This means that the student's independent work leads to the overall development and professional development of the student, increases the student's self-confidence, which contributes to the formation of the ability to work independently.

Independent work of students plays a special role in the training of personnel who are able to meet the requirements of the times, mature in all respects, competitive, able to independently solve the problem.

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CAUSES OF CHILD CRUELTY TO NATURAL OBJECTS (ANIMALS AND PLANTS)

Abstract: It is well known that preschool institutions are the basis of lifelong education. In recent years, special attention has been paid to the training of qualified pedagogues and teachers. The curricula of preschool institutions have been redesigned. Modern teaching aids, technical means, toys are being developed. Particular attention is paid to the mental, spiritual, physical, personal and cultural development of preschool children. Pedagogical conditions have been created for the spiritual and moral education of preschool children on the basis of national and universal values. Scientific research has been carried out since independence.

Key words: preschooler, environmental education, nature.

Philosophers, poets and artists of all times have respected the eternal and ubiquitous theme: the interaction of man and nature. But the danger and possibility of an ecological crisis, the problem of greening the material and spiritual activity of man was not as acute as it is today, when it has become a vital necessity, one of the conditions for its preservation. The common home for all is the earth.

Today, there is only one step from the ecological ignorance of a person to a crime against humanity, and this ecological ignorance is formed in the family, kindergarten, school, institute. That is why modern scientists study the problem of ecology in detail, studying its various aspects, including pedagogical ones.

The main task of pedagogy is to educate children in an ecological culture, the basis of which is reliable knowledge and practical skills aimed at protecting nature. A careful and conscious attitude to nature should be specially brought up in children from an early age. Preschool age is the first stage in the formation of a person, the orientation of his values to the world around him. During this period, a positive attitude is established towards nature, the “man-made world”, towards oneself and the people around. The nature of a preschooler includes a variety of natural objects, so his acquaintance with plants and animals is inevitable - a natural process of learning about the world around him and acquiring social experience. This process should be led by a focused and evidence-based adult.

S. N. Nikolaeva believes that the main content of environmental education is the formation of a consciously correct attitude to natural phenomena and objects that surround the child and get to know him at preschool age.

The conscious attitude of children to nature is based on a sensitive perception of nature, an emotional attitude towards it and the characteristics of life, the growth and development of some living beings, some biocenoses, etc.

The process of forming a conscious attitude to nature is accompanied by certain forms of children's behavior, which can become a criterion for assessing the level of environmental education.

Determining the initial level of environmental education of preschoolers requires solving a number of problems.

Functions:

1. Develop criteria and levels of environmental education for children of senior preschool age;
2. Development of the main stages of diagnosing the environmental education of schoolchildren;
3. Diagnose the attitude towards natural objects in real life;
4. Determine knowledge of the norms and rules of behavior in nature.

The diagnostic criteria and levels developed by us make it possible to more objectively and accurately record changes in the environmental education of each adult preschooler.

To solve the above problems, plans for individual conversations, problem situations, analysis of children's activities, didactic games, observation of the pedagogical process, questioning, and study of educational work with children were used.

The diagnostics developed by us includes:

2 main steps:

Step 1 - to identify environmental education through the attitude of older preschoolers to natural objects in real life situations;

Step 2 - Reveal environmental education and knowledge of the norms and rules of behavior in nature by discussing situations and introducing a game approach into the educational process of older preschoolers.

Based on this diagnosis, the following indicators were obtained:

Diagnostics of the attitude of children to living objects in nature:

The reverse side of the attitude to living organisms is that it prevails in 40% of children in the experimental group and 40% in the control group. These are children who have a low level of development of ideas about living organisms; cognitive attitude to nature was found in 40% of the experimental group and 32% of the control group. At the same time, in many children this attitude is combined with emotional and activity aspects; emotional and aesthetic attitudes prevail in 20% of the experimental group and 20% of the control group; the orientation of humanity and activity is expressed in relation to nature in 8% of children in the control group.

Environmental education is currently considered by many scholars. Much has been said and written about child abuse. It is often feared that child abuse will develop into adulthood and become such a bad trait that it poses a serious

danger to others. Many experts are trying to trace the origins of juvenile delinquency and even political extremism.

Thanks to my little experience, I came to a deeper understanding that the relationship of man to nature is not unrequited. For example, the Aral Sea for many years of aggressive treatment of nature called on humanity to be vigilant.

But I mean one thing: nature corrects human error - so you need to educate the younger generation in an environmentally friendly way. The Law of the Great Balance requires...

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SOME PROTEINS IN BLOOD PLASMA

Annotation: The article provides information on the formation of cavities and apoptotic bodies in the cytoplasm.

Keywords: Apoptosis, implantation, organogenesis, ceramidase, sphingosine, embryogenesis

Plasma proteins can be broadly classified into two groups: those, including albumin, that are synthesized by the liver, and the immunoglobulins, which are produced by plasma cells of the bone marrow, usually as part of the immune response.

A number of plasma proteins have the ability to bind certain molecules (their ligands) with a high affinity and specificity. These proteins can then act as a reservoir for the ligand and help control its distribution and availability by transporting it to tissues. Binding to a protein can also render a toxic substance less harmful to the tissues. Major binding proteins and their ligands are shown in Table 1.

Albumin. Albumin serves as an osmotic regulator and is a major transport protein

Albumin is the predominant plasma protein. It has no known enzymatic or hormonal activity, and accounts for approximately 50% of the protein found in human plasma. Its normal concentration is 35–45 g/L. With a molecular weight of about 66 kDa, albumin has highly polar nature and dissolves easily in water. At pH 7.4, it is an anion with 20 negative charges per molecule; this gives it a high capacity for non-selective binding of many ligands. It also plays a critical role in maintaining colloid osmotic pressure of the plasma.

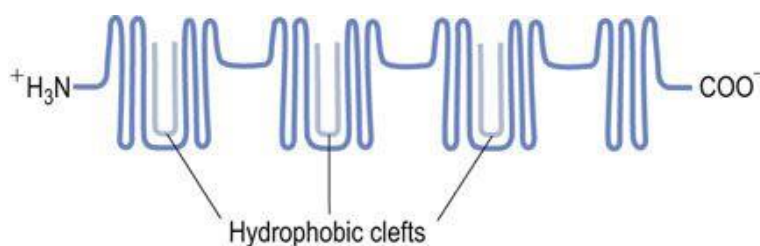
Table 1. Transport proteins and their ligands

Proteins	Ligands
Cation binding	
Albumin	Divalent and trivalent cations, e.g. Cu^{2+} , Fe^{3+}
Ceruloplasmin	Cu^{2+}
Transferrin	Fe^{3+}
Hormone binding	
Thyroid-binding globulin (TBG)	Thyroxine (T4), tri-iodothyronine (T3)
Cortisol-binding globulin (CBG)	Cortisol
Sex hormone-binding globulin (SHBG)	Androgens (testosterone), estrogens (estradiol)
Hemoglobin/protoporphyrin binding	
Albumin	Heme, bilirubin, biliverdin
Haptoglobin	Hemoglobin dimers
Fatty acid binding	
Albumin	Nonesterified fatty acids, steroids

The rate of albumin synthesis (14–15 g daily) depends on nutritional status, especially on the extent of amino acid deficiencies. Its half-life is about 20 days. Importantly, although the albumin level reflects the nutritional status in the longer term, in hospitalized patients the short-term changes in plasma albumin concentration are usually due to changes in hydration/

Albumin is the primary plasma protein responsible for the transport of hydrophobic fatty acids, bilirubin, and drugs

Albumin can bind (and thus solubilize) a range of substances that include the long-chain fatty acids, sterols, and several synthetic compounds. The transport of long-chain fatty acids underpins much of the body's distribution of energy-rich substrates. There are numerous fatty acid binding sites on the albumin molecule, with variable affinities. The highest affinity sites are believed to lie in the globular segments within specialized clefts of the albumin molecule (Fig. 1).

**FIG.1** Molecular model of human albumin.

The hydrophobic clefts are globular segments of albumin that bind fatty acids with high affinity.

In addition to binding fatty acids, albumin binds unconjugated bilirubin (Chapter 30). The sites within the albumin molecule are also capable of binding a variety of drugs, including salicylates, barbiturates, sulfonamides, penicillin and warfarin. This is of great pharmacologic relevance. Such interactions are weak and the ligands become easily displaced by substances competing for a binding site. Somewhat surprisingly, albumin is not essential for human survival and rare congenital defects have been described where there is hypoalbuminemia or complete absence of albumin (analbuminemia).

Proteins that transport metal ions. Transferrin transports iron

The binding of ferric ions (Fe^{3+}) to transferrin protects against the toxic effects of these ions. In inflammatory reactions, the iron–transferrin complex is degraded by the reticuloendothelial system without a corresponding increase in the synthesis of either of its components; this results in low plasma concentrations of transferrin and iron.

Ferritin is the major iron storage protein found in almost all cells of the body

Ferritin acts as the reserve of iron in the liver and bone marrow. The concentration of ferritin in plasma is proportional to the amount of stored iron; therefore measurement of plasma ferritin is one of the best indicators of iron deficiency.

Ceruloplasmin is the major transport protein for copper

Ceruloplasmin helps export copper from the liver to peripheral tissues, and is essential for the regulation of the oxidation reduction reactions, transport, and utilization of iron (Fig.2). Increased concentrations of ceruloplasmin occur in active liver disease and in tissue damage.

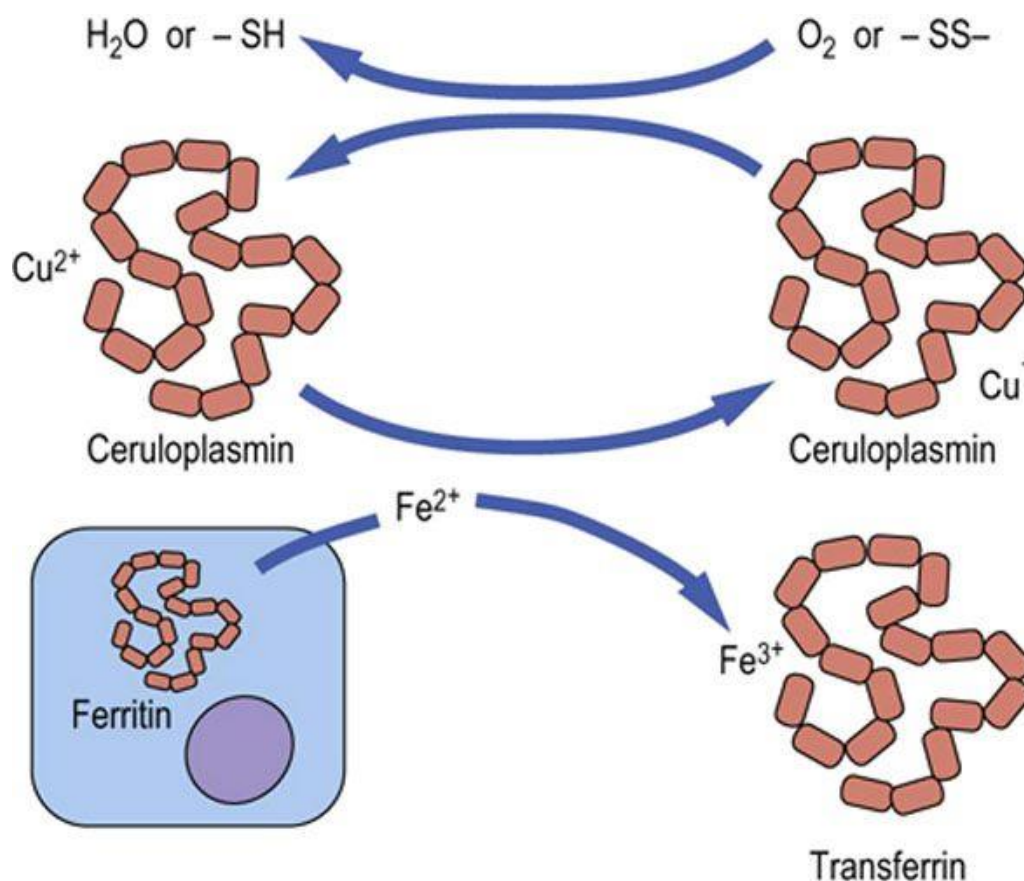


FIG.2. Plasma ferroxidase activity of ceruloplasmin.

Oxidation of Fe^{2+} by ceruloplasmin permits the binding and transport of iron by plasma transferrin. The cuprous ion (Cu^{2+}) bound to ceruloplasmin is regenerated by reaction with oxygen or with oxidized thiol groups.

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AGROTECHNICS AND SEEDS OF MAXAR GROWING

Annotation: Maxsar is a representative of oilseeds. Maxsar seeds contain 25-35% of oil, which is mainly used in the food industry and in the production of margarine. Maxsar oil is used to make alif, dyes and soaps. Maxsar pistachios are a valuable food for poultry and are used as fodder and fertilizer. In recent years, in some farms of the republic, safflower is grown as a food crop.

Keywords: Cucumber leaf, fertilizer, care, cucumber flower.

Maxsar seleksiyasi va urug'chiligi. Astradoshlar -*Asteraceae* oilasiga, *Cartamus*L. turkumiga mansub. Uning 19 turi ma'lum, shulardan faqat bitta tur *C. tinctorins* madaniy hisoblanadi. Maxsar (saflor) ekini Markaziy Osiyoning qurg'oqchilik, ayniqsa lalmi yerlar sharoiti uchun katta ahamiyatli va istiqbolli ekin bo'lib hisoblanadi. Maxsar eng qadimiy madaniy o'simliklardan bo'lib hisoblanadi. Lekin katta maydonlarda jahonda unchalik ko'p tarqalmagan. Uning ekin maydonlari asosan Zakavkaze va Markaziy Osiyoda uchraydi (Janubiy Qozog'iston, O'zbekiston, Tojikiston, qisman Qirg'iziston). O'zbekistonda uning maydoni 1998 yilda 38 ming gektargatarqalgan edi, hozirda O'zbekistonning lalmikor yerlarida 15-20 ming gektar maydonga ekiladi. Urug'ining o'rtacha hosildorligi 10-12 s/ga, sug'oriladigan yerlarda 19-22 s/ga. Ilgari zamonda maxsarning tozalangan moyi iste'mol qilish uchun tozalanmagani esa chiroq yoqish uchun foydalanilgan, uning qizil gulli shakllaridan buyoq olinardi. Lekin kimyoviy usulda arzon va yuqori sifatli buyoq olinishining rivojlanishi bilan uning buyoq o'simligi sifatida ahamiyati pasayib qoldi, faqat qisman O'zbekistonda gilam tukish ishlab chiqarishda bu o'simlik buyog'idan foydalanilishmoqda. Bugungi kunda maxsarning moyli ekin sifatida ahamiyati oshib bormoqda. Maxsarning moyi oziqa sifatida boshqa o'simlik moylari qatorida iste'mol kilinadi. Uning moyi yuqori sifatli bo'yicha kungaboqar moyining ko'rsatkichlaridan 93 qolishmaydi. Maxsarning gultoji barglari shafran urnida ishlatilishi mumkin. Bu o'simlikning urug'i parrandalar (tovuqlar) uchun yaxshi yem bo'lib hisoblanadi. Urug'idan moy chiqishi miqdori 30 - 35 %. Maxsar ekini katta agroteknika ahamiyatga ega. Bu ekin qurg'oqchilikdan qo'rqmaydigan, qator oralari ishlanadigan ekinlardan Markaziy Osiyoning lalmi yerlarida yagona ekin bo'lib hisoblanadi. Yovvoyi holda O'zbekistonning cho'l adirlarida ko'p miqdorda o'sadi. O'simlik bo'yi 40-50 sm dan 100 - 200 sm gacha bo'lishi mumkin. Poyaning ustki qismida 20 - 30 sm balandlikda yon shoxlari hosil bo'ladi. Asosiy poyasining uchida gul to'plami hosil bo'ladi. Madaniy maxsar navlarini ikki guruhga bo'lish mumkin. Birinchi guruhga tubining

kompakt shaklli, ko'p shoxlarni asosiy poyaga qisilib joylashganlari va ikkinchi guruh o'simliklari tubining yoyilib o'sadigan, shoxlari asosiy poyadan chetga qarab o'sadigan. Maxsar o'simligining barglari yalang'och, qo'pol, qattiq, xar xilshaklli, rangli, chetlaritishsimon, aksariyati tikonli.

Maxsarninghammashakllariikkiguruhgabo'linadi: tikonlivatikonsiz. Gul to'plami - savatcha, ko'p gulli, ko'p urug'li bo'lib, savatcha turli shakl va kattalikda 94 bo'ladi. Savatcha diametri 1 - 4 sm gacha. Savatchada 20 dan 100 gacha urug' joylashadi. Bir o'simlikda odatda 5 - 6 dan 15 - 20 ta gacha va undan ko'p savatcha shakllanadi. Maxsar urug'lari to'kilmaydi. Maxsarning guli - nay shaklida, ustki qismida 5 bo'lakchali. Gulining rangi oq, qizil, sariq, to'q sariq. Aksariyat gullari sariq rangli. Har gekardan 50 kg dan 200 kg gacha quruq gullar yig'ib olish mumkin va shu o'simliklardan ham gul ham urug' yig'ib olish mumkin. Maxsarning gullari yaxshi yoqimli xidli, nektar saqlanganligi uchun asal arilar uchun - asal beruvchi o'simlik hisoblanadi. Guli chiroyli bo'lganligi uchun ko'p joylarda manzarali o'simlik - gul sifatida ekiladi. Maxsarning urug'i (pistasi) yalang'och, oq yaltiroq - to'rt qirrali uzunchoq shaklda, kungaboqar urug'iga o'xshash. Uning kattaligi navga va o'stirish sharoitiga qarab har xil bo'ladi. 1000 ta urug'ining vazni 20 -60 g. Urug'ining uchida soch (xoxoloq) bo'ladi yoki bo'lmaydi. Bu nav belgisi bo'lib hisoblanadi. Urug'ida po'chog'ining miqdori 40 - 60% bo'ladi. Bu xususiyat maxsar naviga va o'stirish sharoitiga bog'liq. Urug'i mag'zining (yadrosi) moyliligi 47 - 61%, butun urug'larining moyliligi esa 25 - 34 % bo'ladi. Maxsarning moyi yarim quruvchan, (yod soni 85 - 130). Maxsar bir yillik, bahori - erta pishar o'simlik. Vegetasiya davrining davomiyligi navga va o'stirish sharoitiga bog'liq. O'zbekiston bahorikor yerlari sharoitida maxsar shakllari, navlarining unib chiqishdan pishgancha bo'lgan davr 95 - 135 kun davom etadi. Maxsar qurg'oqchilikka o'ta chidamli. Uning ildiz tizimi kuchli rivojlanib, yerga chuqur joylashadi va suvni tejab sarflaydi. Tuproq qurg'oqchiligiga chidamli bo'lsa ham havo qurg'oqchiligi (garmsel) vaqtida hosildorligi ancha pasayadi. Ayrim vaqtlarda 7 - 15 s hosil to'plashi mumkin. Maxsar issiqlikka talabchan o'simlik bo'lib 1 - 20 S da unib chiqishi boshlanadi, - 6 - 70 S sovuqni ko'taradi. Urug'lanish bir gul to'plami gullari orasida yoki bir gul to'plami bilan shu o'simlikning boshqa gul to'plami orasida va boshqa o'simliklar orasida chetdan changlanish ro'y beradi. Chetdan changlanish asosan asal arilari va boshqa hasharotlar yordamida o'tadi. Madaniy maxsar bilan tikonli yovvoyi maxsar orasida osonlik bilan changlanish ro'y berishi mumkin. Maxsar - *Carthamus tinctorius Asteraceae L*, astralar oilasiga (murakkab gullilar Compositae L) Carthamus turkumiga mansub. Carthamus turkumiga 19 tur birlashib, bittasi - madaniy. 15 turi bir yillik, 1 - turi ikki yillik va 3 tasi ko'p yillik. 14 turi o'rta yer dengizi xududida tarqalgan. Hamma turlari bittasidan (*C. helentoides*) tashqari barg va gul to'plamlarida tikonli. Madaniy maxsar navlarida tikonsiz mutantlar borligi aniqlangan.

Yetishtirish agroteknikasi. Maxsar issiqqa talabchan o'simlik. Xuddi don ekinlaridek urug'lari 1-2⁰C da una boshlaydi. Maysalari -6-10⁰C sovuqqa

bardosh beradi, shuning uchun ham uni kech kuzda ekish mumkin. Maxsar lalmikor maydonlarida yuqori xarorat va qurg'oqchilikka chidamli o'simlik xisoblanadi. Maxsarning ildizlari baquvvat bo'lganligi uchun tuproqning 1.5-20 m pastidan namni o'zlashtirib, o'simlikning rivojlanishi uchun sharoit yaratadi., namni juda tejab sarflaydi. O'simlik gullagan paytda havo nam bo'lib yomg'ir ko'p bo'lsa, uning changlanishi pasayib ketadi.

Bugungi kunda maxsar urug'idan asosan o'simlik moyi, gulidan qandolatchilik sanoati uchun ekologik toza istemol bo'yog'i va chorva mollari uchun vitaminlarga boy ertangi ozuqa sifatida yetishtiriladi.

Urug' po'stlog'i bilan yanchib olingan maxsar moyi taxir mazaga ega bo'lib, istemol uchun yaroqsiz hisoblanadi. Undan sifatli buyoqlar, olif, sovun va linoleumlar tayyorlash mumkin. Urug' mag'zidan olingan moyning mazasi kungaboqar moyining mazasiga juda o'xshaydi va turli xil taomlar, margarin, konserva mahsulotlari va salatlar tayyorlashda foydalaniladi.

Maxsar urug'larida 25-35 foiz qimmatbaxo moy bor. Bu o'simlik moy olish uchun ekiladi. Moyi oziq- ovqat sanoati va yengil sanoat uchun qimmatbaxo xom-ashyo hisoblanadi. Maxsarning moyi kungaboqar moyidan mutlaqo farq qilmaydi. Tashqi ko'rinishi jixatidan och-sariq bo'lib, ta'mi kungaboqar ta'miga juda o'xshaydi. Maxsarning moyi chala quriydigan moy bo'lib, olif, lak bo'yoq ishlab chiqarishda ko'plab ishlatiladi. Maxsarning gultoij barglaridan meditsinada efir moylari olish uchun, konditerlik sanoatida bebaxo rang beruvchi modda sifatida foydalaniladi. Maxsarning kunjarasi chorva mollari uchun to'yimli ozuqa xisobalanadi, ammo po'chog'i va mag'zining po'stining ajratib tashlanishi kerak, aks xolda kunjarasi achchiq bo'ladi. SHu sababli po'chog'i yoqilg'i sifatida ishlatiladi.

Qadimdan Misr va Hindistonda ma'lum bo'lgan, gulbarglaridan tayyorlangan bo'yoqlar keng qo'llanilgan. Eramizgacha bo'lgan XVI asrga oid qazilmalarda maxsarning qurigan gullari topilgan. Arab tilida «usfur» deb nomlangan. SHu nomdan ruscha nomidan kelib chiqqan deb hisoblanadi.

Qadimdan Hindistonda sanskrit lug'atida maxsar qadimiy ekin deb qayd qilingan. Hindistonda maxsarning barcha botanik tur xillari saqlangan.

Hindistondan maxsar Xitoyga keltirilgan. Maxsar ekilishi to'g'risida grek olimlari Dioskorid va Pliniy o'z asarlarida qayd qilishgan. Madaniy ekin sifatida maxsar SHimoliy Afrikada, Old Osiyoda, Afg'onistonda, Mesopotamiya, Kichik Osiyo, Suriya, Falestin, Kavkazorti Birlashgan Arab Amirliqi, Eron, O'rta va Janubiy Amerikada ekiladi va Turkmanistonda keng ekilmoqda.

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THE PHYSIOLOGICAL ROLE OF VITAMIN D AND ITS SIGNIFICANCE FOR CLINICAL PRACTICE

Annotation: The effect of vitamin D on the body causes and diseases of vitamin D deficiency at an early age and in pregnant women.

Key words: Physiological evaluation of vitamin D and vitamin D3 in the clinical diagnosis of vitamin D deficiency.

Vitamin D is a term combining a group of compounds with a similar chemical structure. Several forms of vitamin D are found in products of plant and animal origin, and vitamin D is obtained synthetically. The most important vitamins are vitamins D3 and D2, which are often combined under the common name calciferols.

Vitamin D belongs to the group of fat-soluble vitamins, but unlike other vitamins, vitamin D:

- 1) not biologically active;
 - 2) is not a cofactor of enzymes;
 - 3) they can be synthesized independently in the body from acetate and cholesterol, for example, steroid hormones;
 - 4) in the process of metabolism, it becomes a hormone-active form in the body and has a biological effect from the place of formation;
 - 5) has a variety of biological effects due to interaction with specific receptors; in this regard, it is called "D-hormone".
- Vitamin D2 (ergocalciferol) enters the body with a small amount of food and increases the need by 20-30%; absorption occurs in the duodenum and stomach in the presence of bile acids. Vitamin D interacts with tauroic acid to form chylomicrons of cholecalciferol omolate, which are transported through the intestinal lymphatic system. Vitamin D3 (cholecalciferol; D3) is formed in the range of 270-300 nm from 7-dehydrocholesterol in the malpighian layer of the skin during the photolysis reaction under the action of ultraviolet light. Vitamin D is stored in reticulocytes, which creates optimal conditions for the conversion of the vitamin itself into calcidiol due to the release of enzyme activity, and then maintains the necessary level of active forms in the body by transporting it to hepatocytes. In hepatocytes, vitamin D is converted into its active metabolite calcidiol D, 4-hydroxyvitamin D in the presence of the microsomal enzyme 25-hydroxylase and cytochrome isoenzymes. With the accumulation of a significant amount of vitamin D in hepatocytes, the rate of formation of its active forms decreases, and

the hydroxylation reaction leads to an increase in the level of D in the blood serum, which reflects the level of vitamin D formation in the skin and its consumption. The lifetime of calcidiol in the blood is 20-30 days. D₃ is transported to the kidneys by transport proteins, where, under the action of enzymes 1-hydroxylase and 24-hydroxylase, it turns into a hormonally active compound – calcitriol (1,25-dihydroxycholecalciferol; D-hormone; 1,25-dihydroxyvitamin D) and an alternative metabolite secalcalfediol (24,25-dihydroxycholecalciferol). Vitamin D synthesis can also occur in the cells of many organs and tissues due to the cytochrome P-25 isoenzyme and mitochondrial enzyme D₃ and its transformation. The target of active vitamin D₃ metabolites are vitamin D₃ receptors located in more than 40 tissues and organs of the body. The classic effect of vitamin D is to maintain the homeostasis of calcium and phosphorus in the body: calcitriol enhances intestinal absorption of calcium in the small intestine, stimulates the reabsorption of calcium and phosphorus in the kidneys, leading to an increase in their concentration in the blood to the level necessary for adequate mineralization of osteoids. Thus, the biological and clinical effects of vitamin D on the body are not limited to the appearance of bones. Vitamin D is one of the key factors in maintaining genome stability. The main cause of hypovitaminosis D is the lack of prevention with cholecalciferol preparations: regardless of the type of diet, it is impossible to fight hypovitaminosis D if children of the first year of life are insufficiently provided with vitamin D without oral administration of cholecalciferol. The need for vitamin D increases without proper hardening of the developing organism and timely use of sunlight, which leads to a progressive increase in the frequency of hypovitaminosis D in children of the second and third years of life and increased susceptibility to infectious diseases. One of the key factors in maintaining the stability of the genome with a neurotrophic effect is manna. Given that vitamin D has only a calcemic effect and is aimed only at children of the first 2 years of life, modern prevention strategies require a change in the principle of prescribing cholecalciferol under the slogan "from early prevention of rickets to effective prevention of hypovitaminosis D". "; this means not stopping prescribing preventive and daily doses of vitamin D preparations to achieve the target level, i.e. maintaining at least 30 ng/ml in the blood and "non-calcemic" effects. For the prevention and treatment of rickets, the dose of vitamin D is 400 IU / day, after 12 months - 600 IU / day to ensure a young child with proper nutrition and adequate intake of vitamin D for the prevention of rickets and osteomalacia in children in the first year of life, modern approaches to the correction of vitamin D deficiency in children and adolescents should be recommended, such as serum 30(OH)D, norms of preventive intake of vitamin D, etc. Thus, the epidemiology of vitamin D deficiency / deficiency, its impact on health in different age groups, the need to revise the existing norms of vitamin D intake and substantiate the need for prolonged vitamin D intake in children with calcium and non-calcium

deficiency. it is related to the realization of the mystery and requires further study. Vitamin D deficiency is one of the most serious health problems. Due to the discovery of genomic and non-genomic mechanisms of biological effects of vitamin D, "calcemic" and "non-calcemic" effects, the role of vitamin D in the formation of health is currently being actively discussed and revised.

Objective: to determine the health status of children with vitamin D deficiency at different ages and to evaluate the effectiveness of vitamin D prevention in young children.

1. Anamnesis analysis, assessment of physical development and health of young children.

2. To study the presence of vitamin D, to identify low-risk factors and its relationship with the health of children in the first three years of life.

3. To study the indicators of phosphorus-calcium metabolism in children of the first three years of life with different levels of vitamin D.

4. Assessment of bone strength in young children by ultrasound densitometry, depending on the presence of vitamin D.

5. To evaluate the effectiveness of vitamin D prophylaxis in correcting its deficiency /deficiency in young children.

Material and method: A study was conducted in 105 patients. Of these, 10 are pregnant women, 15 mothers, 30 young children and 50 school-age children: Measures to explain the risk of vitamin D deficiency in young children and the need for preventive vitamin D intake before and during pregnancy and for the prevention of acute and chronic infectious and inflammatory diseases in pregnant women.

Result: Vitamin D intake for 30 children for prophylactic administration in young children is 1.9 ng /ml per 33.9 schoolchildren, the best indicators of semi-safety were found in children of the first year of life for young children; The highest frequency of vitamin D deficiency occurs in children aged two (46.7%) and three (88.5%) years. The absolute risk of vitamin D deficiency increases by 49.3% by the age of three. AP = 49.3% CI 95% of mothers with preeclampsia during pregnancy (or = 4.2 CI 95% [1.9-9.1]); vitamin D deficiency prevention of rickets (or = 3.5 CI 95 [1.6-7.3]); feeding period before the introduction of complementary foods (or = 5.2; CI 95% [1.8-14.4]). Vitamin D deficiency increases the risk of frequent respiratory diseases in young children by 10 times. Vitamin D has been shown to have no effect on physical development or bone strength. There is no correlation between vitamin D levels and the "traditional" symptoms for rickets — neck width and delayed tooth extraction. Vitamin D deficiency should be considered not only as a nutritional problem, but also as an endocrinological problem. Evidence has been obtained that low vitamin D levels increase the likelihood of developing various diseases of the skeleton, that these are non-calcemic manifestations of vitamin D deficiency and that taking vitamin D preparations can improve the health of the population. Vitamin D in the skin is involved in the differentiation of

keratocytes, growth and regeneration of hair, and its deficiency increases the risk of alopecia. Low vitamin D levels can also lead to decreased reproductive function, which can lead to infertility. Renal pathology also leads to the development of vitamin D deficiency; however, vitamin D deficiency contributes to the exacerbation of kidney disease. Vitamin D helps to reduce proteinuria in stage 3-4 of chronic kidney disease. Vitamin D deficiency is associated with increased excretion of stone-forming substances (calcium, uric acid, oxalates, cystine) and increased diuresis; decreased bone strength in patients with urolithiasis. A decrease in vitamin D levels leads to type 2 diabetes and its complications. Taking vitamin D supplements reduces the risk of developing type 1 diabetes. Vitamin D receptors bind calcitriol, increasing the expression of the gene responsible for "suppressing aging" and reducing wrinkles on the skin. The "slow" effect of vitamin D on muscle tissue affects the metabolism of calcium phosphate, prevents atherosclerosis, forms the structure of muscle cells and differentiates myelocytes. Vitamin D also plays an important role in the level of intracellular calcium and in the movement of muscle fiber strands. Vitamin D has neuroprotective and neurotrophic effects, and also affects the recovery of the central nervous system after injuries. Vitamin D deficiency affects mental function and is associated with cerebrovascular pathology (stroke, heart attack and ischemic stroke), hyperactivity, attention deficit disorder; increases the frequency of cognitive impairment.

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NAVOIY TALIMOTINING TARBIYAVIY AHAMIYATI

Annotatsiya: Malumki tarbiya hamma vaqt talim bilan chambarchas bog'liq holdagina mavjud bo'la oladi. Chunki talim va malumot olish jarayonida yosh avlodning nafaqat bilimi ko'payibgina qolmasdan, balki ma'naviy- ahloqiy sifatlarning xam qaror topishi tezlashadi. Shu sababli, azaldan ota-bobolarimiz bebaxo boylik bo'lmish ilmu-marifat, talim va tarbiyani inson kamoloti va millat ravnaqining eng asosiy sharti va garovi deb bilganlar.

Kalit so'zlar: Tarbiya va Talimning bog'liqligi; ajdodlar asarlari va tajribalaridan foydalanish; yosh avlodning ajdodlarimiz asarlarini bilish darajasi; Navoiy talimotining mohiyati; Navoiy talimotining tarbiyaviy ahamiyati.

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THE EDUCATIONAL IMPORTANCE OF NAVOI'S DOCTRINE

Annotation: It is well known that upbringing can always exist only in close connection with education. Because in the process of education and knowledge, not only the knowledge of the younger generation increases, but also the development of spiritual and moral qualities. Therefore, from time immemorial, our ancestors considered knowledge, education and upbringing, which are invaluable resources, as the main condition and guarantee of human perfection and development of the nation.

Keywords: Interdependence of Education and Training; use of ancestral works and experiences; the level of knowledge of the younger generation of the works of our ancestors; The essence of Navoi's teaching; Educational significance of Navoi's doctrine.

Muhtaram yurtboshimiz tabiri bilan aytganda "Talim- tarbiya tizimini va shu asosda ongni o'zgartirmasdan turib, manaviyatni rivojlantirib bo'lmaydi. Shu bois bu sohada yuzaki, rasmiy yondashuvga, puhta o'ylanmagan ishlarga mutlaqo yo'l qo'yib bo'lmaydi".[1]

Ayni masala so'nggi besh-olti yilda mamlakatimizda milliy tarbiyani amalga oshiradigan o'quv tashkilotlari va umumtalim maktablarining moddiy-texnik bazasini mustahkamlashga etiborni qaratish eng muhim va jiddiy

masalaga aylandi [2]. Aslini olganda, bugun talim markazlarimizda keng miqyosda tashkil etilayotgan "Tarbiyaviy ahamiyatga molik" darslardan ko'zlangan asosiy maqsad ham shu.

Mazkur darslarni yoshlarga o'rgatishda buyuk allomalarimiz hamda ilmiy xorijiy metodlardan foydalanishimiz maqsadga muvofiq bo'ladi.[3] Buning uchun esa ular qoldirgan boy ilmiy adabiy merosini chuqurroq o'rganish va ajdodlar xotirasini yosh avlod ongiga singdira olish talab etiladi. Bu borada o'rganish zarur bo'lgan ilmiy-adabiy metodlar va Buyuk ajdodlarimiz juda ham ko'p. [4]

Shu maqsadda talaba yoshlar o'rtasida "Ajdodlarimizning asarlarini o'rganganmisiz " mavzusida so'rovnoma o'tkazishga erishdik. Bu so'rovnomaga ko'ra qariyb barcha talabalar Alisher Navoiy, Lutfiy, Zahiriddin Muhammad Bobur asarlarini aniq aytib bera olsalar, 45% yoshlar

Ishoqhon To'ra Ibrat ega ekanliklari malum bo'ldi. Biz ko'rganimizdek buyuk ajdodimiz Alisher Navoiy asarlari barcha yoshlarimizning qalblaridan joy egallab kelgani malum bo'ldi. Mir Alisher Navoiy hazratlari G'azal mulkinig sultoni deb tariflangan buyuk shoir. Alisher Navoiy bobomiz nafaqat shoirlik bilan balki o'z davrining hukmdori bo'lmish Umarshayx Mirzoning vaziri ham bo'lgan va Umarshayx Mirzoning odilona qarorlar qabul qilishiga yordam bergan buyuk mutafakkirdir. Manaviyat, axloq, tarbiya, madaniyzt, tamaddun, tafakkur va shu doiradagi shu kabi boshqa tushunchalar insonning insoniyligini ifoda etuvchi tushunchalar uning o'zligini, insoniy taraqqiyotini namayon qiladigan tushunchalar hisoblanadi. Manaviyat va ahloqiy tarbiya masalalariga Sharqda azaldan jiddiy qaralgan. Sharqona odob-ahloq mezonlari sharq kishisining kundalik hayoti tartib qoidalarini belgilangan. Bunday diniy va dunyoviy hayot uygunliklariga alohida ahamiyat berilgan. Bu "Quron"dan keyingi musulmonlar hayotini tartibga soluvchi muhim manba - Xadislarda ham o'z ifodasini topgan. Jumladan, xadislarda ilm va olimlar juda yuqori darajaga ko'tarib baholanadi. Bobomizning eng buyuk asarlaridan biri bo'lmish "Xamsa"si dunyoni larzaga keltirgan desak mubolag'a bo'lmaydi.[5]

Hazrat Navoiy:

Tuxum yerga tushib chechak bo'ldi

Qurt jondin kechib ipak bo'ldi

Lola tuhumcha g'ayrating yo'qmi

Pilla qurticha ximmatini yo'qmi

Alisher Navoining "Xamsa"si besh dostonga bo'lingan doston hisoblanadi, bular "Hayrat ulabror", "Farhod va Shirin", "Layli va Majnun", "Saba'i sayyor", "Saddi Iskandariy" to'plamlaridan iboratdir. "Xamsa"(arab.-besh) hozirgi yosh avlod vakillari uchun judaham katta va oson ilmiy- metodiy qo'llanma hisoblanadi. Alisher Navoining bu asari hamma vaqtlarda ham o'z davrining durdona asari hisoblangani va har qaysi vaqtda ham insoniylik, O'zaro mehr- oqibat tuyg'ulari barcha vaqtlarda ham o'z qadr qimmatini saqlab qolaveradi. Biz Alisher Navoining asarlaridan butun bir tarbiya hamda

manaviyat darslarini tashkil etishda dasturi amal bo'la oladi deyish mumkin.

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LINGUISTIC FEATURES OF AFRICAN AMERICAN ENGLISH AND ITS IMPACT ON ENGLISH PERCEPTION

Annotation: African American English is a social dialect of American English, formed as a result of linguistic interactions in the process of historical development. The materials of this article can be used in the preparation and teaching of the history of the English language, the course of linguistic and regional studies. The purpose of this work is to study the linguistic aspect of African American English.

Key words: African American English, pronunciation, phonetic structure, sociolinguistics, complex, foreign language.

Since the 1960s, the term “African American English” has also become generally accepted around the world, so we will use it in this work. According to William Labov, “African American English is a variant of American English that is the hallmark of the speech characteristics of African Americans. Its pronunciation is akin to a South American dialect that is used quite successfully by representatives of other non-African nationalities.

African American English is complex, controversial and only half understood. It is still unclear to what extent this dialect has influenced the structure of pronunciation in the United States.

According to some sociolinguistic studies, it has been proven that thanks to the communication of the representatives of the southern states of the United States and their slaves, representatives of the higher strata of the population constantly, unconsciously, absorbed the features of the language spoken by their servants. The phonetic structure of Standard English and the dialect we are studying is different. People often identify members of different ethnic groups by their inherent pronunciation, so the study of phonology is a very important part of sociolinguistics.

At the junction of two consonants at the end of a word, they are often "mute", such as the -st in the word “test”.

Sociolinguists have put forward a theory by which one can explain the absence or presence of certain sounds in various lexical units.

If the next word begins with a consonant, sounds are more likely to be assimilated than if the word begins with a vowel. For example, assimilation is more noticeable in the west side - Wes side than in the west end.

A trailing t or d is likely to be omitted, unless of course it is an -ed ending. For example, assimilation is more noticeable in John ran fast - John ran fas than in John passed the teacher in his car.

In the structure of the lexical units themselves, this phenomenon is especially pronounced. For example, the voiceless consonant in words like author or either is often pronounced f, so African American English speakers might say nufn 'nothing' and ahfuh "author", "brother" becomes bruvah, and so on.

At the end of a word, th is often pronounced like f. For example, "Ruth" is pronounced Ruf "south" as soufi When the preceding sound is nasal, (eg p or t), the combination th is often pronounced t – tent "tenth" mont "month". African American English

When the letters l and r occur in words, a vocalization process occurs, so they are pronounced uh. For example, "steal", "sister", "nickel" become steauh, sistuh, nickuh.

When a nasal sound precedes a vowel, there is a phenomenon such as "man" becomes ta.

Some vowels in words like night and tu, about and cow are called diphthongs. This means that when a vowel is pronounced, the tongue begins its movement in one place in the mouth and moves to the second. In the dialect we are studying, the vowel in 'night' or 'tu' is often not a diphthong at all. Therefore, "tu" is pronounced like ta in he's over at ta sister's house [1, p. 98].

In words such as police, hotel, July, the stress falls on the last syllable in standard English, and on the first in African American: po-lice, ho-tel, Ju-ly.

Verbs in the present tense do not have the ending -s in the third person singular. For example, She write poetry ("She writes poetry").

The particles it or is indicate the existence of something. In standard English they correspond to "there is", "there are". For example, Is a donut in the cabinet ("There's a donut in the cabinet") and It ain't no spoon ("There isn't a spoon", also possibly "They ain't no spoon").

Negative forms are formed differently than in Standard Standard English. The ain't form is often used as a general negative indicator. This form can be used where the form am not, isn't, aren't, haven't, hasn't is present in the literary language. [3, p. 265].

The double negative is justified by the rule that if there is one negative, then the whole sentence must have part of it: I didn't go nowhere. There is also a polysyllabic negation: I don't know nothing about no one no more, which could sound like this in standard English: "I don't know anything about anybody else". For example, in the literary language – "I didn't see anything like that anywhere", in African American English the same sentence sounds like this: "I

ain't see nothin' like dat no place". The use of the negative construction ain't is a hallmark of the African American language style: I ain't see for I didn't see or he ai't gonna do it. Polysyllabic denial often has an emotional connotation. In a negative construction, the qualifying pronoun nobody or nothing can be used with a negative verb for a stronger emotional load: Don't nobody know the answer, Ain't nothin' goin' on.

The sentence does not end with the particle it without an explanation of this particle. Never say "I don't know what it is".

This pronoun does not start a sentence, so "Is dat right?"

This pronoun is never used with the past tense particles "was" or "were".

African American dialect of English is unacceptable and incomprehensible to native standard language speakers. This often leads to intercultural misunderstanding. The situation is even worse with semantic inversion, which is mentioned above. All this leads to a negative attitude towards the African American dialect of the English language.

There is a difference between grammatical errors in the literary language and correct communication in dialects of the English language. Variants of the literary language have grammatical agreement between the subject and the predicate in the present tense. If the subject is expressed in the third person in the singular (he, she, it or the name of a person or object), the ending -s appears at the regular verb. For example, John walks to the store. In African American English, the verb rarely exists in this form. If the ending -s appears at the correct verb, this can be explained by emotional overtones.

African-American verbs are often used without an ending. In standard British English, almost all verbs have special forms for the past tense, such as look-looked, sothe-sate, go-went. In the African American dialect, the past tense often goes unnoticed due to the absence of any grammatical markers, such as an ending or a particle of the past tense. So a police van pull-up (need pull up), out jump t'ree policeman (need jumped), Jim start to wriggle (need started).

The past tense can be seen by clarifying words, for example, "last night", "three years ago", "back in them days" or by coordinating and subordinating conjunctions, for example, "then" [5, p. 78].

Some events that happened in the past are marked by using the verb copula "been" before the verb. Literary standard language speakers may take this as "present perfect" with no "have" or "has". Although the sentences of African American dialect of English with the particle been differ from the above tense forms. For example, in standard English, this form sounds like this: Not has been married, but in African American English it sounds like: Not been married.

Sentences equivalent to standard English can exist when the verb copula "done" is chosen in African American English. For example, a literary sentence like "Don't has eaten his dinner" can be expressed as Don't done eat his dinner.

Events in the future tense and those that have not yet happened are used with *gon* or *gonna*.

As mentioned earlier, there are many ways to express negation in African American English. For example, *ain't* is used to negate a verb in a simple sentence. This form of negation is akin to the form of negation in literary English "*haven't*". Therefore, the literal sentence "I haven't seen him" in African American English is expressed as "I ain't seen him. I ain't step on no line. I said, 'I ain't run the stop sign,' and he said, 'you ran it!'" "I ain't believing you that day, man."

In African American English, there is also a special negative construction, which linguists call "negative inversion". For example, Pilate they remembered as a pretty woods-wild girl "that couldn't nobody put shoes on" [6, p. 67].

In this article, we investigated the linguistic aspect of the African American dialect of the English language. The study of this dialect is very relevant in the field of sociolinguistics and intercultural communications, racial and ethnic relations.

The study of the historical basis of development and the linguistic features of the African American dialect of the English language form the core of our work. In this course work, we studied the history of the development and formation of the dialect and its linguistic aspects.

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METHODOLOGICAL PRINCIPLES OF MODERN METHODS OF TEACHING

Abstract: During the development of foreign language teaching methods, successive crises of the deficit and “overproduction” of ideas it was necessary for the formation of a new methodological direction. For example, the transition to communicative teaching carried out in apparent lack of meaningful and truly new ideas. The crisis has brought to life an active methodological and methodical search, which contributed to the development of modern teaching concepts of language teaching.

Key words: methodological principles, communication, foreign language, knowledge, lesson, teaching methodology.

In order to understand what the basis of modern methods of teaching English is, it is necessary to consider in detail methodological principles which underlie these techniques.

The structure of the communicative method includes cognitive, developmental and educational aspects, which are aimed at raising student. Given this and the concept of “communicative”, as well as the complexity of learning systems, we can formulate the following methodological principles of communicative methodology.

The principle of mastering all aspects of foreign language culture through communication. The communicative method was first put forward the proposition that communication should be taught only through communication. In this case, communication can be used as a channel for education, learning and development.

Communication is a social process in which the exchange activity, experience, embodied in the material and spiritual culture. In the communication by the emotional and rational human interaction and influence each other. This communication is essential to proper education.

Thus, communication serves as teaching, learning and development and education in communicative teaching methodology.

The process of learning foreign language communication is a model of the real process of dialogue on key parameters: motivation, focus, information

communication process, innovation, situational features, character interaction and communicating system of speech means. This is what creates the learning environment, adequate real that ensures the successful mastery of skills and their use in real communication.

An interconnected aspects of learning a foreign language culture.

The complex nature of foreign language culture manifests itself in the unity and the relationship of its educational, cognitive, educational and developmental aspects. Each of these aspects, in a practical sense, is equal. But the true mastery of one is possible only when adequate mastery of others.

In this regard, any type of work, any exercise in the learning process, integrates all four aspects of foreign language culture and evaluated depending on the availability of these data points.

This principle applies not only between of aspect, but also inside of aspect relationship. For example, the expected relationship and interdependence of all four types of speech activity (reading, speaking, listening and writing) within the educational process.

The need for an interconnected learning unsubstantiated regularity of training, according to which the acquisition is more successful than more analyzers involved in it. The interdependence is present not only in the learning process, but also in individual exercises specifically developed under this methodology.

The principle of modeling aspects of the content of foreign language culture.

Volume-cultural, linguistic and lingua country-study knowledge of reality cannot be completely metabolized in the school course, so you must build a model of content object of cognition that is selected according to learning objectives and content course the volume of this knowledge, which will be sufficient to represent the culture of the country and the language system. It is also necessary to consider cognitive needs of individual students related to their individual interests, etc. Specific scope of training and its ultimate objectives require a methodology to create a model of content development, i.e. a certain minimum, which is required to meet the challenges facing the subject.

The systems principle in the organization of foreign language teaching.

This principle means that the communicative learning system is constructed by the reverse: first scheduled final product (target), then determined the tasks that can lead to this result. This takes place within the course, each year, the cycle of lessons and one lesson and applies to all aspects. This approach provides a systematic training, with all its qualities: integrity, hierarchy, unity of purpose.

Each student as an individual has certain abilities, both general and partial nature. Communicative learning is aimed at identifying their original level and further their development.

In the system of communicative approach provides a package of measures to maintain motivation in teaching.

Principle of thinking activity and independence of students in learning foreign language.

It lies in the fact that all tasks at all levels of education are problems of different levels thinking problem and complexity.

This technique relies on the intellectual needs of students, and this induces student to mental activity.

Thinking tasks designed to develop the mechanisms of thinking: the mechanism of orientation in the situation, assess feedback signals and decision-making mechanism for determining the objectives, selection mechanism, the mechanism of combining and design.

It is important to note that the more autonomy a student takes, the more effective will assimilate. Therefore, this method pays great attention to the development of independent thinking, in particular, in discussing the problems.

And, finally, autonomy, related to the control. In the communicative teaching used such a strategy, which plans to control the transformation of a mutual control of self-control. In order to do this as a hidden control, and conscious possession of the students' knowledge of objects and control criteria and their application are used.

The principle of functionality in foreign language teaching. This principle assumes that every student should understand that it can give not only practical language skills, but also to use the knowledge gained in cognitive and emerging dimension.

This principle is also what is going on mastering functions of speech activities as a means of communication that is understood and assimilated the functions that are performed in the process of human communication: reading, writing, speaking, and listening.

According to the principle of functionality, the object of learning is not verbal means alone, and the functions performed in a language.

On the basis of creating a functional model of speech means that should be studied in foreign language courses: are selected certain speech means different levels of expression for each of the speech functions. Depending on the purpose for the expression each function can be offered and the maximum and minimum number of means of expression. Of course, here is connected and non-verbal means of expression.

The principle of novelty in the teaching of foreign languages. Communicative learning is constructed in such a way that all of its content and organization permeated novelty.

Novelty prescribes the use of texts and exercises that contain something new for the students, the rejection of the multiple readings of the same text and exercises with the same assignment, variety of texts of different content, but built on the same material. Thus, the novelty provides a non-arbitrary learning,

develops speaking, and productive speech abilities of students is of interest to educational activities.

In conclusion, it is important to note that all the above principles are interrelated, interdependent and mutually reinforcing. Therefore, adherence to the attached system requires compliance with all the above principles and how they are combined.

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EFFECTIVE WAYS AND TECHNIQUES OF TEACHING A FOREIGN LANGUAGE

Abstract: We considered modern teaching methods. Is there a general framework, which underlies all these methods? Yes, of course, the basis of these techniques is the number of general methodological principles. But first I must say that all these four methods have the common goal of education - to teach students to communicate in English, as well as participate in the development of individual students.

Key words: knowledge, interactive and dynamic, foreign language, knowledge, lesson, communication skills.

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas [1; 7]. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- Field trips. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- Films. These provide visual context and thus bring another sense into the learning experience.
- Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

Learning is driven in CLEs by the problem to be solved; students learn content and theory in order to solve the problem. This is different from traditional objectivist teaching where the theory would be presented first and problems would be used afterwards to practice theory.

Depending on students' prior experiences, related cases and scaffolding may be necessary for support. Instructors also need to provide an authentic context for tasks, plus information resources, cognitive tools, and collaborative tools [6; 34].

Traditionally, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers. However, in constructivist teaching, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner's authentic needs to communicate information and ideas.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, then follow it with practice. Most, though, feel grammar will be naturally discovered through

A method of projects, thus, is the set of educational and cognitive modes which allow to solve this or that problem as a result of independent actions of children with obligatory presentation of results.

Let's result some examples how to achieve at once at the lesson with the help of project methods the several purposes - to expand children's vocabulary, to fix the investigated lexical and grammatical material, to create at the lesson an atmosphere of a holiday and to decorate a cabinet of foreign language with colorful works of children.

The work with the projects teacher can realize in groups and individually. It is necessary to note, that the method of projects helps children to seize such competences as: to be ready to work in collective, to accept the responsibility for a choice, to share the responsibility with members of the team, to analyze results of activity.

It allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the

principle of formation of critical thinking in pupils is realized. Language, thus, is simultaneously both the purpose and means of teaching. The method of debates helps pupils not only to seize all four kinds of speech activity, but to means of a language situation on a background of a problem in social and cultural sphere to find out the reasons of the arisen situations and to try even to solve them. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge.

Thus, application of a method of discussion allows making active cognitive activity of pupils, their independence, forms culture of creative operative thinking, creates conditions for use of personal life experience and received before knowledge for mastering new. As discussion and the decision of problems occurs during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to formation of collective. Application of this method in aggregate with a method of projects will allow generating thinking and owning not only the English language, but also the expert understanding in various problems, capable to be guided in quickly varying information streams.

Not less interesting technique of activization of cognitive activity trained is the technique of role game which also can to reflect a principle of problematical character at its certain organization and allows to solve problem situations of a various degree of complexity. It can be used as independently, and in a context of a method of projects, is especial as the specific form of protection of the project. Trained apply the experience of the saved up knowledge, results of research during work above the project in realization of socially significant roles growing on the importance with passage of a cycle of occupations. Such modeling of situations of professional - business intercultural dialogue helps pupil to get used to various situations of the future activity which he can face in a real life. Problematical character of role game is realized through modeling of situations in which this or that problem can find the certain decision. Being in a role, pupil solves problem situations, evidently showing in full communicative competence the practical decision of a problem. Certainly, such way of protection should be adequate to a researched problem.

Here it is important, that communicative competence was formed in real acts of intercourse in which the English language is means of formation and a formulation of idea. Mistakes noted during the role play will provide the teacher with feedback for further practice and revision. It is recommended that the instructor avoids intervening in a role play with error corrections not to discourage the students.

The methods submitted above are only less part of the whole list of various effective methods of teaching a foreign language. The teacher should remember that each of the submitted methods works more effectively if they are combined and applied together at every lesson. It is impossible to allocate the

best and most effective of them, every teacher himself chooses for himself what method approaches for each concrete case better.

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MAKTABGACHA TA'LIM YOSHIDAGI BOLALAR NUTQINI O'STIRISHDA KOMUNIKATIV MULOQOT O'RNI

Annotatsiya: Maqolada maktabgacha ta'lim muassasasida bolalarni atrofda kishilar bilan o'zaro muloqotga tayyorlash metod va usullari haqida fikr munosabatlar bildirilgan.

Kalit so'zlar: maktabgacha ta'lim, maktabgacha ta'lim muassasasi, pedagog, tarbiyalanuvchi, kommunikativ muloqot, suhbat.

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THE ROLE OF COMMUNICATION IN PRESCHOOL CHILDREN'S SPEECH

Аннотация: The methods and ways of using interaction patterns with the kindergarden children are given in this article.

Key words: kindergarden, conversation, communicative meeting, educator(teacher).

Maktabgacha ta'lim tizimini rivojlantirish davlat siyosati darajasida ko'tarilgan ulug'vor vazifalaridan biridir. Bu tizimning asosiy maqsadi bolalarni sog'lom va rivojlangan shaxs bo'lib shakllanishini ta'minlash, erta yoshlikdan o'qishga bo'lgan ishtiyoqini uyg'otib, tizimli o'qishga tayyorlab borishdan iborat. TMM ning asosiy maqsadi bolalarni maktabdagi o'qishga tayyorlash barkamol rivojlangan mustaqil shaxs bo'lib shakllantirish va qobiliyatlarni ochib berish tizimli ta'limga bo'lgan ishtiyoqini tarbiyalashdir. Bundan tashqari Prezidentimiz bu haqda shunday degan edi: "Oldimizda turgan eng muhim va dolzarb masalalardan biri yuksak ma'naviyatli, zamonaviy bilim va kasb – hunarlarga, o'z mustaqil fikriga ega bo'lgan yoshlarni milliy va umuminsoniy qadriyatlar ruhida tarbiyalashdan iborat"

Maktabgacha ta'lim muassasasida bolalarni har tomonlama, ya'ni jismoniy, aqliy, axloqiy, estetik tomondan tarbiyalashdek, maqsadni o'z oldiga qo'ygan. Bu maqsad esa, bolalarga ona tilini o'rgatish jarayonida amalga

oshiriladi. Bog'chada og'zaki nutqni o'stirish natijasida bola aqlan rivojlanib, uning umumiy madaniy saviyasi oshadi. U tevarak-atrofdagi voqea-hodisalar, tabiat va jamiyat qonuniyatlarini tushunib boradi. Bolada nutqning rivojlanishi uning ruhiy jihatdan ham takomillashib borishiga yordam beradi.

Bola tashqi dunyoni xotira, tasavvur, xayol, tafakkur kabi ruhiy jarayonlar yordamida, shuningdek, nutq yordamida bilib olish qobiliyatiga ega. Ammo, bolalardagi intellekt, ya'ni ruhiy jarayonlar (xotira, tasavvur, xayol, tafakkur va hokazo) shunchaki bola organizimining o'sib borishi va takomillashishi bilangina paydo bo'lmay, balki nutqning rivojlanishi bilan paydo bo'ladi va takomillashadi.

Agar bola kichik yoshidan boshlab to'g'ri gapirishga (so'zlashishga) o'rgatib borilsa, u vaqtda bunday bola meyoriy holatda rivojlanadi, ya'ni avval tasavvur etish, keyin esa fikr yuritish, xayol qilish qobiliyati paydo bo'ladi va bu qobiliyat har bir yosh bosqichida takomillashib boradi. Bolalarda intellekt bilan barobar ravishda iroda kabi ruhiy jarayon ham takomillashib boradi.

Ko'pgina tajribalar shuni ko'rsatadiki, nutqi rivojlanmagan bola to'liq shaxs sifatida kamol topmaydi. Demak, tarbiyachi har doim shuni esda tutishi kerakki, nutq bu maktabgacha tarbiya yoshidagi bolalarda barcha ruhiy jarayonlar rivojlanishiga ko'maklashuvchi vositadir. Bolaga ona tilini o'rgatish bilan bir vaqtda, uni maktabda muvaffaqiyatli o'qishi uchun zamin tayyorlanadi, mehnat faoliyatiga ijodiy yondashishga o'rgatiladi. Bolalar bog'chasining barcha tarbiyaviy-ta'limiy ishlarida bolalarga ona tilini o'rgatish orqali ularning nutqi o'stiriladi. Ayniqsa, nutq o'stirish mashg'ulotlarida har bir bolaning nutqinio'stirish bo'yicha ishlar rejalashtiriladi. Bolalarga barcha mashg'ulotlarning mazmuni faqat ona tili orqali singdiriladi.

So'z boyligi barcha mashg'ulotlarda beriladigan bilimlarni tez va puxta o'zlashtirib olish va bu bilim, tushunchalarni nutq orqali ifodalash imkonini beradi. Bu o'z navbatida bola kamoloti uchun ham keng yo'l ochadi. Bilimlarni puxta egallashga, uni sekin hayotga tatbiq etishga ham o'rgatadi. Ona tili aqliy tarbiyaning manbai va vositasi hamdir.

Ona tili bolalarda vatanparvarlik, baynalmilal tuyg'ularni o'stirib borishda, bolalarning madaniy saviyalarini oshirib borishda qudratli vosita bo'lib xizmat qiladi. Demak, ona tili bolalarni axloqiy tomondan tarbiyalash vositasidir.

Bola kuzatish va nutq orqali dunyoni, borliqni bilib oladi: tevarak-atrofdagi narsa va buyumlarning, voqea va hodisalarning nomini, sifatleri va belgilarini, xususiyatlarini, o'xshash va farqli tomonlarini aytishga o'rganadi.

Ona tili orqali bolalar o'z ajdodlarining tarixini, madaniyatini, qadriyatlarini, urf-odatlarini bilib oladilar, xalq og'zakii ijodiyoti, badiiy adabiyot, san'at bilan tanishadilar.

1 yoshdan 3 yoshgacha bo'lgan bolalar nutqinio'stirishga doir mashg'ulotlarni didaktik o'yinlar, ermak o'yinlar, sahna ko'rinishlari shaklida o'tkazish tavsiya qilinadi. Ular nafaqat ko'ngilochar tusga, albatta, ta'lim tusiga

ega bo'lishi lozim. 3 yoshdan 5 yoshgacha bo'lgan bolalar nutqinio`stirishemotsional tusga ega bo'lishi lozim. Bunda ko'rgazmaviylik, o'yin usullari va didaktik o'yinlarni keng qo'llash zarur. 5 yoshdan 7 yoshgacha bo'lgan bolalar nutqinio`stirishga doir mashg'ulotlar muayyan vazifaga ega – ya'ni, u bolalarni maktabda o'qishga tayyorlashni ko'zda tutadi.

Mashg'ulotlarda pedagog nutqiy vazifalardan tashqari o'quv faoliyatini yo'lga qo'yish qobiliyatini shakllantirish (diqqat-e'tiborli bo'lish, pedagog topshirig'ini tinglash, tushunish va uni aniq bajarish, bolalar jamoasi oldida fikr yurita bilish, tengdoshining javobiga baho bera olish va h.k.) vazifasini ham bajaradi.

To'g'ri ta'lim berilgan taqdirda yetti yoshga kelib bola og'zaki nutqniegallaydi hamda:

- ✓ katta yoshli, yaqinlari va tengdoshlari bilan erkin muloqotga kirisha oladi;

- ✓ dialogda tashabbus ko'rsatib fikr bildiradi, suhbatdoshie'tiborini o'ziga jalb qilish, unga so'z, harakat va so'zsiz usullar bilan javob bera olishni biladi;

- ✓ fikrlarini to'liq va noto'liq oddiy gaplar, qisqa matnlar shaklida ifodalay oladi;

- ✓ tanish ertaklarni hikoya qilib berish, multfilmlar, kitoblar mazmunini aytib berish hamda biron-bir voqeani to'qib chiqarishga qiziq boshlaydi;

- ✓ fikr bildirishlarda nutqning turli qismlarida tashbehlar, qiyoslashlar va sinonimlarni qo'llaydi;

- ✓ nutqqa tanqidiy munosabat bildira boshlaydi, grammatik jihatdan to'g'ri so'zlashga intiladi, shu tufayli so'z to'qish barham topadi, agrammatizmlar soni kamayadi;

- ✓ ona tilidagi barcha tovushlarni to'g'ri talaffuz etadi.

Shunday qilib, ona tili maktabgacha tarbiya yoshidagi bolalarni ruhiy jihatdan o`stirishda, ularning madaniy saviyasini oshirishda, tevarak-atrofdagi voqea-hodisalar, tabiat va jamiyat qonuniyatlarini tushunib olishlarida, maktabda muvaffaqiyatli o'qishlari uchun zamin yaratishda, mehnat faoliyatiga ijodiy yondashishga o'rgatishda, aqliy va axloqiy tarbiyani amalga oshirishda, dunyoni, borliqni bilib olishda, xalqimiz madaniy merosini o'rganishlarida asosiy vosita bo'lib xizmat qiladi.

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Tasviriy san'at va muhandislik grafikasi kafedrası o'qituvchisi

“MUHANDISLIK GRAFIKASI” FANINI O‘QITISHNING INTERFAOL TA’LIM METODLARIDAN FOYDALANISH

Annotatsiya: muhandislik grafikasi darslarida fazoviy tasavvurlarini rivojlantirish; biror buyumning chizmasini yasashga doir va uning berilgan chizmasini o‘qishga doir topshiriqni bajarishda talabalarga tanish bo‘lgan buyumning geometrik shaklini fikran aniq tasavvur qila olish qobiliyatini rivojlantirish;

Kalit so‘zlar: interfaol, interaktiv, didaktik o‘yinlar, prezentatsiya, fazoviy tasavvur.

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USE OF INTERACTIVE EDUCATIONAL METHODS OF TEACHING ENGINEERING GRAPHICS

Annotation: developing spatial imagination in engineering graphics classes; develop the ability to visualize the geometric shape of an object that is familiar to students in the task of making a drawing of an object and reading the given drawing;

Keywords: interactive, interactive, didactic games, presentation, spatial imagination.

“Bugungi kunda O‘zbekistonning yangi taraqqiyot davri poydevorini yaratyapmiz. Bunda bizning eng yaqin ko‘makchilarimiz ustoz va murabbiylar, ilmiy va ijodkor ziyolilardir”.

Sh.M.Mirziyoyev

Muhtaram prezedentimiz Sh.M.Mirziyoyev butun mamlakatimiz diqqat e’tiborini barkamol avlod tarbiyasiga, kadrlar sifatiga, o‘qituvchilarning qadr-qimmatini, obro’sini mustahkamlashga qaratmoqda. O‘zbekistonda kadrlar tayyorlashning sifat darajasini oshirish, xalqaro standartlar asosida oliy malakali mutaxassislar tayyorlash uchun zarur shart-sharoitlarni yaratish, har bir oliy ta’lim muassasasini jahonning yetakchi oliy ta’lim muassasalari bilan yaqin hamkorlik aloqalari o‘rnatishi, o‘quv jarayoniga xalqaro ta’lim standartlariga asoslangan ilg‘or pedagogik texnologiyalar, o‘quv dasturlari va o‘quv-uslubiy

materiallarini keng joriy qilish, o'quvchilar, pedagog kadrlarni zamonaviy kasbiy bilimlari va kreativlik qobiliyatlarini rivojlantirish, yoshlar auditoriyasi bilan ish olib borishda interfaol usullardan samarali foydalanish masalalari harakatlar strategiyasining ustuvor yo'nalishlaridan biridir.

Hozirgi davrda ta'lim sohasida tayyorlanayotgan yosh kadrlardan nafaqat pedagogikaga doir chuqur bilimlar, balki bir qator ishlab chiqarish bilan bog'liq bo'lgan muammoli vaziyatlarni yecha olish uchun yetarli darajadagi bilim va ko'nikmalar ham talab etiladi. Deyarli barcha ta'lim muassasalaridagi yechimni kutayotgan muammoli vaziyatlar ilm-fan yutuqlarini ishlab chiqarishga joriy etish masalalari bilan bog'liqdir. Ta'lim tizimida innovatsion pedagogik texnologiyalarni qo'llash ta'lim berish jarayonida yuqori natijalarga erishish uchun ishonchli zamin yaratadi.

Bugungi kunda bir qator rivojlangan mamlakatlarda ta'lim-tarbiya jarayonining samaradorligini kafolatlovchi zamonaviy pedagogik texnologiyalarni qo'llash borasida katta tajriba asoslarini tashkil etuvchi metodlar interfaol metodlar nomi bilan yuritilmoqda. Interfaol ta'lim metodlari hozirda eng ko'p tarqalgan va barcha turdagi ta'lim muassasalarida keng qo'llanayotgan metodlardan hisoblanadi. Shu bilan birga, interfaol ta'lim metodlarining turlari ko'p bo'lib, ta'lim-tarbiya jarayonining deyarlik hamma vazifalarini amalga oshirish maqsadlari uchun moslari hozirda mavjud. Amaliyotda ulardan muayyan maqsadlar uchun moslarini ajratib tegishli qo'llash mumkin. Bu holat hozirda interfaol ta'lim metodlarini ma'lum maqsadlarni amalga oshirish uchun to'g'ri tanlash muammosini keltirib chiqargan.

Buning uchun dars jarayoni oqilona tashkil qilinishi, ta'lim beruvchi tomonidan ta'lim oluvchilarning qiziqishini orttirib, ularning ta'lim jarayonida faolligi muttasil rag'batlantirib turilishi, o'quv materialini kichik-kichik bo'laklarga bo'lib, ularning mazmunini ochishda aqliy hujum, kichik guruhlarda ishlash, bahs-munozara, muammoli vaziyat, rolli o'yinlar kabi metodlarni qo'llash va ta'lim oluvchilarni amaliy mashqlarni mustaqil bajarishga undash talab etiladi.

Interaktiv ta'lim-dastlab alohida uslubga aylangan faol ta'limning bir turi. O'zaro aloqalar nafaqat o'qituvchi va talabalar o'rtasida, balki guruhlar yoki individual o'quvchilar o'rtasida ham sodir bo'ladi. Boshqacha qilib aytganda, u "muloqot o'rganish" deb ataladi. Interaktiv shakllar o'qituvchiga o'quvchilarni dars bilan jalb qilish, ularni faol ishtirok etish, natijalarga erishish va jamoaviy ishlarga undashga yordam beradi.

Boshqacha qilib aytganda, faol usullardan farqli o'laroq, interaktiv o'quvchilar nafaqat o'qituvchi bilan, balki bir-birlari bilan ham, o'quv jarayonida talabalarning faolligining ustunligiga qaratilgan. Interaktiv darslarda o'qituvchining o'zni talabalarning dars maqsadlariga erishish yo'nalishi bo'yicha qisqartiriladi. O'qituvchi shuningdek, dars rejasini ishlab chiqadi,

odatda, bu interaktiv mashqlar va vazifalar bo'lib, unda talaba materialni o'rganadi.

O'quvchilarning grafik ta'lim sifatini oshirish o'quv mashg'ulotlari vaqtida bilimlarni taqdim etishning aniq, maqsadli va metodik jihatdan o'ylangan tizimi tomonidan katta hissa qo'shadi. O'quv jarayoniga yangi, eng ilg'or o'qitish va o'qitish usullarini joriy etish, ta'limning texnik vositalarini oqilona jalb qilish kerak. Chizmachilikni o'rganish samaradorligini oshirish asosan didaktik materiallar, didaktik o'yinlar va kompyuter texnologiyalaridan foydalanishga bog'liq. Zamonaviy jamiyatni axborotlashtirish jarayoni har bir insondan shaxsiy kompyuterdan foydalanish qobiliyatini talab qiladi.

Chizmachilik fanini o'qitishda kompyuter texnologiyalarini qo'llashdagi muvaffaqiyat, birinchi navbatda, yangi axborot texnologiyalari an'anaviy, yaxshi ta'minlangan metodik, o'quv fanlarini o'qitishni yaxshilashga qanday yordam berishiga bog'liq. Ko'rgazmali qo'llanmalar sifatida taqdimotlar o'qituvchiga o'quv materiallarini taqdim etishga yordam beradi, ob'ektlar shaklini kuzatish va tahlil qilish ko'nikmalarini rivojlantiradi, o'quvchilarning bilimlarini mustahkam egallashini ta'minlaydi, mavzuga qiziqishni oshiradi. Prezentatsiyalar grafik va amaliy ishlarni bajarishda darsning barcha bosqichlarida o'ziga xos maqsadga ega. Prezentatsiyalar yaratish jarayonida o'qituvchi turli chizmachilikka xos programmalaridan foydalanish orqali o'zini namoyon qilishi mumkin.

Inson ijodiy faolligining barcha sohalarida yetarli yuqori darajada fazoviy tasavvur qilish va fazoviy tasavvur etish imkoniyatiga ega bo'lishi zarur. Bajarilayotgan chizma yoki texnik rasm va eskiz fazoviy tasavvur etish o'zaro didaktik munosabatda bo'lgani uchun ular bir-birini qiziqarli g'oyalar bilan to'ldirib boradi. Natijada fazoviy tasavvur qilish chizmani qog'ozga chizish bilan bir qatordai o'ylangan obrazni aniqlashga va ba'zi bir elementlarning o'zaro munosabatlarini tekshirishga, keyinchalik konstruksiyalashni davom ettirishga, fazoviy tasavvur etishga oziqa beradi. Hozirgi zamon kompyuterlaridan foydalanishda tezkor faraz qilish va unga ong'dagi chizmalarni zudlik bilan tasvirlashni talab qiladi. Shu sababli har bir odam fazoviy tasavvur etish bilan bir qatorda ongida faraz qilayotgan narsani qog'ozga tushirish mahoratini ham egallashi zarur. Yuqoridagi salohiyatni belgilovchi parametrlardan biri talaba va o'qituvchining pedagogik savodxonligi hisoblanadi.

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FEATURES OF THE METHODOLOGY OF PHYSICAL EDUCATION CLASSES AT THE UNIVERSITY

Abstract: Solving specific tasks, the physical education of students at the same time plays a significant role in the moral, volitional and aesthetic development, makes a significant contribution to the training of highly educated and comprehensively developed specialists.

Key words: Sports, training, healthy lifestyle, active recreation, physical culture, physical education, professional and technical actions.

The role of physical education and other forms of directed use of physical culture in universities is multifaceted. Technological progress, the rapid development of science and the ever-increasing amount of new information needed by a modern specialist make the student's educational work more intense and stressful. Accordingly, the importance of physical culture increases as a means of optimizing the mode of life, active recreation, maintaining and improving the efficiency of students throughout the entire period of study at the university. Along with these means of physical culture, general and special physical training is provided in relation to the conditions of the future profession.

Increasing the role of the directed use of physical culture means during the period of training at the University of Specialists is due, in particular, to the fact that the work mode of a student is characterized by inactivity, the uniformity of the working posture. Physical exercise under these conditions is the main factor in counteracting the negative effects of physical inactivity, as well as mental and neuro-emotional stress. At the same time, the time spent on physical exercises is compensated due to an increase in overall working capacity, including mental one.

The purpose of physical education of students is the formation of physical culture of the individual.

Tasks of physical education. In the process of physical education of students, the following main tasks are solved:

8 health promotion by means of physical culture, formation of the need to maintain a high level of physical and mental performance, self-organization of a healthy lifestyle;

9 development by students of theoretical knowledge, sports and applied skills and abilities;

10 increasing the level of physical fitness;

11 improvement of psychomotor abilities, providing high performance of professional and technical actions;

12 creation of a systemic complex of knowledge, theoretical foundations and practical skills for students to realize their need for motor activity and physical improvement at work, at home, in the family and rational organization of free time with the creative development of all the values of physical culture;

13 creation of conditions for the full realization of the student's creative abilities;

14 moral, aesthetic, spiritual and physical development of students in the course of the educational process, organized on the basis of modern general scientific and special technologies in the field of theory, methodology and practice of physical culture and sports.

To conduct physical education classes, all students in each university are divided into educational departments: basic, special and sports. The distribution is carried out at the beginning of the academic year, taking into account gender, health status, physical development and sports and technical preparedness, and the interests of students. Based on these indicators, each student enters one of the three departments for the compulsory course of physical education. Each department has a specific content and target orientation of classes.

In the main educational department, students are assigned, according to the results of a medical examination, to the main and preparatory medical groups, i.e. not having deviations in the state of health, but physically poorly prepared.

Classes in the main educational department are characterized by a focus on the comprehensive physical development of students, increasing the level of their general physical, professional and applied fitness, as well as the formation of an active attitude and interest in physical education and sports.

They have a pronounced complex focus with an emphasis on the development of aerobic endurance, since it is this that provides an increase in overall physical performance and the activity of the cardiovascular and respiratory systems. Due attention is paid to the development of strength and coordination abilities, teaching the technique of movements within the framework of both general and professional-applied orientation. The training methodology is predominantly educational and training in nature.

Special Education Department. Students who have certain deviations in the state of health of a permanent or temporary nature are enrolled in the department according to the indicators of a medical examination.

Classes in a special educational department are characterized by a health-improving and rehabilitation orientation. At the same time, to the best of the students' abilities, the general tasks of the course of physical education are

solved. General preparatory gymnastics and strictly dosed walking, running, skiing, swimming are used as the main means. Depending on the nature of the restrictions, volleyball, basketball, cycling, tourism and other means are included.

Students of the special department in an expanded volume master the program material on the use of physical education in health-improving and hygienic aspects, in the theoretical section and the organizational training section, and also acquire knowledge and skills of self-control.

Taking into account the relatively low level of general physical performance of students of a special educational department, it is advisable for them to increase the number of classes in the course of physical education, reducing their duration. At the same time, it is necessary to carefully dose the load in exercises that require the manifestation of endurance, to exclude exercises associated with prolonged breath holding, straining, and acute oxygen deficiency.

The methodology for regulating loads should be distinguished by careful individualization, especially strict proportionality with the functional capabilities of the body, and the complete exclusion of forcing moments. This is expressed in the lengthening of the preparatory and final parts of the lesson, the exclusion of exercise methods with rigid rest intervals, and the relatively low motor density of classes. Competitions in this department are held with significant restrictions and with the emphasis, mainly, on the technically correct execution of exercises.

A significant part of the students of the special department usually needs to establish proper breathing and directed influence on the functions of the cardiovascular system, for which special breathing exercises and exercises that expand the body's aerobic capabilities are used. It is also necessary to pay special attention to the restoration or formation and consolidation of the skill of rational posture.

Sports training department. This department enrolls students who have received a sports qualification before entering the university or who are sufficiently well prepared to begin sports specialization. Classes in the department are aimed at achieving results in the chosen sport.

The system of classes in the sports training department is built in accordance with the basic laws of the process of sports training. At the same time, the specific features of the structure and content of the training of student athletes reflect the features of the periodicals of the educational process (the division of the academic year into semesters, session and vacation periods) and other working conditions in higher education. So, in many cases, it is advisable to build the training process in the form of semi-annual or "double" cycles, timing them to study semesters so that the stages of training with increased loads and the stages of the main competitions do not coincide with the periods of the sessions, but precede them or fall on vacation time. It is necessary to try to

observe this rule also in those cases when the training process is built in the form of annual cycles. The preparatory period of training is then often combined with the first semester, and the competitive period is combined with the winter holidays, the non-session part of the second semester and the beginning of the summer academic leave. Considering that the accumulation of physical and intellectual loads can adversely affect the mental performance of students, it is necessary to plan a decrease in the intensity of training sessions during the session. It is recommended, in particular, to use exercises that are characterized by moderate intensity, which allows, on the one hand, to avoid excessive accumulation of training and academic loads, and on the other hand, not to reduce the level of physical fitness.

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BASIC PEDAGOGICAL IDEAS AND EXPERIENCES OF INNOVATIVE TEACHERS

Abstract: The relevance of the topic of this article is determined by the fact that the topic of pedagogy and education of the younger generation has always been important and relevant. After all, it is in childhood and adolescence that the basis is laid in a person, which he will carry through his whole life.

Key words: Teachers, theoretical, function of teaching, pedagogy, moral qualities, knowledge, professional training.

Teachers have always performed not only the function of teaching a particular subject. Teachers have been assigned and continue to play an important role in educating a worthy citizen and member of society. In addition to knowledge and skills, a child also needs to instill love for work, moral and moral qualities that will be useful to him in adult life in society.

The pedagogy of cooperation is a trend in pedagogy in the second half of the 20th century. Cooperation pedagogy is a system of methods and techniques of education and training based on the principles of humanism and a creative approach to personal development. The name of cooperation pedagogy was given by a group of innovative teachers, whose generalized experience combined the achievements of domestic and foreign psychological and pedagogical practice and science.

The origins of the pedagogy of cooperation go back to the distant 60s of the XX century in 1956 in Leningrad, the “communard movement” was born. The initiator of the socio-pedagogical movement “communards” was I.P. Ivanov, later Doctor of Pedagogical Sciences, Academician of the Russian Academy of Education, author of the CTD methodology (collective creative activity).

In his writings, he updated the concept of “pedagogical relations”, drawing attention to the role of the educator himself. According to I.P. Ivanov, the main task of the educator is not excessive guardianship of students, which is expressed in the simple transfer of ready-made, “chewed” life knowledge to them, but the creation of “new, socially important experience”. Under the term “common care” he understood an ensemble of humane methods: motivation,

persuasion and accustoming to an active attitude to the entire cross-section of life issues based on respect for the personality of each pupil.

Many educators, teachers from different regions, teaching different subjects, implemented the ideas of co-creation and cooperation with their students, building interaction with their students as a system of “subject – subject” relations. But not everyone was able to analyze their experience, to express the ideas that guided them in the pedagogical process. This was done by teachers who united as a “banner” of the ideas of “collaborative pedagogy”.

Observing weak students, the teacher comes to the conclusion that many do not have enough time to master the topic: the timing of mastering the topic by a certain program. How to teach everyone to keep up with the program? The answer to this question, in the opinion of the teacher himself, may seem paradoxical: ‘you must get ahead of the program.’ And for this, it is required to build the learning process in a different way, i.e. lesson. “The masters of precious time are the teacher and students.” The reserve of time lies in their learning, interaction, cooperation, in the teacher's understanding of their mental activity, in the ability to manage it, activate and stimulate it. [2, 58]. So the teacher comes to the ideas of anticipation and commented control.

The teacher sees his goal in including each student in active activity in all lessons, bringing ideas on the topic under study “to the formation of concepts, sustainable skills” [2, 60]. Support schemes or supports help the teacher to achieve this goal. They are born before the eyes of students at the moment of explanation. Such reference diagrams can be tables, cards, drawings, drawings. Their purpose is to help students! Primary school students, especially first-graders, think concretely, in images, from bright pictures-toys illustrating the solution of mathematical tasks, they move on to the reference scheme. Students seem to be playing. There is some serious mental work going on.

The teacher educates by teaching, interspersing moments of education in the lesson: “the questions of the teacher, the answers of the student, the actions of the teacher, the actions of the student.” The conditions for the success of a teacher and a student are the creation of an atmosphere in the classroom: goodwill, well-being, spiritual closeness, “inner comfort”, a joyful mood when things are going well. And this, in turn, is the basis of mutual understanding between teachers and students, between parents and students, teachers and parents.

The effectiveness of the ideas and methods of S.N. Lysenkova is noted by teachers who begin to work with her graduates at the secondary school level: “thinking students, exceptionally hardworking and always smiling... ‘read well, talk freely, study with enthusiasm.’ S.N. Lysenkova, summing up her work, concludes her book “When it is easy to learn” with the following words: “Creating a calm atmosphere in the classroom, goodwill and mutual assistance, a sense of teamwork are also necessary components of success. Students are relaxed, free, there is no fear in anticipation of a call, they work actively and

with pleasure, because the teacher's attention is focused not on mistakes and mistakes, but on lessons and victories, even the smallest ones. It is this lesson of cooperation, in which everyone succeeds, that gives rise to a sense of success in learning, a desire and readiness to solve more and more difficult tasks, to move forward along the road of knowledge" [2, 100].

The ideas of cooperation pedagogy, humane-personal technologies have found many supporters and successors. The pedagogy of cooperation gave an impetus to the creative activity of many teachers, initiated the activities of author's schools.

However, many ideas of pedagogy of cooperation and democratization of the individual met strong resistance in those years from managers, administrators, teachers, representatives of the administrative style of relations at school, as well as scientists.

A critical analysis of the "pedagogy of cooperation as an ideology of school renewal" was given by B.T. Likhachev in the textbook "Pedagogy". The scientist expressed the idea that "the theorists of the" pedagogy of cooperation without sufficient scientific justification idealize the nature of the pupil as originally perfect, fraught with all the forces of goodness and happiness; they deny the possibility of presenting pedagogical requirements to students and applying pedagogical measures of influence; they advocate leaving students to themselves in the face of negative phenomena and the pressure of a corrupting mass culture, the permissibility of only an endless dialogue with students, persuading even those who violate elementary norms of behavior. All this, according to the scientist, contradicts the scientifically based principles of pedagogy.

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THE COMMUNICATIVE AND PRAGMATIC VALUES OF SENTENCES IN THEORETICAL LINGUISTIC DESCRIPTION AND IN PRACTICAL LANGUAGE TEACHING

Abstract: The article is devoted to the research of the communicative and pragmatic values of sentences which belong to living, productive syntactic means of language and should find the due reflection both in theoretical linguistic description and in practical language teaching. In this work the main peculiarities of sentences are researched and presented. So the actuality of analyzing types of sentences is important because it helps students to understand the structure of sentence, its communicative and pragmatic values thus constructing students' speech utterance in English grammatically correct.

Key words: Communicative and pragmatic values, theoretical, speech utterance, development, scientific literature, professional training.

The purpose of the research is to reveal communicative and pragmatic types of sentences which belong to living, productive syntactic means of language and should find the due reflection both in theoretical linguistic description and in practical language teaching.

In order to achieve the aim the following objectives were set:

- ✓ to define the functions and types of sentences;
- ✓ to analyze structural peculiarities of English sentence;
- ✓ to reveal communicative and pragmatic values of sentence.

The scientific novelty of the research. In the work an attempt was made to reveal and describe the communicative and pragmatic values of the English sentence.

A sentence is a grammatical unit consisting of one or more words that bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command, or suggestion.

There are many definitions of the sentence and these definitions differ from each other because that the scientists approach from different viewpoints to this question. Some of them consider the sentence from the point view of phonetics, others - from the point of view of semantics (the meaning of the sentence) and so on. According to the opinion of many grammarians the

definition of the sentence must contain all the peculiar features of the smallest communicative unit.

The sentence is the immediate integral unit of speech built up of words according to a definite syntactic pattern and distinguished by a contextually relevant communicative purpose.

Any act of communication presupposes existence of the speaker and the hearer. The meaning of person is expressed by the category of person of verbs. They may be expressed grammatically and lexico-grammatically by words: I, you, he...

Reality is treated differently by the speaker and this attitude of the speaker is expressed by the category of mood in verbs. They may be expressed grammatically and lexically (may, must, probably...)

According to the same authors the three relations - to the act of speech, to the speaker and to reality - can be summarized as the relation to the situation of speech.

A sentence can also be defined in orthographic terms alone, i.e., as anything which is contained between a capital letter and a full stop.

Semantics refers to the meaning of words in a language and the meaning within the sentence. Semantics considers the meaning of the sentence without the context. The field of semantics focuses on three basic things: "the relations of words to the objects denoted by them, the relations of words to the interpreters of them, and, in symbolic logic, the formal relations of signs to one another (syntax)". Semantics is just the meaning that the grammar and vocabulary impart, it does not account for any implied meaning.

Learning the difference between semantic and pragmatic meaning can help new English language learners avoid miscommunication and misunderstandings. Learn about the difference between the two terms and review examples of each.

When learning the English language, understanding the differences between semantic and pragmatic meaning can be a valuable tool to maximize your linguistic ability. Although both are terms used in relation to the meanings of words, their usage is drastically different.

Pragmatic meaning looks at the same words and grammar used semantically, except within context. In each situation, the various listeners in the conversation define the ultimate meaning of the words, based on other clues that lend subtext to the meaning.

New English language learners need to learn how to understand the pragmatic meaning of the sentence in order to avoid miscommunications. Some ways to make the transition easier is by learning phrases and idioms that are commonly said, but whose true meanings differ from the semantic meaning.

We focus on the pragmatic strategy that evidential facilitate.

Firstly we assume that sentence meaning, the information encoded by linguistic expressions, can be divided up into two separate and distinct parts. On

the one hand, a sentence typically encodes a proposition, perhaps complex, which represents a state of the world which the speaker wishes to bring to the addressee's attention. This aspect of sentence meaning is generally referred to as the propositional content (or common meaning) of the sentence. On the other hand, there is everything else: mood markers such as the declarative structure of the sentence, and lexical expressions of varying length and complexity. It is on this "everything else" that we focus. Specifically, we propose that this non-propositional part of sentence meaning can be analyzed into different types of signals, what we have called Pragmatic Markers (cf. Fraser 1990), which correspond to the different types of potential direct messages a sentence may convey. These pragmatic markers, taken to be separate and distinct from the propositional content of the sentence, are the linguistically encoded clues which signal the speaker's potential communicative intentions.

What we have presented above should be viewed as support for three claims.

The first claim is that the sentence (read "semantic") meaning is comprised of two parts: a propositional content; and a set of pragmatic markers.

The second claim is that the four types of messages exhaust the messages encodable by aspects of sentence meaning: a single basic message (the message which uses the propositional content of the sentence as its message content); commentary messages (messages commenting on the basic message); parallel messages (messages which are in addition to the basic message); and discourse messages (messages signaling the relationship between the basic message of the current sentence and the preceding discourse).

The third claim is that corresponding to these message types are pragmatic markers which signal the particular message.

These claims may be correct, in which case we will have made progress, or they may be false. There may be aspects of sentence meaning other than the propositional content and pragmatic markers.

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THEORETICAL FOUNDATIONS AND FEATURES OF TEACHING ENGLISH FOR SPECIAL PURPOSES

Abstract: This article reveals the specifics of professionally oriented teaching of students of a non-linguistic university, which must be updated in the process of organizing foreign language teaching, in particular English for special purposes.

Keywords: ESP (English for special purposes), communicative needs, absolute and variable characteristics, ELT (English language teaching), specific vocational training.

The term "English for special purposes" (English for special/specific purposes - ESP) originated in the 60s of the XX century in English-speaking countries simultaneously as a scientific direction and a type of English language teaching that meets the needs of students. Swales (1988) mentions an article by C.L. Barber on the nature of scientific English, which was published in early 1962. Since the late 60s and early 70s, there has been a trend of extensive research into various areas of the English language, in particular J. Ewer and G. Latorre examined the features of the scientific style of written English in the technical field, as well as studies in the field of EST (English for Science and Technology) were conducted by such scientists as Swales, Selinker and Trimble and others.

Currently, the field of specialized English language teaching (ESP) is one of the fastest developing. Like most disciplines related to integration processes in various spheres of human activity, ESP turned out to be a phenomenon whose relevance is determined by a number of rapidly developing trends, from which, in our opinion, it is necessary to distinguish the following:

1) Due to the worldwide recognition of English as an international language, there was a need to know English in accordance with specific needs in professional activity.

2) The rapid development of applied linguistics, according to which, according to John Allen and Henry Widdowson, there is a tendency for linguists to switch their attention from studying and defining formal features of language to finding ways and revealing the possibilities of using language in real communication. This, in turn, necessitates the development of new methodological and didactic approaches to the organization of the process of

learning English for a certain group of students, taking into account the specifics of their professional activities.

3) New developments in the field of educational psychology, which according to Rodgers also contributed to the development of ESP, bringing to the fore the students themselves and their attitude to learning. Since the needs and interests of the student influence the degree of their motivation and the level of effectiveness of their training. Thus, as Tom Hutchinson and Alan Waters note, "these factors determine the need for target specialization in language learning", which today many researchers and practitioners interpret differently, defining the concept of ESP and the degree of its target specialization.

According to the definition proposed by John Munby, "ESP is courses for which the curriculum and materials are determined depending on a preliminary analysis of the student's communicative needs". According to Jo McDonough, ESP is focusing on the learning process, which certainly has its own accents and priorities. He emphasizes that ESP is a kind of way of teaching a foreign language. Although Pauline Robinson claims in her work that ESP includes EAP (English for Academic Purposes) and EEP (English for Economic Purposes) and is intended for study as a separate specialized discipline or academic subject.

Following Hutchinson and Waters, we adhere to the broadest definition of ESP, according to which it reads as follows: "ESP is an approach to teaching a foreign language in which all aspects of learning, such as content and methods, are based on the motives of students to learn a foreign language". Therefore, ESP should be considered as an "approach" to learning AI, and not the result of learning. In turn, Peter Strevens notes that ESP is a special case of the general direction of teaching AI for special purposes. It characterizes ESP by describing the differences between absolute and variable characteristics. At the same time, defining ESP as a purposeful teaching of the AI, or as one of the directions of teaching the English language. Later Dudley-Evans and St. John changed the characteristics parameters given by Peter Strevens and revealed the essence of ESP based on the following two aspects:

I. Absolute characteristics

- 1) ESP is aimed at realizing the specific needs of the student;
- 2) ESP implies the use of a certain methodology, taking into account the specifics of the professional orientation of the discipline in which ESP is studied;
- 3) ESP is focused on linguistic phenomena (grammatical, lexical, stylistic), on speech skills and abilities (listening, reading, writing, speaking), on the peculiarities of discourse, styles and genres corresponding to a certain professional activity.

II. Variable characteristics

- 1) ESP can be related or designed for specific disciplines;

2) In the process of learning ESP, in specific learning situations, it is possible to use a certain methodology different from the general principles of teaching basic English (GE - General English);

3) ESP may involve teaching an adult audience, or is intended for students of higher educational institutions, or for a professional field of activity. However, it can be presented to students at the secondary school level;

4) ESP is mainly designed for students with an intermediate or advanced level of knowledge of a foreign language;

5) Most ESP courses presuppose some basic knowledge of the language system, although it can be used at the initial level among beginners.

In our opinion, the last three points of variable characteristics contradict each other, especially the fourth and fifth points. In our opinion, the fourth point is legitimate. According to which ESP really should be mainly designed for students with an intermediate or advanced level of knowledge of a foreign language. Which in turn implies the ESP learning conditions listed in the third paragraph, with the exception of the last category, i.e. secondary school students.

Thus, considering the variable characteristics in the context of modern requirements for the level of language training of students of non-linguistic universities, taking into account the peculiarities of the formation of professional foreign language competence, we consider it necessary to modify them as follows:

1) ESP is related to or intended for specialized disciplines;

2) In addition to the general principles of GE training, in the process of ESP training, in specific training situations, it is necessary to use a certain methodology other than GE training methodology;

3) ESP involves teaching an adult audience, that is, it is intended for students of higher educational institutions, or for professional activities;

4) ESP is designed for students with at least an average level of language training achieved at the previous stages of training according to a multi-level system of continuing education.

At the same time, we adhere to the position that ESP is not a special kind of English. Because "language for special purposes" and "specialized language" are two different concepts. According to R. Mackay and A. Mountford, "the only practical way in which we can interpret the concept of a "specialized language" is an understanding of it as a limited repertoire of words and expressions selected from the lexical system of the language, since this limited vocabulary can be used only within a clearly defined context, or in accordance with a specific task or limited activity". While the concept of "language for special purposes" implies the purpose for which students learn a foreign language, and does not reflect the nature of the language they are learning. And in order to optimize it, teachers of English in a non-linguistic university, in particular an economic profile, need to use the ESP approach when compiling

curricula, which should be based on an analysis of the goals and needs of students, as well as the features of the formation of professional foreign language competence, taking into account the specialization of a particular university, faculty, department.

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PRACTICAL USAGE OF POLYSEMY IN TEACHING ENGLISH ON INTERMEDIATE LEVEL

Abstract: Language is defined as a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. But frankly speaking, language is far too complicated, intriguing, and mysterious to be adequately explained by a brief definition. The organic function of the language is to carry meaning.

Key words: development of language, learning environment, professional discourse, learning a foreign language, development, teaching.

Most of the problems in linguistic science are intimately bound to question of semasiology and call for scientific analysis of communication in words.

Theoretical problems of linguistic form and meaning as relevant to the progressive development of language have attracted the attention of scholars, philosophers and grammarians since the times of Plato and Aristotle. From those times sameness of meaning was not very easy to deal with but there seemed nothing inherently difficult about difference of meaning. The situation is the same nowadays. Not only different words have different meanings; it's also the case that the same word may have a set of meanings. This phenomenon is called polysemy.

Polysemy is the coexistence of many possible meanings for a word or phrase. Most words of the English language are polysemantic. Highly developed polysemy is one of the characteristic features of the English language. The system of meanings of any polysemantic word develops gradually, mostly over the centuries, as more and more new meanings are either added to old ones, or out some of them. We say that the word is polysemantic when it has many meanings. In the word the main and the secondary meanings are distinguished. Thus, the word is polysemantic in the language but in actual speech it is always monosemantic, that is, it has only one meaning. It is in the context that makes the polysemantic word monosemantic. The researches of polysemy are also significant in grammar, as most grammatical forms are polysemantic. Even a single grammatical form can be made to express a whole variety of structural meanings.

The semantic structure of a polysemantic word is treated as a system of meanings. Some semantic structures are arranged on a different principle. In the following list of meaning of the adjective dull one can hardly hope to find a generalized meaning covering and holding together the rest of the semantic structure.

Practicing polysemy is distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization). In my opinion the most important aspect of vocabulary teaching for intermediate learners is to foster learner independence so that learners will be able to deal with new lexis and expand their vocabulary beyond the end of the course. Therefore guided discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning. Teachers can help students with specific techniques and practice in contextual guesswork, for example, the understanding of discourse markers and identifying the function of the word in the sentence.

In my opinion the most important aspect of teaching polysemy for learners is to foster independence so that learners will be able to deal with new lexis and expand their vocabulary beyond the end of the course. Therefore guided discovery, contextual guesswork should be the main ways to deal with discovering meaning.

Intermediate level includes the 13-16 years old pupils. They already have some basic knowledge in studying a foreign language. If pupils have had good achievements in language learning, they are usually interested in the subject and work willingly both in class and at home. The desire to learn depends fully on the teacher's ability to involve each pupil in language activities during the lesson. Pupils give preferences to those exercises which require thinking [1].

Exercise:

1. Give all the meanings you know to the following verbs, illustrating them with examples: to get; to go; to bring; to make; to do; to let; to buy; to begin; to feel.

2. The noun leg has several meanings:

1) one of the long parts of your body that your feet are joined to;

2) one of the series of games in a football competition played between two teams;

3) one of the upright parts that support a piece of furniture;

Match the meanings of the word face with the sentences given below:

1) Here, pull up your pant legs and let me see if your knees are hurt.

2) The legs of my jeans were covered in mud.

3) Leeds will have to win the second leg if they are to go forward to the finals.

3. Define the meaning of the noun head as used in the sentences below. How many different meanings did you find?

1) Collins suffered severe head injuries in the accident.

- 2) He turned his head to kiss her.
- 3) I picked up a hammer and hit the head of the nail as hard as I could.
- 4) People going out in conditions like this need their heads examined.
4. How many meanings of the following words do you know? Name them:
head, bench, to feel, to dress, hand, leg, power.
5. Match the idiomatic expressions of the noun head with their meaning.
 - a) to discuss a difficult problem together;
 - b) to be too difficult for someone to understand;
 - c) to manage to continue to live on your income or keep your business working when this is difficult because of financial problems;
 - d) to be much better than other people;
 - e) to show pride or confidence, especially in a difficult situation;
 - f) to make people think about something in the opposite way to the way it was originally intended;
 - g) to give someone the freedom to do what they want to do;
 - h) used to say that someone will be punished severely for something that has happened;
 - i) used to warn people that something is falling from above.

Language tends to change in time and space. These universal characteristics of language are permanent interest of scholarship. The most important function of any language is to carry the meaning. But as we know not only the sound-form but also the meaning of the word is changed in the course of historical development of a language. It happened under the influence of many factors. Change of meaning is affected through association between the existing meaning and the new one. This association is generally based on the similarity or the contiguity of meanings. Due to numeral changes of meaning such a phenomenon as multiplicity of word meanings or polysemy appeared.

Polysemy is characteristic of most words in many languages. All the lexical and lexico-grammatical variants of the word taken together form its semantic structure or semantic paradigm. The phenomenon of polysemy was broadly investigated in the historical development of the language. The word "polysemy" comes from Latin, but the roots of the concept of polysemy lie in Greek philosophy.

Polysemy is inherent in the very nature of words and concepts as every object and every notion has many features and a concept reflected in a word always contains a generalisation of several traits of the object. Some of these traits or components of meaning are common with other objects. Hence the possibility of using the same name in secondary nomination for objects possessing common features which are sometimes only implied in the original meaning. A word when acquiring new meaning or meanings may also retain, and most often retains the previous meaning.

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THE PRESENT AND FUTURE OF ENGLISH

Abstract: Language is one of the greatest cultural accomplishments the humanity has made. It evolves and develops together with the nation that speaks it. Such historical events as wars, exploration, colonization, migration make the language change, borrow new elements or sometimes even disappear. So, we may say that the history of the nation is reflected in its language.

Key words: Received Pronunciation, learning, speaker, exploration, colonization, migration, historical, regional, prestige dialect.

As English has spread throughout the world certain dialects and speech forms have become more prestigious than others. In England Received Pronunciation (RP) is the dialect form of the Royal Family, the elite schools, the government, and the courts. RP marks the speaker as educated and socially important. However, RP is viewed with suspicion in some places. So, even politicians switch to the dialects of their own regions when speaking for the home audience. Some research has shown that people evaluating oral arguments in legal cases rated the arguments in the regional accent as more persuasive than those made in RP.

This explains why prestige dialects have not overwhelmed regional variants throughout the world, and why people persist in using regional forms of language.

On the one hand, a person can adopt the prestige dialect and avoid the more stigmatized form. It is the sign of education and cultural connections. On the other hand, a person can choose the dialects of solidarity, trying to sound trustworthy and friendly. When people switch from one dialect to another, they are said to practice code switching.

Code switching is a very complicated process that allows individuals to mediate their own identities. A person's attitude toward identity is extremely significant in regional dialect performance. These attitudes toward identity explain why dialect forms whose speakers are discriminated against nevertheless persist.

The development of regional and class variations of English, and the persistence of stigmatized forms of the language, tell us some very important things about the future of English. This language is spoken in various forms by

nearly one fifth of the population of the earth. And there is a network effect: the more people speak it, the more valuable it is to learn to speak it. For native English speakers this is obviously a good thing, as their natural linguistic ability, acquired in childhood, provides advantages in the worlds of commerce, entertainment, technology, and other areas where English is now a global standard. But the success of English has cost many other languages a lot. Scholars are worried that the more than six thousand living languages will be radically reduced in the next century, and only few major languages will survive the next five hundred years. This would be a tragic loss of human accomplishment no less horrible than the loss rare species.

But the spread of new dialect forms, the diversification of English, and the persistence of even the most stigmatized variants give us reasons for optimism.

It seems that we humans preserve our native languages, even under an intense pressure. We may switch codes, adopt prestige dialects, but still we retain the ability to speak in the languages that make us feel solidarity and comfort. Even if our language starts from the same root, it seems to have a drive to diversify, and to continual changes. The story of English has been one of change and diversity, and hopefully its future will be also.

Another major event that affected greatly the English language was the Great Vowel Shift. Its simplest description is that the seven long Middle English vowel shifted higher (it is are called high front vowel) with greater closing of the mouth. That now became diphthong. So, in the Great Vowel Shift, “fif” (pronounced “feef”) becomes “five” (with the “iy” diphthong). The mid front vowel moved to the now vacant high front vowel space, and became high front vowel, so: “mede” (pronounced “maid – eh”) became “meed.” The low front vowel in its turn moved to slot left by the mid front vowels “breke” (pronounced “bray – keh”) became “break.” The next vowel from the back of the mouth moved to this spot: “name” (pronounced “nahm – he”) became “name.” The high back vowel in

Middle English “mus” (pronounced “moose,” (mouse)) became a diphthong, “mouse.” The sound that had been a mid back vowel jumped into that vacant high back vowel place: “roote” (pronounced “row – teh”) became “root.” A mid back vowel in tis turn moved to the slot of the previous low back vowel moved: “goote” (pronounced “gaw – teh”) becomes “goat.”

As one can see, this shift is only applicable to the long vowels. The short vowels were not affected and almost didn’t change at all. Word elements that were not stressed did not undergo vowel changes.

The explanation of the Great Vowel Shift is rather controversial and sound as follows: at the time of the Shift England experienced a major demographic change. There was mass immigration from the north to the south of England after the Black Death and a shift from rural to urban living patterns.

Linguists suppose that the sudden arrival in the south of many individuals with northern accents or the arrival of many rural dwellers in urban areas triggered, a major pronunciation change.

The Great Vowel Shift was the most significant factor in changing Middle English into the language that we now speak, but not the only one.

The following grammatical changes happened:

the plural ending “-n” continued to lose ground and finally “-s” won the battle.

the apostrophe s (’s) appeared as the genitive ending. The genitive case was the Old English method of indicating possession. For strong nouns, the genitive singular ending was “-es,” “stan” (stone) – “stanes” (pronounced “stahn – ehs”) “of the stone”. In Middle English the genitive ending was unaccented it ends up being spelled with a variety of vowels, such as “-is” or “-ys”. Thus the apostrophe marks the missing “e” in the “-es” ending.

other significant grammar changes occurred in the pronouns and the verbs. In Old English, “ge” (pronounced “ye”) and “þu” (pronounced “thoo”) indicated different numbers in the second person (“ge” – plural, “þu” – singular). In the thirteenth century, the forms thou, thy, thee were used when addressing social inferiors, children, and close friends. The forms (ye, your, you) were a sign of respect. Eventually the “thou” forms disappeared from speech.

The ending of the third person singular verb in Middle English was “-eth”. In XVI-th century it became “-s” and both endings coexisted for some time, but by the eighteenth century, “-eth” had been lost from all speech.

English has a lot of rules and numerous exceptions to all of them, it rapidly adopts new vocabulary, and its rules of reading are so vague that one has a hard time learning how to read in English. However these rules don’t seem so strange for those who know the history of the English language. As any living creature, a language changes constantly and many of its “unexplainable” features have logical historical explanations.

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G'O'ZANI BARGIDAN OZIQLANTIRISHNING SO'RUVCHI ZARARKUNANDALARGA TA'SIRI

Annotatsiya: Ushbu maqolada g'o'za ekinin asosiy so'ruvchi zararkunandalaridan biri bo'lgan o'rgimchakkananing bioekologik xususiyatlari hamda unga qarshi agrotexnik kurash chorasi qo'llangan. Natijada 66,5% biologik samaradorlikka erishilgan.

Kalit so'zlar: G'o'za, o'rgimchakkana, bioekologiya, agrotexnik tadbir.

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EFFECTS OF COTTON LEAF FEEDING ON BEATING PESTS

Abstract: This article discusses the bioecological features of the spider mite, one of the main sucking pests of cotton, as well as agrotechnical measures to combat it. As a result, a biological efficiency of 66.5% was achieved.

Key words: Cotton, spider mite, bioecology, agrotechnical activity.

Qishloq xo'jalik ekinlari himoya qilish sohasida katta yutuqlarga erishilganligiga qaramay hali hosilni zararkunanda va kasalliklar ta'siridan ko'p qismi nobud bo'lmoqda. Jahon adabiyotidagi ma'lumotlarga ko'ra qishloq xo'jalik ekinlarida 70 mingdan ortiq turdagi Hasharot va kanalar turkumiga mansub zararkunanda organizmlar uchraydi.

G'o'zaning asosiy so'ruvchi zararkunandalaridan biri bo'lib o'rgimchakkana xisoblanadi. O'rgimchakkana g'o'zani asosan bargini orqasiga joylashib, barg shirasi bilan oziqlanadi. Zararlangan barglar rangi o'zgarib, natijada shikastlangan gul va tugunchalar to'kiladi.

BMT bergan malumotiga ko'ra qishloq xo'jaligida zararli organizmlar keltiradigan zarar atiga 34 % ni, bizda esa 26 % ni tashkil etish ta'kidlanadi. Alimuxammedov va boshqalar (1988) takidlashicha O'zbekiston sharoitida g'o'za ekiladigan maydonlarda, g'o'za o'sish va rivojlanishi davrida 214 turdan ortiq zararli Hasharotlar rivojlanadi va zarar keltiradi. Ko'pchilik olimlarni fikriga ko'ra asosiy zararkunandalar xisobiga yil davomida g'o'za hosildorligi 55-60 % yo'qotiladi.

O'simliklarni himoya qilish tadbirlarini unumli va samarali amalga oshirish, g'o'za Hosilini saqlashda asosiy omillaridan biri xisoblanadi.

Endilikda g'o'zani umumiy himoya qilish tadbirlari xam tubdan o'zgarmoqda bunda diqqat bor tabiatdagi foydali Hasharotlarga qaratilmoqda. Xozirgi kunda pestitsidlarni keng qo'llashning zararli oqibatlari malum bo'lmoqda. CHunki ko'p yillar davomida, Zararkunandalarni zararlilik iqtisodiy mezonini xisobiga olmasdan kimyoviy zaharli moddalarni surunkasiga ishlatishi natijasida, atrof muxit, suv-xavo, xayvonot olami zararlanib insonlar salomatligiga katta zarar yetkazmoqda. SHuning uchun keyingi yillarda g'o'za zararkunandlariga qarshi kurashishda uyg'unlashgan kurash uslubidan zararkunandlarni sonini kamaytirish bilan birgalikda, tabiatdagi foydali Hasharotlarni rivojlanishiga va o'simlikni yaxshi o'sishiga sharoit yaratilib beriladi.

O'rgimchakkana (*Tetranychus urticae* koch) ni rivojlanishining biologik xususiyatlari

1-jadval

Zararkunandaning Qishlash bosqichi	1 yilda bo'g'in soni	Rivojlanishi uchun eng pastki Harorat bo'sag'asi	Foydali Harorat yig'indisi Bir bo'g'inini rivojlanishi uchun	Rivojlanishi uchun optimal Harorat	O'rgimchakkana uchun haroratning quyi chegarasi
Urug'langan urg'ochi (imago fazada)	Sharoitga qarab 12-20 tagacha	7.30S	199 ⁰ S	Xavo Harorati 26-33 ⁰ S; xavo namligi 55-60%	-29 ⁰ S da kanalar 100% qirilib ketadi.

Tajriba maydonida may oyining 1 chi o'n kunligida boshlab Har 10-kunda g'o'zada uchraydigan o'rgimchakkana rivojlanishi va zararini tanlab olingan o'simliklardan kuzatilib rivojlana boshlagandan unda o'rgimchakkana paydo bo'la boshlaydi. Kuzatishlarimiz shuni ko'rsatadiki g'o'za chinbarg chiqargan davridan boshlab, o'rgimchakkana sezilarli zarar keltira boshladi.

O'rgimchakkana asosan aprel oyining 2-o'n kunligidan g'o'zaga o'tib jiddiy zarar ko'rsata boshlaydi. Ayniqsa g'o'za shonalash davriga kelganda o'rgimchakkana yoppasiga ko'payib zararlilik iqtisodiy chegaradan o'tib ketdi. SHu davrda biz tajriba variantimizda o'rgimchakkanani sonini kamaytirish maqsadida unga qarshi ammosfosning 10%li eritmasini qo'llab uning samaradorligini aniqladik. Bu davrda o'rgimchakkana soni 1-barg xisobida 41-44- donagacha bo'lganligi aniqlanadi. YUqorida aytganimizdek kuzatishlar tanlab olingan o'simliklardan, har bir o'simlikdan 3-ta (pastki o'rta va yuqori yarusidan) bargni tekshirish yo'li bilan amalga oshirdik. Tajriba maydonida 24-may kuni o'rgimchakkanaga qarshi kurash chorasini qo'lladik kuzatishlarimiz har o'n kunda sentyabr oyigacha davom etadi. Keyingi kuzatishlarimiz xulosasiga ko'ra mavsum oxirigacha tajribi variantimizdan o'rgimchakkana zararlilik chegarasidan oshmadi. Nazorat variantimizda esa avgust oyini 1 chi o'n kunligida o'rgimchakkana sezilarli zarar yetkazdi. 1-bargda 36-donaga yetdi. Tajriba variantimizda qayta kurash chorasi o'tkazilmadi va bitta bargda 12 donani tashkil qildi. Qo'llanilgan korbomid va ammosfosning eritmasini biologik samaradorligini 66,5 % ni tashkil qiladi. O'rgimchakkanani zararli iqtisodiy chegarasini 1-bargda 25-dona va undan ortiq bo'lsa deb belgilangan. SHuning uchun boshqa kurash chorasi tajriba variantimizda amalga oshirilmadi.

Biz o'rgimchakkanaga qarshi agrotexnik kurash chorasi ya'ni g'o'zani bargidan oziqlantirib, suspenziya purkaldi. Bunda g'o'zaning vegetatsiya davri davomida 3 marta suspenziya purkaldi. 1-ishlov chinbarg chiqarganda (2,5kg korbomid+2,5 kg ammosfos), 2-ishlov 7-10 kundan so'ng (3kg korbomid+3 kg ammosfos) va so'nggi ishlov shundan (7-10 kundan so'ng 5kg korbomid+5 kg ammosfos) o'tkazildi.

Eritma tayyorlash uchun ikkita bo'sh idish olinadi va har bir idishga 10 l dan issiq suv quyiladi. So'ngra idishlarga tarozidan o'lchangan korbomid hamda ammafos solinadi. Solingan dorilar erigunga qadar aralashtiriladi. Aralashtirilgan eritmani gektariga 300l suvga qo'shib sepiladi.

Tajriba maydonlarida o'rgimchakkana rivojlanishi dinamikasi (1-barg xisobida)

2-jadval

Kuzatish kunlari	O'rgimchakkana soni	
	Nazorat	Agrotexnik usul korbomid+ammosfosning eritmasi
1.V	5.4	5.9
10.V	25.0	27.0
20V	41.0	44.0
1VI	39.4	16.7

10.VI	15.0	11.4
20VI	17.0	8.4
1VII	26.0	6.0
10VII	14.0	9.0
20.VII	7.0	9.6
1.VIII	36.0	13.0
10VIII	27.0	11.0
20VIII	6.0	9.0
1.IX	8.0	6.0

Izoh: 5-iyun 2021-yil o'rgimchakkana qarshi 2-chi variantimizda agrotexnik usul suspenziya(5kg karbomid+5 kg ammosfos) qo'llanildi.

O'rgimchakkanaga qarshi qo'lanilgan agrotexnik kurashni biologik samaradorligi (% xisobida)

3-jadval

Variantalar	Tekshirish kunlari	Vositalarni Qo'llashdan oldingi Zararkunandalar soni (1-bargda/dona)	Vositalarni ko'llagandan keyingi qolgan Zararkunandalar soni(1-bargda/dona)	Biologik samaradorlik (%-xisobida)
I Nazorat kurash chorasi olib borilmadi.	20.05.2021 01.08.2021	43.0 -	- 34	-
Tajriba agrotexnik usul ammosfosning 10%li eritmasi ko'llaniladi	20.05.2021 01.08.2021	46.0 -	12	66,5

Xulosa. O'rgimchakkana g'o'zaning eng xavfli so'ruvchi zararkunandasi xisoblanadi. O'rgimchakkana g'o'za chin barg chiqara boshlaganda to hosil pishguncha qadar zarar keltiradi. O'rgimchakkanaga qarshi karbamid va

ammafos suspenziyasi qo'llanildi. Va 66,5 % biologik samardorligiga erishildi. Agrotexnik usulni qo'llash xisobiga tajriba variantimzda 4.1ts qo'shimcha Hosil olishga erishildi. O'rgimchakkanani biologiyasi, tarqalishi va zararini, xamda zararlik iqtisodiy chegarasini yaxshi o'rganib undan keyin unga qarshi uyg'unlashgan tizimda kurash chorasini olib borish talab etiladi. Demak, bizning tajribalarimizdan kelib chiqib, o'rgimchakkanaga qarshi agrotexnik kurash usuli ya'ni ammafosning 10%li eritmasini qo'llashni tavsiya qilamiz. Bu usul bir qancha afzalliklari bilan boshqa usullardan ustundir.

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SOME ISSUES OF SURFACE CRACK PROPAGATION IN ALUMINUM ALLOYS

Abstract: The article describes cracks that can occur both during the crystallization of the alloy and after its complete solidification. Particular attention is paid to the fact that in the first case, cracks are called crystallization, or hot, in the second - cold.

Keywords: crack, raw materials, aluminum, alloy, temperature, construction.

Introduction

Hot cracks occur at temperatures exceeding the temperature of the real solidus of the alloy. Cold cracks are formed when ingots are cooled to relatively low temperatures, and their formation, as a rule, is accompanied by the ejection of the melt from the mold. Sometimes cold cracks are formed during the aging of ingots after casting and during heat treatment.

The occurrence of cracks during casting of ingots is associated with internal stresses due to the presence of a temperature gradient in the cross section and along the height of the ingot. The non-simultaneity of crystallization of the outer and inner volumes of the ingot and the difference in the rates of subsequent cooling inevitably lead to difficult shrinkage, first of the peripheral and then of the inner layers. The magnitude of the stresses in this case is determined by the elastic and plastic deformation that the considered volume of metal undergoes under the influence of neighboring layers, if they are currently cooled at a different rate.

Materials

The occurrence of cracks can be directly related to the process of deformation in various sections of the ingot and, bypassing the determination of the magnitude of stresses, to evaluate the resistance to cracks and the ability of the ingot to withstand tensile deformations. So, I. I. Novikov explained the occurrence of hot cracks by the low ductility of the alloy in the region of the solid-liquid state, and I. L. Teitel established certain norms for the elongation of the alloy in the cast state as a criterion for the susceptibility of an ingot to cold cracks.

Central cracks can be both hot and cold, due to the fact that tensile stresses in the center of the ingot (along the diametral plane) develop from the moment of crystallization to complete cooling ingot. The occurrence of cold central cracks is accompanied by the destruction of the ingot along the diametral

plane. Hot cracks in ingots of ductile alloys develop in the central part and go along the entire length of the ingot.

In ingots of high-alloy alloys, hot central cracks, as a place of stress concentration, can cause the destruction of the remaining part of the section of the ingot at low temperatures: in this case, the destruction of the ingot occurs almost along the entire diameter and the crack will be mixed in type - hot in the middle part of the ingot and cold at periphery. The formation of central cracks can be prevented by lowering the casting speed, increasing the height of the mold, maintaining a uniform supply of water and the correct flow of the melt into the mold with a symmetrical direction of the liquid metal to the periphery of the ingot.

Results

Radial cracks develop in the direction from the periphery to the center with a sharp cooling of the peripheral layers and in the presence of a sufficiently strong and resistant to shrinkage of the outer layers of the core. Such cracks are formed when the bottom of the hole is above the zone of direct cooling of the ingot with water. The scheme of stress distribution and crack initiation in this case is the same as in case of hardening of massive products. Initially, the rate of cooling of the peripheral layers is much higher than the rate of cooling of the central ones, which leads to the appearance of deformations and stresses that are tensile at the periphery and compress in the center of the ingot. Then, in the process of cooling, the ratio of cooling rates and the signs of stresses change, and after cooling, the peripheral layers turn out to be compressed, while the inner ones become stretched.

Radial cracks appear only at the initial moment of water cooling of the ingot; upon subsequent cooling, they shrink tightly and are only detected by careful examination of the macrostructure. Radial cracks are usually hot, although they sometimes occur at temperatures below the solidus, similar to cracks that occur during quenching. Radial cracks usually do not propagate into the sprue as it solidifies in the mold. In the bottom part, such cracks are also not always found.

Therefore, they should be identified by the middle part of the cast ingot. The formation of radial cracks can be prevented by increasing the casting speed or by lowering the height of the mold.

Circular cracks appear in the bending zone of the transition region with a large difference in the cooling rates of the peripheral skin (from the walls of the mold) and the average volume of the ingot (from direct exposure to water). It is not possible to precisely separate these zones, but they still significantly affect the well profile. Circular cracks develop in a relatively narrow area. In the gating part of the ingot, they can have a significant length.

The propagation of cracks in this case corresponds to the direction of movement of the dimple inflection line. The occurrence of circular cracks is closely related to the structure of the ingot and the technology of melt

preparation. These cracks are more often observed in ingots with a columnar structure. Of the technological parameters, the main influence on circular cracks is the height of the mold and the uniformity of cooling of the surface of the ingot. Cracks can be eliminated by using very low molds. To eliminate circular cracks in the gate part, the movement of the ingot should not be stopped after the metal supply is stopped. It is safe to stop the ingot when the gating surface is 60-70 mm above the water cooling zone.

Circular cracks are sometimes healed in the process of mother melt casting and are detected when examining the macrostructure for a specific network of low-melting intermetallic components. In this case, circular cracks cause slate in the ingots and in the peripheral layers of pressed bars.

Transverse cracks form in ingots of low-plastic alloys at relatively low temperatures. When casting ingots with a diameter of up to 500 mm, transverse cracks are sometimes observed in ingots of V95 and D16 alloys.

The larger the diameter of the ingot, the greater the likelihood of transverse cracks. They occur mainly in a certain range of casting speeds, at which the angle of inclination of the solidification surface to the horizon is close to 30°. It is difficult to reject ingots with transverse cracks using macrotemplates. It should be done using ultrasonic control.

Discussion

The listed types of cracks can also be found in ingots of a hollow section, but with some peculiarities. Central cracks in hollow ingots are found only when casting without water supply to the inner surface of the ingot.

In this case, the coefficient of linear shrinkage along the outer diameter of the ingot, as in the case of casting round ingots, increases with increasing casting speed and significantly exceeds the total thermal contraction in the solid state. Radial external cracks in hollow ingots rarely appear. Most often, when casting hollow ingots, radial internal cracks occur. According to the mechanism of occurrence, they are similar to external radial cracks. The only difference is that external cracks are formed from the "fitting" of the corresponding metal layer on the core of the ingot, and internal radial cracks - from "fitting" on the rod.

To prevent the formation of internal radial cracks, it is necessary to lower the level of water supplied to the inner surface of the ingot, increase the taper of the rod and eliminate the unevenness of the water supply. However, an increase in the taper of the rod leads to an increase in the segregation rim and, thereby, to metal losses; therefore, a cone that is too large should not be chosen. The difference in the upper and lower diameter of the rod, which is 7-10% of the inner diameter of the ingot, is quite sufficient. Circular cracks in hollow ingots occur: at the place of maximum deepening of the hole; when introducing metal with one jet; between injection points when metal is introduced by two jets. Circular cracks in hollow ingots are usually formed at a high level of water supply to the inner surface, when conditions are created for the occurrence of

maximum stresses along the wall thickness of the hollow ingot. Equalizing the level of water supply from both surfaces is usually sufficient to eliminate circular cracks.

Transverse cracks are observed only in ingots of high-alloy alloys. Unlike transverse cracks in round ingots, they are not internal, but through, going through the entire thickness of the wall at a slight angle to the cross section of the ingots. These cracks are cold; they occur at low casting speeds, as do cold cracks in slabs. Transverse cracks can be eliminated by increasing the speed of casting or by using a rod without applying water to the inner surface of the ingot.

Hot and cold cracks in flat ingots are described by V. A. Livanov. The formation of hot cracks - mostly surface, running along wide edges and coinciding with the casting direction - is prevented by reducing the casting speed and eliminating the uneven supply of water to the ingot.

The elimination of cold cracks, as indicated, is achieved by using a sufficiently high casting speed and special protection of the bottom, gate and side surfaces. The bottom part is protected with liquid aluminum, the gating part is protected by stopping the cooling of the ingot before the moment of its complete solidification, the side surfaces are protected by a cutout on the narrow edges of the mold.

Conclusion

This brief review shows the complexity of the forms of manifestation of cracks and the variety of means for their elimination. All these means, based on the reduction of internal deformations and the stresses caused by them, have found wide application in industrial practice. There is, however, one general remedy that is applicable to the elimination of cracks of any form, and this is the increase in the resistance of alloys to deformations and thermal stresses. Reducing the tendency of alloys to hot and cold cracks is achieved by various means. The sensitivity to cold cracks is determined by the ductility of the alloy at low temperatures. According to I. J1. Teitel, cold cracks occur only in ingots with elongation less than 1.5%. This observation is consistent with the data on the linear shrinkage of round ingots, from which it follows that the excess of the actual shrinkage coefficient over the total thermal contraction, i.e., the value created by the plastic deformation of the ingot, can reach 1.5%. Ingots unable to withstand such deformation are destroyed.

The susceptibility of ingots to hot cracks is subject to more complex laws. Knowledge of the complex and varied dependence of the sensitivity to hot cracks on the composition of the alloy and the preparation of the melt for casting makes it possible to create additional possibilities for combating hot cracks in ingots.

At the present stage of research, it is possible to eliminate hot cracks in ingots of most alloys without deviating from the optimal casting conditions, by

rational preparation of the melt and regulation of the composition of alloys by impurities.

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THE CONCEPT AND ESSENCE OF PRINCIPLES IN SOCIAL PEDAGOGY

Abstract: In this article, we consider principles of social pedagogy as a practice. They are subdivided into groups determined by factors that significantly affect the relevant activity, its process and result. Each of them, in turn, depends on the laws from which the corresponding principles are built. In social pedagogy, these factors include: object, subject, environmental and technological.

Keywords: Principles, process, practical activity, pedagogy, basic, starting points.

The word “principle” comes from the Latin word principium, which means “base”, “beginning”. Each science and the area of practical activity corresponding to it in its development is guided by certain principles - basic, starting points, which follow from the laws established by science.

For any science, there are principles, the implementation of which occurs through certain rules. Principles and rules exist objectively, independently of us, and it is impossible to deviate from them, because otherwise such activity can be not only useless, but also harmful.

By its scope, the rule is narrower than the principle. It follows from it and reflects the particular provisions of a certain principle, the method of its application in a particular situation. According to the form of expression in pedagogy, the rules have the character of recommendations. The principle contains many rules, but their totality does not yet constitute the principle, just as the totality of phenomena does not yet determine their essence.

A principle is understood as an initial principle, more or less common to a given phenomenon. A rule is a certain norm that expresses the mandatory nature of the specialist's activity. The principle is a reflection of a certain regularity, the conditions for its manifestation or the result of everyday observations of practical activity and the conclusions arising from them.

Social pedagogy has spun off from pedagogy and, naturally, is based on the principles of this science. The principles of pedagogy, reflecting the level of

development of society and its needs with a certain measure of anticipation of the practice of education, generally express the requirements developed in society for the reproduction of a certain type of personality: they determine the strategy, goals, content and methods of education, the style of interaction of its subjects. The principles in pedagogy give a general direction for the upbringing and education of the individual and serve as the basis for solving specific pedagogical problems.

However, the question of the principles of pedagogy for each period in the development of this science is debatable. The modern period is no exception. Different scientists put forward certain principles or interpret already known ones in a new way.

The object factor is a factor established by a person (group) in respect of which socio-pedagogical activity is carried out. It always has a targeted character and largely depends on the personality of the object, the uniqueness of the group. The most important principles are: conformity to nature, individual conditioning and humanism.

The principle of nature. Man is a natural being and develops according to the laws of natural and social nature. This means that under certain conditions there may be an appropriate direction and dynamics of development and upbringing of a particular person.

The essence of the principle lies in the fact that the attitude towards a person should be as a natural being, or rather, a social and natural one. He (man) should be developed, improved only taking into account his natural capabilities and no more. Otherwise, it can only be deformed and even destroyed. The principle of conformity to nature dictates the need for careful consideration in the process of socio-pedagogical work of the general laws of the development of nature, in other words, the natural capabilities of man. Compliance with these requirements will allow the most complete use of the individual natural inclinations of each child in the process of their directed, expedient and most complete development. The main requirements are:

- to know the laws and patterns of development and education of a person and be able to build in accordance with them all social and pedagogical work;
- to study and know not only age and gender individual characteristics, but also the immediate and future capabilities of a person - the object of socio-pedagogical work;
- correlate the chosen goals of socio-pedagogical work with the inclinations of the child, the means of achieving them - with his individual capabilities;
- in working with children with special needs, to study the features of individual, individually corrective and corrective-compensatory development, creating for everyone the most optimal conditions for individual self-improvement;

- in the process of socio-pedagogical work, take into account not only the natural conformity of human development and education, but also the possibilities of nature itself in achieving goals.

The interrelation of principles represents a certain system. Omissions, underestimation, neglect of one or another of them inevitably leads to a decrease or unpredictability of the results of socio-pedagogical activity.

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GENERAL CHARACTERISTICS OF THE BASIC PRINCIPLES OF SOCIAL PEDAGOGY AND THEIR REQUIREMENTS

Abstract: A person is a special individual world with its own content, opportunities for development, education and interaction with the environment of life. It follows that in working with a specific person, a special approach is needed, methods and methods of social and pedagogical activity that ensure the most complete realization of his individual social potential in development and education.

Keywords: social pedagogy, features, capabilities, advantages and disadvantages, individual characteristics.

The principle of individual conditioning (individual approach). The principle is based on the acceptance of a person with all his features, capabilities, advantages and disadvantages. The essence of the principle lies in the fact that socio-pedagogical activity is oriented, built and implemented taking into account the individuality of the object, its social conditioning and in its interests.

The implementation of the requirements of the principle of a personal, individual approach is ensured by taking into account the following recommendations:

✓ a person (group) needs to be well known before starting work with him (her). This is facilitated by the initial (primary) diagnostics, the desire of the social pedagogy to fully understand the individual characteristics of the object. Of particular importance is the personal experience of a specialist, his ability at the first meeting to maximize the uniqueness of a person and build his activities with him on the basis of a cognizable individuality;

✓ to provide for the features of the initial stage of work with a person, when both he and the social pedagogue adapt to the process of social and pedagogical activity and to each other;

✓ take into account the state of the object and the dynamics of its change in the process of working with it. Be able to be flexible in this work, taking into account the changing state of the object and the needs of the implementation activities;

✓ strive to create the most "comfortable" conditions for a person in the process of social and pedagogical work with him.

Principle of humanism. The word "humanism", "humanity" (from Latin *humanus* - humane) means a system of views that recognize the value of a person as a person, his right to freedom, happiness, protection and protection of life and health. This principle in social pedagogy means the priority of the social significance of a person, the creation of conditions for the protection of his rights, development and education, assistance to him in self-determination, integration into society.

Basic requirements of the principle:

✓ development and education is directed in the interests of a person and should contribute to his self-improvement;

✓ upbringing should put a person in certain conditions that best correspond to his individual capabilities and do not allow self-destruction of the personality;

✓ humanism should not be replaced by overprotection, permissiveness;

✓ in the process of interaction with the child, it is necessary to ensure the recognition of his right to be himself, to respect his personal dignity.

Special requirements are imposed when interacting with children in need of assistance. Their essence lies in the fact that, showing mercy to the child, put him in rather harsh, but vital conditions that contribute to his most complete and expedient development, upbringing and self-realization.

The subjective factor is a factor that determines the originality of the organization and the implementation of socio-pedagogical activities by the subject. It is important in determining who should be entrusted with a specific socio-pedagogical activity, depending on the current situation and the need (requirements) for (to) its effectiveness. This factor is also important in the evaluation (analysis) of the process and (or) the result of this activity. The main principles that follow from this are: personal conditioning and the relationship of professionalism and the effectiveness of socio-pedagogical activity.

The principle of personal conditioning is the personality of a specialist that determines the attitude towards him and his activities of those with whom he directly works. It personifies authority, trust in the social educator, his word and work. Actually, social and pedagogical activity is carried out by a person in his individual style. In the process of it there is an interaction of cultures, volitional efforts, emotional peculiarities of the object and the subject. The same

pedagogical activity performed by the same person, and even more so by other people, is different and perceived differently. You can copy an activity, learn from experience, but you cannot become the same as its author. Assimilated will definitely lack the performer's charm, his emotionality, strong-willed assertiveness, the art of behavioral and speech influence, etc.

A similar phenomenon can be observed in acting. It would seem that this is the same reproduction, the same environment - the stage, and the result is somehow different. This difference depends on the internal and emotional state of the actor, his partners, the perception of acting by the audience, the feeling of this perception and other factors.

It is believed that a teacher, like an actor, must be able to solve professional problems in any condition. However, it is not. An actor usually needs a directed reincarnation into the image of a hero before a performance. The teacher does not have this option. He is called upon to instantly engage in a situation, make a decision and act. The direction and intensity of educational influence depends on its activity.

The creative activity of a teacher is individual. It is possible to adopt the experience of practical activity at the level of skill, but its effectiveness and efficiency will be different. They may be better or worse. The effectiveness is largely determined not only by the pedagogical skill of the teacher, but also by his creative approach, the originality of the personality. Experience can be mastered, but charm, attitude, individual style is impossible.

The principle of personal conditioning of the teacher implies taking into account the following recommendations:

- ✓ the object of socio-pedagogical activity, the environment, the tasks to be solved require taking into account the characteristics of the personality of the teacher, capable of ensuring effectiveness;
- ✓ in working with a person (group), it is important for a teacher to be able to set himself up to work with him (her) and for the predicted result;
- ✓ in a situation where the teacher does not have the ability to achieve the predicted result, it is necessary either to help him or hisreplace;
- ✓ in pedagogical activity, it is important to evaluate the features of the individual style of educational work, its advantages and disadvantages, which is the basis for stimulating the teacher's self-improvement;
- ✓ mastering the pedagogical experience of another person provides for the need to take into account and originality of his personality, to what extent it can be assimilated.

The principle of the relationship between professionalism and the effectiveness of the socio-pedagogical activity of a social teacher. The importance of this principle does not require disclosure. It is known that the higher the professionalism of a specialist, the more able he is to choose the best option for socio-pedagogical activity and ensure its qualified implementation.

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SOCIO-PHILOSOPHICAL FACTORS IN THE FORMATION OF ECOLOGICAL CULTURE

Abstract: This article discusses the socio-philosophical factors in the formation of ecological culture. The author substantiated the social necessity of forming an ecological culture.

Key words: ecology, ecological culture, biosphere, philosophical principles.

The history of human society is inextricably linked with natural history, the history of nature. Moreover, the formation of society acts and should be studied only as an integral part of an immeasurably larger process - the process of planetary evolution. That is why a strict distinction between natural, natural and artificial anthropogenic processes cannot be absolutized and act as a universal worldview scheme. Man influences nature not “from the outside”, not from somewhere else, as an outside agent, but acts as an active force of nature itself.

Being an integral part of nature, participating in the process of its development throughout the course of its production activity, humanity cannot but experience response effects from the environment in which it lives. With the development of human society, with the expansion of human knowledge about the world around us, the anthropogenic pressure on nature continues to increase, which means that the strength of nature's responses also grows, sometimes taking the form of large-scale environmental disasters.

Negative changes in the natural environment, occurring under the influence of human activity, involuntarily suggest that it may already be at that dangerous line, beyond which irreversible processes inevitably arise that can lead to a global environmental catastrophe. Prof. V.N. Mangasaryan quite rightly remarks on this occasion that “Society does not always adequately assess its role as a kind of agent, whose influence on the biosphere is growing with ever-increasing speed. At the same time, the rates of sociogenic change in the biogeochemical cycles of the biosphere turn out to be higher than the rates of natural evolutionary adaptation of many higher forms of life, including humans. The volume of society's intervention in natural processes is many times greater than the evolutionary possibilities of the biosphere's responses”. It should be recognized that in the overwhelming majority of cases, society only registers these dangerous changes and trends, and only occasionally, in the event of extremely acute and painful crises, does it begin to take significant measures

that would reduce or at least stabilize the level of impending environmental damage. The growing pollution of the atmosphere, the oceans, soil, fresh surface and groundwater, and, as a result, the entire biota, poses a real and growing threat not only to human health, but also to the future of mankind as a biological species. The totality of these phenomena is justifiably called an ecological crisis, thus confirming the thesis about the growing contradictions between the development of human society and the natural course of the evolution of our planet.

In a situation of ecological crisis, not only the nature surrounding a person suffers. Not to a lesser extent, and perhaps to a greater extent, the person himself, his physical and moral, mental health is subject to a crisis. The ecological crisis reflects the problems of a person's attitude, the inability in modern conditions of the race for momentary benefits of a civilized society to follow the fundamental principles of the coexistence of society and nature, the spiritual development and active implementation of which should be called ecological culture as a first approximation. The global scope of the environmental catastrophe threatening the world forces us to think about the civilizational, historical and ideological prerequisites for the current crisis situation, to consciously approach the formation of an ecological culture.

The unprecedentedly increased technological power of modern mankind, combined with short-sightedness and thoughtlessness of actions, can lead and are already leading to numerous environmental crises, most of which are still of a local nature. We have to state the emergence of an urgent need for a philosophical justification and correction of worldview positions, for the development of principles of rational relationships with nature, and most importantly, for the determination to provide specific organizational resources that contribute to the constructive resolution of these crises. One of these resources is a very relevant, actively emerging area of the worldview, called ecological culture. This aspect of cultural life still lacks a serious philosophical justification. This necessitates the development of the philosophical foundations of ecological culture.

The methodological basis of the work is a combination of various approaches used in describing the structure and functioning of ecological culture, its properties and dynamics. The evolutionary approach in considering a person and society as biosocial phenomena is complemented and combined with structural-functional and systemic approaches used when considering various integral socio-eco-cultural formations, which are presented as socio-ecosystems of a local, regional and global scale. The activity and axiological approaches are used when considering the problems of ecologization of behavior, universal human values, innovative models of environmental ethics and bioethics as products of social creativity in the context of situational adaptation of society to the changing biospheric conditions of human existence.

The key point in characterizing the theoretical and methodological principles of the dissertation work is the definition of the fundamental terms and concepts that are most often used in the dissertation. The central one is “ecology”. This concept has many definitions; their number reaches fifty. It seems to us that the essence of this concept is most fully revealed by the following definition: ecology is a complex science that studies the relationship of biological organisms with their environment.

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DAVLAT HOKIMIYATI TIZIMIDA ROTATSIYANI QO'LLASHNING AHAMIYATI VA O'ZIGA XOS JIHATLARI

Annotatsiya: ushbu maqolada davlat hokimiyati tizimida rotatsiyani qo'llashning ahamiyati va o'ziga xos jihatlari yoritilgan. Davlat xizmatchilari uchun rotatsiyani qo'llashning sabablari va keltirib chiqaradigan oqibatlari tahlil etilgan bo'lib, rotatsiya institutining qo'llanilishi natijasida korrupsion holatlarning oldi olinishi, xodimlarning rag'batlantirilishi, ish unumdorligining oshishi tahlil etilgan va tegishlicha xulosalar taqdim etilgan.

Kalit so'zlar: rotatsiya, xodimlarni o'qitish, ish beruvchini tayyorlash, xodimlarni rag'batlantirish, davlat xizmatchisi.

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IMPORTANCE AND SPECIFICS OF ROTATION IN PUBLIC ADMINISTRATION

Annotation: This article discusses the importance and specifics of the use of rotation in the system of government. The reasons and consequences of the use of rotation for civil servants are analyzed, the prevention of corruption as a result of the use of the institution of rotation, employee incentives, increased productivity are analyzed and appropriate conclusions are presented.

Keywords: rotation, staff training, employer training, employee incentives, civil servant.

Siyosiy-ijtimoiy hayotida rivojlanishni va mansabdor shaxslar o'rtasida korrupsiya, boshboshdoqlik kabi salbiy holatlarni oldini olish, mamlakatni rivojlangan davlatlar qatoriga kirishida rotatsiya institutining o'rni katta hisoblanadi. Ilmiy adabiyotlarda davlat xizmati kadrlar siyosatini asoslab

beradigan xodimlar uchun ish joyini almashtirish bo'yicha uchta nazariy yondashuv mavjud:

- a) xodimlarni o'qitish;
- b) ish beruvchini tayyorlash;
- c) xodimlarni rag'batlantirish.

Xodimlarni o'qitish bilan bog'liq birinchi yondashuv ko'proq inson kapitalini to'playdi, chunki ular xodimning kengroq tajriba orttirishiga xizmat qilib, xodimning bilim doirasiga ta'sir qiladi. Ya'ni, xodim qanchalik ko'p harakat qilsa, shuncha ko'proq o'rganadi. Masalan, o'zaro funktsional ish almashinuvi kichik xodimlarni top-menejer bo'lishga tayyorlashga yordam beradi. Shuningdek, agar xodim yuqori lavozimga ko'tarilsa, uning ish hajmi ham ortadi va aynan xodimlarni o'qitish siyosati yuqori lavozimga ko'tarilayotgan xodimlarga o'z bilimlarini va amaliyotini ko'tarib olishga yordam beradi. Biroq, agar xodimlar turli joylarda (turli bo'limlarda) ishlash tajribasiga ega bo'lmasalar, bunday qayta taqsimlash juda qimmatga tushadi, shuning uchun Rossiya amaliyotida bunday ichki funktsional aylanish deyarli qo'llanilmaydi.

Ish beruvchini o'qitish bilan bog'liq ikkinchi yondashuvga ko'ra, xodimga eng mos keladigan ishni topish uchun ish beruvchi xodimni ko'chirishi va har bir lavozimda uning ishini kuzatishi kerak. Ushbu yondashuvning asosiy g'oyasi - ishchilarning rotatsiyasi joylar ish beruvchiga xodimning qobiliyatlari haqida ma'lumot beradi. Ba'zi xorijiy empirik tadqiqotlar shuni ko'rsatdiki, agar boshqaruvchi o'z xodimlarining qobiliyatlarini yaxshi bilmasa va tashkilot tor fuqarolik doirasi faoliyati bilan shug'ullansa, tashkilot faoliyati torligicha qoladi.

Uchinchi yondashuv xodimni rag'batlantirish bilan bog'liq bo'lib, unga ko'ra agar boshqaruvchi ish hajmi ko'pligidan "charchashga moyil" bo'lgan xodimlarni rag'batlantirish maqsadida rotatsiya ishlarini amalga oshiradi.

Kadrlar rotatsiyasi davlat xizmatida inson resurslarini boshqarish texnologiyasi sifatida bilim, ko'nikma va munosabatlari kabi klassik triadani aniqlash imkonini ham beradi. Ichkarida xodimlarning rotatsiyasi davlat xizmatida rahbariyat va xodimlarga mazkur triada orqali eng yaxshi xodimlarni aniqlashda yordam beradi. Xodimlar rotatsiyasi o'z bilim va ko'nikmasini oshirishni xohlagan xodimlar uchun ham foydali bo'lishi mumkin. Shu tufayli, rotatsiya xodimlarni o'qitish va rivojlantirishga bo'lgan ehtiyojlarini tahlil qilishga yordam beradi. Kadrlar texnologiyasi sifatida kadrlar almashinuvi xodimlarni yangi muammolarni hal qilishda bilimga ega bo'lishi yuzasidan rag'batlantiradi. Xodimlar turli qiyinchiliklarga duch kelganda yoki ularga yangi vazifalar qo'yilganda, ular imkon qadar samarali bo'lishga harakat qiladi. Bu ularni har bir bosqichda yaxshiroq ishlash va boshqalardan yomonroq emasligini isbotlash uchun rag'batlantiradi. Bunday yondashuv har qanday tashkilotda sog'lom raqobatni keltirib chiqaradi. Davlat organlarida xodimlarni rotatsiya qilishning ahamiyati bo'yicha olimlarning turli fikr-mulohazalari mavjud. Ko'pgina kompaniyalar quyi bo'g'indagi ishchilarni axloqiy xavf muammosini

kamaytirish va ularni lavozimga ko'tarilishga tayyorlash uchun o'rinlarni almashtiradilar. Ish rotatsiyasidan boshqa sohalardan qo'shimcha bilim va tajriba orttirish va xodimlarning qobiliyatlarini oshirish maqsad qilinadi. Ish almashinuvi boshqaruvning barcha darajalarini samaraliroq qiladi hamda turli xil topshiriqlardan olingan bilim va tajribani mustahkamlaydi. Yana bir olimning fikriga ko'ra, ish rotatsiyasi bilim, kompetensiya, ko'nikma va malakani oshiradi, shuningdek, ijtimoiy munosabatlarni rivojlantiradi.

Sison esa yaxshi ish ko'rsatkichlarini ishlab chiqarishda ish rotatsiyasining ahamiyatini tushuntirib, almashinuv xodimlar o'rtasida yanada samarali munosabatlarni rivojlantirishini bayon etadi. Yana bir olim rotatsiyaning tez-tez yoki ma'lum muddatlarda amalga oshirilishiga to'xtalib, ish almashinuvining samaradorligi tashkilotning o'ziga bog'liqligini, misol uchun Yaponiyaning katta kompaniyalarida tez-tez amalga oshiriladigan rotatsiya samara berishini, AQShning tashkilotlarida esa rotatsiya qilish chuqur tekshiruvlarni talab qilgani bois, muayyan muddatlarda o'tkaziladigan xodimlar rotatsiyasi ular uchun samarali ekanini ta'kidlaydi. Zamonaviy sharoitda huquqni muhofaza qilish tizimini isloh qilish va samaradorligini oshirish davlatning ustuvor vazifalaridan biri hisoblanadi. Shu bilan birga, huquqni muhofaza qilish organlarida korrupsiyaning oldini olish va (2) kadrlar malakasini oshirishga katta e'tibor qaratilmoqda. Rotatsiya – bu har ikki yo'nalishda ham ta'sir ko'rsatadigan mexanizmdir. Mavjud ta'riflarni umumlashtirib, shuni xulosa qilishimiz mumkinki, rotatsiya ma'muriy apparatda ham kadrlarni yangilash maqsadida, ham kasbiy o'sish va ko'tarilish imkoniyatlarini yaratish uchun ketma-ket almashtirishni anglatadi. Xodimlarning rotatsiyasi (lotincha “rotation” - aylanish) - bu kadrlar texnologiyasi turlaridan biri bo'lib, uning mohiyati kasbiy yoki mehnat vazifalarini ketma-ket o'zgartirish, turli funksiyalar, o'ziga xos xususiyatlar va qarorlar qabul qilish texnologiyalari, shu jumladan boshqaruv, shuningdek, korrupsiya va hokimiyatni suiiste'mol qilishga qarshi kurash, xodimlarni o'zlashtirish uchun u yoki bu lavozimda muqobil bo'lishdir.

Davlat xizmatchisining rotatsiyasi malaka darajasi, kasbiy ma'lumoti va davlat organida yoki boshqa davlat organida davlat xizmatidagi shu mutaxassislik bo'yicha ish (xizmat) stajini hisobga olgan holda davlat xizmatining boshqa tenglashtirilgan lavozimiga tayinlash sifatida qaralishi kerak.

Rotatsiya mexanizmining xususiyati shundaki, almashtirishlar faqat bitta iyerarxik darajada amalga oshiriladi. Rotatsiya deganda, lavozimni egallash uchun harakatning vertikal yo'nalishlari, shu jumladan lavozimga ko'tarilish va pasaytirish tushuniladi, bu nuqtayi nazar tadqiqot mualliflari uchun asossiz ko'rinadi. Hozirgi vaqtda Rossiya amaliyotida rotatsiyaning ahamiyati alohida e'tirof etilgan. Davlat xizmatchilarining rotatsiyasi mexanizmini amaliyotga joriy etish Korrupsiyaga qarshi kurashish milliy rejasini amalga oshirish bo'yicha ustuvor chora-tadbirlardan biri hisoblanadi.

Rossiya Federatsiyasi qonunchiligining qoidalarini hisobga olgan holda, davlat xizmatchilarining rotatsiyasi mexanizmini ishlab chiqishda davlat xizmatchilarining rotatsiyasining ikkita asosiy maqsadini ajratib ko'rsatish kerak:

- korrupsiyaga qarshi kurashish, davlat xizmatchilarining korrupsiyaga qarshi xulq-atvorini rag'batlantirish;
- davlat xizmatchilarining kasbiy darajasini oshirish.

Huquqni muhofaza qilish xizmati uchun rotatsiyaning alohida dolzarbligi ushbu turdagi davlat xizmatining o'ziga xos xususiyatlari bilan bog'liq. Xususan, huquq-tartibot organlariga xos bo'lgan korrupsiya xatti-harakatlarining tarqalishining klassik mexanizmi korrupsion guruhlarni shakllantirish hisoblanadi.

Rotatsiya korrupsiyaga qarshi mexanizm sifatida korrupsiya tarmoqlari ishtirokchilari gorizontali harakat qilganda yo'q qilinadi va yangi xodimlar tashkilotdagi ma'naviy muhitni yaxshilashga hissa qo'shadi degan g'oyaga asoslanadi.

Yuqorida ta'kidlanganidek, rotatsiya korrupsiya xavfini kamaytirishdan tashqari, davlat xizmati xodimlaridan foydalanish samaradorligini oshirish, davlat xizmatchilarining xizmat ko'rsatishi va kasbiy o'sishi uchun shart-sharoit yaratish, mansab egallashda teng imkoniyatlarni ta'minlashning muhim vositasi hisoblanadi. Davlat xizmatchilarining rotatsiyasi yordamida kadrlarni yangilash, ularning uzluksizligini ta'minlash, idoralararo rotatsiya asosida davlat xizmati xodimlarining barqarorlashuviga erishish, shuningdek, yuqori malakali kadrlarning doimiy kirib kelishi hisobiga vazifalar belgilab olinadi.

Rotatsiya tartibida kadrlar harakati davlat hokimiyati va boshqaruvi organlarida kadrlarni to'ldirishning mahalliy manbalari cheklangan, ayniqsa, moddiy rag'batlantirish va (yoki) vertikal harakatlanish imkoniyatlari cheklangan maqbul joylashtirishga yordam beradi.

Rotatsiyaning yo'qligi, o'z navbatida, kadrlar korpusida turg'unlikni keltirib chiqaradi va hokimiyatning yuqori bo'g'inlariga qobiliyatli mutaxassislarining kirib kelishining oldini oladi. Butun davlat apparati ishining kasbiy darajasi va sifatini oshirish maqsadida davlat xizmatchilari, jumladan, huquqni muhofaza qilish organlari xodimlarini rotatsiya qilish mexanizmidan muvaffaqiyatli foydalanayotgan bir qator davlatlar tajribasini ko'rib chiqishga to'xtalsak. Yaponiyadagi davlat xizmatchilarining rotatsion tizimi qayta tayyorlash va malaka oshirish tizimining bir qismi bo'lib, xodimlarning gorizontali va vertikal ravishda har ikki-uch yilda bir marta harakatlanishini o'z ichiga oladi. Bunda xodimning roziligi talab qilinmaydi, yashash joyini o'zgartirish bilan bog'liq hollar bundan mustasno. Shu bilan birga, Yaponiyada rotatsiya barcha darajadagi amaldorlarni qamrab oladi. Germaniya Federativ Respublikasida 2004-yilda Federal Ichki ishlar vazirligi tomonidan federal hokimiyat organlarida korrupsiyaning oldini olish bo'yicha ishlab chiqilgan

dasturga muvofiq, muammoni hal qilish, uning oldini olishning asosiy usuli bu korrupsiya darajasini tahlil qilish deb e'lon qilingan.

1993-yilda Xitoy Xalq Respublikasi Davlat Kengashi Doimiy byurosining ikkinchi yig'ilishida kiritilgan Xitoy Xalq Respublikasi (XXR) davlat organlarida rotatsiya tartibi universal hisoblanadi. Bu ko'plab sharqiy mamlakatlar, jumladan, Singapur, Tayvan, Hindiston va boshqa davlatlarning ham o'ziga xos xususiyati hisoblanadi. Rotatsiya har 5 yilda amalga oshiriladi. Bundan tashqari, xodimlar ham davlat organiga, ham unga qadar qayta tayyorlashdan o'tgan boshqa funksional bo'linmaga o'tkazilishi mumkin. Rotatsiya jarayonini Mehnat vazirligi boshqaradi. Rotatsiya bo'yicha davlat xizmatchilarini ishga joylashtirish uchun barcha darajadagi davlat organlaridan ma'lum miqdordagi bo'sh ish o'rinlari bo'lishi talab qilinishi nazarda tutiladi. Davlat xizmatchisining faol tarzda ish yuritishi va ish jarayonida samaradorlik ko'rsatishi bir qancha omillarga borib taqaladi. Davlat xizmatchilari faoliyati samaradorligiga ko'plab rag'batlantiruvchi omillar ta'sir ko'rsatadi, ularni hisobga olish uni oshirish usullarini aniqlash imkonini beradi. Bu omillar quyidagilar hisoblanadi: davlat xizmatiga tanlov asosida tanlash, bu davlat organlarida lavozimlarning adolatli taqsimlanishiga yordam beradi; moddiy mukofot miqdorining mehnat natijalariga bog'liqligi; nomoddiy rag'batlantirishdan foydalanish, mehnatni rag'batlantirishning zamonaviy yondashuvlari: bo'sh vaqtni rag'batlantirish, xodimlarning gorizontali rotatsiyasi, quyi bo'g'indagi davlat xizmatchilarining o'z bo'linmasini boshqarishda ishtirok etishi (ijtimoiy siyosat va korporativ tadbirlar nuqtai nazaridan); davlat xizmatchilarining martaba o'sishi, ishda yuqori natijalarga erishgan har bir xodimning davlat xizmatiga kirgan paytdan boshlab keyingi 3-5 yil davomida martaba ko'tarilish sxemasiga kiritilishi; mehnat tartib-qoidalariga muvofiq mehnatni xodimlar o'rtasida taqsimlash, mehnat natijalarini adolatli baholash.

Aytish joizki, davlat organlarida rotatsiya ishlarining olib borilishi ham motivatsion harakat hisoblanadi. Motivatsiya nuqtai nazaridan, rotatsiya xodimning bilim bazasini oshiradi, bu bilan xodimning uning mehnat faoliyatiga qiziqishini oshirish mumkin. Rotatsiya davlat xizmati samaradorligini oshirish, korrupsiyaga qarshi kurashishga ko'maklashish maqsadida amalga oshirilmoqda. U bir xil lavozimlar guruhi doirasida malaka darajasi, ma'lumoti va davlat xizmatidagi ish tajini hisobga olgan holda amalga oshiriladi. Ba'zi mamlakatlarda rotatsiya tartibidagi lavozimlar 3 yildan 5 yilgacha bo'lgan muddatga almashtiriladi.

Xulosa qilib aytganda, xodimlarni rotatsiya qilish bir xil ishdan zerikish, rivojlanishni o'stirish, kuchaytirilgan ish vazifalaridan tanaffus qilish, qayerda xodim samaraliroq ishlashini aniqlash, xodim agar ishdan bo'shasa, ish beruvchiga zahira reja tuzib qo'yish kabi ustunliklarni beradi. Ammo, shunday bo'lsada, rotatsiya qilishning salbiy tomonlari ham yo'q emas. Birinchidan, xodim yangi ishga rotatsiya qilinganda, u yangi ishni o'rganib ketganicha ortiqcha vaqt va xarajat talab etadi. Ikkinchidan, rotatsiya qilingan barcha

xodimlar ham yangi ish o'rnidan rozi bo'lavermaydi, bu esa ish samaradorligining tushib ketishiga olib keladi. Uchinchidan, rotatsiya qilish tashkilotdagi muammolarning yechimi bo'lib chiqmasligi mumkin, asosiy muammo ildizi boshqa masalada bo'lishi mumkin. To'rtinchidan, boshqa tizimda ishlagan xodimning boshqa davlat organiga qarashli tizimga o'tishi xalq manfaatlari uchun zarar yetkazadigan qarorlar qabul qilinishiga olib kelishi mumkin. Demak, rotatsiya institutining qo'llanilishi chuqur va uzoqni ko'zlagan rejalar asosida bir tizim doirasida amalga oshirilishi maqsadga muvofiq sanaladi.

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AMIR TEMUR'S CONSTRUCTIONS AND THE SPIRITUAL IDEAS ADVANCED IN IT

Annotation: In this article, the content of the work "Temur's rules" written by Amir Temur, the ideas put forward in the game, such as humanity, honesty, moral norms, the categories that form the basis of the state in the play and the views of other scholars on "Temur's rules" detailed information is given.

Keywords: work, analysis, spirituality, morality, etiquette, history, ruler, authority, idea, manuscript, state, commander, religion, minister, emir, politics, country, socio-political.

These works, entitled "Tuzuki Temuriy" (Temur's Statutes), "Malfizoti Temuriy" (Temur's Sayings) and "Voqeoti Temuri" (Temur's Experiences), are among the notable historical sources. Copies, manuscripts and lithographs of these works are widely distributed, and "Temur's rules" are a pamphlet defining the norms of life and morals of kings. The work consists of two parts: in the first part, the life and socio-political activity of Amir Temur from the age of 7 to his death (February 18, 1405), who became famous in world history as a famous commander and talented statesman, more precisely, his rise to power in Movarounnahr. The abolition of feudal disintegration and the establishment of a centralized state, the conquest of neighboring countries and countries, including Iran and Afghanistan; The military campaigns of the Great Jahangir against the Turkish Sultan Boyazid Yildirim (1389-1402) and, finally, to Azerbaijan, Georgia and India are briefly described.[1]

The second part consists of specific testaments and sermons uttered in the name of Jahangir and addressed to the heirs to the throne. He relied on whom to rely on in governing the state, the responsibilities of the crown princes, the election of ministers and army chiefs, the salaries of soldiers, the order of governing the country, the duties of statesmen and army chiefs, emirs, ministers and other officials. The order of rewarding the services rendered to the throne, etc. The author of the work is unknown. The whole story is told on behalf of one person - Amir Temur. It is difficult to say for sure whether this was the case, or whether Amir Temur wrote it as a secretary, or whether someone compiled a book based on what he said. It is acknowledged that this famous work in the East was indeed written by Amir Temur and is a biography. For example, in Sami's "Qomus ul-Alam" he wrote a set of laws entitled "Tuzukot" by Amir Temur, in which he admits that he has a biography. The French orientalist M. Sharmu and the Russian military historian M. Ivanin (1801-1874), who wrote the history of the wars between Temur and Tokhtamishkhan, wrote "Rules" by

Amir Temur himself and it is considered an important autobiographical work. However, another group of European scholars say that Temur's Statutes were forged and not written by Amir Temur. The English scholar Ch.Storn suggested that Mir Abu Al Husseini al-Turbati, mentioned above, was the author of the work. So, regardless of whether the work was written by Timur or someone else, it is not a fake but a real work. History of Amir Temur in his time, more precisely between 1342-1405 The socio-political situation of Movarounnahr Timur and the state of the Timurids and the structure of the army, in those years the state and neighboring peoples of the state of Timur tells the story of his relationship with. 12 categories of state:

1. Sayyids, scholars, mashayiks, nobles;
2. Business, wise people;
3. God-fearing, transgender people;
4. Noyans, emirs, commanders;
5. Sipoh and raiyat;
6. Special trustees;
7. Ministers, secretaries;
8. Judges, physicians, astrologers;
9. Scholars of commentary and hadith;
10. All professional artists;
11. Sufis;
12. Organizes tourists and traders.

His fate is decided by three things: the king, the treasure, and the soldier. In the second example, the army is mainly divided into ten, hundred, thousand and district. The commander-in-chief, who stood at the head of the ten-man military unit, the chief of the one-hundred-man unit, the leader of the thousand-man army, the chief of the district, and the chief of the district were called noyon. Their rights and salaries are clearly stated in the play. For example, an ordinary soldier was paid twice the price of a horse, twice as much as a soldier under his command, and twice as much as a centurion. The "Regulations" also contain important information about ministers and emirs. For example, seven ministers of Timur's state:

1. Minister of State and Citizenship;
2. The Minister of the Army, ie the Minister of Military Affairs;
3. The Minister of Disposal of Owned Property;
4. The Minister in charge of the kingdom's revenue and expenditure affairs, ie the Minister of Finance;
- 5.6.7. Ministers overseeing the affairs of the border provinces.

The ministers are called the pillars of the kingdom. They always consider the prosperity of the country as the peace of the people, the unity of the armies, the wealth of the treasury. The state does not tolerate shortcomings in the revelation of royal affairs. They do not spare their lives in returning harmful things to the kingdom). The information about the emirs is also noteworthy.

According to the charters, the emirs were mainly military men and 12 of the forty provinces under Amir Timur: Barlos, Sergin, Jaloyir, Tokuvchi, Doldoy, Mongol, Sulduz, Tugay, Kipchak, Arlot, Selected from the Tatars and Tarkhans. The charters also mention gifts to ministers, emirs, and governors. For example, if an emir defeats an army or takes the country, it is three things;

1. The rank of tug, drum and heroism;
2. The right of free access to state councils;
3. Elected by the deputies of a frontier; It is known from history that any state system operates on the basis of certain social strata, social groups and protects their interests. In governing the state, Timur relies on all layers of the state system, on every citizen, without protecting the interests of individual social groups and classes. "It is your job to heal the nation. Look at the weak, do not leave the poor to the oppression of the rich. May your justice and freedom, your leader, die "[2] - said Amir Timur.

As a great politician and statesman, Timur created the spiritual and socio-philosophical principles of his state and "showed the form of government, its origins". The category of justice has a special place in the spiritual views of Timur. Indeed, at the heart of spirituality is the question of the relationship between man and society. Man is the most complex being in nature, and he is the object of study of all philosophical teachings. His just or unjust actions are one of the subjects of spirituality research. "I have opened the door to justice in every country, I have blocked the path of oppression," said Timur. Everything he does must be based on the laws and Islamic philosophy passed by the state and the people. "I have kept the rule of the kingdom in accordance with the rules", he wrote. Amir Timur, - no one was able to interfere in the affairs of my kingdom and cause damage. " To build a just, democratic and legal society, there are perfect laws that need to be enforced. Such laws, based on the rich ancient history, customs, traditions, philosophy and culture of the Uzbek people, should be reflected in the content of these legal, moral and religious laws. It is a combination of spirituality and philosophical-religious views, which has long been known as al-fiqh. In order to know more about Timur's political, legal and philosophical views, we will briefly dwell on this spiritual, philosophical and religious doctrine. Islamic spirituality during this period was aimed at managing two important interrelated tasks. Firstly, the science of al-Fiqh is based on Islamic religious philosophy to describe Allah and fulfill the duty of citizens, and secondly a) the relationship between people;

b) the relationship between the individual and the state;

(c) the study of the rules governing interstate relations.

Therefore, the spirituality of the East, in particular, in the views of Timur, was aimed at fulfilling and improving both of the above-mentioned tasks. This is probably why Timur says that "famous people of science and religion came to the aid of kings with their advice". He often gave lectures to scholars, and the main content of these speeches was the philosophy of justice, fairness, law,

Sharia, faith and human life in general. Addressing the faqihs, Timur said, “It would be better if you take measures to eliminate injustice and in accordance with the Shari’ah and the law”. [3]

In his work, Timur conducts spirituality on the basis of Islamic rules, Sharia and fiqh. Although it was a centralized state, all power was in the hands of the head of state. However, Timur convened councils at various levels to address the existing social, political and spiritual problems in making decisions related to the interests of the state and the people, and made decisions based on the views of scholars and sages. “Nine percent of state affairs are done by councils, events and consultations, and the rest by swords”, he said. In the affairs of the kingdom, do four things, namely, the Council;

- 1) consultative advice;
- 2) firm decision,
- 3) entrepreneurship, vigilance;

4) caution”. In "... Rules..." Ilyaskhodja gives an example of how he skillfully used the method of tolerance in his work during the years of the struggle against the Genghis Khan invaders. “... I summoned the other emirs of the group whose alliance had been broken with me, one by one, and spoke to each of them separately. Of these, I promised wealth to the greedy and greedy world, and nominated candidates for one of the countries and regions under my control (governorship) who were looking for a career and governing the country. [4]

He continued: “I hoped for the rest of the army with food and clothing, and I captivated them with my sweet words and open face”. [5]

In conclusion to the first chapter, it should be noted that during the reign of Amir Temur in the country lived Christians, Buddhists, Confucians and other religions. Representatives of this religion were in harmony with Islam. They obeyed the state policy and fulfilled the norms of faith in their religious institutions. They existed and operated in many cities of the country, including Samarkand. [6]

During the reign of the Timurids, partly during the reign of Shahrukh Mirzo, and especially during the reign of Mirzo Ulugbek, non-religious people practiced their religion in their own denominations. Especially in Timurids, Babur Mirzo, like his grandfather Amir Temur, who paid serious attention to religious tolerance, combined it with state policy. Even in a country as large as India, it will establish its own empire and gain the respect of the Buddhist people, gain a strong foothold in Hindu philosophy.

In fact, from time immemorial in our motherland, in the land of Amir Temur, Navoi, Baburs, world religions such as Islam, Christianity, Buddhism have lived side by side, in harmony and tolerance. For centuries, there have been mosques, churches, synagogues in the major cities of the country, and history has shown that people of different nationalities and religions practice their religious beliefs and practices freely, without any restrictions.

Thus, Amir Temur's worldview reflected the importance of spirituality, spiritual and religious norms in the system of public administration. The spiritual significance of Temur's Statutes is the subject of a separate study. Through them, the spiritual and personal qualities of Amir Temur are reflected, describing his thoughts and expressing his spiritual philosophy.

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FOREIGN LANGUAGE TEACHING AND ITS IMPORTANCE IN THE INTRODUCTION OF TODAY'S YOUTH TO SOCIAL RELATIONS

Annotation: This article provides information on the use of foreign languages in conjunction with their mother tongue and their importance in the social interaction of young people. It is very important to educate today's youth to be educated, intelligent, and to benefit the country. A number of measures are being taken to develop the system of foreign language teaching. There is a saying among our people: "He who knows the language - knows the nation." In the article, how does human psychology perceive a foreign language? Would not it be difficult to learn? we will provide this and similar information.

Keywords: methodology, speech, communication, linguistic, extralinguistic, paralinguistic tools, RD subject, skill, ability, mastery.

"He who knows the language - knows the nation."

Introduction: It is important to differentiate science, language, and speech for foreign language teaching methods. Modern linguistics understands language as a code of social significance and its rules of operation, which is entrenched in the minds of a group of people. In other words, language is a system of language tools and rules of use required for communication. Speech is the implementation of a language system in certain acts of communication. The concept of "speech" includes both the process itself and the products of this process - speech works. Although language and speech form two sides of a phenomenon, a whole, they act with units specific to each side.

It is known that in the study and teaching of foreign languages, along with all developed and developing countries, our country - Uzbekistan - has become a modern requirement. It is no exaggeration to say that the conditions created for young people to learn foreign languages, as well as for all our compatriots, are proving their positive results. Not only in the example of foreign languages, but also in all spheres of science, significant changes and innovations are taking place. Of course, at the beginning of such a huge creative work lies the zeal of the head of our state, attention to the youth, a sense of confidence in the future.

Language learning is one of the most important areas of human society. Language, which is a means of communication, can be practiced in a natural environment, whether at home, in public, or in an organized manner. Knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is especially important in today's world of international relations. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: native language, second language, and foreign language. Mother tongue is the first language that plays a special role in the formation of thinking. When it comes to the second language, it is considered the language of the brothers and sisters of other nationalities. (Jalolov, 2012).

A foreign language is the language of a foreign country. Western, European (English, Spanish, German, French) and Eastern (Arabic, Persian, Turkish, Chinese, Indian) languages are taught in our country. These languages are included in the curriculum of educational institutions. The process of teaching three languages is different. The mother tongue and the second language are studied naturally, and the foreign language is studied artificially. Communication in a foreign language takes place mainly in the classroom under the guidance of a teacher. There are significant differences between languages in learning and teaching a foreign language. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher acquires a clear understanding of the norms of language experience of the student and further improves it. Effective teaching of foreign languages depends in many respects on the theoretical development of issues of foreign language teaching methodology and the creative application of the theory in practice. Therefore, in order to learn a foreign language and teach it to others in the future, one must have a close understanding of the subject of foreign language teaching methods.

Thus, linguistics helps to determine the methodology of the linguistic component of the content of foreign language teaching. It includes linguistic and speech material, and therefore it can together provide the linguistic and extralinguistic content of teaching this subject, the situation in which speech emerges.

As a result of the implementation of speech activities, speech mechanisms are formed, which provide the production (generation) of perception and speech statements (speaking, writing) in the process of listening and reading. RD subject (meaningful plan of statement). RD finds implementation in specific actions and operations that ensure the functioning of appropriate speech mechanisms responsible for listening, speaking, reading, and writing.

In psychology, speech movement is defined as the process of interaction of its components (communication participants; communicative intention or purpose; topic content: topics, situations; linguistic tools; extralinguistic and

paralinguistic tools), which situation is aimed at creating speech in a particular dialogue.

Speech movements are possible when language and speech material are acquired at every point in the learning process as skills and competencies are raised. S. L. Rubinstein defines skills as automated components of consciously performed activities that are formed through exercise and training. E. I. Passov sought to "multiply" skills and abilities. By skill, he understands "relatively independent actions in a system of conscious activity, which have become one of the conditions for performing this activity due to a set of qualities. Ability is defined by him as "conscious activity based on a system of unconsciously functioning actions and aimed at solving communicative problems".

Human activities are very diverse. It can include labor, pedagogical, artistic, research activities. An analysis of the structure of human activity shows that activity is manifested in the conscious mental reflection of the outside world. In any activity, a person understands the purpose of his actions, imagines the expected result, perceives and evaluates the situation, thinks about the structure of the action to be performed, gives willpower, monitors the progress of the activity, thinks about success and failure.

Qualifications have a special place in the structure of activity. **Qualification** refers to automated methods of performing actions in the process of exercise. Skills allow to increase work productivity, save time, mobilize mental activity to something more important. The qualification is formed as follows:

- *understanding of labor movements, the need and importance of their acquisition;*
- *remember the pattern of action;*
- *multiple practice, practice;*
- *as a result of consistent exercise, movements are accelerated, errors are reduced;*
- *skills are formed by automation of actions;*
- *some excess movement elements fall off.*

Being a good person can be understood as a sincere description of others. Learning foreign languages is as important as language and speech in social interactions. No matter what the field, it works in its own field. Skills in this field will increase.

Conclusion: *In short, when we learn a foreign language, we face the world, we get to know the world. Other foreign languages, such as one's mother tongue, are also important for young people to engage in social interactions. Today, English is spoken not only in Uzbekistan, but all over the world. Teaching our youth foreign languages will also make a great contribution to the development of our country. There are many types of social relationships. From them we can derive our relations with foreign nations and peoples. Language is a means of communication with a foreigner. Representatives of both nations*

speak two languages. In this case, a person feels the need for knowledge of a foreign language. Let's just take a simple case where you've traveled abroad, where you feel the need for language to travel, eat, and do other things. This will force you to use the services of an interpreter. Although translation services abroad are more expensive, you will have to spend a lot of money. If you know the language, you will be able to travel to different parts of the world, to communicate with the people of that country. Speaking a foreign language, living side by side with people of other nationalities and ethnic groups, leads to cultural exchanges, adaptations, and the study of their behavior. The environment has a big impact on young people's ability to take the big life path, enter into social relationships, and grow as adults. Conversation is essential in human life, and knowledge of a foreign language is essential for people living with neighbors.

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DIRECTIONS OF STATE SUPPORT OF THE MULTI-BRANCH PRODUCTION TO USE THE ECONOMIC POTENTIAL OF FARMING ENTERPRISES

Abstract: The article tells about the specialization processes in the agriculture and development of multiple enterprise farms in Uzbekistan.

Key words: Multi-branch farm, factors of agricultural specialization, economic potential, Uzbekistan enterprises in Uzbekistan.

When evaluating the regions of the Republic of Uzbekistan based on the economic potential, farming enterprises have various natural and climatic, social-psychological, technical and technological characteristics. At the moment, these special characteristics are not effectively used by the farming enterprises. It is becoming important to stimulate the development of additional branches for effective use of economic potential of farming enterprises in the regions.

Main goal of the farming enterprises in establishing additional branches is to increase the profit from production. Thus, the profit from the additional branch is the private interest of the farming enterprise.

Yet, there is another group of interests in establishing multi-branch production. The basis of these interests is to solve the economic and social tasks of the society with the help of additional branch of the farming enterprise. What is the economic and social benefit that matches the public interest?

First, new jobs and, therefore, opportunity of additional income for many rural families are created with the help of additional branches established by farming enterprises (Figure 1).

Second, new modern technologies will come to the country due to the operation of additional branch by farming enterprises.

Third, new knowledge and technologies are mastered at the farming enterprises, group of qualified workers are formed, and new knowledge is spread in the region due to the additional branch.

Fourth, additional product is offered on the market due to the additional branch. As a result of the market saturation, the demand of members of society is satisfied at higher level.

Fifth, the markets are saturated, products' prices fall and members of society can purchase products at lower prices due to the additional branch.

Sixth, as a result of the low prices due to the agricultural market saturation, the entrepreneurs have to decrease the production costs to increase the profit. This stimulates the use of modern resource saving technologies.

Seventh, as a result of saturation of agricultural markets, steady decline of product prices takes place. For some products, it reaches the upper limit of the average production costs. Further, entrepreneur will have to sell its product by improving the product's quality and giving a marketable appearance to it. This leads to the improvement of quality and members of society will have opportunity to purchase products of relatively higher quality.

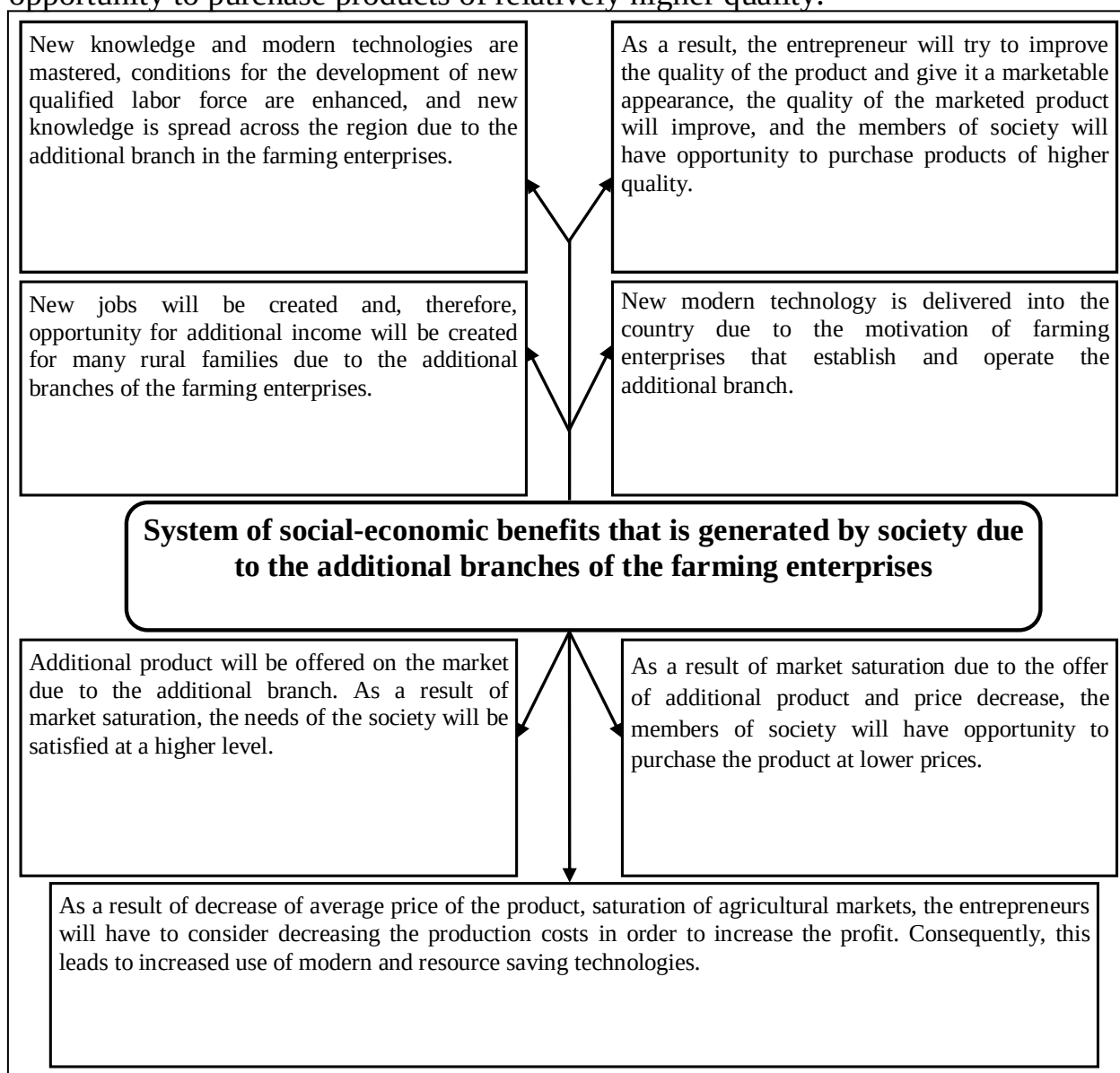


Figure 1 Solution of economic and social tasks of the society with the help of additional branch, established in farming enterprises¹

¹Source: developed by the author.

This, the increase of economic and social benefit of the society due to the development of the additional branches in farming enterprises and profits of the farming enterprises creates necessity for state support for the development of additional branches. It is reasonable to use state mechanisms for stimulation of farming enterprises in the following directions (Figure 2):

enhancement of legal mechanisms to stimulate the activity of multi-branch farming enterprises is important. In this case, it is necessary to develop legal basis for effective ways of technical and technological support as a form of state stimulation of multi-branch farming enterprises;

- it is necessary to allocate additional land and supply of material and technical resources for additional branches of farming enterprises. It is necessary that one of the directions of state support includes solution of issues of processing, transport, storage and marketing the agricultural products, produced by farmers.

- provision of tax incentives when taxing the profit from the additional branch of multi-branch farming enterprises gives stimulus to the development of the production. In addition, customs privileges when importing the necessary equipment and technology for the farming enterprises together with stimulating the use of modern equipment and technology in the agriculture extends the export potential of the sector;

- state measures on soft lending to multi-branch farming enterprises have high importance for the development of entrepreneurship and creation of additional jobs in the rural area;

- implementation of organizational and economic measures on technical and technological equipment of farming enterprises is one of the important directions of development of additional branches together with the main branch in the farming enterprises. In this case, expansion of leasing of technical and technological equipment for agricultural production, processing, storage and package;

- development of economic mechanisms of long-term loans for mini-equipment and technology to the farming enterprises;

- it is reasonable to provide permanent state support for the development of sectors of technological service for the additional branch of farming enterprises.

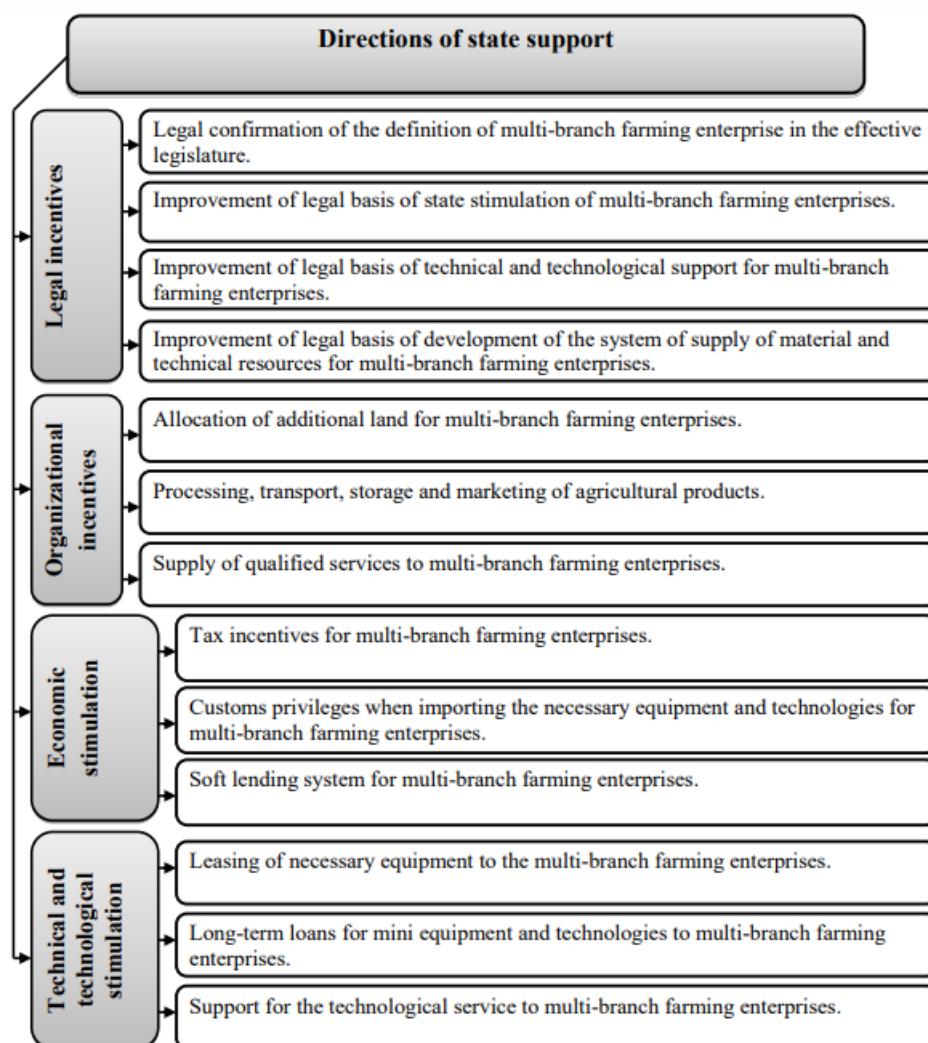


Figure 2.
Directions of state support for development of multi-branch farming enterprises²

Maintenance of financial stability of farming enterprises with the help of multi-branch production has always been an important task. This is an unquestionable rule of the development of entrepreneurship in the conditions of the free market.

It is necessary allocate certain part of cultivated lands to crops that not only improve the soil fertility and organic content, but also bring an additional income.

Usually unsatisfactory financial results are observed in the farming enterprises with relatively low fertility. Thus, it is necessary to determine the conditions that lead to the improvement of fertility of cultivated lands and conditions that allow allocation of additional profit yielding crops on the cotton and wheat growing farms.

² Источник: Разработано автором.

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THE ECOLOGIC CONCEPTION OF ZAROASTRISM CONNECTED WITH ENVIRONMENT

Abstract: In the article is analyzed first ideas in «Avesta», connected with protection of the environment and formation of relations between person and nature.

Keywords: Avesta, ecological-religious notion, first religious viewpoints.

Spiritual growth is one of the highest peaks in the society of harmony, nature and human life, and while realizing it there is a balance. Night after coming down, the rivers flow, issue with the cold, bitter sweet and discern between good and evil plays an important role in the development of the human. This is a history of our ancestors who lived in ancient times, their religion, arts, and medicine, everything was spirituality full confirmed.

It is not chance that teachings of Zoroastrianism people to the water promote soil fertility and purity in our Father country. It was in Central Asia in the early period, the natural forces divining totemic, animism, fetishism such beliefs were less than perfection, monotheism doctrine. In Zoroastrianism affect bloodshed in vain offerings spots, those who live sedentary, physical labor, fertile are encouraged to engage in animal husbandry.

During the development of the consistent traditions of Zoroastrianism, the ancient began seven "living saints" and their mythological nature of seven things were symbolized - air, soil, water, plants, cows, and seven ceremonies and celebrations in honor of the fire ceremony were existed. Two of these celebrations happiness, kindness, heavenly order and a true representative of the exalted name of Asha, a centuries old customs of certain mutated forms of our beginning of the year associated with Navruz preserved in the system of traditional ceremonies.

The duration of human life, of course are closely related to the sun, water, land and air. Realize that common ranges of regulatory areas of these four elements of nature for submitting the request were appeared according to the worship life of the furnace cycle. In these regions two economic areas, namely

agriculture and livestock from natural elements were divined. Our ancestors could not imagine their lives without them. In all areas of Uzbekistan there was great need for them. For this reason, the ancestors of the Uzbek people for the first time in all areas of both agricultural embassies affect the role played important role in the spiritual world. Therefore, affect the environment concerns all aspects of the study of ecological culture, history, history lessons, life is must be comfortable whenever for all people. Especially, people's home household cleanliness, environment, clean, conservation opinions, ideas are still actual in practice.

Ancestors known that a fire was burning fiery furnace pepper, bread, food scraps to remove ashes from the hearth rubbish, waste furnace burning in abundance in the valley settled population lived in rural areas for the gray wire gathered in a corner of the courtyard or gray as the edification in the fall or in the spring of mineral crops. Together with the ashes of the fire garbage out, this house was going to join one of the wedding and mourning ceremonies, - they thought. During the three days of mourning ritual for the fire infected apartment fire cooking source. It is now common in all regions of the country. Neighbors that provide hot meals for three days of mourning neighbors [1].

Zoroaster's religion on the ecological system of the concept is not only stopped in environment and a bribe as well as the purity of his own sorrow. Thus, in the "Avesta" recommended that regular exercises every day to deal with a few hundred hand-washing, hands-suckle up and keep the other parts of the body, hair, and nails counsel. 17 of this part of "Vendidod" were collected and shun the devil and cut off the nail and hair was given instructions about what to do for people in "Avesta".

Water sources - rivers, lakes, wells or maintained in spite of all kinds of pollution. If you need to wash something impure ceremony, the water collected in a special place, but even then bad things directly into the water. The bad thing is erased before the cows are washed and dried in the sun or in the sand and then washed with water in order to purify the final. In addition, burning of the rain outside the home is prohibited, because such a move is due to the water and the earth "disliked" they thought they could handle it. Waste water and blacken the sin. Avesta invited to clarity "pure water, and the fire burning in front of the world social punishment in hell Who soil grief and suffering was so bad condition"the wakeup call.

Seriously studied by scientists around the world of our ancestors, "Avesta" the pastures, not to destroy the bushes, crops, gardens rag, fruit trees, harm, environmental protection purity, springs, wells, pools, ditches groove enough attention should be paid to signs comments could be found at this complex time. For example, looking at a pond or a stream on the property, or any person who has tied his horse to the ground, broke a trunk of a neuron founded 25 lash and punished with beatings. If the environment, road, bushes,

meadows land, in violation of the provisions of the protection of the water dirty and it has been sentenced 400 lashes pulse.

Still preserved traditions of our holy doctrines: "Water pollution", "Do not spit", "Animal scold," "night sleep with pressure, playing with fire" and "desolate cabin fever clean" as gentle and wisdom are remained us from the ancient legacy of "Avesta".

Thus, air, earth, water, fire, clean, environmental cleanliness and wildlife preservation ideas are still important for people. Thus, the "Avesta" forward views on all aspects related to the environment, the positive aspects of life development of the ecological, mind and culture.

Preserved in environmental cleanliness and diseases "Avesta" can be divided into the following groups:

1. Hide garbage, dirty soil, stone, sand disposal. Killed in the same way microbes or less.

2. Flame, heat and cold loss. "Avesta" fire away and the sprinkling of rare tool. Even may be cleaned clothes from microbes and disposal with it.

3. Chemicals: slave, vinegar, wine, a variety of herbs (There -incense, onions, God, sandals) by way of incense. Herbs are also eliminates germs thrive. "Vendidod"s Chapter 6 looks for wind, animals, and birds fly through a variety of ways to let you highlight the spread of diseases prevention.

It was perceived as an enemy of the opposite of life and death that death was due to complications of the evil days for his reactions were different. Close to dead people who died of possible dead washers tried to go to a special place day alone the body. Body separate towers, ancient, long time ago, the count of hills, desert, rocky places, worms and amphibians, birds, wild animals could ate them as food. Which is abnormal for this time of such actions do not target the bodies dirty there, the water might contaminate the weeds. At that time, the body meat, bones buried together spool plate.

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QASHQADARYO VILOYATIDAGI TURKMAN MILLIY MADANIY MARKAZI FAOLIYATI

Annotatsiya: Ushbu maqolada Qashqadaryo viloyatidagi turkman milliy-madaniy markazi faoliyati va turkman millatining o`ziga xos jihatlari yoritilgan.

Kalit so`zlar: Milliy markaz, Qashqadaryodagi turkmanlar, "Madaniyat markazi", "Sarvinoz", "Alang", Do`stlik uyi.

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ACTIVITIES OF THE TURKMEN NATIONAL CULTURAL CENTER IN KASHKADARYA REGION

Abstract: This article describes the activities of the Turkmen National Cultural Center in Kashkadarya region and the peculiarities of the turkmen nation.

Key words: National center, Turkmens in Kashkadarya, "Cultural center", "Sarvinaz", "Alang", Friendship House.

O`zbekiston mustaqillikka erishgach, har bir millat va elatning qonun oldida haqiqiy tengligini ta`minlash bilan birga ularning moddiy, ayniqsa, milliy- ma`naviy ehtiyojlarini to`la qondirish, erkin mehnat qilishlari, ma`lumot olishlari uchun keng imkoniyatlar yaratildi. Bu O`zbekiston Respublikasi Konstitutsiyasining 18-moddasida huquqiy asoslab berilgan.[1] Ushbu moddada "O`zbekiston Respublikasida barcha fuqorolar bir xil huquq va erkinliklarga ega bo`lib, jinsi, irqi, millati, tili, din, ijtimoiy kelib chiqishi, e`tiqodi, shaxsiy va ijtimoiy mavqeyidan qat`iy nazar, qonun oldida teng" ekanligi ta`kidlangan.O`zbek xalqi azaldan mehmondo`st va bag`rikeng xalq bo`lgan. Yurtimizda turli millat vaqillarining ahillikda yashab kelayotganligi ham xalqimizning olijanobligiga misoldir. Zero, O`zbekiston Respublikasi Prezidenti

Sh.M.Mirziyoyev aytganidek: “O‘zbekistonning eng yaxshi yangi tarixi va biz erishgan olamshumul yutuqlar mard va matonatli xalqimiz har qanday qiyinchilik, to‘siq va sinovlarni o‘z kuchi va irodasi bilan yengib o‘tishga qodir, deb barilla aytishga to‘la asos beradi”[2] Yurtimizda millatlararo munosabatning shakllanishi va rivojlanishiga 1992-yil 24-yanvarda Vazirlar mahkamasi qarori bilan “Baynalmilal Madaniyati Markazi”ning tashkil etilishi juda katta imkoniyatlar yaratdi.

Mamlakatimiz Prezidenti Sh.M. Mirziyoyevning 2017-yil 23-maydagi qarori bilan Respublika baynalmilal madaniyat markazi negizida O‘zbekiston Respublikasi Vazirlar mahkamasi huzuridagi “Millatlararo munosabatlar va xorijiy mamlakatlar bilan do‘stlik aloqalari qo‘mitasi” tashkil etildi. Bugungi kunda respublikamizning barcha viloyatlarida milliy madaniy markazlar faoliyat yuritib kelmoqda. Qashqadaryo viloyatida ham mustaqillik yillarida milliy markazlar faoliyatiga alohida e‘tibor berildi. Hozirda viloyatda beshta- arab, tojik, rus, tatar-boshqird, turkman milliy madaniy markazlari faoliyat ko‘rsatib kelmoqda. Viloyatda istiqomat qiluvchi turli millat vakillari mazkur markazlar orqali o‘z qiziqishlari, milliy urf-odatlarini birlashtirishgan. O‘z maqsadlarini faol amalga oshirayotgan ana shunday markazlardan biri – turkman milliy madaniy markazidir. Markaz 2007-yil 8-noyabrda tashkil topgan. 2007-yildan boshlab to 2019-yil vafotiga qadar Norboy Jo‘rayev markaz rahbari sifatida faoliyat yuritdi. 2019-yilda markaz rahbarligiga turkman millatiga mansub xushovoz xonanda, “Shuhrat” ordeni sohibi Umrzoq Quvvatov saylandi. Qashqadaryo viloyati turkman madaniy markazi viloyat hududida ma‘naviy va ijtimoiy hayot sohalarida turkman madaniyatining saqlanishi va taraqqiyotida faol qatnashuvchi ma‘daniyat va san‘at, fan va ta‘lim, ma‘rifat, turli mehnat vakillarini ko‘ngilli ravishda birlashtiruvchi jamoat tashkilotidir. Turkman milliy markazining asosiy maqsadi xalqaro aloqalar, xalqlar o‘rtasida do‘stlik, o‘zaro hamkorlik va milliy madaniyatlarni o‘zaro boyitish ishlarini rivojlantirish va mustahkamlash, turkman madaniyati, tili, an‘analari, udumlari va rusumlarini saqlash va rivojlantirish bo‘yicha ishlarni amalga oshirish, O‘zbekiston Respublikasi hududi va tashqarisidagi madaniy markazlar, jamoat tashkilotlari, ijodiy uyushmalar, madaniyat va san‘at muassasalari bilan hamkorlik qilish kabi ishlarni amalga oshirishdir. Viloyatimizda yashayotgan boshqa millat vakillari kabi turkmanlar ham o‘z milliy madaniyati, tili, hunarmandchiligi, an‘ana va urf-odatlarini saqlab qolishlari uchun barcha shart-sharoitlar yaratilgan. Gazeta va jurnallar nashr etilib, radioeshittirish va teleko‘rsatuvlar efirga uzatilmoqda. Qashqadaryo vohasida 50 mingdan ortiq turkman istiqomat qiladi. Ularning ko‘pchiligi Mirishkor, Nishon va Muborak tumanlarida yashaydi. “Markaz to‘rtta hududiy yo‘nalish bo‘yicha Muborak, Popuk, Chandir va Talimarjonda ish olib boradi. Mustaqillikdan oldin asosan chorvachilik bilan band bo‘lgan kishilar bugun turli sohalar bilan shug‘ullanayapti. Shu bilan birga ular o‘z milliy urf-odatlarini emin-erkin davom ettirmoqda.”[3] Mirishkor tumani Pomiq qishlog‘ida 18 ming kishi

istiqlomat qilsa, ularning 80 %ini turkmanlar tashkil etadi. Mazkur chegara qishloqda “Obod mahalla” dasturi doirasida keng koʻlamli bunyodkorlik ishlari amalga oshirildi. Shular qatorida qurib foydalanishga topshirilgan “Pomiq madaniyat markazi”da yoshlar uchun 7 ta toʻgarak faoliyat koʻrsatadi. Anʻanaviy baxshichilik, doira va raqs kabi guruhlarda 250 dan ortiq ishtirokchi bor. Madaniyat markazida 1,5 mingdan ortiq fondga ega kutubxona tashkil etilgan. Qashqadaryo turkmanlarining qadimiy, takrorlanmas ohang va qoʻshiqlari zamonaviylashtirilib xalqqa yetkazish maqsadida 2010-yil mart oyida Mirishkor tumanida tashkil qilingan “Sarvinoz”, va “Alang” folklor guruhlari vohamizda tanilgan Nursulton Andayeva va Nurxon Boltayevalar badiiy rahbarligida ish olib bormoqda. “2011-yilda “Alang” ansambli viloyat milliy madaniy markazlari oʻrtasidagi tanlovda 1-oʻrinni qoʻlga kiritdi. 2011-yil Xiva shahrida turkman shoiri Maxdumquli tavalludiga bagʻishlab oʻtkazilgan yubeley kechasida Qashqadaryo viloyati turkman milliy-madaniy markazi vakillari ham ishtirok etishdi. [4]2020-yilda Oʻzbekiston Respublikasi Oliy majlisi huzuridagi Nodavlat notijorat tashkilotlari va boshqa fuqarolik jamiyati institutlarini qoʻllab-quvvatlash jamoat fondining “Millatlararo totuvlik va barqarorlikni taʼminlashda ijtimoiy sherikchilikni kuchaytirish” mavzusidagi Davlat grantlari ajratish boʻyicha 5-tanlovning Millatlararo munosabatlar va xorijiy mamlakatlar bilan doʻstlik aloqalarini yanada rivojlantirish, respublikamizda yashab turgan turli millat va elat vakillarining tili, madaniyati, anʻanalari va urf-odatlarini saqlash va rivojlantirish yoʻnalishida ishtirok etish uchun turkman millati madaniyati va urf-odatlarini saqlab qolish, rivojlantirish va hunarmandchilikni yoʻlga qoʻyish maqsadida “Milliylik –oʻzlikni anglash nishonasi” deb nomlangan grant loyihasini taqdim etdi.

2020-yil 24-aprel va 11-iyul kunlari Koson pedagogika kollejida tahsil olayotgan 157 nafar turkmanistonlik talablarning holidan xabar olindi. Koronavirus pandemiyasi tufayli yurtiga qaytolmayotgan talaba yoshlarga ruhiy dalda berildi va zarur oziq-ovqat mahsulotlari yetkazib berildi. Pandemiya tufayli yurtidan uzoqda, musofirchilikda qolgan yoshlarga qardoshlarcha mehr koʻrsatildi. Turkman milliy madaniy markazining tashabbusi bilan bayramlar, hamda oʻzbek-turkman doʻstligi uchun muhim ahamiyatga ega boʻlgan sanalarga bagʻishlab yurtimizning taʼlim muassasalarida tahsil olayotgan turkmanistonlik yoshlar bilan muntazam ravishda uchrashuvlar oʻtkazilib kelinmoqda. Shunday tadbirlardan biri sifatida 2020-yil 4-iyun kuni Qarshi davlat universitetida tahsil olayotgan 53 nafar turkmanistonlik talabalar bilan oʻtkazilgan uchrashuvni misol keltirish mumkin. Uchrashuvda turkman va oʻzbek kuy-qoʻshiqlari raqslar ijro etildi, har ikkala xalq shoirlarining ijodidan sheʼrlar oʻqildi. Anʻana tusiga kirib borayotgan bunday tadbirlarni oʻtkazish xalqlarimiz va davlatlarimizning ijtimoiy-iqtisodiy integratsiyalashuviga katta hissa qoʻshadi. 2020-yil 10-11 noyabr kunlari Mirishkor tumanining Chandir va Pomiq qishloqlari aholisi bilan “Yangi Oʻzbekiston-yangi dunyoqarash” mavzusida uchrashuvlar oʻtkazildi. Bu qishloqlarning madaniyat markazlarida

tuman mutasaddi xodimlari tomonidan tashkil qilingan tadbirlarda xalq hunarmandchiligi mahsulotlari ko'rgazmalari taqdim etildi. Chandir qishlog'idagi tadbirlarda 240 kishi, Pomiq qishlog'idagi tadbirda 180 kishi ishtirok etdi. Tadbirlarda ishtirok etgan Chandir va Pomiq qishloqlari madaniyat markazlarining ijodiy jamoalari ijrosida qo'shiqlar va raqslar ijro etildi. 2020-yil 23-dekabr kuni Nishon tumanining ko'plab turkan millati vakillari istiqomat qiladigan Tallimarjon shahrida madaniyat uyi ochildi. Uning ochilish marosimida viloyatdagi barcha milliy-madaniy markaz vakillari ham ishtirok etishdi. Tadbirda yurtimizdagi xalqlar do'stligi, o'zbek-turkman iliq munosabati masalalariga ham alohida urg'u berildi. Tadbir munosabati bilan tashkil etilgan konsert dasturida viloyatimizning "Alang" va "Sarvinoz" folklor guruhlarini faol qatnashdilar.[5] Viloyatimizning Chandir qishlog'ida tug'ilib o'sgan Mirishkor tumani 31-maktab o'qigan va hozirgi kunda O'zbekiston Respublikasida xizmat ko'rsatgan yoshlar murabbiysi Jumadurdi Akiyev tomonidan O'zbekiston Respublikasi qahramoni Abdulla Oripovning to'plam she'rlari turkman tiliga tarjima qilindi. Shoirning 80 yillik yubileyiga munosib hissa qo'shish maqsadida mazkur to'plamni nashr qilish bo'yicha amaliy yordam ko'rsatishga qaratilgan ishlar olib borilmoqda. Turli millatlar o'rtasida o'zaro do'stlik va hamkorlik aloqalarini yanada mustahkamlash maqsadida 2020-yili Qashqadaryo viloyati hokimligi tashabbusi bilan Qarshi shahrida "Do'stlik uyi" binosi qurib foydalanishga topshirildi.

Xulosa qilib aytganda, O'zbekistonda yashayotgan turli millatlar, shu jumladan, turkman millati vakillari vatanimizda amalga oshirilayotgan keng ko'lamli ijtimoiy-siyosiy va iqtisodiy islohotlarga o'zining munosib hissasini qo'shmoqda. Barcha soha va tarmoqlarda fidokorona mehnat qilib, yagona maqsadimiz - mamlakatimizni va viloyatimizni yanada ravnaq toptirish yo'lida hamjihatlikda ertangi kunga qat'iy ishonch bilan harakat qilmoqda.

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PSYCHOSOMATIC STATE OF ADOLESCENTS IN PATIENTS WITH BRONCHIAL ASTHMA

Resume: Knowledge of the characteristics of child psychology is extremely important in understanding the formation of the somatic and mental health of a child-adolescent-adult.

In the formation of respiratory diseases with a psychosomatic component, as a stage in the development of the disease (for example, bronchial asthma (BA)), it is very important to clearly represent the contribution to the realization of the disease of the autonomic nervous system and the psychological characteristics of the child.

From the period of intrauterine development, the characteristics of the child's nervous system are formed. An unfavorable course of pregnancy, inadequate attitude of the mother and others close to the baby's health are significant factors in the formation and early manifestation of a genetically inherited disease.

Key words: adolescence, psychosomatic conditions, bronchial asthma.

Introduction. The development of bronchial asthma in adolescents is characterized by phase changes in the parameters of the vegetative status. The exacerbation of the disease is accompanied by a predominance of the tone of the sympathetic department of the ANS, against the background of a significant decrease in the overall adaptive capabilities of the body and vegetative support of activity, which are the pathogenetic basis of maladaptation reactions during this period and are most pronounced in patients with severe asthma and in patients who do not receive basic therapy[3].

In remission of bronchial asthma, the predominance of the parasympathetic department of the ANS was established, the severity of vagotonia correlates with the severity of the disease and is combined with insufficient vegetative support of activity in patients with severe asthma and in patients of younger adolescence[1,4].

The psychoemotional status of adolescents with bronchial asthma is characterized by low indicators on the scale of extra-introversion, high - on the scale of neuroticism, anxiety and alexithymia, higher levels of which are noted in patients with severe course of the disease[6]. The association of psychoemotional disorders with vegetative dystonia syndrome, changes in

cerebral hemodynamics, on the one hand, and violations of pulmonary ventilation-perfusion, on the other, confirms the essential role of psychovegetative syndrome in the pathogenesis of bronchial asthma in adolescents[2].

The mutual influences of parameters characterizing vegetative homeostasis, cerebral hemo-neurodynamics and indicators of the function of external respiration, ventilation-perfusion of the lungs confirm the pathogenetic significance of the identified neurovegetative changes in maintaining adequate ventilation and hemodynamics of the lungs[5].

Methods of lateral light pulse therapy, relaxation-diaphragmatic breathing, suggestive music therapy are safe, pathogenetically justified methods of correction of neurovegetative disorders and can be included in the treatment and rehabilitation complexes of patients with bronchial asthma[7].

The purpose of the study. Assessment of emotional and personal characteristics, mechanisms of psychological protection in children and adolescents suffering from bronchial asthma.

Materials and methods of research. We have studied the psychological characteristics of 50 patients in the period of remission of AD. The comparison group consisted of 20 adolescents of the appropriate age, gender, without allergic burden and signs of diseases at the time of examination.

To identify psychological risk factors that begin to affect already during ontogenesis and contribute to the emergence and development of psychoemotional stress, entailing the formation of personality traits, we analyzed stress factors in children of different age groups.

The results of the study. In children with AD, the structure of emotional and personal characteristics is represented by a stable internal conflict, due to the accentuation of opposite personality traits in the same child. For a teenager, the personality structure consists in the accentuation of hysteroid and (or) epileptoid traits, in the manifestation of autodestructive tendencies, confirmed by a tendency to alcoholism.

A common feature for sick children and adolescents in the structure of the emotional and personal background is the dominance of indicators on the scales: aggressiveness and anxiety.

In adolescents suffering from B A, the dominant mechanisms of psychological defense are: denial of unacceptable events or their own qualities, as well as hypercompensation of their shortcomings in the field of low self-esteem.

In children with BA, significant deviations in the mnestic sphere are detected in the form of a decrease in the volume of short-term figurative (35%) and verbal memory (62%) compared with healthy children.

The majority of patients (75%) are characterized by complete left-hemisphere dominance, which indicates the ineffectiveness of their psychophysiological adaptation in stressful situations.

The analysis of emotional and personal characteristics of children with bronchial asthma will allow a more complete study of the components of the pathological psychosomatic system, which makes it possible to optimize measures for the prevention and timely correction of factors that aggravate the course of this disease.

Forecasting the types of emotional and personal response, knowledge of the mechanisms of psychological protection of a child with bronchial asthma, makes possible an individual approach to therapy and triggers adaptive mechanisms for the development of a full-fledged personality, preventing possible deviations in a critical period of life.

The presented results of the assessment of functional asymmetry indicate the need to create a system of education, upbringing, working conditions and everyday life, taking into account the peculiarities of the mental organization of children and adolescents suffering from bronchial asthma.

Conclusion. Thus, the relevance of further research of neurovegetative and psychosomatic disorders in adolescents suffering from AD is obvious. Timely diagnosis and correction of neurovegetative disorders are necessary conditions for successful complex therapy aimed at improving the quality of life of adolescents with bronchial asthma.

Despite the accumulated experience in the study of neurovegetative changes in bronchial asthma, the issues of the course and prognosis of this disease in adolescents from the perspective of psychosomatic relationships remain unexplored.

The characteristic of changes in the neurovegetative status of adolescents with bronchial asthma against the background of drug and non-drug therapy seems to be poorly studied.

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THE IMPORTANCE OF APPLICATION OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Annotation: This article is about the centrality of the principles of pedagogical technology in any pedagogical activity and the intellectual and emotional-motivational development of students on the basis of pedagogical technology, the formation of knowledge and professional skills.

Keywords: pedagogical technology, design, scientific aspect, descriptive aspect, local technology.

Person-centered learning technology is based on a theory and purpose. The practicality of the pedagogical system depends on its flexibility and the individual characteristics of the student, their technological and individual standards. At the same time, the flexibility of these technologies, their variability, the hierarchy of student behavior play an important role.

At the level of teaching technology, all components of the learning process are covered. Person-centered technology is based on the intellectual and emotional-motivational development of students, the formation of knowledge and professional skills, a value-based approach to the educational process, increased activity, self-awareness and independence.

Getting acquainted with music is one of the most important ways to raise a child, because music has a strong influence on the events around him and his attitude towards him through his emotions. The art of music, which reflects life, confirms the moral beauty of man, the value of friendship, devotion to duty, reveals the richness of the soul. In order to solve the problems facing the music education system, the current innovative processes, having independent and free-thinking decision-makers can absorb new information and assess their knowledge.

Therefore, modern teaching methods, the role and importance of interactive methods, innovative technologies in the educational process of music education institutions are invaluable. Knowledge and experience in pedagogical technologies and their application Music education ensures that the student or learners have knowledgeable and mature skills.

Analyzing these studies, the following definition can be made:

Pedagogical technology is a project of a system of continuous development of pedagogical activity aimed at achieving educational goals and personal development. Higher education reform requires a science-based approach to these issues. Any design, if it is a science-based tool for teaching, is not considered technological. Design performs a methodological function. It emerges as a research tool for student mental development patterns, developmental features of the learning process, and pedagogical management techniques.

Nowadays, to provide music education, it is necessary to reproduce new parts of pedagogical communication, media, to produce new productions for teaching capacity. Music teaching theory is a science that studies the purpose, means, content, and other theoretical foundations of school students' musical work.

The concept of "music teaching methods" is usually considered in two senses: broad and narrow. Music education methods in the broadest sense are a set of pedagogical methods aimed at helping students master the content of music education and solve learning problems. Methods of music education in the narrow sense - a variety of musical works used by the teacher to master the musical knowledge, skills and abilities of students, the experience of creative activity and the emotional attitude of the individual to reality. specific methods that find the expression z. Technological progress is one of the most important components capable of tracking social processes today. Improving the technology of pedagogical education is a prerequisite for shaping the cultural level of a society and its economic power. Teaching technology ensures the functioning of education, ensures the application of knowledge in the labor process, shapes the consciousness of the educator, influences his mobility and way of life.

Vocational training technology stimulates an individual's interest in discipline, will, and specialization. Educational technologies, aimed at meeting the comprehensive demand for specialists, focus on the implementation of psychological and pedagogical conditions that are rapidly adapted to the interaction between teacher and student. Learning technology includes both theoretical and practical knowledge of specific methods of managing the learning process and the future support of teaching and learning. The right to protection in accordance with the conditions of the educational process.

Inductive and deductive (according to the logic of presenting and comprehending the learning material). Non-traditional teaching methods are different forms and methods that differ from traditional teaching methods. Non-traditional lessons are an unconventional structure of impromptu activities. Teaching method - this leads to the identification of an orderly, organized interaction learning process between teacher and students. There are five general didactic methods of teaching: possible and illustrative, reproductive, research,

partial identification, or heuristic, problem-based presentation. 3.3.3. The name of these methods is a very clear instruction as a management method: the creation of a specific content, the type of activity of the student and himself. Teaching technology, teaching theory, teaching techniques. They are pedagogical areas of teaching aid. They are to be done according to their intentions. Pedagogical technology is a procedural aspect of educational prospects.

The development of the learning process is the restoration of professional management, the standardization of learning that provides education and improvement. The scientific literature focuses on three aspects of pedagogical technology: scientific, descriptive, and practical. From a scientific point of view, the goals, content and methods of teaching are scientifically based and the pedagogical process is designed. An algorithmic process is developed based on the purpose, content, methods and tools involved in achieving the planned learning outcomes in the descriptive aspect. In the practical aspect, the process of pedagogical technology is carried out. There are three levels of pedagogical technology in relation to educational practice: general pedagogical, special methodical, local (modular). General pedagogical technology represents an integrated educational process. Special methodical technology consists of methods and means of realization of educational process in one discipline.

Local (modular) technology refers to the application of technology to specific areas of the educational process. This technology focuses on solving specific didactic and educational tasks. In pedagogy, along with teaching technology, educational technology is also included. While educational technology refers to the content-information aspect, teaching technology is considered to be process-related, meaning that no clear differences have yet been identified between them. Pedagogical technology is adapted to the level of preparation of students, their access to information and practical training, teaching technologies in the music education system reflect the acquisition of fundamental and practical knowledge, reflectivity of actions and shape their professional activities.

Pedagogical technology is determined by the activities of teachers and students. The structure of pedagogical technology is determined by these types of activities. The structure of pedagogical technology. It consists of a conceptual framework, the content of the educational process, and a technological process. Each pedagogical technology is based on a specific scientific concept. The scientific concept of pedagogical technology covers the philosophical, psychological, socio-pedagogical and didactic rationale for achieving educational goals. The content of the educational process consists of the general and specific objectives of the educational process, the content of the educational material.

The technological process includes the organization of the learning process, teacher activity, student activity, methods of managing the learning

process, diagnostics of the learning process. In the technological approach to the process of music education, as mentioned earlier, the principle of a systematic approach pays special attention to the necessary connections and interdisciplinary connections between the parts of the lesson. This is the fifth principle of pedagogical technology.

In conclusion, one of the most advanced methods of our time is to approach everything and events as a system in order to conduct research on the creation of textbooks and to create methodological methods. Otherwise, the activity will become traditional and reflect yesterday. In this regard, the principles of pedagogical technology should be central to any pedagogical activity. Only then can pedagogical activity be modernized and the social order of society be fulfilled with honor.

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THE HISTORY OF THE ORIGIN OF THE WORD DUTAR AND METHODS OF ITS PERFORMANCE

Annotation: This article discusses the role of the dutar in the national musical art of Uzbek musical instruments, as well as the methods of performance, teaching methods and history of the origin of this instrument. There are many different schools of performance of the national instrument, the dutar, which is our national instrument, and you can learn a lot about their differences and methods of playing through this article.

Keywords: "Legal science and practical music", Khorezm, Samarkand-Bukhara, Kashkadarya-Surkhandarya and Fergana-Tashkent styles.

In recent years, the country's education system has undergone radical reforms. Indeed, the state attaches great importance to the development of culture and art in our country, the establishment of modern cultural on the basis of world best practices, strengthening their material and technical base, comprehensive support for creative intellectuals. In particular, the Resolution of the President of the Republic of Uzbekistan No. PP-3022 of May 31, 2017 "On measures to further develop and improve the sphere of culture and arts" national and universal values, education in the spirit of love and devotion to the motherland. Resolution No. PD-3892 of August 1, 2018 "On measures to create conditions for the development of public-private partnership in the field of culture and arts" also calls for further development of the field of culture and arts. The main goal is to expand the network of institutions, expand the network of institutions in this area and strengthen their material and technical condition, the organization of quality services to the population and the creation of favorable conditions for public-private partnership.

The importance of music education in educating the younger generation as highly cultured and aesthetically mature people is invaluable. In particular, Uzbek music has great potential in this area. It is known that the process of educating students in the spirit of musical aesthetics should be based, firstly, on the observance of the basic general principles of music pedagogy, and secondly, on the provision of special conditions related to the education of taste. The process of forming a musical aesthetic taste is directly related to the

development of the ability to perceive music. First of all, it is necessary to mention the principles of the components that provide musical perception. No matter how many important theoretical ideas about music are expressed, if we do not constantly work to inculcate them in the public consciousness, if we do not organize our activities in this way in a well-thought-out and systematic way, we will not achieve our goal. It is possible to awaken a sense of nationalism, to instill in young people a sense of pride and pride in their homeland, their parents and themselves. There is no doubt that our national musical instruments and national musical works will be of great help to us. Instrumental performance is one of the most popular types in the field of music. At the same time, there are musical instruments that are popular among all peoples of the world.

The dutar is a very popular and beloved instrument among the peoples of Central Asia. The dutar is a percussion instrument that is popular among Uzbeks, Tajiks, Uighurs, Turkmen, Karakalpaks and other peoples living in Uzbekistan and neighboring countries. The term dutar means "du" in Persian - "two" and "narrow". The names of some of its parts have a special meaning. For example, the terms "ear", "harrak", "kosakhona" and others have the same meaning. Musical works created for dutar and dutar-like stringed instruments should be studied by musicians of the world and performed at a high level to the delight of music lovers. It would be a mistake to call a music performer first music, then technical ability, then dynamics, and so on. Because all aspects of the work are carried out simultaneously, interdependently. From the first step of the student in the field of music, this process continues throughout the creative activity.

According to historical written sources, the dutar was first mentioned in the 15th century. Zaynulobiddin al-Husseini, a musicologist of his time, wrote a book entitled The Law of Science and the Practice of Music, which contains information about the dutar. The musical instrument described in the pamphlet is not much different from the modern dutar. The differences can be seen mainly in the formation of dutars. There are a number of legends about Dutar and its history, the process of its creation, the periods of its popularity. The legend of the great oriental scholar Fisagurs, who inspired the creation of the first instrument 9, is quoted by musicologist I. Rajabov in his pamphlet "On the question of status". "One day in a dream of Fisagurs, an old man came to him and said, 'Get up early tomorrow and go to the Gaddafi market. There you will find one of the secrets of wisdom. ' The old man came in again that night in a dream and repeated what he had said the night before. When Fisagurs woke up and went to the market for the second time, he was struck by the sound of a cotton-spinning bow. He realized that the wind was blowing through the holes in his head, arms, legs, and tail. "Something will work," he said, picking it up. He then placed a handle in the largest hole in the turtle's bowl (where the turtle's head protruded) and tied a rope around it. At first, this sound system was very simple and straightforward. People started calling him "barbat". Musicians of

the post-Fisagur period developed this pleasant melody (barbat) and based on it created 2-3-4 stringed musical instruments. Scientists, researchers, local historians and ethnographers who came to Central Asia on an expedition in the 19th century note that music was absorbed into the blood of the local population. They wrote in their diaries and scientific pamphlets that the word *dutar* can be found in almost every Uzbek household and that it is the favorite instrument of the peoples of Central Asia. *Dutor* is one of the most popular instruments among the Uzbek, Tajik, Turkmen and Uighur peoples of Central Asia. Among the musical instruments of our country, the *dutar* stands out with its soft, domestic sound. Currently, *dutar* performance in our country is divided into four main local styles. These are: Khorezm, Samarkand-Bukhara, Kashkadarya-Surkhandarya and Fergana-Tashkent styles. The Khorezm and Fergana-Tashkent local roads stand out among these styles. Not only in folklore and classical art, but also in performance, these oases differ from each other in the structure and performance of musical instruments.

As a result of the improvement of *dutar* performance methods, various schools of *dutar* performance emerged. It is in harmony with the unique traditions, dialects and customs of the oasis of performance schools. It was originally a musical instrument. As for the types of *dutoars*, Turkmen, Tajik, Uyghur, Khorezm and Uzbek *dutoars* were formed during the historical development. Although they do not differ much in structure, in any case, they look a little different from each other. For example, the similarities between Uyghur and Tajik *dutoars* are that their cups are slightly larger than those of Turkmen and Khorezm *dutoars*. It should be noted that in Uzbekistan, there are two types of *dutoars*: male *dutoars* and *dutoars* for women. Women's *dutoars*, by contrast, are made by skilled lyricists so that the bowl is smaller and the handle is also relatively short, feminine and delicate. The appearance of oases and *dutoars* of different nationalities will inevitably affect the traditions of performance. From this point of view, we can see the formation of Uzbek, Turkmen and Khorezm *dutar* schools. It is worth noting that *Dutor* was the basis for the creation of even major works. An example of this is the Khorezm *dutar* *maqoms*.

The melodies performed by the *dutar* and *tanbur* instruments in *Jornavoz* are in harmony with each other. In particular, we can see in the example of melodies or songs performed on these instruments. Another important aspect of the *dutar* is that the percussion of the right hand acts as a "methodologist" when performed solo, often leading to a solo performance without a circle. In the XX-XXI centuries, *dutar* performance began to develop at a professional level. A number of talented performers were formed. There are many different ways to play the *dutar*. It's one of those moody times where he would break into endless soliloquy with himself. Young people became interested in their style, and as a result, it became a school of performance.

Speaking of dutar performance styles, we can't help but mention the Khorezm dutar schools and their unique style of performance. The traditions of the Kokand dutar school differ from many other performing arts in the Fergana-Tashkent oasis. There are special status tracks in the traditional style of dutar performance. The dutar is also unique in the Khorezm oasis, where the right hand percussion is characterized by a continuous performance of the rez method. One of the key features is to exaggerate each strong contribution, using the four fingers of the right hand and the touch on the lid, scratching and clicking. Dutar's right-handed strokes are called "dast" in Khorezm. Due to the melody structure and rapid development of the letters, the bakhshis took full advantage of the dutar's performance. A number of master performers have made a great contribution to the development of Khorezm dutar performance.

Uzbek dutar performance is magical, attractive and unique. It contains a number of oasis traditions, countless ornaments and polishes, and countless melodies. Studying them and mastering the traditions of different schools is an opportunity to further develop the art and fully convey the charm of the dutar to the listener. Our intention is that the next generation will enjoy the heritage of traditional dutar performance, which is a part of multifaceted Uzbek art.

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TERRITORIAL FEATURES OF THE POPULATION AND DEMOGRAPHIC COMPOSITION OF KASHKADARYA REGION

Annotation: Kashkadarya region is one of the most demographic regions of the Republic of Uzbekistan. The demographic situation of the region has been increasing year by year in terms of age and sex, the proportion of people of marriageable age, the large number of children, and the predominance of men in the age group between men and women. The increase in migration flows among the population of the region is directly related to the fact that people of marriageable age stay in foreign countries temporarily or permanently, which affects the demographic situation.

Keywords: Family, population, demography, Kashkadarya, region, composition, marriage, divorce, birth, death, migration, age - gender, male, female, region.

The formation of the family and its quantitative changes depend primarily on the demographic situation in society. Demographics are defined as the age and sex composition of the population, the number of marriages and divorces, births, deaths, and migration. Kashkadarya region is one of the regions in the country with a special demographic structure of families. The permanent population of Kashkadarya region as of April 1, 2020 amounted to 3225.7 thousand people, an increase of 12.7 thousand people or 0.4% compared to the beginning of the year. In particular, the urban population was 1388.6 thousand people (43.0% of the total population), the rural population was 1837.1 thousand people (57.0%). As of April, the largest population in the region was 401.7 thousand in Chirakchi district, 279.4 thousand in Kasan district, 272.1 thousand in Karshi, 85.2 thousand in Mubarek district, 137.6 thousand in Shahrisabz. 200.0 thousand people in Uzor district, 144.4 thousand people in Dehkanabad district, 266.0 thousand people in Kamashi district, 242.7 thousand people in Karshi district, 260.0 thousand people in Kitab district, 117.3 thousand people in Mirishkor district, Nishan 149.3 thousand people in Kasbi district, 192.5 thousand people in Kasbi district, 218.7 thousand people in Shahrisabz district, 258.9 thousand people in Yakkabag district. In terms of regions, the highest population growth rates compared to the corresponding period of 2019 were 2.4% in Nishan district, 2.7% in Chirakchi district, 2.2% in Dehkanabad, 2.1% in Kasan district, 2 in Karshi district. 2,0% while the lowest growth rate was 1.5% in Karshi and 1.7% in Mubarek district. The largest population in the

region is 401.7 thousand people in Chirakchi district (12.5% of the region's population), 279.4 thousand people in Kasan district (8.7%), 272.1 thousand people in Karshi(8.4%), while the minimum population was 85.2 thousand people (2.6%) in Mubarek district and 117.3 thousand people (3.6%) in Mirishkor district.

Table 1

Comparison of the number of permanent population by regions compared to the same period last year

	2019 year	2020 year	Growth or decrease rate compared to the previous year, in %
Kashkadarya region	3213,1	3280,1	102,1
Karshi city	270,7	275,0	101,6
Shakhrisabz city	137,1	139,3	101,6
districts:			
Guzar	199,2	203,4	102,1
Dehkanabad	143,8	146,9	102,2
Kamashi	264,8	270,8	102,2
Karshi	241,9	247,3	102,2
Kasan	278,3	284,4	102,2
Kitab	259,2	263,8	101,8
Mirishkar	116,8	119,1	102,1
Mubarak	84,8	86,5	102,0
Nishan	148,6	152,3	102,5
Kasbi	191,8	195,8	102,1
Chirakchi	399,8	410,2	102,6
Shakhrisabz	218,4	221,9	101,6
Yakkabog	257,9	263,3	102,1

Source: Kashkadarya regional statistics department.

The age structure of the population plays a special role in the formation of the family. Equality of the proportions of men and women in the population, ie proportionality, creates favorable conditions for their marriage and divorce (divorce), births, deaths and migration, but always the share of men and women in society. i is not equal.

The sexual composition of young people, especially 15-19, 20-24, 25-29 age groups, plays a special role in increasing the number of families. Because the population mainly gets married at this age. In Kashkadarya region, the total number of births in 2019 was 62,292, of which 29,526 were girls and 32,766 were boys. The highest birth rates are among parents of the above age groups.

As of January 1, 2018, the average age of the population of Kashkadarya region is 27.2 for women, 26.2 for men, the total average age is 26.7, the average age of women in the urban population is 28.2, 27.2 for men., the total average age was 27.7 years, the average age of the rural population was 26.4

years for women, 25.5 years for men, and the average age of the total rural population was 26.0 years. According to the State Statistics Committee, the population of Kashkadarya region in 2010-2018 decreased by 9.4% in the 10-14 age group, and by 12.5% in the 15-19 age group.

These figures can also be seen in the gender composition of the population in these age groups. In other words, the number of women in the 10-14 age group decreased by 9.6%, the number of men by 9.2%, and the number of men in the 15-19 age group by 12.9% and 12.1%, respectively. The main reasons for this are that during these years, not only men but also women among the active migrants in Kashkadarya region have moved to Russia, Kazakhstan, Turkey, the United Arab Emirates and other countries of the world as labor force or for permanent residence. Chibs also did not fail to show their negative impact on the formation of age and gender indicators in the yudor. As a result, the rapidly growing population has shrunk. In urban and rural areas, which are considered to be the most populated areas, it can be seen that in previous years there were more people aged 10-14 and 15-19 than in the period under study.

Table 2

Gender structure of the population of Kashkadarya region by age groups

		2019 year		
		General	Men's	Woman's
№	Age groups			
		3213300	1670916	1542384
1	0-2	205651	104545	101106
2	3-5	202437	102012	100425
3	6-7	114714	57816	56898
4	8-15	468820	240732	288088
5	16-17	138586	69712	68874
6	18-19	142772	72912	69860
7	20-24	346701	180514	166191
8	25-29	305267	159112	146155
9	30-34	246112	129152	116960
10	35-39	218975	110773	108202
11	40-49	360220	185400	174820
12	50-59	250100	127100	123000
13	60-69	103154	53872	49282
14	70 and older	109794	56542	53252

Source: Kashkadarya regional statistics department.

If the proportion of young people in the population, ie in the age group of 20-29, is high, it will lead to the emergence of new families and an increase in the number of families. Analyzing the data of the Statistics Committee, the number of permanent population aged 20-29 in the following regions of the country increased from 6142.9 thousand in 2012 to 6280.8 thousand in 2017 or 2.2% over the past 6 years. During this period, the number of people aged 20-29 in the Republic of Karakalpakstan (5.3%), Bukhara (0.3%), Navoi (0.5%), Kashkadarya (3.0%), Tashkent regions (3.4%) and in Tashkent (10.2%). All this

has affected the migration of the republic to the world as a labor force, not only in Kashkadarya region, but also in neighboring regions. In this case, the above regions have become active participants in the migration process, which is in the final stages of demographic processes when it comes to the age of marriage and demographic processes (marriage, birth). Therefore, if we analyze by years, since 2015 in Kashkadarya region began to decrease the number of permanent residents aged 20-29 (in 2018 their number in the region decreased by 0.5% compared to 2015, and by 0.7% compared to 2016).

Table 3

Distribution of permanent population by cities and villages by regions (as of January 1, 2020, per thousand people)

Regions	city	village
Karshi c.	275,0	0
Shakhrisabz c.	139,3	0
districts:		
Guzar	47,8	155,6
Dehkanabad	27,8	119,0
Kamashi	64,2	206,6
Karshi	90,5	156,8
Kasan	145,9	132,4
Kitab	96,7	162,5
Mirishkor	44,0	72,8
Mubarak	67,3	17,5
Nishan	90,2	58,4
Kasbi	73,8	117,9
Chirakchi	95,1	304,7
Shakhrisabz	52,4	165,9
Yakkabog	83,8	174,1

Source: Based on data from the Kashkadarya Regional Statistics Department.

In Kashkadarya region, the share of the population living in rural areas is high due to the high population and gender. As of October 1, 2019, the total population of Kashkadarya region was 3261.4 thousand people, of which 1403.3 thousand people were urban residents and the remaining 1858.1 thousand people were rural residents. The population of Karshi is 275.0 thousand people as of 2020. There are currently 62 neighborhood assemblies across the city.

The population of Kashkadarya region is mainly Uzbeks (91.2%), but also Tajiks, Turkmens, Russians, Kazakhs, Ukrainians, Azerbaijanis, Koreans, Kyrgyz, Turks, Ukrainians, Belarusians and others. The average population density is 114.7 people per km². The urban population is 1403.3 thousand people and the rural population is 1858.1 thousand people.

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THEORETICAL SUBSTANTIATION OF THE PROBLEM OF DEVELOPMENT OF SELF-ASSESSMENT OF THE PERSONALITY OF PRIMARY SCHOOL STUDENTS IN READING LESSONS

Abstract: In the psychological and pedagogical literature, various factors in the formation of self-esteem are considered, such as upbringing, education, status in society, and a variety of methodological techniques. One of these factors is developmental reading, which emerged as an integral concept at the intersection of pedagogy of developmental learning and speech development. Developing reading, first of all, means the development of intellectual skills and thinking in students in the classroom.

Keywords: Developing reading, elementary school, intellectual skill, speech development, reading literacy.

Self-esteem is an element of self-consciousness, characterizing emotionally rich assessments of oneself as a person, one's own abilities, moral qualities and actions, an important regulator of behavior. Self-esteem determines the relationship of a person with others, his criticality, exactingness towards himself, attitudes towards success and failure. Thus, self-esteem affects the effectiveness of human activity and develops his personality [1 p.235].

In psychology, there is a system of a person's ideas about himself, more complete and detailed than the ideas that make up self-consciousness and self-esteem - the system "I am a concept." "I-concept" is an important structural component of personality. This is an image of one's own "I" including components:

1. Cognitive (the image of one's qualities, abilities of appearance, social significance);
2. Emotional (self-respect, selfishness, self-humiliation, pride);
3. Estimated - volitional (the desire to increase self-esteem, gain respect, assert itself in one's profession) [4 p.171].

Based on the judgments of the teacher, parents and comrades, the younger student evaluates himself - in relation to everything that is connected with the school. This does not mean that his assessments are correct - often the opposite is true. Self-assessment speaks more about the desires of the child than about the actual state of affairs.

At school, the child meets with a clear and detailed system of moral requirements. The elders make sure that these requirements are observed and

assimilated by children - this is the way to form their social orientation of the personality. With the age of the student in the educational process, an attitude is formed to assess their capabilities - one of the main components of self-esteem. M.I. Dyachenko believes: "Self-esteem reveals a person's evaluative attitude to himself, to his character, appearance, speech" [4 p. 364].

Self-esteem reflects what the child learns about himself from others, and his increasing own activity, aimed at understanding his actions and personal qualities. A child's self-esteem is found not only in how he evaluates himself, but also in how he relates to the achievements of others. Throughout schooling, already in the primary grades, the meaning of the mark for the child changes significantly; at the same time, it is in direct connection with the motives of learning, the requirements that the student himself makes. The attitude of the child to the assessment of his achievements is more and more associated with the need to have, perhaps, a more reliable idea of himself.

The formation of the second, highest stage of self-esteem begins in adolescence and continues throughout a person's life as social experience accumulates and further mental development. The formation of a certain range of values in a child occurs not only at school. The child draws them from books, from conversations with his loved ones, from such sources of information as radio and television. Part of the assessments is transferred by the child to himself - these are assessments of behavior and personality traits.

The attitude of the child towards himself as a student is largely determined by family values. The child cultivates those qualities that parents care most about: maintaining prestige, obedience, high academic performance. It has been noticed that the values of teaching in children and their parents completely coincide in the first grade and completely diverge by the fourth.

Inadequate self-esteem - (overestimated or underestimated) self-esteem deforms the inner world of the individual, distorts its motivational and emotional-volitional sphere and thereby prevents harmonious development. Self-esteem does not remain stable, depending on success in activities, age characteristics and many other factors, it tends to change. Sustained low self-esteem is extremely rare. All this suggests that the self-esteem of a younger student is dynamic and has a tendency to stability, gradually passes into the internal position of the individual, becomes a motive for behavior, and influences the formation of certain personality traits.

Inadequate low self-esteem in younger students is clearly manifested in their behavior and personality traits. A characteristic feature of children with low self-esteem is their tendency to withdraw into themselves, look for weaknesses in themselves, and focus their attention on them. The normal development of children with low self-esteem is hindered by their increased self-criticism and self-doubt. In all their undertakings, they expect only failure.

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THE ROLE OF INDEPENDENT WORK IN LEARNING A FOREIGN LANGUAGE

Annotation: The article is devoted to the importance of independent work and self-education of students in the process of learning foreign languages in the light of the increased role of language knowledge in modern society and the importance of teacher guidance in the process of self-development of students.

Keywords: self-development, communicative competence, independent work, motivation, practical activity.

Currently, modernization is directly related to the growing attention to teaching foreign languages. High-quality knowledge of a foreign language is an important characteristic for a specialist in any field. Knowledge of two or more foreign languages significantly increases both his prestige and qualifications.

There are more than 5,000 languages in the world, it is difficult to determine the exact number due to the lack of definition of individual language forms and types of language. The student still chooses one of the prestigious languages, realizing that in the future his career and material well-being will depend on the level of his knowledge of the language. But if it was possible to choose a language that you really want to study at university, then the degree of motivation for learning a foreign language would have more effective consequences.

According to numerous methods in the process of teaching a foreign language, theory and practice are impossible without the independent work of students. It can be said that independent work is the basis of the education process. The educational process contains tasks that should be performed by students independently, under the supervision of a teacher, but without his participation. Without the student's independent work on language learning, his self-control and self-esteem, it is unlikely that he will turn out to be a highly qualified specialist capable of improving his knowledge of a foreign language in the future. In the process of independent work, the student must not only master the entire scope of the curriculum, but also acquire general and professional competencies.

The purpose of this article is to determine the role of independent work in learning a foreign language in higher educational institutions and to choose the most productive model of the system for organizing independent work. Summarizing all the available experience of teaching a foreign language, it is

possible to identify the most effective forms of independent work of students. Independent work is divided into the actual independent work of students and independent work under the guidance of a teacher.

Independent work of students is preparation for current classes, independent study of a given material, homework, projects and abstracts, reports and essays, making notes outside the classroom. That is, the results of students' independent work should be fundamental knowledge, skills and abilities, as well as their own experience in creative and research activities.

We cannot "boast" of opportunities that would stimulate additional learning of a foreign language and arouse interest. The desire for additional knowledge is possible if students have rigid internal motivation and the ability to self-organize, which indicates the level of personality development of certain students. The teacher today has a unique opportunity to organize and motivate students of different levels. A student of any level should not only actively participate in the educational process, but also learn to be responsible for the quality of their knowledge. Undoubtedly, independent work has a huge potential, which is subject to research. And we need to uncover all the possibilities, logical, emotional and structural, which can contribute to the independent study of a foreign language.

The purpose of teaching a foreign language is to acquire students' communicative competence, which is associated with some difficulties that are influenced by certain factors: Teaching students of different language levels in the same group reduces the interest in language learning among less prepared students.

1. A regulated number of hours can negatively affect both external and internal motivation.

2. In addition to external motivation, it is necessary to have internal motivation.

3. The right balance between working in the classroom and independent work.

4. Correct, methodically supported organization of work, both in the classroom and outside it.

5. Methodical instructions, hints, links for correcting the work of students.

6. Control and evaluation of independent work performed by the student.

We must not forget that students' abilities are different and depend on the psychological characteristics of the individual, therefore their attitude to self-development and creative work is ambiguous. Motivation for creativity can serve as a desire to test your capabilities and realize yourself. It is also necessary to take into account that the knowledge that a student receives independently, overcoming any difficulties, is assimilated by him better than if he would have received it in the classroom from a teacher. Moreover, the activity caused by independent work is individual for each student. After all, the sources of information used by students depend on their capabilities and requirements. It

should be noted that independent work on mastering a foreign language requires students to constantly improve their reading, writing and speaking skills. The development of skills already depends on the student's desire to improve, on the quality of his self-development. According to the quality of students' self-development, they can be divided into five levels - primary, low, medium, sufficient and high levels. The initial level of self-development is typical for students who have not yet decided on the need for creative development. A low level of self-development is most often distinguished by students who do not have a stable attitude to personal self-development. They have a negative attitude to the need for constant work on their improvement and solving related problems. They are satisfied with the low quality of knowledge.

Students with an average level of self-development are distinguished by some interest in the development of their personality, participating with pleasure in both educational and creative processes. This group of students needs the help of a teacher to generate interest and motivation for self-improvement. Students with a sufficient level of self-development have a conscious attitude to creative development. Such students are distinguished by their active activity in learning a foreign language, they do not need to be agitated to study independently, but they lack organization. Therefore, guidance is required from the teacher.

Based on the analysis of works on various approaches to teaching students, it is possible to create a strategy for improving the student's personality based on teaching a foreign language. To implement the strategy, it is necessary: the student's desire for the quality of knowledge, obtaining the highest score as a result; regular work on himself in order to improve; self-control; obtaining information from various sources, including electronic; possession of encyclopedic knowledge; striving for creative activity and independence.

It turns out that the main task of the teacher in terms of independent training is to teach the student how to study properly. A foreign language teacher should be proficient in both languages and have a good knowledge of grammar, syntax and other aspects necessary for teaching a foreign language in order not only to show the similarities and differences between the two languages, but to interest students in a more in-depth study of it.

The teacher is obliged to continuously develop himself, studying and mastering modern methods of teaching a foreign language and sharing the knowledge gained with colleagues. It is believed that independent work of students on language acquisition is impossible without the use of active teaching methods. These methods include: writing an essay, designing, using audio and video materials. As well as specialized Internet sites, annotation, reviewing and abstracting. Group work, organization of Olympiads, organization of language clubs and student scientific societies are of great importance. The conclusion suggests that the process of self-education, which is based on the use of innovative technologies, significantly motivates students to complete tasks, activating independent work of students.

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MORAL IDEAS IN THE POETRY OF ABDULGHANI JAVDAT

Abstract: In the article we have expressed our views on the moral ideas of the poet, his role in the upbringing of the younger generation, its importance in the social life of the people. Also, the creative and artistic skills of the poet, his basis in the artistic image were studied.

Keywords: moral ideas, education, upbringing, the younger generation, social life, art, creative skills, artistic imagery.

In the works of Abdulghani Javdat, the theme of discipline and morality also has a special place. In such poems, he addresses the issues of education and spirituality of young people and calls the reader to the right path of life. In the books of the poet's poems there are some poems called "Admonition to the child". An experienced poet, who has seen many ups and downs in his life, admonishes his children with the following sympathy:

*Agar farzand boshad nekaxgar,
Namoyad ilmu donishro musaxxar.
Bisozad gush gar pandu nasihat,
Kunad ganji nasihat joy dar sar.[1;93]*

In this poem, the poet inspires children to learn science and knowledge. In his opinion, an educated person is a happy person. The poet also urges young people to appreciate their parents. Because they work hard to raise a child:

*Naboyad odamiro hej dilsuz,
Ba monandi dili suzoni modar...
Zi modar gasht paydoish odam,
Hayoti jumla az modar muqaddar.[1;93]*

The poet emphasizes that a mother does not spare her life in the development of her child, she wakes up at night on the cradle. Therefore, he is the "crown of honor" and deserves only respect and esteem.

At all times, the issue of discipline and morality has not escaped the attention of the poet. In the poetry of Javdat, the poems with the content of admonition, morality and enlightenment and the call to goodness, truth, purity, science, enlightenment, humanity and so on are expressed in a very simple and sincere way. According to the poet, good morals, honesty and truthfulness are the highest human qualities:

*Xubii insoniro dar bayni mardum toq bosh,
Mardi boinsof boshu sohibi axloq bosh.
Pesha kun bo xud hamesha rosti az rosti,*

Rostiro yakkatozi arsai ofoq bosh.[1;56]

According to the poet, the purpose of life is not to satisfy one's desires, but to eat and be satisfied with honest food:

*Barmagard aslo ba dunyo az pai nafsu havo,
Qonei rizqi haloli xeshro dilchoq bosh.[1;56]*

Do not allow evil to befall anyone, so that you may do good and strive to excel in good. Keep your tongue from backbiting, backbiting, and slander, and be admonished instead:

*Hej yak kasro tu badi manmovu xubi pesh gir,
Daftari nekuero andar sari avroq bosh.
Az suxanchiniyu badguiyu ghaybat kash zabon,
Pandu andarzu nasihatguero nattoq bosh.[1;56]*

Only with his hard work did he find the right box. Avoid foods that are available to others:

*Bargurez az xurdanihoie, ki ghayri mehnat ast,
Tikkagiri muzdi dastu hissai xud choq bosh.[1;56]*

Do not give up the work that comes after the sustenance, but be diligent and do more:

*Mehnati ruzidehi harruzaro susti makun,
Garmu jushon korro monandi man mushtoq bosh.[1;56]*

In the following verse, the poet emphasizes not to harm the property of the people in any case - the property of society. Indeed, harming people's property and eating people's rights is one of the worst causes. It is also forbidden in Islam.

*Zarraye dar moli jam'iyat zararovar mabosh,
Xoh andar kishtzoru xoh dar ayloq bosh.
Goh-gohe may binushu bo pariruyon nishin,
Dilbaroni tozaruro Javdati ushshoq bosh.[1;56]*

It is traditionally said that human kindness is manners. One of the characteristics that distinguishes human beings from other living beings is their manners. The poet said:

*Az beadabi kase ba maqsad narasad,
Zero ki adab toji sari inson ast.*

In fact, all the evil in the world is immoral and immoral.

According to Jawdat, manners are a noble human trait and it is due to his manners that a person is respected and honored, and due to his manners his faults and shortcomings are covered:

*Xislati xubi odami odob.
Sababi hurmatash hame odob.
Boadabro hama kunad izzat,
Pushishi aybu har kami odob.[1;61]*

The poet insists on cursing people rudely, which is real. Politeness leads a person to perfection, and the greatness and dignity of a person, as well as his joy and carelessness, are also from manners:

*Beadabro hama kunad la'nat,
Bayni mardum mukarrami odob.
Buzruki az natijai adab guftand,
Sababi shodu beghami odob...
Javdat, az beadab hazar binmo,
Dihad az dust mahrami odob.[1;61]*

Shame is one of the characteristics of the Muslim people and is one of the signs of good manners. Shame is the beauty of man. A shy person is endowed with such qualities as grace, knowledge, ingenuity, art, and manners. In fact, such people become humble, generous, far-sighted, and knowledgeable. Humility and generosity are the crown of a noble man, adding to his beauty. As Bedil said:

*Husnro bo araqi sharm tarovat nabuvad,
Guli qoghaz beh az on gul, ki dar on shabnam nest.*

This issue is also on the agenda of Javad. From the poet's point of view, shame is a veil of guilt and a cure for the pain of the ignorant:

*Odamiro pardapushi aybho sharmu hayo,
Dardi jahli johilon boshad davo sharmu hayo.[1;61]*

Boiling the fire of wrath is a sign of immorality, and only shame can quench this fire:

*Behayoro avj girad otashi qahru ghazab,
Shurishi u boz dorad gar varo sharmu hayo.
Fe'li rasvoi ba on odam agar odob nest,
Hilmu xushxulqi biyorad doimo sharmu hayo.[1;61]*

Bad speech and bad behavior are a sign of indecency. In the last verse, the author warns against immorality:

*Lafzi noshoistayu af'oli bad az behayo,
Doimo ru ovarad, uro kujo sharmu hayo?!
Har ki be sharmu hayo, Javdat, az u mekun hazar,
Bo nasihat gush dorad har kiro sharmu hayo.[1;61]*

The importance of education and upbringing of children in the Eastern world, especially the holy religion of Islam has a special place, and from the first days of the birth of a child compels the mother to bring him up. Raising a child is like growing a plant, which the gardener grows with abundant and consistent pain so that everyone can use its shade and fruit. Poems with exhortations are not rare in Javdat's poetry. Including:

*Javono, pandi piron halqa dar gushi farosat kun.
Ba xud odobi mehnatro saraxbori muhabbat kun.
Agar davri javoni bigzarad bo tanbali, susti,
Pushaymoni nadorad sud parhezi kasolat kun.[1;64]*

Humility is a sign of high spirituality and enlightenment. Pride and arrogance have always been criticized by writers. The following is a byte that contains the following:

*Azbaski sirishti odamiyat az xok,
Maghrur mashav ba molu holi aflok.
In pastu balandiho turo dar du ruz,
Oxir bubarad dili zamini namnok.[1;85]*

The above verses describe the idea of man coming out of the dust and returning to the dust, which has a religious connotation. The poet emphasizes that the world is not eternal, that death in an instant destroys both kings and beggars and the poor.

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THE CLINICAL AND ANAMNESTIC FEATURES OF THE COURSE OF SEVERE PNEUMONIA IN EARLY AGE CHILDREN COMPLICATED WITH INFECTIOUS-TOXICOSIS

Annotation: Altogether 101 children under 3 years old with acute pneumonia due to infectious toxicosis were examined for the clinical, roentgenomorphological and anamnestic aspects of the given condition. The clinical aspects were delineated on the basis of the universal status covered by the formalized case report. Methods included gathering anamnesis, clinical observation, x-ray studies. In the result determined that course of severe pneumonia in early age children complicated with infectious-toxicosis conducted with adverse anamnesis of mothers, premorbid background, artificial feeding and age of children.

Key words: Pneumonia, infectious toxicosis, anamnesis, X- ray studies, immunobiology.

Actuality: Despite certain successes achieved in recent years in the study of pathogenesis, their clinical manifestations, methods of therapy and rehabilitation of patients, emergency conditions in early age children continue to remain relevant. This is due, first of all, to the significant frequency of the formation of critical conditions in children at an early age, requiring the use of a complex of intensive measures. Among the syndromes that cause the formation of urgent conditions in early age children, the leading place is subject to infectious toxicosis.[1].

At the same time, the leading factors determining the high frequency and prevalence of infectious toxicosis in early age children are severe acute pneumonia [2]. Treatment of this group patient is associated with particular difficulties. It requires the participation of highly qualified professionals, correct sequence and to be comprehensive [3].

Above given data dictate the necessity to study the clinical and anamnestic features and manifestations of acute severe pneumonia in early age children with infectious toxicosis.

Purpose of the study: To analyze clinical and anamnestic features of the course of severe pneumonia in early age children with infectious toxicosis.

Materials and methods: This research analyzes the clinical and anamnestic features of 101 infants with severe pneumonia. Patients with pneumonia were represented in two groups: the main group (56 patients) with acute severe pneumonia complicated with infectious toxicosis and the control group (45 patients) with acute severe pneumonia without complications. The diagnosis of pneumonia was based on the history, clinical and radiological studies. The classification of acute pneumonia adopted in Moscow at a symposium on improving the classification of nonspecific lung diseases in children (1995), the WHO classification (1999) and the results of a symposium of pediatric pulmonologists of Russia and a meeting of the problem commission on pediatric pulmonology and the hereditary medical council of the Ministry of Healthcare of Russian federation (2000).

Results. The age of children in both groups was from one month to 3 years. Among the observed patients in the control group, there were 28 boys (0.62), girls 17 (0.37), in the main group, respectively, 36 (0.64) and 20 (0.35). When studying the anamnesis of the examined, it was found that 43 (0.76) children of the main group and 30 (0.64) of the control group were born from aggravated pregnancy (toxicosis of the first and second half of pregnancy, the threat of miscarriage, Rh and ABO conflict, underwent infectious diseases - acute respiratory infections, pyelonephritis and others, in some women - the presence of chronic diseases in the stage of compensation). Of these 7 children, 21 (0.28) children were born from the first pregnancy, 25 (0.34) from the 2nd pregnancy, 10 (0.13) from the 3rd pregnancy, 17 (0.13) from the 4th pregnancy (0.23). The data obtained indicate that children born from the fourth or more pregnancies accounted for a significant percentage (23.2%) of the total number of patients examined. This also confirms the inverse relationship between the frequency of pregnancy and the health indices of the newborn and the child of the first year of life, creating the preconditions for the formation of a critical situation in children under the influence of stress factors. The characteristics of the premorbid background in the observed patients are presented in Table 1.

Table 1. Characteristics of the premorbid background of the observed patients.

Accompanied diseases	Frequency of analyzed feature	
	Main group	Control group
Protein-energy deficiency	27(0,48)	16(0,35)
rickets	31(0,55)	23(0,5)
Anemia	10(0,18)	5(0,11)
Perinat post-hypoxic encephalopathy	12(0,21)	2(0,04)
Exudative diathesis	8(0,14)	5(0,11)

Note: In this table, in parentheses, the relative frequency of the analyzed traits is presented - the ratio of the absolute indicator of the trait to the total variation series.

When analyzing the features of ordinary activities in mothers of the observed patients, it was found that 30 (0.43) children were born from prolonged labor, 26 (0.35) rapid labor, complicated labor (postpartum atopic bleeding), in the presence of an post labor defect after Cesarean section -17 (0.22) children. 64 children were born with asphyxia, and asphyxia of the 1st degree occurred in 20 (0.31), the II degree - in 36 (0.56) and the III degree - in 8 (0.13) patients, were born prematurely -15(0, fourteen). 5 children were born weighing up to 2 kg, 19 (0.18) children from 2 to 3 kg, 77 (0.76) children over 3 kg.

The state of the immunobiological properties of the child's body is significantly influenced character of feeding in the first year of life. At the same time, the aggravating role of artificial and mixed feeding has been proved. Among the children observed in this study, 23 (0.22) were mixed-fed and 34 (0.33) were not formula-fed.

A certain role in the implementation of critical conditions in children with detected early illnesses, the presence of anamnesis in the form of bronchopneumonia, respiratory viral infection was noted in 47 (0.46) patients, acute intestinal infection and hepatitis - in 12 (0.11).

Most of the observed children were born from young parents, average age of mothers was 25 years and fathers 27 years. The condition of all patients upon admission to the intensive care unit was assessed as severe. At the same time, signs of toxicosis were used as the basis for severity.

The children were admitted to the intensive care unit for treatment at different times from the onset of the disease. So patients of the main group with toxicosis of the 1st degree were admitted on average 12 days from the onset of the pathological process, and with toxicosis of the II degree - on the 7th and toxicosis of the III degree on the 5th day of the disease.

Most of the children had a febrile or subfebrile temperature reaction on admission. At the same time, febrile temperature was typical for patients with toxicosis of I-II degree, with an average of 38.5°C. With grade III toxicosis, in most cases, there was a subfebrile temperature.

When examining patients, the pale color of the skin was found in 46 patients, in 40 patients there was a gray color of the skin, a marble pattern, as a sign of vegetative-vascular distonia was observed in 15 children.

The semiotics of respiratory organs damage was manifested, first of all, in mixed dyspnea in all patients, as well as increased airway resistance on exhalation in 28 children. At the same time, in 17 patients, expiration was especially difficult and prolonged, that is, there was a pronounced obstructive syndrome. Violation of the function of external respiration was manifested in the swelling of the wings of the nose in 32 patients, the sinking of the supple places of the chest - in 43 patients. All patients had a dry or wet cough upon admission in intensive care unit. During percussion over the lesions of the lungs, there was a shortening of the percussion sound, during auscultation, there was a weakening of breathing, the presence of moisture crackles on expiration and, in

some patients, on inspiration. In 62 patients, along with a shortening of the percussion sound, a box character of the pulmonary sound was diagnosed.

The frequency of individual toxic syndromes aggravating the manifestation of pneumonia in the main group was as follows: obstructive 23 (0.25), cardiorespiratory 30 (0.33), neurotoxic 17 (0.18), cardiovascular 6 (0.06), circulatory 9 (0.1), DIC-syndrome 3 (0.03), exicosis 2 (0.02). In the control group, these syndromes had a different frequency of severity: obstructive 17 (0.23), cardiorespiratory 24 (0.32), neurotoxic 18 (0.24), cardiovascular 4 (0.04), circulatory 7 (0.035), DIC- syndrome 3 (0.04). The syndrome of bronchial obstruction was clinically manifested on expiratory, in children of the first months of life-mixed shortness of breath. Exhalation was carried out with the participation of auxiliary muscles; the children noted anxiety there was swelling of the chest, weakening of breathing, in some places bronchophony, percussion hard sound.

An X-ray examination revealed focal pneumonia in 28 children, focal-confluent pneumonia in 33 patients, and bilateral polysegmental pneumonia in 40.

Conclusions: Thus, our data indicate that the severity of the condition of the examined children was due to aggravated maternal history, premorbid background, artificial feeding. The effectiveness of therapy depends on the individual choice of it, taking into account the etiology of the disease, the course and phase of the pathological process, the age of the patient, and the degree of extrapulmonary lesions in the body.

Competing interests

Authors have declared that no competing interests exist.

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FORMATION OF MATHEMATICAL COMPETENCE OF STUDENTS IN THE PROCESS OF TEACHING ALGEBRA, GEOMETRY AND THE BASICS OF MATHEMATICAL ANALYSIS

Annotation: The article is devoted to the formation of mathematical competencies by teaching schoolchildren the basics of mathematics (algebra, geometry and analysis). Information is also provided on the various views of educators-scientists, ways to implement them, including the formation and development of competencies through the solution of contextual problems.

Keywords: competence; mathematical competence; standard and non-standard situations; professionalism; Acme (gr.-top) - tops of knowledge; contextual tasks; reproductive activities; applications of problem solving in a different way.

Changes in society, the acceleration of the pace of development of society and the processes of informatization, have a great impact on the situation in the field of education. The children, who are studying at school today, will continue their work activity for many years. It is difficult to imagine what the world will be like in the middle of the 21st century. Therefore, the school must prepare its pupils for change; develop the ability and readiness to work in standard and non-standard situations, using theoretical knowledge and practical skills.

The 21st century is characterized by a reorientation of the assessment of the result of education from the concepts of “readiness” and “education” to the concepts of “competence” and “competence” of pupils.

The main methodological approach in education is becoming a competent approach, and the problem of achieving the required quality of education is closely related to the quality of all components of the education system: programs, content, teaching methods and techniques, qualifications of teaching staff. Today, a competent approach is one of the directions for updating education in the strategy for modernizing the content of general education in the Republic of Uzbekistan. It is assumed that, the basis of the updated content of general education will be the formation and development of key and subject competencies of pupils.

Why did competence issues become of paramount importance in economic policy on a global scale in the first quarter of the 21st century? This question should involuntarily arise for every researcher who addresses this topic. Wasn't competence as a professional quality of a person important in previous years? I dare to suggest that professionalism was highly valued and was in demand at all times and in all countries, in particular in the era of the ancient Roman dictator Julius Caesar (100-44 BC), and in the era of Emir Timur (1336-1405), and in the era of the first Russian Emperor Peter I (1682-1725). Yu. S.

Kostrova, analyzing the origins of the concept of “competence” and “competence”, indicates, referring to the Merriam Webster dictionary, that the first mention of the term “competence” dates back to the beginning of the 17th century, more precisely, to 1605. There are attempts to find the origins of competence in the works of the philosophers of Ancient Greece, in particular, Aristotle and the works of Central Asian scientists such as Muhammad al Khorezmi (787-850), al-Farabi (873-950), Abu Raykhan Beruni (973-1043), Ulugbek (1394-1449) but, regarding this version, it is probably more correct to say, the desire to reach the *akme* (gr. peak) - the peak of knowledge.

For any job, for any position, people who possessed the knowledge, skills and abilities necessary for this have always been selected and appointed. And this was an axiomatic requirement that was presented to any candidate for a particular job or position (we do not touch on those cases where this requirement was not observed). So why are the requirements for the competence of employees updated at the present time?

If we turn to the publications of recent years, then almost all authors are unanimous in understanding the objective nature of the reasons for increasing the competence of workers, pointing to global changes in the economic, technological and social spheres of society, and differ only in the fact that some associate an increased interest in competence issues with social -economic processes of development of post-industrial society, and others of the information society. And this means that a graduate of our school should be able to make independent decisions, work in a team, be proactive, capable of innovation, ready for overload, stressful situations, be able to get out of them. All these qualities can be formed using a competent approach in teaching any subject, including mathematics.

In addition to key competencies that are common to all subject areas, subject competencies are also distinguished - specific abilities, including highly specialized knowledge, a special kind of subject skills, skills, and ways of thinking. In particular, mathematical competence is the ability to structure a situation, isolate mathematical relationships, create a mathematical model of a situation, analyze and transform it, and interpret the results obtained. In other words, the mathematical competence of the student contributes to the adequate application of mathematics to solve problems that arise in everyday life.

Mathematics does not act on any one human ability and strength, whether it be emotion or intellect, but on the person as a whole. Mathematics forms the very system of intellectual, moral attitudes, the effect of which will manifest it sooner or later.

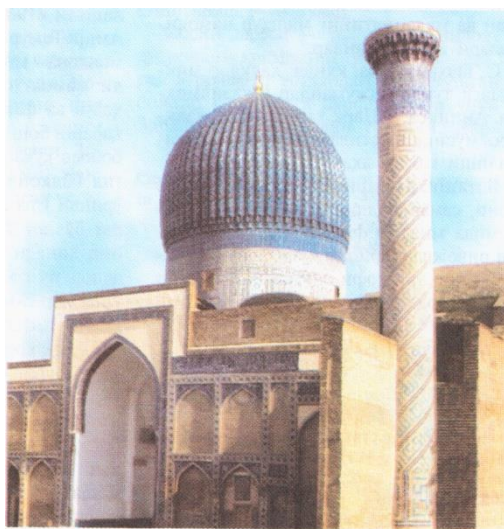
There are different points of view in the definition of mathematical competence. B.V. Gnedenko, L.D. Kudryavtsev, N.G. Khodyreva in the definition of mathematical competence, in fact, describes the result of mathematical training, the purpose of which is to develop the ability to see, understand and evaluate various problems, solve them constructively in accordance with one's value orientations, and consider any difficulty as an incentive for further development.

In the works of researchers, it is customary to distinguish three levels of mathematical competence: the level of reproduction, the level of establishing connections, the level of reasoning. Mathematics has the opportunity at every step to teach students logic in practice. Studying mathematics, students acquire the ability to analyze the issue under consideration, generalize, identify necessary and sufficient conditions, define concepts, and find ways to solve the problem. All this forms the thinking of students and contributes to the development of their speech, especially such qualities of expression of thought as order, accuracy, clarity, brevity, validity.

The central point in the organization of education in the spirit of the competence-based approach is the search for and development of such forms of education, in which the emphasis is placed on the independent learning activities of the students themselves. One of these forms is the compilation and solution of a contextual problem.

Consider the following geometric problem.

In the city of Samarkand, there is a world-famous architectural monument of the Gur-Emir mausoleum. The octagonal building of the mausoleum carries a cylindrical drum, the height of which is equal to its diameter. Each wall of the octahedron is a square with a side of 10 m. The drum is crowned with a bright blue dome, the base diameter of which is 15 m, and the height is 12.5 m. The walls of the octahedron and the surface of the drum are covered with blue, light blue and white ceramic tiles.



Task 1. Determine the total area of the walls of the octahedron, decorated with ceramics.

Task 2. Determine the surface area of the drum carrying the dome.

Task 3. Determine the total surface area of the mausoleum, decorated with ceramics.

This task is close to the context one: the description of the object with some numerical characteristics is given. However, the level of complexity of the task is minimal, the student is required to perform reproductive activities - calculations using simple known formulas.

Each of the components specified in these paragraphs must be present in the content and title of the competence you allocate.

✓ In order to develop this type of competence, the teacher applies problem solving in various ways.

✓ In order to form this competence, the teacher suggests that the students make up the test themselves, finding options for erroneous and correct answers.

In conclusion, I would like to cite a vivid statement by the famous Dutch mathematician G. Freudenthal regarding the teaching of mathematics in schools: "... it is important that the mathematics studied be closely connected with reality. This is the only way to ensure the long-term influence of mathematics on the student.

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BO'LAJAK PEDAGOGLARDA MULOQOT-MADANIYATINI TARBIYALASH

Annotatsiya: Maqolada bo'lajak pedagoglarni muloqot madaniyatiga ega bo'lishlari va u kelajakda o'quvchilar bilan ishlashda asosiy omil ekanligi o'rganib chiqilgan. Muloqot madaniyati kishining yetuklik, komillikka erishganlik belgisi ekanligi keltirilgan.

Kalit so'zlar: muloqot, talaba, o'qituvch-o'quvchi munosabatlari, muloqot madaniyati, yomon o'qituvchi, tarbiya maqsadi, jamoatchi talaba.

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EDUCATION OF COMMUNICATION CULTURE IN FUTURE TEACHERS

Annotation: The article discusses the fact that future teachers have a culture of communication and this is a key factor in working with students in the future. They say that the culture of communication is a sign of maturity.

Key words: communication, student, teacher-student relationship, communication culture, bad teacher, educational goal, social student.

Muloqot kishilarning birgalikdagi faoliyatining muxim shartlaridan biridir. Muloqot – bu kishilar o'rtasidagi o'zaro axborot almashish jarayonidir. Insonning tabiiy extiyojidir, chunki odamlar bir-biri bilan gaplashmasdan, axborot almashmasdan yashay olmaydilar. Muloqot tufayli kishilar bir birini tushunadilar, mehnat jarayonida xamkorlik, hamjixatlikka erishadilar, o'zaro fikr va tajriba almashadilar.

Inson uchun bilim, ko'nikma va malakalarni qanchalik hayotiy zarurat bo'lsa, muloqot madaniyatini egallash ham shunchalik zarurdir. Chunki muloqot madaniyati kishining yetuklik, komillikka erishganlik belgisi bo'lib hisoblanadi.

Muloqot madaniyatini egallash bo'lg'usi pedagoglar uchun ayniqsa ahamiyatlidir. Chunki o'qituvchi faoliyati xamisha o'quvchilar bilan muloqotda kirishishni, o'zaro munosabatda bo'lishni taqozo etadi. Muloqot jarayoni tufayli o'quvchilarga ta'lim beradi, pedagogik ta'sir ko'rsatadi, ularda ilmiy dunyoqarash, yuksak e'tiqodni shakllantiradi, ijobiy axloqiy sifatlarni tarkib topdiradi. Lekin institutni tamomlab pedagogik faoliyatga yo'llanma olayotgan barcha talabalarni ham muloqot madaniyatini puxta egallagan, o'z fikrini boshqalarga erkin bayon qila oladigan, sof adabiy tilda so'zlaydigan mutaxassislar bo'lib yetishyapti, deb ayta olmaymiz. Shunday ekan, talabalarda muloqot madaniyatini, ayniqsa, pedagogik muloqotni tarbiyalash pedagogika institutlaridagi ta'lim tizimining ajralmas qismi, eng muxim vazifalaridan biri bo'lishi lozim.

Pedagogik muloqot o'qituvchi bilan o'quvchilar o'rtasidagi muloqot bo'lib, bu jarayonida o'zaro axborot almashish tufayli o'qituvchi o'quvchilarga bilim beradi, ularga tarbiyaviy tasir ko'rsatadi, o'zaro bir-birini tushunishga, idrok qilishga erishiladi. O'qituvchi pedagogik jarayonda o'quvchilar bilan xamkorlikni to'g'ri tashkillay olsa, ya'ni tarbiya maqsadi va vazifalariga mos keluvchi o'zaro ta'sir, o'zaro tushunishga yo'lga qo'ya olsagina ko'zlagan maqsadiga erishadi. Buning uchun bo'lajak o'qituvchi pedagogik muloqotga qo'yiladigan talablar, uning qonuniyatlarini puxta egallagan bo'lishi lozim.

Lekin bugungi kunda maktablardagi o'qituvchi va o'quvchi munosabati tarbiyaviy ishning eng og'ir nuqtalaridan biri bo'lib qolayotganligini xech kimga sir emas. Ayrim o'qituvchilar bilan o'quvchilarning bir birini yaxshi tushunmasligi turli ziddiyatlarni keltirib chiqarmoqda.

Kuzatishlarimiz shuni ko'rsatmoqdaki, o'quvchilar ko'pincha "yomon o'qituvchi" deganda o'z fanini yaxshi bilmaydigan yoki qattiqqol o'qituvchini emas, balki o'quvchilar bilan yaxshi munosabat o'rnatolmaydigan, muloqotda qo'pol, o'quvchi shaxsini hurmat qilmaydigan o'qituvchilarni tushunadilar.

O'quvchilarning o'qituvchilar bilan o'zaro muloqotdan qoniqmasliklariga asosiy sabab o'qituvchi tomonidan o'quvchi shaxsini yetarli tushunmasligi, uni hurmat qilmasligi, har bir o'quvchini alohida, o'ziga xos shaxs deb emas, balki bo'ysunuvchi, itoat etishi shart bo'lgan shaxs deb qabul qilishlarida deb o'ylaymiz. O'qituvchi bilan o'quvchilar o'rtasidagi muloqotning samarali bo'lishi avvalo muloqot odobiga, o'zaro hurmat, bir-birini tushunishga intilishiga bog'liqdir. Chunki bu shartlar muloqotning muvaffaqqiyatli, samarali kechishini ta'minlaydi, uning asosiy vazifalarini to'g'ri amalga oshirishga yordam beradi. Muloqot odobi o'qituvchiga o'z fikrini o'quvchilar qanday qabul qilayotganini kuzatib borish, ularning yuz ifodalaridagi o'zgarishlarga e'tibor qilish, muloqotning borishiga o'z vaqtida tegishli o'zgarishlar kiritish imkonini ham beradi.

O'zaro muloqotda ovozni ko'tarmaslik, osoyishta gapirish, suhbatdosh gapini bo'lmaslik, uni diqqat bilan tinglash muloqot madaniyatining muxim shartlaridandir. Muloqot jarayonida bazi bir noo'rin xatti-xarakat, o'ylamay aytilgan gap, ortiqcha imo-ishora odobsizlik belgisidir.

Pedagogik muloqotning samarali bo'lishi o'qituvchi nutqiga, so'zlarni to'g'ri tanlashi, ularni ifodali bayon etishi, jummalarning mantiqiy jixatdan izchil bo'lishiga xam bog'liqdir. Pedagog tili o'quvchilarning his-tuyg'ularini uyg'otadigan, ularda mavzu mazmuniga qiziqish uyg'otadigan, diqqat e'tiborni tortadigan bo'lsagina u tarbiyaviy kuchga ega bo'ladi. Shunday ekan pedagogning nutqi ta'sirli, jozibali, jarangdor, badiiy bo'yoqlarga boy bo'lishi lozim.

Talabarda pedagogik muloqotni tarbiyalashning yo'l va usullari xilma-xildir. Avvalo ularni kitob o'qishga, ayniqsa, badiiy kitob o'qishga o'rgatish lozim. Kitob tufayli talabaning nutqi o'sadi, so'z boyligi ortadi, adabiy tilda so'zlashga o'rganadi. Bu esa muloqot jarayonida kerakli so'zlarni tanlay olish, jummalarni to'g'ri va ta'sirli qilib tuza olish imkonini beradi. Buning uchun talaba kitob o'qiyotganda jummalarning tuzilishiga, fikrlarning izchilligiga e'tibor berib o'qishi lozim. O'ziga yoqqan chiroyli, ta'sirli jummalarni ko'chirib olib ulardan o'zaro muloqotda foydalanish xam yaxshi natija beradi.

Pedagogik muloqotni egallashda turli psixologik treninglar xam muhum ro'l o'ynaydi. Masalan, metodika fanlarini o'rganish jarayonida talaba o'qituvchi rolga kirib o'quvchilarga dars berishi ham o'qituvchi va o'quvchilar o'rtasida bo'ladigan muloqotini o'zlashtirishga yordam beradi.

Seminar va amaliy mashg'ulotlar davrida mavzu bo'yicha so'zga chiqish, o'z fikrlarini bayon qilish va ularni boshqalarga yetkaza olish, bir birlari bilan mulohaza qila olish kabilar ham pedagogik muloqotni egallashning muhum shartlaridir.

Institutda o'tkaziladigan ilmiy anjumanlarda o'qilgan ilmiy anjumanlarda o'qilgan ma'ruzalar muhokamasida ishtirok etish, majlislarda so'zga chiqish kabilar orqali ham pedagogik muloqot madaniyatini egallashi yoki shakllantirish mumkin.

Muloqot madaniyatini egallashning eng muhim samarali yo'llaridan biri talabaning jamoat ishlarida faol ishtirokidir. Chunki jamoatchi talaba turli toifadagi, turli yoshdagi kishilar bilan muloqotda bo'ladi, ularning har birini eshitishga, tushunishga va muammolarini hal qilishga intiladi. Bular esa muloqotning yangi- yangi qirralarini ijod qilish va o'zlashtirib olishga yordam beradi.

Ko'rinib turibdiki, institutda talabalarining pedagogik muloqotni puxta egallashlari uchun barcha imkoniyatlar mavjud. Faqat bu imkoniyatlardan to'g'ri va oqilona foydalanish zarur. Buning uchun esa avvalo talabaning o'zida istak va xohish bo'lishi lozim.

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TYPOLOGY OF COMMUNICATIVE LANGUAGE ACTIVITIES

Abstract: Language learning, in turn, requires motivation. Getting motivation is possible only due to transformation of each pupil from the passive contemplator into the active and creative participant of learning process, i. e. pupils should be involved into communication.

Key words: creative abilities, language skills, method, component, students, training, individual.

The pedagogical science is developing and leading to increase new teaching methods and technologies. One of them is teaching through communication, i. e. collaborative teaching, or teaching in intercourse, or communicative teaching.

It will help to engage pupils to “social communication in conditions of multilingual environment” [1; 9].

During the communicative teaching pupils possess the active life position, creative abilities, language skills, their own opinion, responsibility, the logic communications promoting understanding of laws and world outlook ideas, etc.

There is no doubt, that in learning a second language it is necessary for students to acquire, in addition to phonological and vocabulary-grammatical knowledge, ways to communicate with others using their target language.

Practical teaching of a foreign language possesses a number of communication techniques which provide self-determination and self-realization of the pupil as the language person in the course of learning and developing language skills.

Different scholars define some different types of communicative activities. D. Gross states, that there are three general types of communicative activities: informal learning groups, formal learning groups, and study teams [2].

Informal learning groups are ad hoc temporary clusterings of students within a single class session. Informal learning groups can be initiated, for example, by asking students to turn to a neighbor and spend two minutes discussing a question you have posed. You can also form groups of three to five to solve a problem or pose a question. You can organize informal groups at any time in a class of any size to check on students’ understanding of the material, to

give students an opportunity to apply what they are learning, or to provide a change of pace.

Formal learning groups are teams established to complete a specific task, such as perform a lab experiment, write a report, carry out a project, or prepare a position paper. These groups may complete their work in a single class session or over several weeks. Typically, students work together until the task is finished, and their project is graded.

Study teams are long-term groups (usually existing over the course of a semester) with stable membership whose primary responsibility is to provide members with support, encouragement, and assistance in completing course requirements and assignments. Study teams also inform their members about lectures and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study teams can be.

Paul Nation have developed types of arrangement of communicative activities. He assumes that a useful way of classifying arrangement of these activities is to look at the distribution of the information needed to do the activity. In many activities learners have equal access to the same material or information and cooperate to do the task. Thus, P. Nation lists them:

- the *cooperating arrangement* where learners have equal access to the same material or information and cooperate to do the task,
- the *superior-interior arrangement* where one member of the group has information that all the others need,
- the *combining arrangement* where each learner has a different piece of information that all the others need,
- the *individual arrangement* where each learner has access to the same information but must perform or deal with a different part of it [3].

These four different types of communicative activities achieve different learning goals, they are best suited to different kinds of tasks, require different kinds of seating arrangement, and draw on or encourage different kinds of social relationships. In order for group work to be successful, each type of group work must have its most suitable choice of other factors.

The most suitable tasks for combining-arrangement group work include:

- completion, e. g., completing a picture by exchanging information, completing a story by pooling ideas;
- providing directions, e. g., describing a picture for someone to draw, telling someone how to make something;
- matching, classifying, distinguishing, e. g., deciding if your partner's drawing is the same as yours, arranging pictures in the same order as your partner's unseen pictures;
- ordering, e. g., putting the sentences or pictures of a story in order.

Communicative Language Teaching is best considered an approach rather than a method. It has been developed in the 1960s as a replacement to the earlier structural method, called "Situational Language Teaching".

Situational Language Teaching was no longer felt to reflect a methodology appropriate for the seventies and beyond. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. The rapid adoption and implementation of the communicative approach also resulted from the fact that it received the sanction and support of leading British applied linguists, language specialists, publishers, as well as institutions, such as the British Council.

Main features of CLT is the emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, etc.

The main aim of CLT is developing communicative competence, which includes: *linguistic, sociolinguistic, discourse and strategic competence*.

Approbation has shown that all these methods and techniques promote students' learning and academic achievement, increase students' retention, enhance students' satisfaction with their learning experience, help students develop skills in oral communication, develop students' social skills, promote student self-esteem, help to promote positive intercultural relations.

Role plays are modeling various situations for the educational aims of developing speaking abilities. They reflect a principle of problematical character at its certain organization and allow solving problem situations of a various degree of complexity. Debates allow forming the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of formation of critical thinking is realized. Educational games are highly motivating and entertaining, they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Project is a set of educational and cognitive modes which allow solve the problem as a result of independent actions of pupils with obligatory presentation of results. In a project work students are put in the centre of the interaction, where they use the language and practice communicative speech. Jigsaw is a cooperative technique that promotes better learning, improves student motivation and interaction. Multimedia teaching is a modern teaching method which is based on the interaction between pupils or pupils and a computer. All these techniques may be combined.

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FUNCTIONS AND LEXICO-GRAMMATICAL STRUCTURE OF INTONATION IN ENGLISH

Abstract: Intonation can reflect the information structure of an utterance, highlighting constituents of importance. Intonation can indicate discourse function. Intonation can be used by a speaker to convey an attitude such as friendliness, enthusiasm, or hostility. And listeners can use intonation-related phenomena in the voice to make inferences about a speaker's state, including excitement, depression, and tiredness.

Key words: Intonation, statements, emotion, speech, component, linguistic significance of the phonetic phenomenon, rhythm.

Intonation sets the connections and relationships between the parts of speech and draws contrasts the mire of statements, reports emotionally-modal values.

Before proceeding to the presentation of the most important functions of intonation, it seems appropriate to list the major components of intonation. However, it should be noted great diversity of opinion among the well-known domestic and foreign phonetics in question on allocation of the main components of intonation. It is expressed in the allocation of the number of components of different intonation (it varies from one to two to nine) and the most diverse set of components.

In the allocation of the components of intonation we find the following principles:

- The functional principle (linguistic significance of the phonetic phenomenon);
- The structural principle (the presence of a primary acoustic correlation);
- The principle of unity segment assets.

So, to separate the components of intonation we refer: melody, tempo, pause, volume, rhythm.

Speaking about sentence stress in English we can say that it is the main mean of providing rhythm in speech. Rhythm is the key to fluent English speech. Imagine a metronome beating the rhythm. The stressed syllables are like the beats of the metronome: regular, loud, and clear. The unstressed syllables between the beats are shortened, obscured, and joined together.

The pattern of stress in this sentence is stressed - unstressed - stressed - unstressed - stressed - unstressed, with equal number of alternating stressed and unstressed syllables. Try to pronounce this sentence rhythmically. It should be easy to do because the alternation of one stressed and one unstressed syllable is easy to reproduce.

Now we have one, two, or several unstressed syllables in the intervals between the stressed syllables, but we have the same amount of time for each interval because the stressed syllables, like the beats of the metronome, have to occur regularly. And the sentence is not very long, so we won't need noticeable pauses between the sense groups.

Sentence stress is the key component of English intonation. Intonation organizes words into sentences, distinguishes different types of sentences, and adds emotional coloring to utterances.

Word stress - is the sound selection of one of the word in phrase (mostly the last word). This stress emphasizes the finality of expression and encourages the listener to a certain reaction.

Logical stress - it is separation of the word which is important for the content by strengthening and increases its accented syllable in tone. Using logical stress the same sentence can provide a number of different semantic shades.

According to the most well-established in the phonetic literature views, intonation plays a leading role in the informational structure of the utterance. In the intonation group implements a specific piece of information.

Under the syntactic function of intonation is traditionally understood its ability to distinguish between the types and syntax of the sentence. Most are obvious, and therefore the first of the above was a correlation of syntactic type of proposal and the type of nuclear completion.

Under the communicative function of intonation is commonly understood as its ability to discriminate between types of communicative utterances. The statement can be defined as the minimal communicative unit aimed at a conscious purpose. The purpose of the statement is not in itself (except, perhaps, in those situations when a person speaks only to say something). Saying there is a mean to achieve a goal that is beyond the actual text of the utterance. In pronouncing sentence, we affirm and express doubt, offer, order, request, praise and so on.

Most researchers are unanimous in recognizing the tone for the ability to express emotions and relationships. The question is, is this question the competence of linguistics. There is a point of view that the basis for the expression of emotions is universal human physiological responses, and therefore it does not belong to the sphere of language.

Returning to the expression of emotions and relationships, it can be assumed that the various elements of intonation structures function in different ways. With respect to the melodies there is evidence that the ability of

independent transmission emotionally-modal states has only the level of the pitch frequency (and correlating them with the tone), and the configuration passes emotionally-modal information only in conjunction with the context.

Intonation provides broadcast semantics, expression, modalities, stylistic coloring and more.

Communicative function is the function of communication types of. The communicative function of intonation is leading. According to statements are different types of communication expression, as affirmative, interrogative and persuasive sentences.

Intonation of the interrogative sentence is usually characterized rising, rising-falling or falling tone. Construction of intonation model of interrogative sentence is complicated by different types of questions: issue of new information, alternative questions, rhetorical question and so on.

Intonation contour of persuasive sentence is determined by the rising-falling. This type of sentence is also ambiguous - it can be order, demand, offer, request, and advice and so on.

Emotional function expression through speaker's mental state, and providing emotional expression values.

Excretory function it is in intonation separation certain parts of the statement, for example, main compared to minor through information terms.

First of all intonation creates from words the whole phrases and statements. It can divide statement for minimal informational parts - semantic groups and organize them, show relations and connections between elements of any phrase. Intonation change concern of statements to the facts of reality. Moreover intonation can differentiate statements of the same lexico - grammatical structure according to their utterance. And at last intonation distinguish emotionally-modal shades of the utterance.

As we see intonation plays a great role in communication but it still needs to be investigated.

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KICHIK MAKTAB YOSHIDAGI O'QUVCHILARDA INTELEKTUAL QOBILIYATLAR VA KREATIV FIKRLASHNI RIVOJLANTIRISHNING PSIXOLOGIK XUSUSIYATLARI

Annotatsiya: Intellektual qobiliyatlarning rivojlanishi insonning butun hayoti doimo uning oldida keskin va dolzarb vazifalar va muammolarni keltirib chiqaradi. Bunday muammolar, qiyinchiliklar, kutilmagan hodisalarning paydo bo'lishi shuni anglatadiki, atrofimizda haqiqatda hali ko'p noma'lum, yashirin narsalar bor.

Kalit soz: Aql, qobiliyat, fikrlash, matiq, idrok, xotira, tizimli tendensiya, kognitiv faoliyat, rivojlanish.

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PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING INTELLECTUAL ABILITIES AND CREATIVE THINKING IN PRIMARY SCHOOL STUDENTS

Annotation: The development of intellectual abilities a person's entire life always brings before him sharp and urgent tasks and problems. The emergence of such problems, difficulties, surprises means that there are still many unknown, hidden things around us.

Keywords: Mind, ability, thinking, math, perception, memory, structural tendency, cognitive activity, development.

Dunyoni chuqurroq bilish, tobora ko'proq yangi jarayonlar, odamlar va undagi narsalar o'rtasidagi munosabatlar va xususiyatlarni kashf etish zarur. Shuning uchun, zamon talabidan kelib chiqqan qanday yangi tendentsiyalar maktabga kirmasin, dasturlar va darsliklar qanday o'zgarmasin, o'quvchilarning intellektual faollik madaniyatini shakllantirish har doim asosiy umumiy ta'limdan biri bo'lib kelgan va shunday bo'lib qolmoqda. va tarbiyaviy vazifalar.

Aql - bu fikrlash qobiliyatidir. Aqlni tabiat bermaydi, uni hayot davomida rivojlantirish kerak.

Intellectual rivojlanish - yosh avlodni tarbiyalashning eng muhim jihati.

O'quvchining intellektual rivojlanishining muvaffaqiyati asosan sinfda, o'qituvchi o'z o'quvchilari bilan yolg'iz qolganda erishiladi. Va uning tizimli, kognitiv faoliyatni tashkil qilish qobiliyati o'quvchilarning o'qishga bo'lgan qiziqish darajasini, bilim darajasini, doimiy o'z-o'zini tarbiyalashga tayyorligini, ya'ni. ularning intellektual rivojlanishi.

Intellectual rivojlanish inson faoliyatining eng muhim tarkibiy qismi bo'lib xizmat qiladi. Aloqa, o'qish, ishlashga bo'lgan ehtiyojini qondirish uchun odam dunyoni idrok qilishi, faoliyatning turli qismlariga e'tibor berishi, nima qilishi kerakligini tasavvur qilishi, eslab qolishi, o'ylab ko'rishi kerak. Shunday qilib, insonning intellektual qobiliyatlari faollikda rivojlanadi va o'zi maxsus turlari faoliyat.

Bolalar bilan pedagogik ishini boshlayotganda, birinchi navbatda, bolaga tabiatan nima berilganini va atrof -muhit ta'sirida nima olinganligini tushunishingiz kerak.

Inson moyilligini rivojlantirish, ularni qobiliyatga aylantirish - ta'lim va tarbiyaning vazifalaridan biri bo'lib, uni bilimsiz va intellektual jarayonlarni rivojlantirmasdan hal qilib bo'lmaydi.

Aql -idrokni rivojlantirish jarayoni o'quv va kognitiv faoliyatning to'g'ri tashkil etilishi bilan mumkin bo'ladi va ayniqsa, boshlang'ich maktab yoshida, bilish uchun shaxsiy ehtiyojlari etarlicha kuchli bo'lganda samarali bo'ladi. Intellectual qobiliyatlarni rivojlantirish, mustaqil, ijodiy, izlanish, izlanish tafakkurini rivojlantirish asosiy vazifalardan biridir maktabda o'qish umuman va ichida boshlang'ich sinflar jumladan. Boshlang'ich ta'lim bolalarning intellektual rivojlanishining asosiy poydevorini yaratishi kerak, bu esa o'z harakatlarini tanqidiy baholaydigan, taqqoslaydigan, taqqoslaydigan, muammoni hal qilishning bir necha usullarini ilgari suradigan, ajratib ko'rsatadigan ijodiy, mustaqil fikrlaydigan odamni tarbiyalash uchun sharoit yaratadi. asosiy narsa va umumiy xulosalar chiqarish; bilimlarni nostandart sharoitlarda qo'llash.

Bu faqat bitta shart bilan mumkin bo'ladi: talabaning intellektual rivojlanishi ustida tinimsiz ishlash.

- Va intellektual qobiliyat nimani anglatadi?

Intellectual qobiliyat - bu bir emas, balki ko'p turdagi faoliyatni bajarish uchun zarur bo'lgan qobiliyatlari.

Intellectual qobiliyat - bu xotira, idrok, tasavvur, fikrlash, nutq, e'tibor. Ularning rivojlanishi boshlang'ich maktab yoshidagi bolalarni o'qitishning eng muhim vazifalaridan biridir.

Talabaning intellektual qobiliyatining rivojlanishi turli xil muammolarni hal qilmasdan amalga oshmaydi. Vazifa - bu kognitiv, qidiruv va ijodiy jarayon, unda fikrning birinchi uyg'onishi ifodalanadi. Maktab amaliyotidan ma'lumki, biror narsani notanish tomondan ko'rib chiqishni talab qiladigan savollar

ko'pincha bolalarni chalkashtirib yuboradi. Va bu tushunarli: axir ularga bu o'rgatilmagan. Ayni paytda, xuddi shu mavzuni o'ndan ko'rib chiqish foydalidir turli tomonlar bir tomondan o'n xil mavzuni o'rganishdan ko'ra.

Intellectual qobiliyatlarni qayerda va qanday rivojlantirishimiz mumkin?

Boshlang'ich sinf o'qituvchilari o'z ishlarida foydalanadigan asosiy ish shakllari

ob'ekt doirasi

intellektual o'yinlar

Olimpiada

O'quvchining intellektual rivojlanishining muvaffaqiyati asosan sinfda, o'qituvchi o'z o'quvchilari bilan yolg'iz qolganda erishiladi. O'quvchilarning o'qishga bo'lgan qiziqish darajasi, bilim darajasi, doimiy o'zini o'zi tarbiyalashga tayyorligi, ya'ni ularning intellektual rivojlanishi o'qituvchining "idishni to'ldirish va mash'ala yoqish" qobiliyatiga, uyushish qobiliyatiga bog'liq. tizimli bilim faoliyati.

Aqli o'yinlar.

Maxsus intellektual o'yinlardan foydalanganda talabalar orasida yanada faollikni kuzatish mumkin, ular o'z mexanizmiga ko'ra talabalardan faol kognitiv faollikni talab qiladi. Bu toifaga "tez o'ylab topiladigan" muammolar-katta qiziqish uyg'otadigan charades, jumboqlar ham kiradi. Bularga mashhur jumboqlar kiradi. Kichik yoshdagi o'quvchilarning topishmoqlarini taxmin qilish ijodiy jarayon, topishmoqning o'zi esa ijodiy vazifa sifatida qaralishi mumkin.

Jumboq hikoyasi- v bu ish tabiat haqida, bunga javob

Agar bolalar o'zlari uchun tabiatning muayyan aloqalari va qonunlarini tushungan bo'lsa, bunga erishish mumkin.

Kuzatish, o'qitishning asosiy usullaridan biri sifatida juda uzoq vaqtdan beri ma'lum bo'lgan, ammo zamonaviy o'qitish uslublarida u o'z ahamiyatini yo'qotmagan, aksincha, barcha yangi xususiyatlarga ega bo'lib, tabiiy fanlar uchun majburiydir.

Kuzatish jarayonida o'quvchilarda tabiat hodisalarini ko'rish, payqash va tushuntirish qobiliyati shakllanadi. Boshlang'ich sinflarda bolalarni tabiatda bevosita kuzatish ilmiy, tushunarli va qiziqarli bo'lishi kerak. Tabiat ufqni, maktab o'quvchilarining umumiy ongini boyitadi, kuzatish, e'tibor, fikrlash, estetik tuyg'ularni rivojlantiradi.

Multimediya bo'yicha taqdimotlar

Bu yosh o'quvchilarning intellektual qobiliyatlarini rivojlantirish uchun juda muhimdir didaktik o'yin.

O'yinning ahamiyati shundaki, uni nafaqat sinfda, balki darsdan tashqari mashg'ulotlarda ham qo'llash mumkin ("Matematik bo'sh vaqt", KVN, "Mutaxassislar jangi", "Aqli va aqli erkaklar"), shuningdek darslar davomida.

Hatto Yan Amos Komensiy ham talabaning har qanday asarini ruhiy mamnunlik va ruhiy quvonch manbai qilishga undagan. O'qituvchi uchun butun

o'quv jarayoni shunday tuzilgan bo'lishi kerakki, bola o'rganishni nafaqat vazifa, balki quvonch deb bilsin, o'rganish ishtiyoq bilan amalga oshirilishi mumkin.

O'qituvchilar o'quv jarayonida qiziqarli vazifalar, jumboqlar, rebuslar, anagrammalar, o'yin psixo-treninglaridan tizimli ravishda foydalanishi kerak. Xotirani, e'tiborni, mantiqiy fikrlashni rivojlantirish uchun ishlarga ko'proq vazifalarni kiritish kerak. Boshlang'ich maktab o'quvchilarining intellektual qobiliyatlarining rivojlanishi yuqori darajadagi aqliy operatsiyalarga asoslangan.

Yuqorida aytib o'tilganidek, boshlang'ich maktab yoshidagi bolalarning intellektual rivojlanishi muammosini hal qilish muhimligiga e'tibor qaratiladi, chunki aynan shu davrda intellekt ayniqsa jadal rivojlanadi. Kichik maktab o'quvchilarining intellektual qobiliyatlarining rivojlanishi ko'p jihatdan nafaqat o'quv va kognitiv faoliyatning, balki talabalarning keyingi hayotining ham muvaffaqiyatini ta'minlaydi. O'qituvchilarning ko'plab kuzatuvlari, psixologlarning tadqiqotlari ishonchli tarzda shuni ko'rsatadiki, maktabning boshlang'ich sinflarida aqliy faoliyat usullarini o'zlashtirmagan bola, odatda, muvaffaqiyatsizlar toifasiga kiradi.

Bittasi muhim yo'nalishlar bu muammoni hal qilishda boshlang'ich sinflarda barqaror shakllanishi bilan bog'liq bolalarning intellektual to'liq rivojlanishini ta'minlaydigan shart -sharoitlar yaratishdir kognitiv qiziqishlar, muammolarni hal qilish yo'llarini izlashda aqliy faoliyat qobiliyatlari va ko'nikmalari, ongning fazilatlarini, ijodiy tashabbuskorlik va mustaqillik.

Bu muammoning echimi asosan aql hodisasining mohiyati va uning rivojlanish xususiyatlarini tushunish bilan belgilanadi bolalik.

Aql muammosi, shunga qaramay katta raqam ustida ishlash bu masala jahon va milliy tarixda psixologik tadqiqotlar eng ziddiyatli bo'lib qolmoqda. Hozirgacha aqlning aniq ta'rifi yo'q edi. U intellektga bo'lgan nuqtai nazarga, uni tavsiflovchi xususiyatlarga va oxir -oqibat, tadqiqotchi tomonidan intellektni hisobga olish uchun tanlangan uslubiy yondashuvga qarab talqin qilinadi.

Rivojlanishning asosiy stimuli sifatida ta'limning etakchi roli ko'plab rus psixologlarining (B.G. Ananiev, L. S. Vygotskiy, L. V. Zankov, 3. I. Kalmikova, N. A. Menchinskaya, S. L. Rubinshteyn, A. A. Leontiev, DB Elkonin, V. V. Davydov) asarlarida tasdiqlangan. va boshqalar)

L. S. Vigotskiy o'qitishni aqlning allaqachon shakllangan tuzilmalariga emas, balki yangi paydo bo'layotganlarga yo'naltirishni, ta'lim mazmunini bolalar tafakkurining mavjud xususiyatlariga "moslashtirmaslikni", aksincha, bunday mazmunni kiritishni taklif qiladi. bu yangi, yuqori fikrlash shakllarini talab qiladi. "O'rganish rivojlanishga olib keladi" - bu tezis L.S. Vigotskiy bizning davrimizda alohida ahamiyat kasb etdi o'qitish amaliyoti.

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TALABALARGA MAKTABGACHA TA'LIM MUASSASALARIDA BOLALARGA MIQDOR VA SANOQNI O'RGATISH YO'LLARI

Annotatsiya: Maktabgacha tarbiya yoshidagi bolalarni o'qitish o'ziga xos xususiyatga ega. Maktabgacha tarbiya yoshida echilishi kerak bo'lgan vazifalar hal qilinmasa, maktabgacha o'qitish muvaffaqiyatli bo'lmaydi.

Kalit so'z: son va sanoq, tarbiyachi, bolalar, maktabgacha tarbiya, o'yin, huddi shunday, bitta va ko'p.

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QUANTITIES AND WAYS TO TEACH QUANTITY AND COUNTING TO STUDENTS IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Abstract: Teaching children of preschool age has its own peculiarity. Pre-school education will not be successful if the tasks that need to be solved at the pre-school age are not solved.

Key word: number and counting, educator, children, preschool, game, so on, single and multiple.

Miqdor va sanoq. Maktabgacha tarbiya yoshidagi bolalarni o'qitish o'ziga xos xususiyatga ega. Maktabgacha tarbiya yoshida echilishi kerak bo'lgan vazifalar hal qilinmasa, maktabgacha o'qitish muvaffaqiyatli bo'lmaydi. Bu vazifalardan biri konkret bilimlar va tafakkur usullaridan abstrakt bilim va usullarga o'tishdan iborat. Bu xil o'tish saviyasi, ayniqsa, matematika o'qitish uchun zarurdir. Bunday savyaning bo'lmasligi yoki etarli bo'lmaligi ikki tomonlama qiyinchilikka olib keladi. Bir tomondan, maktabgacha tarbiya yoshidagi bolalar ko'pincha maktabga mavhum matematik usullarni egallagan holda keladilar, ularni bartaraf qilish juda qiyin bo'ladi. Ikkinchi tomondan, bolalar maktabda abstrakt bilimlarni egallay ekanlar, ko'pincha ularni formal, asl mazmunini tushunib etmagan holda o'zlashtiradilar. Shuning uchun ham konkret shart – sharoitlarda matematik usullarni egallagan holda keladilar, ularni bartaraf qilish juda qiyin bo'ladi. Ikkinchi tomondan, bolalar maktabda abstrakt bilimlarni egallay ekanlar, ko'pincha ularni formal, asl mazmunini tushunib etmagan holda o'zlashtiradilar. Shuning uchun ham konkret shart – sharoitlarda matematik bilimlarni qo'llanish imkoniyati juda cheklangan bo'ladi. Shu sababli maktabgacha tarbiya yoshidagi bolalarni o'qitishning muhim vazifasi matematik

asbtraktlashlar bilan konkret borliq orasidagi bog'lanishni ta'minlaydigan bilim va harakatlarning oraliq saviyasini shakllantirishdan iborat bo'lishi kerak.

Tekshirishlar shuni ko'rsatmoqdaki, maktabgacha yoshdagi bolalarga matematika o'qitishda o'tish saviyasi mazmuni quyidagilardan iborat:

Endi har xil guruhlarda "Miqdor va sanoq" bo'limi ustida ishlash uslubi haqida fikr yuritamiz.

Kichik guruh. Maktabgacha yoshdagi kichik guruh bolalarini sanoqqa o'rgatishdagi bosh vazifalardan biri bir to'plam elementlarini ikkinchi to'plam elementlari bilan taqqoslash, solishtirish yo'li orqali bolalarni to'plamlarni taqqoslashga o'rgatishdan iborat. Bu dastlabki bosqich kelgusida sanoq faoliyatini rivojlantirishda katta ahamiyatga ega. Bola miqdoriy taqqoslash usullarini egallaydi. Bola sanashni bilmaydi, shu sababli u oldin taqqoslanayotgan to'plamlarning qaysinisi ko'p qaysinisi kam ekanini, yoki ular teng quvvatli ekanini aniqlashni o'rganadi. Bolalarda kelgusida matematik tasavvurlarni rivojlantirish ko'p jihatdan sanoqqa o'rgatishning boshlang'ich davriga bog'liq.

Ikkinchi kichik guruhda tarbiyachi bolalarda to'plam alohida bir jinsli elementlar (buyumlar) majmui haqidagi tasavvurni rivojlantirishi kerak.

O'qitishni buyumlarining sifat, xossalari ajratishga oid mashqlardan boshlash kerak. Masalan, bir qancha o'yinchoqlar ichidan xuddi tarbiyachi qo'lidagidek o'yinchoqni topish taklif qilinadi. "Xuddi shunday o'yinchoqni topish taklif qilinadi. "Xuddi shunday kubchani (bayroqchani, sharni) ber". Shundan keyin har kubchani (bayroqchani, sharni) ber". Shunday keyin har xid rangli (o'lchamli, shakldagi) 2 -3 ta buyum orasidan xuddi shu rangdagi (o'lchamli, shakldagi) buyumni tanlash topshirig'i beriladi.

Navbatdagi bosqich berilgan belgi – alomatlari bo'yicha buyumlarni tanlash va guruhlariga ajratishga, oid mashqlardan iborat bo'lishi kerak. Masalan: "Qizil rangli hamma kubchalarni mana bu qutiga sol, bu qutiga esa hamma kichik matryoshkalarini yig', mana bunisiga esa hamma katta matryoshkalarini yig'". Bunday mashqlar natijasida bolalar har xil buyumlarning umumiy belgilari bo'yicha bir guruhga birlashtirish mumkin ekanini tushuna boshlaydilar: "Bular qo'g'irchoqlar", "Bular koptoklar", "Bular bayroqchalar" kabi.

Tarbiyachi bolalarni guruhdagi buyumlarning birov qismi uchungina umumiy bo'lgan belgilarni ko'ra olishga o'rgatadi. Masalan, bayroqchalar ko'pligini, ammo ularning ba'zilar sariq, bu'zilar esa ko'k ekanini ko'rsatadi. (Sariq bayroqchalar ko'p, ko'k bayroqchalar ham ko'p).

Miqdor haqidagi tasavvurlarni shakllantirishda bir jinsli (bir xil) buyumlardan guruhlar tuzish va guruhni alohida buyumlarga ajratishga doir har xil o'yin – mashqlar ma'lum o'rinni olishi kerak. Odatda bu o'yin – mashqlar ma'lum o'rinini olish kerak. Odatda bu o'yin mashqlar darsda ma'lum izchillikda o'tkaziladi.

Birinchi mashg'ulotda bir xil o'lcham va rangli mutlaq aynan o'yinchoqlarning – sabzilar, archalar, jo'ja qancha bo'lsa, o'yinchoqlar ham shuncha bo'lishi kerak. Tarbiyachi dastlab bolalarga bittadan o'yinchoq ulashadi, o'z harakatlarini ushbu so'zlar bilan tushuntiradi: “Men archalar juda ko'p. Men bolalarning hammasiga bittadan archa berib chiqaman. Menda bitta ham ham archa qolmaydi...” shunday keyin bolalarga murojaat qiladi “Har biringizda nechtdan archa bor?” Shundan keyin tarbiyachi hamma o'yinchoqni yig'ib oladi, bunda u bitta ham yo'q (bolada) juda ko'p (tarbiyachida) so'zlariga urug' beradi.

Mashqni boshqa o'yinchoqlar bilan yana bir marta takrorlash mumkin. Har gal tarbiyachi ko'p, bitta, bittadan, bitta ham yo'q, hech narsa yo'q so'zlarini ishlatadi; “Qancha?”, “Qanchadan?” – savollarini qo'yadi. Kichkintoylar buyumlarni va ular qanchadanligini (ko'p, bitta) aytadilar. Mashg'ulotning borishida bolalar to'plam alohida yuumlarga ajralishiga va alohida buyumlardan tuzilishi mumkinligiga ishonch hosil qiladilar.

Ikkinchi mashg'ulot ham shunga o'xshash o'tkaziladi. Dastlab oldingi mashg'ulotda foydalanilgan o'yinchoq turlarining biri bilan ish tashkil qilinadi, keyin esa o'yinchoq yoki buyumlarning yangi xili olinadi, ular bir xil bo'lishi shart emas: ular turlicha o'lchamli va har xil rangli bo'lishi mumkin. O'yinchoqlar guruhlariga ajratiladi, masalan, bir savatga sariq koptoklar, ikkinchi savatga qizil koptoklar yig'iladi; katta baliqchalar katta idishga, kichik baliqchalar kichik idishga solinadi.

Mashg'ulotning borishida tarbiyachi umumlashtiradi. Masalan: “Savatda (yoki to'r xaltada) koptoklar ko'p”, ammo “katta to'r xaltada katta koptoklar ko'p, kichik to'r xalaja kichik koptoklar ko'p” yoki “Ariqda ko'p baliq suzib yuribdi”, yoki “Qizil yoki sariq qayiqchalar ko'p”. Bu xil mashqlarni kamida to'rt marta o'tkazishdan iborat ekanini bilib olganlaridan keyin; ular bir xil buyumlar guruhlarini mustaqil ajratishni, tevarak – atrofdan alohida (bitta) buyumlarni va buyumlar majmuini (ko'p) mustaqil topishi o'rganadilar.

Xonada qanday buyumlar ko'p, qaysi buyumlar bittaligini ayta olish uchun kichkintoylar murakkab fazoviy –miqdoriy tahlilni amalga oshiradilar, ya'ni qandaydir bir buyumni ajratadilar. So'ngra unga diqqat bilan qarab qanday buyumlar bor – yo'qligini qarab, bir xil buyumlarni yagona to'plamga xayolan birlashtirishlari kerak.

A.M.Leushina bolalarda buyumlarning miqdoriy tomonlarini abstraktlashtirish va bir xil buyumlarni yagona to'lamga hayolan birlashtirish malakasini sekin –asta rivojlantirish imkonini beradigan mashqlar tizimini ishlab chiqdi.

Kichkintoylarning “Bitta” va “ko'p” tushunchalarini mustahkamlash uchun ko'rsatilgan miqdordagi buyumlarni har xil rangli ikkita qatorga joylashtirishni taklif qilish mumkin.

Tarbiyachi quyidagicha topshiriq beradi: “Chapdagi ko'k qatorga bitta jo'ja, o'ngdagi yashil qatorga ko'p jo'ja qo'ying”. Qatorlarning o'rnini

almashtirib yoki har qaysi qatorga joylashtirish kerak bo'lgan buyumlar soni haqidagi ko'rsatmani o'zgartirib, tarbiyachi bolalarni buyumlar miqdorini oldin qatorlar rangi bilan, keyin esa ularning fazoviy joylashuvlari bilan bog'lashni o'rgatadi.

Maktabgacha tarbiya yoshidagi bolalarni o'qitishda matematik bilimlar tarkibini tekshirish tenglik – tengsizlik, qism – butun munosabatlari, bilvosita tenglashtirish sanoq va arifmetik amallarni to'liq va ongli o'zlashtirish uchun asos bo'ladigan sodda masalalar va munosabatlarning o'zidan iborat ekanini ko'rsatdi. Bu munosabat va masalalarni (ularning eng sodda shakllarini bolalar 3 yoshdan boshlab tushuna boshlaydilar. Ular bunday mashg'ulotlarga katta qiziqish bilan yondashadilar, xuddi shu erning o'zida o'zlashtirganlari (tenglik, qism – butun va h.k. munosabatlari)ni o'yinlarga ko'chiradilar, turmushda seminar ishlar qilishda foydalanadilar, bir – birlariga (katta va tayyorlov guruhi bolalari) shunga o'xshash masalalarni taklif qiladilar.

Maktabgacha tarbiya yoshidagi bolalarning matematik tasavvurlarnini o'rganish, tekshirish asosida elementar matematik tasavvurlarni shakllantirish dasturi tuzildi. Bu dastur quyidagi besh bo'limdan iborat: “Miqdor va sanoq”, “Kattalik”, “Geometrik figuralar”, “Fazoda mo'ljal olish”, “Vaqtga nisbatan mo'ljal olish”.

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OILA VA MAKTABGACHA TA'LIM MUASSASASI O'RTASIDAGI O'ZARO MUNOSABATLARNI TASHKIL ETISHNING ZAMONAVIY YONDASHUVLARI

Annotatsiya: Oila va maktabgacha ta'lim muassasasi o'rtasidagi o'zaro munosabatlarning yangi konsepsiyasi ota-onalar bolalar tarbiyasi uchun mas'uldirlar va boshqa barcha ijtimoiy institutlar ularga yordam berishga, qo'llab-quvvatlashga, yo'naltirishga, ularning ta'lim faoliyatini to'ldirishga chaqirilgan g'oyaga asoslanadi. Mamlakatimizda rasman amalga oshirilayotgan ta'limni oiladan xalq ta'limiga aylantirish siyosati o'tmishga aylanib bormoqda.

Kalit so'z: maktabgacha ta'lim, oila jamiyat, bolalar bog'chasi, tadqiqotlar, ichki ochiqlik.

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MODERN APPROACHES TO ORGANIZING RELATIONSHIPS BETWEEN FAMILY AND PRESCHOOL EDUCATIONAL INSTITUTIONS

Annotation: The new concept of the relationship between the family and the preschool institution is that parents are responsible for the upbringing of children and all other social institutions to help, support, guide, educate them based on the idea called to complete the activity. The policy of transforming education from family to public education, which is officially implemented in our country, is becoming a thing of the past.

Keywords: preschool, family, community, kindergarten, research, internal openness

"Oila - maktabgacha ta'lim muassasasi" kontekstidagi asosiy nuqta - bu o'qituvchi va ota-onalarning ma'lum bir oilada ma'lum bir bolani tarbiyalash jarayonida qiyinchiliklar va quvonchlar, muvaffaqiyatlar va muvaffaqiyatsizliklar, shubhalar va mulohazalar haqidagi shaxsiy o'zaro munosabati. Bolani tushunishda, uning individual muammolarini hal qilishda, rivojlanishini optimallashtirishda bir-biriga yordam berish bebahodir

Yopiq bolalar bog'chasi doirasida ota-onalar va o'qituvchilar o'rtasidagi munosabatlarning yangi shakllariga o'tish mumkin emas: u ochiq tizimga aylanishi kerak. Xorijiy va mahalliy tadqiqotlar natijalari maktabgacha ta'lim muassasasining ochiqligini, jumladan, "ichkariga ochiqlik" va "tashqariga ochiqlik" ni tavsiflash imkonini beradi.

Maktabgacha ta'lim muassasasiga "ichki ochiqlik" berish pedagogik jarayonni yanada erkin, moslashuvchan, tabaqalashtirilgan qilish, bolalar, o'qituvchilar va ota-onalar o'rtasidagi munosabatlarni insonparvarlashtirishni anglatadi. Ta'lim jarayonining barcha ishtirokchilari (bolalar, o'qituvchilar, ota-onalar) biron bir faoliyatda, voqeada o'zlarini ochishga, quvonchlari, tashvishlari, muvaffaqiyatlari va muvaffaqiyatsizliklari haqida gapirishga shaxsiy tayyor bo'lishlari uchun shunday sharoitlarni yaratish.

Ochiqlik namunasi o'qituvchi tomonidan ko'rsatiladi. O'qituvchi bolalarga o'zining qiziqarli, ko'rgan va tajribasi haqida gapirib berish orqali o'zining ochiqligini namoyish qilishi mumkin. Bayramlar, shu bilan bolalarda suhbatda ishtirok etish istagini uyg'otadi. Ota-onalar bilan muloqotda bo'lgan o'qituvchi biror narsadan shubhalansa, yashirmaydi, suhbatdoshning tajribasi, bilimi, shaxsiyatiga hurmatni har tomonlama ta'kidlab, maslahat, yordam so'raydi. Shu bilan birga, pedagogik takt, eng muhim kasbiy fazilat o'qituvchining tanish-bilish va tanishlikka cho'kib ketishiga yo'l qo'ymaydi.

O'qituvchi o'zini ochishga shaxsiy tayyorligi bilan bolalar va ota-onalarni "yuqtiradi". U o'z misolida ota-onalarni maxfiy muloqotga chaqiradi va ular o'z tashvishlari, qiyinchiliklari bilan o'rtoqlashadi, yordam so'raydi va o'z xizmatlarini taklif qiladi, o'z da'volarini erkin bildiradi. "Bolalar bog'chasining ichkariga ochiqligi" - bu bolalar bog'chasining ta'lim jarayoniga ota-onalarni jalb qilish. Ota-onalar va oila a'zolari maktabgacha ta'lim muassasasida bolalarning hayotini sezilarli darajada diversifikatsiya qilishlari va ta'lim ishlariga hissa qo'shishlari mumkin. Bu har bir oila qila oladigan epizodik hodisa bo'lishi mumkin. Ba'zi ota-onalar ekskursiya, eng yaqin o'rmonga, daryoga "piyoda" uyushtirishdan xursand bo'lishadi, boshqalari pedagogik jarayonni jihozlashda yordam beradi, boshqalari esa bolalarga biror narsa o'rgatadi.

Ayrim ota-onalar va oilaning boshqa a'zolari bolalar bilan tizimli tarbiyaviy va sog'lomlashtirish ishlariga jalb etilmoqda. Masalan, ular to'garaklarga, studiyalarga rahbarlik qiladilar, bolalarga hunarmandchilikni, tikuvchilikni o'rgatishadi, teatr faoliyati bilan shug'ullanishadi va hokazo.

Shunday qilib, pedagogik jarayonning barcha sub'ektlari ota-onalarning maktabgacha ta'lim muassasasi ishidagi ishtirokidan foydalanadilar. Avvalo, bolalar. Va nafaqat ular yangi narsalarni o'rganishlari uchun. Yana bir narsa muhimroq - ular juda ko'p narsani biladigan, juda qiziq gapiradigan, oltin qo'llari bor otalariga, onalariga, buvilariga, bobolariga hurmat, mehr va minnatdorchilik bilan qarashni o'rganadilar. Pedagoglar, o'z navbatida, oilalar bilan yaqinroq tanishish, uy ta'limining kuchli va zaif tomonlarini tushunish, ularning yordami tabiati va hajmini aniqlash, ba'zan esa shunchaki o'rganish imkoniyatiga ega.

Shunday qilib, biz oilaviy va ijtimoiy ta'limga haqiqiy qo'shimcha haqida gapirishimiz mumkin.

"Bolalar bog'chasining tashqi tomondan ochiqligi" deganda bolalar bog'chasi mikrojamiyat, uning mikrorayonlari ta'siriga ochiq, o'z hududida joylashgan ijtimoiy muassasalar bilan hamkorlik qilishga tayyor, masalan: umumta'lim maktabi, musiqa maktabi, sport majmuasi, kutubxona va boshqalar bolalar bog'chasining yuqori sinf o'quvchilari ishtirok etadigan "Knijkin bayrami" o'tkaziladi; musiqa maktabi o'quvchilari bolalar bog'chasida kontsert beradi; bolalar, xodimlar va ota-onalar jamoat ishlariga jalb qilingan. Masalan, bayramlarda, ga bag'ishlangan shahar, Rojdestvo, Pasxa va boshqalar, bolalar, xodimlar, maktabgacha ta'lim muassasasining ota-onalari xori ijro etadi. Maktabgacha ta'lim muassasasi ko'rgazmalarda namoyish etadi bolalar ijodiyoti hududiy miqyosda amalga oshirilgan, ularning shogirdlari mehnati. Bolalar bog'chasidan mahalliy kabel televideniesi eshittirishlari (masalan, Maslenitsa bayramlari). Vatan himoyachilari kunida bolalar ota-onalari yordamida qo'shni xonadonlarda yashovchi faxriylar va harbiy xizmatchilarni o'z kontsertiga taklif etadilar [21].

Mikro-jamiyatdagi bolalar bog'chasi ishining mazmuni juda xilma-xil bo'lishi mumkin, asosan uning o'ziga xos xususiyatlari bilan belgilanadi. Uning shubhasiz qadriyati oila bilan aloqani mustahkamlash, bolalarning ijtimoiy tajribasini kengaytirish, bolalar bog'chasi xodimlarining faolligi va ijodkorligining tashabbuskori bo'lib, ular o'z navbatida maktabgacha ta'lim muassasasi, umuman, xalq ta'limi nufuzi uchun ishlaydi.

Bolalar bog'chasi e'lon qilingan ochiq tizim emas, balki haqiqiy bo'lishi uchun ota-onalar va o'qituvchilar o'z munosabatlarini ishonch psixologiyasi asosida qurishlari kerak. Ota-onalar bunga ishonishlari kerak yaxshi munosabat bolaga o'qituvchi. Shuning uchun o'qituvchi bolaga "mehribon qarash" ni rivojlantirishi kerak: uning rivojlanishida, shaxsida, birinchi navbatda, ijobiy xususiyatlarni ko'rish, ularning namoyon bo'lishi, mustahkamlanishi uchun sharoit yaratish, ularga ota-onalarning e'tiborini jalb qilish. Ota-onalarning o'qituvchiga bo'lgan ishonchi o'qituvchining tajribasi, bilimi, ta'lim sohasidagi malakasini hurmat qilish, lekin eng muhimi, unga bo'lgan ishonchga asoslanadi. shaxsiy fazilatlar(g'amxo'rlik, odamlarga e'tibor, mehribonlik, sezgirlik).

Ochiq bolalar bog'chasida ota-onalar o'zlari uchun qulay vaqtda guruhga kelish, bolaning nima qilayotganini kuzatish, bolalar bilan o'ynash va h.k. O'qituvchilar ota-onalarning bunday bepul, rejadan tashqari tashriflarini, ularni nazorat qilish, ularning faoliyatini tekshirishni adashtirishni har doim ham xush ko'rmaydilar. Ammo ota-onalar bolalar bog'chasining hayotini ichkaridan kuzatib, ko'plab qiyinchiliklarning (bir nechta o'yinchoqlar, tor yuvinish xonasi va boshqalar) ob'ektivligini tushunishni boshlaydilar va keyin o'qituvchidan shikoyat qilish o'rniga, ularda yordam berish istagi paydo bo'ladi. guruhdagi tarbiya sharoitlarini yaxshilashda ishtirok etish. Va bu hamkorlikning birinchi novdalari. Guruhdagi haqiqiy pedagogik jarayon bilan tanishib, ota-onalar

o'qituvchining eng muvaffaqiyatli usullarini o'zlashtiradilar, uyda ta'lim mazmunini boyitadilar. Ota-onalarning maktabgacha ta'lim muassasasiga bepul qatnashishining eng muhim natijasi shundaki, ular o'z farzandlarini ular uchun g'ayrioddiy muhitda o'rganishadi, uning qanday muloqot qilishini, o'qishini, tengdoshlari unga qanday munosabatda bo'lishini seza-dilar. Beixtiyor taqqoslash bor: mening bolam rivojlanishda boshqalardan ortda qolmoqdami, nega u bolalar bog'chasida uydagidan farqli o'zini tutadi? Refleksiv faoliyat "boshlanadi": men hamma narsani kerak bo'lganda qilamanmi, nima uchun men tarbiyaning turli natijalarini olaman, nimani o'rganish kerak. O'qituvchi va oila o'rtasidagi o'zaro munosabatlarning chiziqlari o'zgarishsiz qolmaydi. Ilgari o'qituvchining oilaga to'g'ridan-to'g'ri ta'siriga ustunlik berilgan, chunki asosiy vazifa ota-onalarga bolalarni qanday tarbiyalashni o'rgatish edi.

Ota-onalarning o'xshash muammolari bo'lgan kichik bir guruh ota-onalarning o'zaro ta'siri differentsial yondashuv deb ataladi. Oilaga yana bir ta'sir chizig'i bor - bola orqali. Agar guruhdagi hayot qiziqarli, mazmunli bo'lsa, bola hissiy jihatdan qulay bo'lsa, u albatta o'z taassurotlarini xonadon bilan baham ko'radi. Masalan, guruh Rojdestvo qo'shiqlariga tayyorgarlik ko'rmoqda, bolalar sovg'alar, sovg'alar tayyorlaydilar, eskizlar, qofiyalangan tabriklar, tilaklar va boshqalarni o'ylab topadilar. Shu bilan birga, ota-onalardan biri, albatta, o'qituvchidan bo'lajak o'yin-kulgi haqida so'raydi, yordamini taklif qiladi.

Maktabgacha tarbiyachilarning ota-onalar bilan ishlash yo'nalishlari

Maktabgacha ta'lim muassasalarida tarbiyachilarning ota-onalar bilan olib borayotgan ishlarini tahlil qilish ko'pincha shuni ko'rsatadiki, bilan birga ijobiy tomonlari Bog'cha va oila o'rtasidagi hamkorlikda ham kamchiliklar mavjud. Ular orasida eng keng tarqalganlari:

Bolani oilaviy muhitda ko'rib, o'qituvchi uning qiziqishlarini chuqurroq o'rganadi, bu ko'pincha bog'chadagilardan farq qiladi va bolaning o'zi bilan yaqinroq bo'lish imkoniyatiga ega bo'ladi. U boshqa ota-onalarga tavsiya qiladigan ijobiy tarbiya usullarini aniqlay oladi, shuningdek, bolalar bog'chasida bolaga individual yondashuvda foydalanadi. Har bir oila yiliga kamida bir marta tashrif buyurishi kerak, bunda nosog'lom oilalarga alohida e'tibor beriladi.

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BIOLOGIK KIMYO FANINI O'QITISHDA DARS SAMARADORLIGINI OSHIRISH

Mavzuning dolzarbligi: Biologik kimyo fanini o'qitishning zamonaviy ta'lim texnologiyalarini o'rganib chiqadi.

Mavzu maqsadi: Tibbiy ta'limda tabiiy fanlarni o'qitish zamonaviy texnologiyalarini o'rganib chiqadi.

Kalit so'zlar: O'qitish, biologik kimyo, zamonaviy texnologiyalar, innovatsion texnologiyalar, kompyuter texnologiyalari.

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INCREASING THE EFFECTIVENESS OF TEACHING BIOLOGICAL CHEMISTRY

Relevance of the topic: The study of modern educational technologies of teaching biological chemistry.

Objective: To study modern technologies of teaching natural sciences in medical education.

Keywords: Teaching, biological chemistry, modern technology, innovative technology, computer technology.

Hozirgi kunda ta'lim jarayonida interaktiv metodlar, innovatsion texnologiyalar, pedagogik va axborot texnologiyalari o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kundan kunga kuchayib bormoqda, bunday bo'lishining sabablaridan biri, shu vaqtgacha an'anaviy ta'limda o'quvchi talabalarni faqat tayyor bilimlarini egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalar ularni egallayotgan bilimlarini o'zlari qidirib topishlariga, mustaqil o'rganib, taxlil qilishlariga, xatto xulosalarni ham o'zlari keltirib chiqarishlariga o'rgatadi. o'qituvchi bu jarayonda shaxsning rivojlanish, shakillanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik funksiyasini bajaradi. ta'lim jarayonida o'quvchi talaba asosiy figuraga aylanadi.

Shuning uchun oliy o'quv yurtlari va fakultetlarida malakali kasb egalarini tayyorlashda zamonaviy o'qitish metodlari-interaktiv metodlar, Innovatsion texnologiyalarning o'rni va ro'li benihoya kattadir. Pedagogik

texnologiya va pedagog maxoratiga oid bilim, tajriba va interaktiv metodlar o'quvchi-talabalarining bilimli, yetuk malakaga ega bo'lishlarini ta'minlaydi.

Innovatsion texnologiyalar pedagogik jarayon hamda o'qituvchi va talaba faoliyatiga yangilik, o'zgarishlar kiritish bo'lib, uni amalga oshirishda asosan interaktiv metodlardan to'liq foydalaniladi. Interaktiv metodlar-bu jamoa bo'lib fikrlash deb yuritiladi, ya'ni pedagogik ta'sir etish usullari bo'lib ta'lim mazmunining tarkibiy qismi hisoblanadi. Bu metodlarning o'ziga xosligi shundaki, ular faqat pedagog va o'quvchi-talabalarining birgalikda faoliyat ko'rsatishi orqali amalga oshiriladi.

Bunday pedagogik hamkorlik jarayoni o'ziga xos xususiyatlarga ega bo'lib, ularga quyidagilar kiradi:

- ✚ O'quvchi-talabaning dars davomida befarq bo'lmaslikka, mustaqil fikrlash, ijod etish va izlanishga majbur etishi;

- ✚ O'quvchi-talabalarni o'quv jarayonida bilimga bo'lgan qiziqishlarini doimiy ravishda bo'lishini ta'minlashi;

- ✚ O'quvchi-talabaning bilimga bo'lgan qiziqishini mustaqil ravishda har-bir masalaga ijodiy yondashgan xolda kuchaytirishi;

- ✚ Pedagog va O'quvchi-talabaning hamisha hamkorlikdagi faoliyatini tashkillanishi.

"Texnologiya" so'zi pedagogik lug'atda ancha mustahkam o'rnanib oldi. Ushbu yangi "texnologiya" so'zi aniq fanlardan va texnologiyalardan kelib chiqib pedagogikaga yo'l oldi. "Metallni qayta ishlashning yangi texnologiyasi" yoki "axborot tarqatishning yangi texnologiyasi" kabi terminlar ishlatilgan. Ammo "Yangi pedagogic texnologiya" nima ekanligini va uning dasturidan, metodikadan, pedagogik tizimdan qanday farq qilishini tushunish qiyin edi. Terminologik chalkashlik nazariy pedagogikada keng tarqalgan hodisa deb ishoniladi. Shuning uchun amaliyotchi o'qituvchilar nafaqat o'z ishlarida foydalanadigan dastur va metodikani, balki pedagogik texnologiyani ham tanlaydilar.

O'qitishning innovatsion usullari, ya'ni interfaol ta'limning mohiyatini yaxshiroq tushunish uchun zamonaviy oliy ta'limda mavjud bo'lgan asosiy o'qitish modellarini tavsiflash kerak.

1. Passiv ta'lim modeli.

Talaba bu erda o'rganishning "ob'ekti" rolida harakat qiladi, u o'qituvchi tomonidan berilgan materialni yoki darslik matnini o'zlashtirishi va takrorlashi kerak. Bunday darslarda talabalar, qoida tariqasida, faqat tinglaydilar va tomosha qiladilar, bir-birlari bilan muloqot qilmaydilar va hech qanday ijodiy vazifani bajarmaydilar.

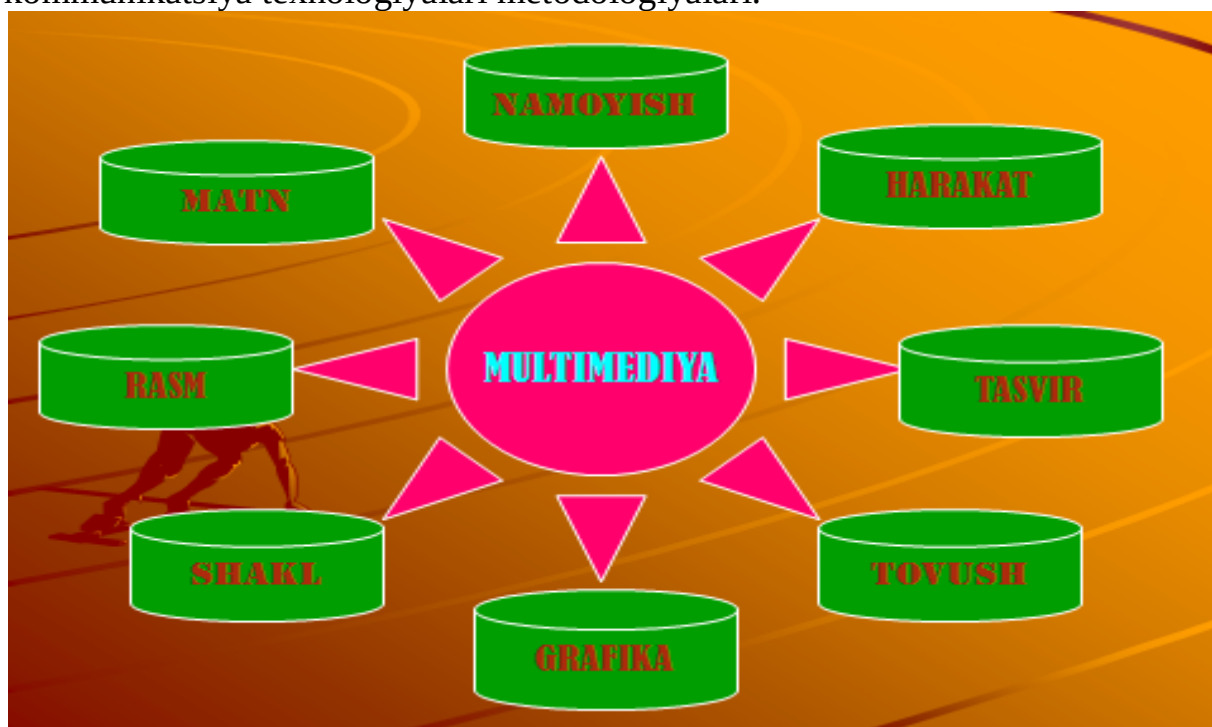
2. Faol ta'lim modeli.

Bu model o'quvchining bilim faolligini va mustaqilligini rag'batlantiradigan usullardan foydalanishni o'z ichiga oladi. Bu yerda talaba mashg'ulotning «sub'yekti» vazifasini bajaradi, ijodiy topshiriqlarni bajaradi, o'qituvchi bilan muloqotga kirishadi, amaliy ko'nikmalarni namoyon etadi.

Bunday faoliyatning asosiy usullari:

- mustaqil ish;
- talabalar uchun muammoli va ijodiy topshiriqlar;
- talabadan o'qituvchiga va aksincha savol.

Dastur, eng avvalo, bolani tarbiyalash vazifalari va ta'lim mazmunini belgilaydigan hujjat bo'lib, texnologiya bu vazifalar hal qilinadigan vositadir. Ya'ni, dastur "nima qilish kerak?" "nima uchun?", "qanday qilish kerak?" degan savolga javob beradi. Siz o'zingizning mavzuingizga qiziqishni oshiribgina bilim berishda yaxshi yutuqlarga erishishingiz mumkin. Buning uchun dars jarayonida zamonaviy pedagogik texnologiyalardan, jumladan, axborot-kommunikatsiya texnologiyalaridan foydalanish kerak. Ta'limning axborot texnologiyasi – bu axborot bilan ishlash uchun maxsus usullar, dasturiy ta'minot va texnik vositalardan foydalanadigan pedagogik texnologiya. Barcha usullar singari, uslubiy metodlar, o'quv qo'llanmalari didaktik funksiyalarning uchligini bajaradi, ular asosan har qanday fanni o'qitishda o'zgarishsiz qoladi va uchlik funksiyalarini bajaradi: o'qitish, rivojlantirish, ta'limdan foydalanishni hisobga olgan holda fan faoliyati doirasida ta'lim. Raqamli ta'lim resurslari va axborot-kommunikatsiya texnologiyalari metodologiyalari.



1-rasm. Power point dasturi imkoniyatlari

Biologik kimyo fanini o'qitishda birgina power point dasturi oraqli o'qituvchi keng imkoniyatlarga ega bo'ladi. Mavzuga aloqador rasmlarni, tasvirlarni ko'rishi va shu rasmlarga berilgan ta'riflarni matn tarzida o'qib olishi, grafik yoki jadval ko'rinishdagi ma'lumotlarni namoyish qilishi, mavzuga aloqador video va audio ma'lumotlarni ham ko'rib ham eshitishi mumkin. Bu

esa o'quvchiga mavzuni o'zlashtirish mobaynida tushunish, tasavvurga ega bo'lish imkoniyatini beradi.

O'quv funksiyalari: bilimlarni assimilyatsiya qilish (faktlar, tushunchalar, qonunlar, nazariyalar, faoliyat usullari to'g'risida); bilim sifatini oshirish, ilgari olingan bilimlarni mustahkamlash, bilimlarning sifatini boshqarish tizimini o'zlashtirish (chuqur, kuchli, izchillik), shu jumladan masofadan o'qitish texnikasidan foydalanish; biologik kimyo fani o'qituvchisi, fanidan tabiatshunoslik metodlarini raqamli ta'lim resurslari va axborot-kommunikatsiya texnologiyalari yordamida o'zlashtirish; tabiiy va virtual ob'ektlar bilan ishlashda amaliy ko'nikmalarni shakllantirish.

Rivojlantiruvchi funksiyalar: bilim jarayonlarining butun tizimini rivojlantirish: diqqat, idrok, tasavvur, fikrlash, xotira, nutq; axborot-kommunikatsiya texnologiyalari yordamida analitik va sintetik fikrlash usullarini ishlab chiqish; Raqamli ta'lim resurslari asosida ijodiy qobiliyatlarni rivojlantirish. Ta'lim funksiyalari: tabiiy-ilmiy dunyo qarashni va tabiiy-ilmiy fikrlash uslubini, o'z faoliyatini algoritmlash qobiliyatini shakllantirish; o'rganish uchun ijtimoiy qimmatli motivlarni shakllantirish (xususan, o'rganishga qiziqish); xulq-atvorning ijtimoiy ijobiy elementlarini shakllantirish; shaxsning irodali va axloqiy fazilatlarini tarbiyalash. Biologik kimyo darslarida informatsion texnologiyalardan foydalanish fanni o'qitish sifatini oshirishi mumkin; ko'rish printsipini o'zida mujassam etgan turli xil narsalarning muhim tomonlarini aks ettirish; o'rganilayotgan ob'ektlar va tabiat hodisalarining eng muhim xususiyatlarini (ta'lim maqsadlari va vazifalari nuqtai nazaridan) birinchi o'ringa chiqarish kerak.

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BOLALARNING KUNDALIK HAYOTINI TASHKIL QILISHDA TABIATNI SOGʻLOMLASHTIRUVCHI VOSITALARIDAN OQILONA FOYDALANISH

Annotatsiya: Ushbu maqolada bolalarning kundalik hayotini tashkil qilishda tabiatni sogʻlomlashtirishchi vositalaridan oqilona foydalanish haqida soʻz boradi.

Tayanch soʻzlar: Chiniqish, jismoniy mashq, xavo vannasi, muolaja gimnastika, choʻmilish quyosh vannalari mushaklar, sayohat va sayrlar harakat, muvozanat, yurish, yugurish, katta guruh (5-6 yoshdagi), tayyorlov guruhi (6-7 yoshdagi bolalar), siklik, atsiklik, asossiy va maxsus harakatlari.

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NATURAL HEALTH MEASURES IN ORGANIZING CHILDREN'S DAILY LIFE REASONABLE USE

Annotation: This article deals with the rational use of natural remedies in the organization of children's daily lives.

Keywords: Exercise, exercise, air bath, remedial gymnastics, swimming, sunbathing, muscles, travel, hiking, balance walking, running, large group (5-6 years old), training group (Children 6-7 years old), cyclic, acyclic, basic and special movements.

Xar bir ota onaning sogʻlom-bola quvonchi va iftixoridir, oʻz farzandining sihat-salomat, baquvvat, chidamli, chiniqqan boʻlishini orzu qilmaydigan birorta ota ona boʻlmasa kerak dunyoda. Bola oʻz oʻzidan sihat salomat, baquvvat chidamli boʻla olmaydi, chiniqmaydi. Oʻsayotgan organizmni tashqi muhitning oʻzgarayotgan sharoitlariga oʻz vaqtida moslasha olishni oʻrganishni ishlab chiqish kerak. Shu boradagi ishlar yuzasidan extiyojlar sezilishi bilanoq, mamlakatimizda taʼlim islohotlari insonning muayyan darajada intellektual salohiyatining yuzaga chiqishiga, uning jamiyatda oʻz oʻrnini topishiga katta yordam beradigan kuch sifatida namoyon boʻldi. "Taʼlimning yangi modeli jamiyatda mustaqil fikrlovchi, erkin shaxsning shakllanishiga olib keladi. Oʻzining qadr-qimmatini anglaydigan, irodasi baquvvat, iymoni butun, hayotda

aniq maqsadga ega bo'lgan insonlarni kelajak avlod orasidan tarbiyalash imkoniga ega bo'ladik. Mana shundan taraqqiyot bosqichlaridan keyin ongli turmush kechirish jamiyat hayotining bosh mezoniga aylanadi. Ma'lumki, otabobolarimiz qadimdan bebaho boylik bo'lmish ilmu-ma'rifat, ta'lim va tarbiyani inson kamoloti va millat ravnaqining eng asosiy sharti va garovi deb bilgan. Albatta, ta'lim-tarbiya ong mahsuli, lekin ayni vaqtda ong darajasi va uning rivojini ham belgilaydigan, ya'ni xalq ma'naviyatini shakllantiradigan, boyitadigan eng muhim omildir. Binobarin, ta'lim-tarbiya tizimini va shu asosda ongni o'zgartirmasdan turib, ma'naviyatni rivojlantirib bo'lmaydi.

Zero, mamlakatimizda yosh avlodni manaviyatli etib tarbiyalashda, ta'lim-tarbiya tizimini raqobatbardosh muxitga mos ravishda tashkil etish isloxatlarimizning bosh mezoni ekan, bolalarimizni aqlan yetuk, ma'nan pok va jismonan barkamol etib tarbiyalashda jismoniy tarbiya va sportning o'rni beqiyos ekanligini ham unutmasligimiz lozim.

Bolalar uchun jismoniy mashqlar bilan amalga oshiriladigan chiniqtirish tadbirlari yosh avlodning ilk ta'lim tarbiya maskani hisoblangan maktabgacha ta'lim muassasalarida bolalarni chiniqtirish maqsadida havo vannalari, suv muolajalari (artinish, suv quyish, dush, cho'milish) va quyosh vannalaridan foydalanish singari adaptiv muolajalardan boshlanadi.

Tabiiy omillardan mujassam holda foydalanish bolalarda tashqi muhitning turli noxush ta'siriga (namhavo, yomg'ir, shamol, qizish) nisbatan chidamlilikni hosil qiladi.

Bolalarni chiniqtirish tadbirlari jismoniy mashqlar bilan birgalikda olib borilganda juda samarali bo'ladi: faol mushak ishi issiqlik regulatsiyasining takomillashuv jarayoniga va bu bilan organizmning tashqi muhitga moslashuviga yordam beradi. Chiniqish jarayoni xilma-xil, u bir tomondan shifokor tavsiyasiga ko'ra maxsus tadbirlar (havo, suv, quyosh vannalari) ni o'z ichiga oladi, ikkinchi tomondan kun tartibida belgilangan sharoitning (xonani muntazam shamollatib turish, darchalarning ochiq turishi, bolalar yengil kiyimbosh va poyabzali, sayrning belgilangan muddatiga va bolalar harakat faolligi tartibiga rioya qilish, derazalari ochiq ayvonda uxlash). Bularning hammasi organizmning to'laqonli chiniqishini ta'minlaydi, unda yoqimli o'zgarishlar paydo qiladi (nerv tizimining holati va vazifasini modda almashinishi jarayonini, qon tarkibini yaxshilaydi, nafas olishni chuqurlashtiradi, psixikaning hissiy-ijobiy holatini vujudga keltiradi) bola hatti-harakatini bu sharoitga moslashtiradi.

“Uchinchi ming yillikni bolasi” tayanch dasturi barcha yosh guruhlarda bir yoshdan boshlab chiniqtirish tadbirlarini qo'llashni ko'zda tutadi. Dasturda chiniqtirish turlari, ularning o'tkazish vaqti, qancha davom etishi belgilangan, shifokor tavsiyasiga ko'ra bolalarga yakka holda yondashish kerakligi ko'rsatilgan

Havo vannalari – bolalar harakat faoliyati vaqtida havoni terining yalang'och qismiga bevosita ta'sir etishini ta'minlaydi. Bunda havo vannasining

eng maqsadga muvofiq va tabiiy ko'rinishi ochiq havoda hamda deraza darchalari ochiq xonalarda o'tkaziladigan ertalabki badantarbiyadir.

Jismoniy tarbiya mashg'ulotlari va ertalabki gimnastika havo vannasi sifatida o'ziga xos xususiyatlarga ega. Ularni xonada o'tkazishda havo harorati asta-sekin har 2-3 kunda kamaytirib boriladi, bolalar ham shunga qarab yengilroq kiyintiriladi. Bu ish shifokor ko'rsatmasiga ko'ra, bolalar sog'lig'ining ahvoli va ularning har biriga yakka yondashgan holda amalga oshiriladi.

Bolalarni chiniqtirishning yana bir turi suvda chiniqtirish bo'lib bu tadbirlar artinish, belidan suv quyish, dush, cho'milish (basseyn, daryo, ko'l, dengizda) kabi muolajalardan iborat. Shifokorning bolalarning uziga xos xususiyatlari va sog'lig'ini hisobga olib bergan tavsiyasi bu muolajalarni belgilash uchun asos bo'lib xizmat qiladi. Suv muolajalarida bolaning faol bo'lishi maqsadga muvofiq va zurrudir.

Oyoq, qo'l uchlaridan markazga qarab massaj harakatlaridan foydalanib bolalar suvi siqilgan ho'l qo'lqoplar yordamida o'zlari harakat qilishga o'rganadilar. Doira yoki yarim doira bo'lib, turgan holda ular bir vaqtda ko'krak, yelka va qo'llarni ishqalab artadilar, shundan so'ng o'girilib qo'lqoplarini orqada turgan bolalarga beradilar va ularning har biri o'rtog'ining orqasini ishqalaydi. Shunday qilib, bola artinish jarayonida harakatda bo'ladi, sovuq qotmaydi va tarbiyachi rahbarligida zarur hayotiy ko'nikmaga o'rganadi.

Cho'milish har kungi doimiy muolaja sifatida bola organizmini sog'lomlashtirish va chiniqtirishning ajoyib vositasidir. Sovuq suv, ultrabinafsha nur, toza havo, bolalar harakati bu vositalar bola organizmiga, uning nerv tizimiga yaxshi ta'sir etadi.

Biroq bu muolajaning samaradorligiga qaramay undan juda ehtiyotkorlik bilan foydalanish, bolalarni unga asta-sekin o'rgatish– dushdan oldin artinish va suvning haroratini asta-sekin pasaytirib borish lozim.

Chiniqtirish maqsadidagi cho'milish dasturda o'rta, katta va tayyorlov guruhleri uchun tavsiya etiladi. Suvga o'rgatishni 1,5-2 yoshdan boshlash maqsadga muvofiqdir. Suvi sayoz joyda yurish, tosh terish, shishirilgan o'yinchoqlar bilan o'ynash, suv sachratish kichkintoylarga o'zlari uchun yangi bo'lgan suv muhitini o'zlashtirishda yordam beradi, axloqiy hislarni uyg'otadi, jasurlikni tarbiyalaydi.

Cho'milish yozda, kun issiq paytda, havo harorati 20-25 S, suv harorati kamida 20-25 S paytida boshlash, ikki haftadan keyin havo harorati 18-20 S, suvning 15-16 S bo'lganda cho'milish mumkin. Quyosh vannalari. Quyosh bola organizmiga yaxshi ta'sir ko'rsatib, uning umumiy holatini mustahkamlaydi, almashinish jarayonlarini yaxshilaydi. Ayniqsa bakteritsid (bakteriyalarning rivojlanishini to'xtatadigan), antiraxit (nerv tizimining faoliyatini yaxshilaydigan, modda almashinish jarayonini kuchaytiradigan, suyak mushak tizimini mustahkamlaydigan), eritem (qon oqimini ko'chaytiradigan va terini qizartirib, badanning qorayishiga olib keladigan) ta'sirga ega bo'lgan ultrabinafsha nurlari juda foydalidir. Dastlab quyoshda ko'pi bilan 5-6 daqiqa

toblanish lozim. Bu muddat har kuni 5-6 daqiqa oshira boriladi va nihoyat 1 soatga yetkaziladi. Bola oftobda boshiga sochiq yopib yoki panama kiyib yotishi, har 2-2,5 daqiqada qorindan yonboshga, so'ngra orqasiga, keyin boshqa yonboshga ag'darilib turishi lozim. Quyosh vannasidan so'ng soyada 15-20 daqiqa dam olish, ustdan suv quyish, suv havzasida 5-10 daqiqa cho'milish mumkin.

Oftobda ertalab soat 8 dan 11 gacha va kunduzi soat 16 dan 18 gacha toblanish foydalidir. Bu paytda quyoshning ultrabinafsha nurlari ko'p bo'lib, bu nur raxitning oldini oladi. Infraqizil nurlari esa tanani qizdirib yuborib, zarar keltirishi mumkin. Bolalarning kundalik hayotdagi harakat faoliyatini to'g'ri tashkil etish bolaning sog'lom jismoniy holati va kun davomidagi ruxiy xolati uchun zarur harakat rejimini bajarilishini ta'minlaydi.

Agar sayrda jismoniy tarbiya mashg'ulotini o'tkazish belgilangan bo'lsa, unga tabiiy omillardan foydalanib amalga oshiriladigan mashqlar, tik turgan, o'tirgan, yotgan holatdan buyumlar bilan bajariladigan mashqlar, to'siqlar osha yugurish, tez yugurish, uzoqqa va nishonni mo'ljallab uloqtirish kiritiladi. Jismoniy mashqlar belgilangan normaga muvofiq o'tkazilishi lozim. Sayr bolalar tushlik ovqatga kechikmasdan keladigan qilib tashkil etiladi.

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GOALS, OBJECTIVES AND FORMS OF PHYSICAL EDUCATION OF STUDENTS

Abstract: The criteria for the effectiveness of the functioning of the system of physical education can be the factors of increasing the level of health, physical fitness, physical activity of students, motivation for systematic physical education and sports.

Key words: Physical education, higher educational institutions, professional direction, knowledge, skills and abilities, physical culture.

In universities, the contingent of students belongs to the youthful and youth ages. When organizing and conducting classes with this contingent of students, it is necessary to take into account their age-related morpho-functional and psychological characteristics.

Modern conditions of a market economy, a high level of competition in the labor market and constantly developing production put forward exceptionally high requirements for the quality of training of graduates of higher educational institutions. Today, competitiveness is determined not only by how a young specialist has formed professional knowledge, skills and abilities, but also by the level of health, ability to work and reliability.

In the selection for prestigious professions, in addition to tests that determine professional competence, it is necessary to pass psychological tests and a medical examination is mandatory. The employer, selecting a young specialist, is interested in developing him in a professional direction, but at the same time he wants to have a guarantee of his ability to work, which is based, first of all, on health.

However, studies of students of the last decade show a decrease in the level of health and physical fitness of student youth.

The purpose of physical education of students is the formation of physical culture of the individual and the ability to use various means of physical culture, sports and tourism for the preservation and promotion of health, psychophysical training and self-training for future professional activities.

The tasks of physical education of students include:

1. understanding of the social role of physical culture in the development of personality and its preparation for professional activity;

2. knowledge of the scientific, biological and practical foundations of physical culture and a healthy lifestyle;

3. formation of a motivational and value attitude to physical culture, attitudes towards a healthy lifestyle, physical self-improvement and self-education, the need for regular physical exercises and sports;

4. mastery of a system of practical skills that ensure the preservation and strengthening of health, mental well-being, the development and improvement of psychophysical abilities, qualities and personality traits, self-determination in physical culture;

5. provision of general and professional-applied physical fitness, which determines the psychophysical readiness of a student for a future profession;

6. acquisition of experience in the creative use of physical culture and sports activities to achieve life and professional goals.

On the basis of state educational standards of higher professional education, the curricula of university faculties in all areas and specialties of higher professional education in the cycle of disciplines of general cultural training provide for the allocation of compulsory teaching hours (408 hours) for the discipline "Physical Culture" for the period of study with conducting monthly tests in accordance with the requirements of the curriculum for universities in physical education.

The following requirements for the knowledge and skills of the student at the end of the course in the discipline "Physical Education" are also defined:

- understand the role of physical culture in human development and training of a specialist;
- to know the basics of physical culture and a healthy lifestyle.

1. possess a system of practical skills that ensure the preservation and strengthening of health, the development and improvement of psychophysical abilities and qualities (with the implementation of established standards for general physical and sports and technical training);

➤ to acquire personal experience in the use of physical culture and sports activities to improve their functional and motor capabilities, to Physical education at the university is carried out throughout the entire period of students' education in the mode of educational activity and during extracurricular time.

Physical education of students in the mode of educational work is carried out in the following forms:

1) training sessions: provided for by the curriculum and timetable of the university, are the main form of physical education classes in universities;

2) optional classes: they are a continuation and addition to the studies, they are included in the study schedule by the educational department (part) of the university in agreement with the department of physical education in order to provide students with the opportunity to attend them. At optional classes, physical training of students is improved in the amount of requirements of program norms, professional physical training is deepened, knowledge of the

theory and methods of physical education is expanded, students continue to prepare for social physical culture and sports activities.

Physical education of students during extracurricular time (outside of compulsory classes) is carried out in the following forms:

1) physical exercises in the mode of the school day: morning exercises, introductory exercises, physical culture breaks, additional classes, etc. Physical education breaks are held after the first 4 hours of classroom or practical classes. Their duration is 8-10 minutes;

2) additional classes (individual or group): are conducted in order to prepare poorly prepared students to pass the test standards and requirements of the curriculum in physical education. Physical exercises in the mode of the school day perform the function of active recreation;

3) organized classes for students during extracurricular time in sports sections, in groups of general physical education, aerobics, shaping, etc. under the guidance of a teacher in physical culture and sports;

4) independent physical exercises for students in their free time: at will (on the basis of full voluntariness and initiative) or as homework (on the instructions of the teacher);

5) mass physical culture and sports events: held on weekends during the academic year and during holidays; their content includes sports evenings, sports days with the participation of combined teams of faculties, mass cross-country races and relay races, physical culture holidays, competitions of various levels, hiking trips, etc.

6) classes in health-improving and sports camps during the winter and summer student holidays: they provide restorative and health-improving, hardening and developing effects. In the conditions of the camp, many forms of physical activity of students are implemented: morning exercises, swimming lessons, training sessions in various sports, classes with students with poor health (according to medical programs), hiking trips, physical culture and sports entertainment and games, sports competitions, etc.

Optimization of the physical development of students should be aimed at increasing their level of lagging physical qualities and morphological and functional indicators (improving posture, regulating body weight, increasing lung capacity, etc.). The assessment of the morphological and functional data of the trainees is carried out on the basis of a comparison of individual indicators with the standards of physical development available in the literature, tables for assessing the level of harmony of physical development, using the index method, etc.

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LINGUOPRAGMATIC AND LINGUOCULTURAL STUDY OF PHRASEOLOGICAL UNITS WITH THE CONCEPT OF “BIRD” IN ENGLISH AND UZBEK

Abstract: The work is a substantial investigation which aim is to describe the specific language representation of the concept “BIRD” in English and Uzbek paintings of the world as from the language point of view as well as from a cultural one. Together with a wide range of theoretical developments, it is appeared a large number of works, which comprise specific descriptions of certain concepts. The urgency of this work is to show that this concept is in consciousness not only as a living being, but also as the image of the specific characters. It also facilitates the translation activity, as phraseological units are an integral part of speech as among the English speakers as well as among the Uzbek ones.

Key words: The concept “BIRD”, linguists, culture, concept, methods, classification, critical, comparative, descriptive, structure.

One of the main purposes while describing the language is the study of linguistic picture of the world. In addition to that the language is seen as a means of design and the implementation of knowledge about the world, both external and internal.

The central term in the study of language world is a concept that attracted the attention of many researchers: linguists, culture and philosophers. However, the term “concept” in modern science of language has no monosemantic interpretation: that is to solve the problem of classification of concepts, methods to study the structure of the concept and its place in a number of linguistic terminology. The divisiveness of the status of the concept suggests, first of all, the difficulty of forming a new scientific paradigm.

The concept is a process of awareness and an understanding of a concept. The greatest interest in terms of research represents that concepts play an important role in the life of the ethnic group.

The purpose of our work is to identify the features of the use of phraseology from the concept BIRD in animalism of comparable languages. Also to determine how the use of animalism in comparable languages is caused by lingo cultural and stereotyped view of the world by the British and Uzbek.

The aim of our investigation was:

- to conduct a critical review of literature on the problems of the study;
- to explore the concept as a categorical basis of language;
- to identify cultural features of the phenomenon due to the concept BIRD;
- to consider the transmission of expressive idioms with the concept BIRD.

The goals and the objectives of the investigation are played an important role in the choice of basic research methods, among which were used: a comparative and a descriptive.

The concept BIRD, which is a part of human consciousness is not just a living being, having the ability to fly, but also through specific ideological character it objectified the abstract ideological values and ideals. The study of practical material of our work is the theoretical position that the substantive aspects of the concepts are only partially objectification in language, in other words, verbalization are the elements that make up the concepts. Concept is considered as a conceptual picture of the world map which acts as the corresponding fragment of a language picture of the world.

Quite a different picture of the bird is in the English symbolism. Birds in English are often the messenger and even cause of death.

The concept BIRD in European culture is linked with the ideas of freedom and dream which are always trying to achieve their goals and development. In most cases the value of the animalism with the concept BIRD matches in comparable languages. Especially to our opinion there is an interesting animalism “Erkin qush” which is presented in both languages (“as free as a bird”). This image is used to describe a person who is independent in its actions and behavior.

To find out what kind of set values of the concept are inherent in phraseology only in the Uzbek language or in the English language it should be more practical to work with the study of values and with the structure of the phraseology of the concept BIRD that appears in the compared languages.

In English the concept BIRD is marked by a lexeme BIRD. Such examples of birds names in English as: owl, cock, hen, swallow, pigeon, cuckoo, goose, duck, swan, etc. enable us to visualize the image of birds in general. The image of each of these statements is conceptual features as: wish, height, happiness, beauty and intelligence. These signs of consolidation are fasten in such sustained, symbols and associations: the Blue bird (the blue bird of happiness), the Arabian bird (Phoenix), the bird of piece (the dove of peace); to do something like a bird; to sing like a bird (to sing like a lark); nightingales will nor sing in a cage, etc..

The study of lexical-semantic meaning of the concept BIRD in English is based on the collection and idioms with a lexeme bird.

1. In the minds of speakers of English a state or feeling of freedom is associated with the bird: “to get the bird” or “as free as a bird”. In the Uzbek

language a man simply called “mustaqil”. There is no differences in the structure, too - “He is as free as a bird” and “U erkin qush”.

2. In English the phrase “to do something like a bird” means “do something willingly”. There is no a relevant phraseological in the Uzbek language. In this sense the concept BIRD takes only positive meaning.

3. An interesting example of two phraseological units but with completely opposite meanings: “a bird in the bush” (“something unreal”) and “a bird in the hand” (“something real”). These expressions can be seen in the English proverb: “a bird in the hand is worth two in the bush” and it is an equivalent to Uzbek more homely, than aphorisms, proverbs generally refer to common experience and are often expressed in metaphor, alliteration, or rhyme.

4. “To make a bird (of)” means to hit the target. The Uzbek version is more neutral. Lost animalistic element.

5. Another example of animalism in which this concept has an exclusively negative connotation: “a little bird told me” – “chumchuqlar shivirlab ketdilar”. When animalistic element BIRD changes to the item “chumchuq” an emotion and intensity of expression is not lost. When the concept BIRD is lost in Uzbek version the expression has more vivid meaning.

6. To indicate a person who eats a very small amount of food we use such animalism in the English language: “to eat like a bird”. Uzbeks compare it with the sparrow “cho’qilab yemoq”, “kam miqdorda yemoq” that is a very small amount.

7. When it is understood that two people have identical views, opinions, or his behavior we say “birds of a feather flock together”, it means “bir qushning uyasi” This estimation of Uzbek and British coincides and has the same negative value.

8. “To kill two birds with one stone”. This proverb tells us that people want to have and do everything in time but often left with nothing. The Uzbek equivalent is “Bir o’q bilan ikki quyonni otmoq”. This wisdom clearly and successfully used the famous Uzbek writers.

9. The expression “on the bird” shows that a material is approved for displaying on TV.

In addition to a lexeme BIRD in English idioms different species of birds animalisms are used. For example COCK always symbolizes aggressiveness, fight character, leadership, but at the same time impudence and conceit.

“To live like a fighting cock” means to thrive. In the minds of British people it is good to life as a “fighting cock”. According to the Uzbek language there was formed stable expression “Qizil xo’rozni qo’yib yuboring- o’t qo’yish, olov yoqish”.

GOOSE is always portrayed as irrational, but in reality it symbolizes wisdom and practicality, happiness and inspiration, courage and loyalty, commitment and communication, teamwork and confidence. A vivid example of the use of this image in English folklore is “Mother Goose”.

1. In situations where a person destroys or gets rid of what it was useful English says “to kill the goose that lays the golden egg”. Instead, the concept of Uzbek GOOSE changed to HEN.

2. “One's goose is cooked” means to get into trouble. Perhaps this statement can be considered as a continuation of the previous one. That is, getting rid of something or revealing all the plans, the person finds himself in a desperate situation.

In particular the use of certain phraseology affects lingo-cultural factors. The peculiarity of world-view of British and Uzbek influences on language organization and what features of human nature inherent in the form of any animal.

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DIFFERENT APPROACHES TO THE CLASSIFICATION OF PHRASEOLOGICAL UNITS

Annotation: Phraseological unit or an idiom is a phrase or expression whose total meaning differs from the meaning of the individual words. Idioms come from language and generally cannot be translated literally (word for word). Foreign language students must learn them just as they would learn vocabulary words.

Key words: Ways of forming phraseological units, teacher, learning and teaching, foreign language.

English is the main language of popular music, advertising, home computers and video games. Most of the scientific, technological and academic information in the world is expressed in English.

Professor Smirnitsky also distinguishes proper phraseological units which, in his classification system, are units with non-figurative meanings, and idioms, that is, units with transferred meanings based on a metaphor”(1, 248-250p.).

Professor Kunin, the leading Russian authority on English phraseology, pointed out certain inconsistencies in this classification system. First of all, the subdivision into phraseological units (as non-idiomatic units) and idioms contradicts the leading criterion of a phraseological unit suggested by Professor Smirnitsky: it should be idiomatic.

Professor Kunin also objects to the inclusion of such word-groups as black art, best man, first night in phraseology (in Professor Smirnitsky's classification system, the two-summit phraseological units) as all these word-groups are not characterised by a transferred meaning. It is also pointed out that verbs with post-positions (e. g. give up) are included in the classification but their status as phraseological units is not supported by any convincing argument.

“Functional classification suggested by prof. Arnold I.V., is based on the grammatical unity typical of all Pus and on their functioning in the language as word equivalents. Pus are subdivided into:

- 1)noun equivalents-maiden name, cat's paw, green room
- 2)verb equivalents-take advantage, to give up, pick and choose
- 3)adjective equivalents-as old as the hills
- 4)adverb equivalents-tooth and nail, by heart

5) PUs functioning like interjections: Take your time! My eye!”(3,102).

Contextual classification was suggested by prof. Amosova N.N.. She considers PUs to be units of fixed context. “Fixed context is characterised by a specific and unchanging sequence of definite lexical components and peculiar relationship between them. Units of fixed context are subdivided into two types: phrases and idioms.

Phrases are two-member groups in which one of the members has a particular meaning dependent on the second components it is found only in the given context, e.g. in small hours – the second component (hours) serves as the only clue to this particular meaning of the first component. Phrases are always binary, e.g. in small talk, husband’s tea, one of the components has a phraseologically bound meaning, the other serves as a distinguishing context.

Idioms are distinguished from phrases by the idiomaticity of the whole word-group. They are semantically and grammatically inseparable units, e.g. red tape – “bureaucratic methods”. The meaning of the idiom is created by the unit as a whole: to let the cat out of the bag-to divulge a secret.

The difference between phrases and idioms is based on semantic relationship without accepting the structural approach, and the demarcation line between the two groups seems rather subjective”(3, 102-103p.).

We may see that the approaches to the classification of phraseological units differ from native linguists to foreign linguists. This fact should be included while studying of the critical literature and manuals. The proper understanding gives the better result of the research work and helps in searching of the idioms concerning the subject.

Phraseological units can be also classified according to the way they are formed. A.V. Kunin pointed out primary and secondary ways of forming phraseological units.

Primary ways of forming phraseological units are those when a unit is formed on the basis of a free word-group:

a) the most productive in Modern English is the formation of phraseological units by means of transferring the meaning of terminological word-groups, e.g. launching pad in its terminological meaning is “стартовая площадка”, in its transferred meaning – “выдправний пункт”, to link up – “стикуватися”, in its transformed meaning it means – “знайомитися”;

b) a large group of phraseological units was formed by transforming the meaning of free word groups, e.g. granny farm – “пансионат для старых людей”, Trojan horse – “a person or thing used secretly to cause the ruin of an enemy”;

c) phraseological units can be formed by means of alliteration, e.g. a sad sack - «нешасний випадок», culture vulture – “людина”;

d) phraseological units can be formed by means of expressiveness, especially it is characteristic of forming interjections, e.g. My aunt!, Hear, hear! etc;

e) phraseological units can be formed by means of distorting a word group, e.g. odds and ends was formed from «odd ends»;

f) phraseological units can be formed by using archaisms, e.g. in brown study means “in gloomy meditation” where both components preserve their archaic meanings;

g) phraseological units can be formed by using a phrase in a different sphere of life, e.g. that cock won't fight can be used as a free word-group when it is used in sports (cock fighting); it becomes a phraseological unit when it is used in everyday life, as it is used metaphorically;

Secondary ways of forming phraseological units are those when a phraseological unit is formed on the basis of another phraseological unit; they are:

a) conversion, e.g. to vote with one's feet was converted into vote with one's feet;

b) changing the grammar form, e.g. Make hay while the sun shines is transferred into a verbal phrase - to make hay while the sun shines;

c) analogy, e.g. Curiosity killed the cat was transferred into Care killed the cat;

d) contrast, e.g. cold surgery – “a planned before operation” was formed by contrasting it with acute thin cat – “a poor person” was formed by contrasting it with fat cat;

e) shortening of proverbs or sayings, e.g. the phraseological unit to make a sow's ear with the meaning “помянуть” was formed from the proverb You can't make a silk purse out of a sow's ear by means of clipping the middle of it;

f) borrowing phraseological units from other languages, either as translation loans, e.g. living space (German), to take the bull by the horns (Latin), or by means of phonetic borrowings, e.g. meche blanche (French), corpse d'elite (French), sotto voce (Italian) etc. (8, 280-284p.)

We may see how phraseological units are formed. Trying to select phraseological units from the great variety of them this knowledge helps to shortcut the list and to find certain idioms faster.

Different views on the problems and approaches give the better understanding of what the phraseological unit is, or if there is any difference between phraseological unit and an idiom. We should also note the differentiations between phraseological units and free word-groups or set expressions. All these views from different angles give the whole picture of the idiom, which is the analyzed subject.

One should use idioms carefully, when you are sure that you are using them correctly. Idioms, like slang and swear words, are among the hardest parts of a language because your use must be exactly correct. You may use an idiom that is not right for the situation, and if you use an idiom wrongly, it sounds rather strange. You may use an idiom that means something different to your

intended use. In order not to offend somebody try to omit idioms meanings of which are not clear for you.

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WORMS (HELMINTHIASIS) - TYPES, ROUTES OF TRANSMISSION AND SYMPTOMS

Annotation: The article provides information about the types of worms (helminthiasis), ways of transmission and symptoms.

Keywords: worm, helminthiasis, parasitic disease, gastrointestinal, geohelminthic, biohelminthiasis.

Worm, helminthiasis (lat. Helminthosis— parasitic worm + -osis) - a parasitic disease. It is mainly found in children, hunters, fishermen and their families, as well as in people living in rural areas. A number of these parasitic worms live, grow and reproduce at the expense of humans and plants. It is estimated that there is no person in the world who has never been infected with worms in their lifetime. Today, 24 percent of the world's population, or 1.5 billion people, are infected with worms. Parasites are divided into two categories depending on which area of the donor body is active: • Gastrointestinal - vomiting that lives in different parts of the gastrointestinal tract. There are about 100 species of intestinal parasites (dozens for each part of the intestine). In the small intestine live ascarids, tapeworms, tapeworms and their other "relatives". The medical literature also describes cases in which a person is infected with different types of parasites at the same time. • Tissues - The parasite can be found in internal organs, tissues and even blood. Modern medicine successfully treats paragonimosis (lungs), cysticercosis (brain), echinococcosis (liver) and filariasis (lymphatic vessels). Some worms travel through the bloodstream and can accidentally attach to any organ. Too many eggs can damage the whole organism. Geohelminthiasis. Infection through soil and water. Soil, sand, and other types of soil are the most typical habitat for worm eggs. Parasitic eggs are excreted in the soil with contaminated feces. Eating unwashed fruits and vegetables, dirty hands, and food dust can lead to helminth infections. Some eggs of parasites enter the human body through the skin of the feet and heels.

Crops are in constant contact with the ground. In the process of harvesting vegetables, fruits and vegetables come into contact with labor, dusty racks of vegetable stores, trucks. In such cases, the probability of contamination of the product with parasitic eggs is very high. Therefore, it is recommended to wash the plant products first under running water and then with boiling water.

Direct contact

In this case, the parasites are transmitted to humans through the interaction of infected animals and other human hands, while children play together.

This is especially true in rural areas where pets walk first on the street and then enter the house. It's not hard to imagine how much dirt a cat or dog can bring into a home after a walk. Mosquitoes and waterfowl are also carriers of helminth eggs. By landing on food, they can damage the food.

Biohelminthiasis. In this case, the parasite is transmitted through the use of food derived from infected animal sources. Consumption of raw and poorly processed meat (shashlik, pork, canned meat, wild meat) and fish (sushi, dried, canned fish) is considered potentially dangerous. There is a possibility of infection not only with helminths, but also with intestinal infections.

- Insect bites. Such infections are rare. These include intestinal miasma, cantariasis, and scoliosis. It is also important not to confuse worm eggs and insect larvae. Some insects can also lay larvae on animal and human skin.

- From person to person. This mechanism of parasite transmission is highly effective. For example, oysters lay eggs around the anus in the evening. When a baby is asleep, itching begins to itch where the egg is laid. Thousands of eggs fall on clothes and bedding, and in the morning on everything the child touches until he washes his face and hands, for example, on the doorknob. As a result, the whole family is at risk of infection.

- By water. There is a lot of vomiting in open pools. Bathing and accidental ingestion of water can cause damage.

Risk group. The main risk group is children. No matter how much parents pay attention to the health of their children, no matter how much they control the cleanliness of their hands, it is very difficult to protect them from parasites. According to statistics, about 95% of children aged 4-5 suffer from vomiting. Children learn about the environment, and nature is interested in them. The child is interested in touching and tasting everything. In addition, their defense mechanisms are in the process of formation. Parents should try to explain the reason for teaching their children the rules of personal hygiene, not coercion.

People who eat fish, wild animals and poultry, and only in homemade milk are at risk for trichinosis and diphylobotriosis.

Trichocephalus is caused by unsanitary foods. Symptoms appear only in severe cases: diarrhea, abdominal pain, loss of appetite, inflammation of the appendix. In children, stunted growth and rectal prolapse may occur. A few weeks later.

Broadband (diphylobotriosis) Eating infected fish. This parasite can live in a patient for up to 25 years. Symptoms: mechanical injuries of the intestine, avitaminosis, intestinal obstruction, intoxication, allergies. A few weeks later

Roundworm (hookworm) When walking barefoot on damaged soil. Itching, swelling and redness in the area where the parasite enters. Cough,

sputum production, bronchial and lung damage. Weakness, dizziness. Menstrual cycle disorders in women and impotence in men. A few days later

Ascariasis (ascariasis) through the consumption of plant products. Intestinal pain, peritonitis, bronchitis, pneumonia, liver, pancreatic diseases. It can pass from the gastrointestinal tract into the esophagus or respiratory tract and cause suffocation. Around 3 months

Trichinella (Trichinella) Through poorly processed meat. Nausea, heartburn, diarrhea. 2 days later

Fastiola (fascioliasis) Plants and water. Fever, dry cough, loss of appetite, abdominal pain. In 2-4 weeks

Symptoms of worm infestation in humans are obvious and hidden. Examples of symptoms include "unexplained" weight loss, skin discoloration (skin anemia), chronic fatigue, and itching around the anus in the evening.

In some cases, worm infections can lead to an increase in internal diseases and the development of previously undiagnosed diseases. These are hidden symptoms. In this case, the patient begins to treat various other diseases, but does not pay attention to the primary disease.

The symptoms that occur when people have different types of vomiting are different. The duration and extent of the parasitic infection should take into account the patient's pre-infection status. The following table lists the main signs that can be observed in the presence of a particular type of parasite.

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STIRLING DVIGATELINI QUYOSH ENERGIYASI BILAN TA'MINLASH ISTIQBOLLARI

Qayta tiklanadigan manbalardan energiya ishlab chiqarish hamda atrof-muhitni muhofaza qilishga qiziqish yaqin kelajakdagi katta energiya ehtiyojini qondirish uchun hali ham o'sib bormoqda. Barcha quyosh energetika tizimlari orasida quyosh energiyasi bilan ishlaydigan stirling dvigateli eng samarali tizim hisoblanadi. Muqobil energiya manbalaridan foydalanishning yangi usullarini ishlab chiqish uchun ko'plab alternativ sifatida Stirling dvigateli tashqi yonuv dvigatelining xususiyatlari bilan ajralib turadi

Kalit so'zlar: Stirling, dvigatel, erkin porshin, barqarorlik, genetik algoritim, dizayn, Konsentrator.

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SOLAR ENERGY SUPPLY FOR STERLING ENGINE

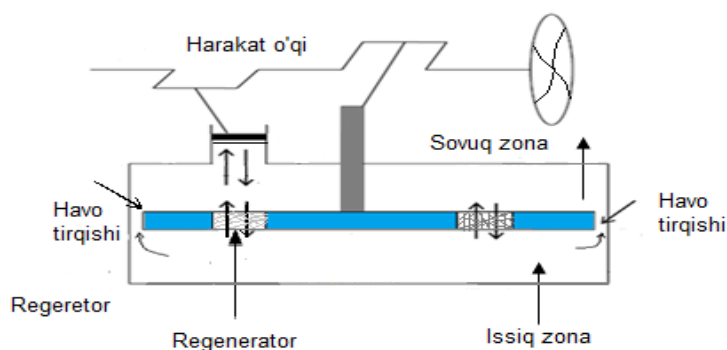
Interest in renewable energy generation and environmental protection is still growing to meet the huge energy needs of the near future. Of all the solar power systems, the solar-powered stirling engine is the most efficient system. As an alternative to the development of new methods of using alternative energy sources, the Stirling engine is distinguished by the features of an external combustion engine.

Keywords: Stirling, engine, free piston, stability, genetic algorithm, design, concentrator.

Zamonaviy dunyoda aholi sonining ko'payishi tufayli energiyaga bo'lgan talab oshib bormoqda. Ushbu jarayon, an'anaviy yoqilg'ining yetishmasligi bilan birga, so'nggi o'n yillik mobaynida energiyani o'zgartirishning yangi usullarini ishlab chiqishga sabab bo'ldi. Asosiy maqsad - yoqilg'i yoki energiya manbasidan foydalanishda ko'proq energiya olish, bu esa yanada samaraliroq texnologiyalar yaratilishiga olib keladi. So'nggi o'n yillar mobaynida qayta tiklanadigan energetikaning asosiy yo'nalishlari: quyosh panellari va shamol turbinalari mashhur texnologiyalar sifatida keskin oshdi, lekin to'lqin energiyasini boshqarish bilan energiya olishga urinayotganlar ham ko'p.

Ushbu maqolaning mavzusi tashqi yonish dvigatelinining xususiyatlariga ega, shu bilan birga toza energiyani konvertatsiya qilishning afzalliklariga ega bo'lgan Stirling dvigatelidir. Stirling dvigateli 1816 yilda Reverend Robert Stirling tomonidan ixtiro qilingan, o'sha paytda mashina "Issiq havo" dvigateli sifatida mashhur bo'lgan[2]. Garchi o'sha paytlarda qurilma boshqa dvigatellar orasida ahamiyatsiz rol o'ynagan bo'lsa-da, hozirda Stirling dvigatellari yuqori samaradorligi, har qanday issiqlik manbalaridan (shu jumladan quyosh energiyasidan) foydalanish qobiliyati, shovqinsiz ishlashi va ifloslantiruvchi xarakteristikasi pastligi tufayli alternativ energiya resurs hisoblanadi[2]. Bu energetik yuksalishning muhim ustunligini anglatadi va bu texnologiyani rivojlantirishga qaratilgan ishlar sonining ko'payishiga sabab bo'ladi.

Stirling dvigateli-yopiq regenerativ termodinamik siklda (dvigatel ichidagi massada hech qanday o'zgarish bo'lmaydi) siklni siqish va ishchi suyuqlikning har xil haroratdagi kengayishi (1-rasm) bilan ishlaydigan termomexanik qurilma. Bu oxirgi ta'rif turli xil konfiguratsiyali, funktsiyali va xususiyatli tashqi yonuv dvigatellariarini anglatadi. U turli xil oddiy va murakkab mexanizmlar yordamida hosil bo'ladigan porshinli va aylanadigan tizimlarni o'z ichiga oladi. Ular kinematik (beta, alfa va gamma) va dinamik porshinli Stirling dvigatellarini turlarga ajratiladi[6].



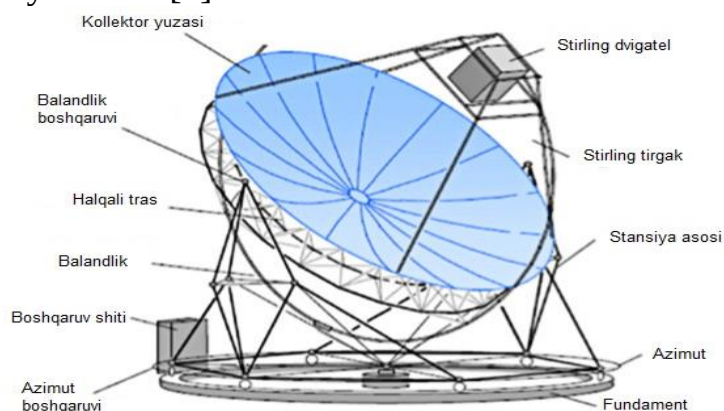
1-rasm

Stirling sikli - bu ikkita izotermik egri va ikkita izometrik regenerativ jarayon orqali qurilgan ideal termodinamik sikldir. To'liq siklni to'laroq tushunish uchun jarayonlarning har bir silindrning ichida ikkita piston va ular orasida termodinamik shimgich sifatida qaraladigan, issiqlikni navbat bilan

chiqarib yuboradigan va yutadigan regenerator bor[1]. Regenerator va porshin orasidagi hajmlardan biri kengayish maydoni deb ataladi va u yuqori haroratda (T_{max}) saqlanadi. Qolgan hajm past haroratda saqlanadigan siqilish maydoni deb nomlanadi (T_{min}). Shuning uchun, harorat gradyenti bo'ylama yo'nalish bo'yicha $T_{max} - T_{min}$; Bundan tashqari, bu ikki hajm o'rtasida issiqlik o'tkazuvchanligi yo'q deb taxmin qilinadi. Porshinlar va suyuqlikning dastlabki konfiguratsiyasini olish, siklni tavsiflash juda muhim.

Dastlabki stirling dvigatellarida yoqilg'i sifatida ko'mir, o'tin, mazut, tabiiy gaz va shularni o'rnini bosadigan materiallardan foydalanilgan. Yoqilg'i energiyasining kata yo'qotilishi sababli ham stirling dvigatellaridan voz kechilgan. So'ngi yillarda stirling dvigatellarini quyosh energiyasi bilan birgalikda ishlatish usullari o'rganilib kelinmoqda.

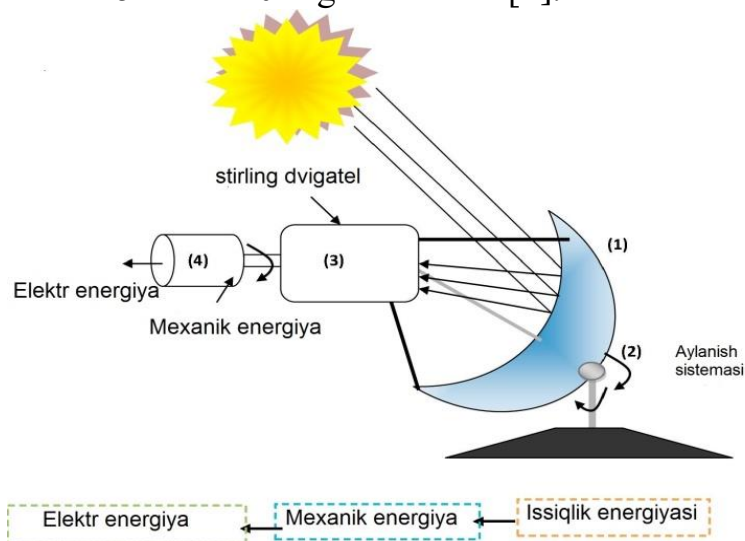
Quyosh energiyasini elektr energiyasiga aylantirishning aniq samaradorligi Stirling generatori tizimi 1984 yilda 29,4% ga yetdi [2]. Bundan tashqari, 1984 yilda ikkita 17 m diametrli Stirling idish-tovoq tizimlari (har biri uchun sig'im $\approx 50\text{kW}$) Saudiya Arabistonining Ar-Riyod shahrida o'rnatildi va ishga tushirildi[3]. Tizimlar 53 kVt elektr ishlab chiqarishga erishdi va aniq konversiya samaradorligi 23% ni tashkil qiladi. Yaqinda AQShning Arizona shtatida katta Stirling zavoda qurilgan. 60 ta dvigateldandan iborat har biri 25,0 kVt quvvatga ega stansiya qurilishi rejaga kiritilgan. Quyosh energiyasidan foydalanishda quyosh kollektori fokusida taxminan $600-750^{\circ}\text{C}$ harorat yig'iladi. Stirling dvigatelini giprid usulida ishlata olish qobiliyati uni yanada samarador energiya turiga aylantiradi[5].



2-rasm

Stirling termodinamikasining qisqacha tavsifi bilan tanishib chiqamiz. Bir konstruksiyaning umumiy samaradorligi – Stirling tizimi, ya'ni “quyosh-elektr” samaradorligi bog'liq parametrlar quyidagilar hisoblanadi; a) quyosh nurlanishi, b) konsentratsiya nisbati, c) sinish omili, d) issiqlik qabul qiluvchining samaradorligi, e) stirling dvigateli samaradorligi. Energiyaga Stirling dvigateliga yetguncha uchta asosiy issiqlik yo'qotish sodir bo'ladi ya'ni; oyna tufayli kollektor yo'qotishlari (aks ettirish qobiliyati), qabul qiluvchining kutish

yo'qotishlari va qabul qiluvchining issiqlik yo'qotishlari. Qabul qiluvchining issiqlik yo'qotishlari 25% dan 40% gacha boradi[4].



3-rasm

Quyosh energiyasi kollektor va qabul qiluvchiga yetib borguncha yo'qoladi. Stirling dvigatelining termal yo'qotishlarining aksariyati tizim qabul qiluvchida paydo bo'ladi. Qabul qiluvchining issiqlik yo'qotishlari qabul qiluvchi korpus orqali va konveksiya bo'shlig'i orqali atrof-muhitga tarqaladi. O'tkazuvchanlik yo'qotishlarini nisbatan kichik va to'g'ri qo'llash orqali samarali tarzda kamaytirish mumkin. Jami 40% atrofida qabul qiluvchi tabiiy konveksiya orqali yo'qotadi va shisha yoki kvarts oynasini joylashtirish orqali sezilarli darajada kamaytirish mumkin[6].

Stirling dvigatelning ishlashini tahlil qilish uchun bir necha usullar ishlab chiqilgan. Ideal va adiabatik tahlillar juda ideal deb hisoblanadi, bu yerda Kvazi-Barqaror oqim usuli ko'proq Stirling dvigatelining real modeli hisoblanadi[1]. Ko'proq amaliy modellar eksperimental ma'lumotlarga nisbatan tasdiqlangan. Quasi barqaror oqim modeli Stirling dvigatelining ishlashi haqida yaxshiroq bilish imkonini beradi, lekin hali ham Stirling dvigatelidagi barcha yo'qotishlarni hisobga olishni aniqlash usuli yaratilmagan. 1-jadval ro'yxatida ilgari ishlab chiqilgan modellarning nazariy hisob-kitoblari keltirilgan (GPU-3 dvigateli). Ro'yxatda keltirilgan modellar orasida Timoumi ham bor[3].

1-jadval

Model turi	Ko'rsatilgan quvvat chiqishi	Issiqlik samaradorligi	Xatolik%
Ideal izotermik	7400	70.5	12.9%-4.2%
Urieli va Berchovit 290diabatic model	8300	62.5	78.6%-109.7%
Timoumi yo'qotishlarsiz dinamik modeli	7109.1	54.96	57%-79.6%
Urieli va	7400	53.1	51.7%-87%

Berchovitsning yarim barqaror oqimi			
Timoumi dinamikasi + Shuttle yo'qolishi Ichki va tashqi o'tkazuvchanlik yo'qotishlari bilan	5886.1	40.66	17%-48.7%
Timoumi dinamik eng yaxshi rejimi	4273	38.49	10%-8%
Tajriba	3958	35	-

Amaliy Stirling dvigateli modeli siklning qaytarilmasligiga quyidagi omillra tasir qiladi: izotermik bo'lmaganligi, siqilish va kengayish, bosimning pasayishi, nomukammal regeneratsiya, isitish boshidagi termal qarshilik va o'lik hajmning mavjudligi.

Xulosa qilib shuni aytishimiz mumkinki quyoshli hududlarda Stirling dvigatellarini qo'llash orqali elektr energiyasi ishlab chiqarish imkoniyati yaratiladi. Quyosh energiyasi konsentrator yordamida bir nuqtaga jamlanadi va stirling dvigatelining tashqi manbai sifatida ish bajaradi. Bundan tashqari stirling dvigatelida hosil bo'ladigan mexanik energiyani bevosita foydalanish mumkin. Bunday usullar bilan ishlaydigan stirling dvigateli yordamida bir qishloq ekin yerlarini sug'rishda foydalaniladigan elektr dvigatellarini elektr energiyasi bilan ta'minlash imkoniga ega bo'lamiz. Bundan tashqari yoqilgi sifatida muqobil bo'lgan quyosh energiyasidan foydalangan bo'lamiz.

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ANTHROPONYMS IN SADRIDDIN AINI'S "DEATH OF THE EXTORTIONER MARGI SUDKHUR"

Abstract: The names studied in the department of onomastics are also studied from the point of view of time. The study of names in historical works is also important for modern anthroponyms. This article analyzes the names of individuals in Sadriiddin Aini's "Death of the Extortioner Margi Sudkhur".

Keywords: name, means, nickname, emotional, class, historical, modern.

Onomastics is a Greek word meaning "the art of naming." [Podolskaya N.V. *Dictionary of Russian onomastic terminology*. M.: Nauka, 1988. page 96.]

It is safe to say that the onomastics department of linguistics includes all the names in a language. Including person names, place names, zoonyms, product names, and so on. It is difficult to imagine works of art without anthroponyms - personal names, because the images that govern the works are often individuals.

Anthroponyms are also divided into subgroups.

Specifically, the following onomastic devices, which are the well-known names of people in the Uzbek language, are units of Uzbek anthroponymy:

1. Names - names given to a specific person.
2. Nicknames.
3. Pen names
4. Uzbeks use some forms of naming a person in the past ("daughter" means "son").
5. Using Arabic forms of naming a person by restoring the name of his ancestors ("ibn", "binni").
6. Russian surnames and patronymics officially adopted in the 20s and 30s of the last century. [E.A. Begmatov. Uzbek anthroponymy. Science Publishing. Toshkent.2013. Page 11]

Selected as a source for the study of personal names, S. Ayni's "Death of the Extortioner Margi Sudkhur" used the names of secondary heroes and episodes due to the large number of events. You can also see the names with nicknames.

*That man's name is **Qori Ismat**. But some call it "Qori Ismati Ishkam", some call it "Qori Ismati Ishkamba" and some abbreviate it as "Qori Ishkamba".*
(Page 4)

On one of these platforms, a man named Rahimi Kand was selling sugar, candy and other sweets. (P. 21)

In one place, the word "sugar, sweetness- kand" was chosen as a nickname. Because this person named Rahim was engaged in the sale of sweets.

The use of nicknames in the living language is also based on one's appearance, profession, occupation, as well as one's lineage.

The heroines of Sadriddin Aini's works are usually taken from real-life individuals. But even for secondary or imaginary heroes, naming the character accordingly is an important factor for a work of art.

*I served for ten years to **Nasrulloboy**, who sold pots (people abbreviated his name to **Nasrulloyi Deg**). (P. 26)*

*That's it, 'said **Amini Mush** (the mouse), one of the cheerful mullahs. (P-23)*

There are also opinions among the people that names are related to people's behavior and life. In Kaykovus's Qobusnoma and Alisher Navoi's Mahbub ul Qulub, it is said that it is the parents' responsibility to give the child a beautiful, meaningful name.

In some cases, the name is replaced by a nickname. This situation was used to increase the emotional impact of the work on the events.

*Among these beggars and the disabled appeared a mad woman named "Bibi Dahboshi". The children were as mad at **Bibi Dahboshi** as they were at each other. (P. 160)*

*The place of the mads is not in the shops, but in the house of **Hosha Obani Eshan**, "he said, pushing Qori Ishkamba towards the door. (P. 156)*

The word "Khosha Oboni" is described in the play as "the nickname of Eshan, who reads demons in Bukhara". In particular, among the people, those who are engaged in a profession in which few people work are called by the same name.

For example, those who wash and bury a person when he dies are called by the name of this profession.

Names are also divided into historical and modern anthroponyms. Although the work is enriched with imaginary heroines, it also contains the name of a historical figure:

He read a verse from Jami, which read, "My soul, you are so placed in my eyes that everything is visible to me from afar, and I think 'you". (P. 180)

*The conversation focused on **Amir Muzaffar**'s war with the Hissars. (P. 28)*

The play uses simpler names for the general public to expand its reach to the reader.

*You went with my brother **Arbob Rozi**'s orphans, **Turamurod** and **Bahovuddin**, somewhere else, and two days later you came back safe, but they did not come. (P. 87)*

*Everything has to be decided today, otherwise they may stay here until tomorrow, but put the documents with the names of **Muhsin** and **Nazar** on that side. (P. 104)*

*He ordered: Appeal **Muhsin**, **Safarali**, **Polad** and **Temir**! (Page 126)*

Names were also chosen for the upper society based on their content.

***Arbob Rozi**, an elder from Sangsabz village, started a fight with me to seize my land. The elder of our village, also sided with him. (P. 65)*

*Qori Ishkamba resumed his work a few months after **Mirza Abdullah's** blow, (p. 162)*

Just as words are obsolete, so are names. Some names are no longer available in Uzbek. But some simple names are still used today. For example, Nazar, Polat, Temir, Safar, Safarali...

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TO'LOV BALANSINI TUZISH QOIDALARI VA UNI TAKOMILLASHTIRISH YO'LLARI

Anotatsiya. Ushbu maqola to'lov balansining davlat tomonidan tartibga solinishi va va iqtisodiyotda tutgan o'rni haqida izlanishlar olib borilgan. To'lov balansi – ma'lum vaqt oralig'ida rezidentlar va norezidentlar o'rtasidagi barcha o'tkazmalarning o'lchovidir.

Kalit so'zlar: Aktiv balans, to'lov balansi, defitsit, hisob stavka, makroiqtisodiy siyosat, investitsion, operatsiya.

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DRAWING UP ITS RULES AND WAYS OF IMPROVEMENT OF THE BALANCE OF PAYMENTS

Annotation. This article researches about the role and regulation by the state in the economy and the balance of payments has been. Balance of payments – is a measure of all transfers between residents and residents in a certain range of time.

Key words: acute balance, balance of payments, defitsit account rates, macroeconomic policy, investment and operation.

Mamlakat to'lov balansining holati bugungi kunda nafaqat mamlakatning xalqaro operatsiyalarini aks ettiruvchi oddiy hujjat, balki ushbu mamlakat iqtisodiyotining ochiqlik darajasi, uning iqtisodiy-geografik va investitsion imkoniyatlari, oltin-valyuta zaxiralari va mavjud valyuta munosabatlarining qay darajada ekanligi hamda xalqaro raqobatbardoshligi haqida aniq xulosalar shakllantirish imkonini beruvchi iqtisodiy kategoriya hisoblanadi.

To'lov balansi bu shunday hujjatki, unda mamlakatning xorijiy davlatlar bilan bo'ladigan aloqalari natijasida yuzaga keladigan valyuta tushumlari va to'lovlarining haqiqatdagi summasi aks ettiriladi. To'lov balansi – ma'lum vaqt oralig'ida rezidentlar va norezidentlar o'rtasidagi barcha o'tkazmalarning o'lchovidir.

To'lov balansining davlat tomonidan tartibga solishning zarurligi quyidagi sabablar bilan izohlanadi:

Birinchidan, to'lov balansiga muvozanatsizlik xos bo'lib, bu holat yoki defitsit, yoki haddan tashqari aktiv qoldiq ko'rinishida namoyon bo'ladi. Bu nomutanosiblik valyuta kursi dinamikasiga, kapital oqimiga, iqtisodiyotning holatiga qattiq salbiy ta'sir ko'rsatadi. Masalan, AQSh, joriy operatsiyalaridagi defitsitni milliy valyuta bilan qoplash natijasida, inflyatsiyani boshqa davlatlarga eksport qilishga erishgan. Bu esa, xalqaro aylanmadagi dollar ortiqchaligini keltirib chiqardi va XX asrning 70-yillarida Bretton- vuds tizimining izdan chiqishiga olib keldi.

Ikkinchidan, XX asrning 30-yillarida oltin-deviz standarti joriy qilingandan so'ng, to'lov balansini muvozanatlashtirishning baho mexanizmi ish bermay qo'ydi. Shu sababli ham, to'lov balansini davlat tomonidan ma'lum tadbirlar orqali boshqarilishi maqsadga muvofiq bo'lib qoldi.

Uchinchidan, xo'jalik aloqalari tobora globallashib borayotgan hozirgi davrda, iqtisodiyotni davlat tomonidan tartibga solish tizimida to'lov balansining roli borgan sari ortib bormoqda. To'lov balansini muvozanatlashtirish vazifasi — davlatning barqaror iqtisodiy o'sishini ta'minlash, inflyatsiyani jilovlab turish va ishsizlikni kamaytirish kabi vazifalar bilan bir qatorda e'tirof etilmoqda.

To'lov balansini muvozanatlashtirish, odatda, bir qancha ichki va tashqi omillarning to'lov balansiga ta'sirini baholashni taqozo etadi. Aktiv balansga ega bo'lgan davlatlar, xalqaro hisob-kitoblarga kirishuvchi mamlakatlarda makroiqtisodiy barqarorlikni mavjud bo'lishidan manfaatdor bo'ladi.

Defitsitli to'lov balansiga ega bo'lgan davlatlar esa, aktiv balansga ega bo'lgan o'z hamkorlaridan import bo'yicha cheklovlarni kamaytirish, mazkur mamlakatlarga kapital chiqarilishini rag'batlantirish kabilarni talab qiladi.

To'lov balansida defitsit mavjud bo'lgan davlatlar tomonidan, eksportni rag'batlantirish, import qilinayotgan tovarlarni kamaytirishga, xorijiy kapitalni jalb qilishga, kapitalni olib chiqib ketishni chegaralashga qaratilgan quyidagi tadbirlar qo'llaniladi:

Deflyatsion siyosat. Bu siyosat, ichki talabni kamaytirishga yo'naltirilgan holda, o'z ichiga byudjet mablag'larini aholi ehtiyojlariga kamroq sarflash, baholarni va ish haqlarini muzlatish kabilarni qamrab oladi. Uning asosiy instrumentlaridan biri bo'lib, moliyaviy va pul-kredit choralari hisoblanadi: byudjet defitsitini kamaytirish, Markaziy bankning hisob stavkalarini o'zgartirishi (diskont siyosati); kredit cheklovlari; pul muassasining o'sib borishiga chegara qo'yish. Iqtisodiy pasayish, ishsizlikning yuqori ko'rsatkichi va to'la foydalanilmayotgan ishlab chiqarish quvvatlari sharoitida deflyatsiya siyosatini qo'llash, ishlab chiqarish va bandlikning yanada pasayishiga olib keladi. Bu esa, aholining turmush darajasiga sezilarli salbiy ta'sir ko'rsatib, vaziyatni yumshatish bo'yicha tezkor chora-tadbirlar qo'llanilmasa, ijtimoiy nizolar keltirib chiqarishi mumkin. To'lov balansini — ma'lum bir vaqt mobaynida (chorak, yarim yil, bir yil va h.k.) bir mamlakat va unda ro'yxatdan o'tgan korxonalar, jismoniy shaxslar va davlat idoralarining boshqa mamlakatlardagi

korxonalar, jismoniy shaxslar va davlat idoralari bilan amalga oshirgan barcha iqtisodiy operatsiyalarini o'zida aks ettiruvchi statistik hisobotdir. Masalan, tovar va xizmatlarni eksport yoki import qilish, boshqa bir davlatga kredit berish yoki jalb etish, kredit bo'yicha to'lovlarni amalga oshirish, xalqaro pul o'tkazmalari, qimmatli qog'ozlar bo'yicha xalqaro savdolar va boshqalar shular jumlasidandir. Ushbu hisobot mamlakat tashqi iqtisodiy holatini tahlil qilish va unga oid pul-kredit, valyuta siyosati kabi makroiqtisodiy siyosatni amalga oshirish uchun muhim statistik asos vazifasini o'taydi.

Xalqaro valyuta jamg'armasining tasnifiga binoan, to'lov balansi joriy operatsiyalar hisobi, kapital bilan bog'liq operatsiyalar hisobi, moliyaviy operatsiyalar hisobi hamda sof xatolar va yo'qotishlar kabi tarkibiy qismlardan iborat.

Tovarlar va xizmatlar eksporti va importi, bir mamlakatning xorijda ishlovchi hamda o'sha davlatda ishlovchi chet ellik ishchilarning daromadlari va xarajatlari, bir mamlakatning tashqi aktivlari va majburiyatlari bo'yicha qo'lga kiritgan yoki to'lab berishi lozim bo'lgan daromadlari, shuningdek, xalqaro pul o'tkazmalari, grantlar va insonparvarlik yordamlari va boshqa operatsiyalar to'lov balansining joriy operatsiyalar hisobida aks etadi.

Bundan tashqari, bir mamlakatdagi korxonaning boshqa bir mamlakat korxonasiga katta miqdorda bag'araz moliyaviy resurs taqdim etishi yoki ixtiyoriy ravishda qarzidan voz kechishi kabi kapital transfertlari hamda yer, tabiiy resurslar, shartnomalar, marketing ishlanmalari kabi ishlab chiqarilmagan nomoliyaviy aktivlar savdolari to'lov balansining kapital bilan bog'liq operatsiyalar hisobida jamlanadi.

Nazariy jihatdan, joriy hamda kapital bilan bog'liq operatsiyalar hisoblari saldosi yig'indisi moliyaviy hisobning saldosi teng bo'lishi lozim. Ammo, amaliyotda hisobot shakllanishida foydalaniladigan ma'lumotlar turli manbalardan olinishi, aktiv va majburiyatlar qiymatining o'zgarishi va boshqa o'zgarishlar to'lov balansi qismlarining nomutanosibligiga olib keladi. Ushbu nomutanosibliklar to'lov balansida sof xatolar va yo'qotishlar sifatida ko'rsatiladi.

Markaziy bank taqdim etgan "O'zbekiston Respublikasi to'lov balansi, xalqaro investitsion pozitsiyasi va tashqi qarzi" nashriga ko'ra, 2019-yilning 9 oyi yakunlari bo'yicha joriy operatsiyalar hisobining defitsiti o'tgan yilning mos davriga nisbatan deyarli ikki martaga qisqargan bo'lib, 1,4 mlrd. AQSh dollarini tashkil etdi. Defitsitning qisqarishi eksportning o'sish sur'atlari importnikiga nisbatan yuqoriroq bo'lgani bilan izohlanadi.

Joriy operatsiyalar hamda kapital bilan bog'liq operatsiyalar hisoblaridagi defitsitlar moliyaviy operatsiyalar hisobi evaziga moliyalashtiriladi. Masalan, joriy operatsiyalar hisobi defitsitining asosiy manbalaridan biri bo'lgan savdo balansi defitsiti (import hajmining eksport hajmidan ortiqligi) asosan moliyaviy operatsiyalar hisobidagi investitsiyalar va qarzlar evaziga qoplanadi.

O'zbekiston misolida ko'radigan bo'lsak, Markaziy bank ma'lumotiga ko'ra, 2019 yilning 9 oyi davomida amalga oshirilgan tovarlar importning katta qismini (32%) mashinalar, uskunalar hamda mexanizmlar tashkil qilmoqda. Ushbu mahsulotlar uchun to'lovlar asosan moliyaviy hisobdagi jalb qilinayotgan investitsiyalar hamda tashqi qarzlar evaziga moliyalashtirildi.

Jahon tajribasida to'lov balansi hisoboti asosan Markaziy bank yoki Statistika qo'mitasi (Statistik idora) tomonidan shakllantiriladi va har chorakda foydalanuvchilarga taqdim qilinadi.

To'lov balansini tuzish markaziy iqtisodiy idoralar faoliyatini muvofiqlashtirishni, shuningdek, axborotlarni to'plash va ishlashning mavjud tizimini qayta qurishni taqozo etadi, bu esa ko'p vaqt sarflashni talab qiladi. Davlat dasturi birinchi bosqichda ekspert baholash usullaridan va hisob-kitob ma'lumotlaridan foydalanish asosida to'lov balansini tuzishni nazarda tutadi. Keyinchalik balansni tuzish usuli birlamchi axborotga ko'proq yo'llangan bo'ladi. O'zbekistonning to'lov balansini tuzish ishlari xalqaro moliya tashkilotlarining, eng avvalo, Xalqaro valyuta fondining ekspertlari bilan hamkorlikda amalga oshiriladi.

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SANITARIYA-GIGIYENA MUHOFAZA QILISH QONUNLARINING AHAMIYATLILIGI

Annotatsiya: "Sanitariya-gigiyena muhofaza qilish qonunlarining ahamiyatliligi" nomli maqolada Sanitariya-gigiyena qonunlarining dolzarb jihatlari haqida so'z yuritganmiz. Ishlab chiqarish obyektlari va aholi o'rtasida sanitariya-gigiyena muhofaza qilish qonunlarini keng targ'ib qilish yuridik va jismoniy shaxslarning osoyishtaligi va hayfsizligini ta'minlash demakdir.

Kalit so'zlar. Sanitariya, gigiyena, muhofaza, moddalar, normativlar, iste'moli, epidemic.

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SIGNIFICANCE OF SANITARY AND HYGIENE PROTECTION LAWS

Annotation. The article titled "Relevance of Sanitary and Hygienic Protection Laws" has high lighted the relevance of sanitary and hygiene laws. Wide spread coverage of sanitary and hygienic protection laws between industrial facilities and the population means ensuring the safety and well-being of legal entities and individuals.

Keywords. Sanitation, hygiene, zashchita, veshchestva, standarty, potreblenie, epidemic.

Normativ-texnik hujjatlarni ishlab chiqayotgan yuridik va jismoniy shaxslar aholining sanitariya-gigiyena osoyishtaligini ta'minlashga qaratilgan sanitariya qoidalari, normalari va gigiyena normativlariga rioya etishi shartligi;

Yangi kimyoviy moddalar va biologik vositalarni, ionlashtiruvchi nurlanish manbalarini hamda tarkibida shu manbalar mavjud bo'lgan priborlarni, materiallarni, texnologik jarayonlarni, uskunalarni, atir-upa va pardoziy mahsulotlarini hamda boshqa xalq iste'moli tovarlarini joriy etishdan oldin aholining sanitariya-epidemiya xavfsizligini ta'minlashga doir normativlar bo'yicha asoslantirilgan takliflarni, ushbu normativlarga rioya etilishi ustidan nazorat qilish uslublarini, zararli mahsulot va chiqindilarni zararsizlantirish,

utilizatsiya qilish usullarini ishlab chiqib, ularni kelishib olish uchun o'zbekiston respublikasi bosh davlat sanitariya vrachiga taqdim etishi kerakligi;

Yuridik va jismoniy shaxslar ob'ektlarni rejalashtirish, loyihalashtirish va qurish, korxonalarni texnik va texnologik jihatdan qayta jihozlash hamda ishga tushirish paytida sanitariya qoidalari, normalari va gigiena normativlariga rioya etishili;

yuridik va jismoniy shaxslar hududlarning, inshootlarning, davolash-profilaktika, ta'lim, madaniyat, sport muassasalari hamda boshqa muassasalar binolarining saqlanishini, shuningdek uskunalaridan, transport vositalaridan foydalanilishini sanitariya qoidalari, normalari va gigiena normativlariga muvofiq ta'minlanishi;

yuridik va jismoniy shaxslar kimyoviy moddalarni, biologik vositalarni va materiallarni tashish, saqlash, qo'llash, zararsizlantirish, utilizatsiya qilish hamda ko'mib tashlash paytida aholining sanitariya-gigiyena osoyishtaligini ta'minlash maqsadida sanitariya qoidalari, normalari va gigiena normativlariga rioya etishlari;

yangi kimyoviy moddalarni, biologik vositalar va materiallarni, polimer va plastik massalarni, atir-upa qamda pardozi maqsulotlarini O'zbekiston Respublikasiga olib kirishga va ishlab chiqarishga faqat toksikologiya-gigiena jihatidan baholangandan keyingina O'zbekiston Respublikasi bosh davlat sanitariya vrachining ruxsatnomasi bilan yo'l qo'yilishi;

yuridik va jismoniy shaxslar radioaktiv moddalarni hamda boshqa ionlashtiruvchi nurlanish manbalarini qazib olish, ishlab chiqarish, hosil qilish, qayta ishlash, ulardan foydalanish, ularni saqlash, ularga xizmat ko'rsatish, ularni tashish, zararsizlantirish, utilizatsiya qilish va ko'mib tashlash paytida sanitariya qoidalari, normalari va gigiena normativlariga rioya etishlari;

davlat tashkilotlari va boshqa mulkdorlar tomonidan berilayotgan turar joylar sanitariya qoidalari, normalari va gigiena normativlariga muvofiq bo'lishi;

sanitariya qoidalari, normalari va gigiena normativlariga javob bermaydigan turar joylarda fuqarolarning yashashiga yo'l qo'yilmasligi;

yashovchilar hovli, uy atrofi hududlarini saqlash va turar joylardan foydalanishning mahalliy davlat hokimiyati organlari tomonidan tasdiqlangan qoidalarini bajarilishi;

oziq-ovqat xom ashyosini, oziq-ovqat mahsulotlarini ishlab chiqarish, tashish, saqlash va realizatsiya qilish bo'yicha faoliyatni amalga oshiruvchi yuridik shaxslar qamda yakka tartibdagi tadbirkorlar sanitariya qoidalari, normalari va gigiena normativlariga rioya etishi shartliligi;

yangi oziq-ovqat qo'shimchalarini, maxsus qo'shiladigan biologik faol moddalarni o'zbekiston respublikasiga olib kirishga va ishlab chiqarishga faqat toksikologiya-gigiena jihatidan baholangandan keyingina O'zbekiston Respublikasi bosh davlat sanitariya vrachining ruxsatnomasi bilan yo'l qo'yilishi;

yuridik va jismoniy shaxslar xoriждан olib kirilayotgan texnologiyalarni, materiallarni, xom ashyoni va mahsulotni yetkazib berish, realizatsiya qilish hamda ulardan foydalanish paytida sanitariya qoidalari, normalari va gigiena normativlariga rioya etilishi;

xo`jalik va ichimlik suvi bilan ta`minlash sohasida faoliyatni amalga oshiruvchi yuridik shaxslar yetkazib berilayotgan suvning sifati sanitariya qoidalari, normalari va gigiena normativlariga, shuningdek davlat standartlariga muvofiqligini ta`minlanishi;

markazlashtirilgan tartibda xo`jalik va ichimlik suvi yetkazib beriladigan suv quvurlari hamda ularning manbalari uchun maxsus tartibli sanitariya muhofazasi zonalari belgilanib, ular mahalliy davlat hokimiyati organlari tomonidan tasdiqlanishi;

yuridik va jismoniy shaxslar xo`jalik va maishiy maqsadlar hamda markazlashtirilmagan tartibda suv bilan ta`minlash uchun foydalaniladigan suv qavzalaridagi suvning sanitariya qoidalari, normalari va gigiena normativlariga muvofiq bo`lishini ta`minlanishi;

ish beruvchilar ishlab chiqarish binolariga va sanitariya-maishiy binolarga, ishlab chiqarish jarayonlariga, texnologik uskunalarga, ish joylarining tashkil etilishiga, xodimlarning mehnat qilish, dam olish tartibiga hamda xodimlarga maishiy xizmat ko`rsatilishiga doir sanitariya qoidalari rioya etishi shartliligi;

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AHOLINI XAVFLI HUDUDDAN XAVFSIZ HUDUDGA KO'CHIRISH CHORA-TADBIRLARI

Annostatsiya. Aholini ko'chirish, ko'chirish turlari, aholini ko'chirishda yuzaga keladigan muammolar va ularning yechimlari haqida ma'lumot berilgan.

Kalit so'zlar. Aholini ko'chirish, ofat, cheklangan ko'chirish, mahalliy ko'chirish, mintaqaviy ko'chirish, umumiy ko'chirish, qisman ko'chirish, transport, piyoda, aralash.

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MEASURES TO TRANSFER THE POPULATION FROM DANGEROUS AREAS TO SAFE AREAS

Annotation. Information is provided on resettlement, types of resettlement, problems in resettlement and their solutions.

Keywords. Population relocation, disaster, limited relocation, local relocation, regional relocation, general relocation, partial relocation, transport, pedestrian, mixed.

Aholini ko'chirish-ehtimoli bo'lgan yoki yuz bergan tabiiy, texnogen xususiyatli favqulodda vaziyat hududidan aholini transportda, piyoda olib chiqish va avvaldan tayyorlab qo'yilgan xavfsiz, ya'ni, favqulodda vaziyat ta'siri bo'lmagan joylarga vaqtincha joylashtirish tadbirlari majmuidir.

Aholini turli xususiyatlardagi favqulodda vaziyatlardan muhofazalash, barcha ob'yektlar, tashkilot va muassasalar rahbarlarini eng asosiy vazifalaridan bo'lib, ushbu "Aholi va hududlarni muhofaza qilish to'g'risida"gi Qonunning 11-moddasida bayon etilib belgilangan tartibda evakuatsiyaga oid tadbirlarni o'tkazish va odamlarni joylashtirish maqsadida oldindan bazalar tayyorlab qo'yish lozimligi qayd etilgan.

Shu sababli hozirgi vaqtda ham favqulodda vaziyatning ko'lamiga qarab muhofaza qilishni eng maqbul usullaridan biri, imkon darajasida aholini xavfli

joylardan olib chiqib ketish, ya'ni evakuatsiya tadbirlarini o'tkazish xisoblanadi. Lekin ushbu tadbirlarni o'tkazish ancha murakkab bo'lib, unda barcha davlat organlarini tayyorgarligini oshirish, fuqarolarni qanday harakat qilishga o'rgatish masalalariga alohida e'tibor qaratish muhim ahamiyat kasb etadi.

Chunki, ofat yuz bergan joyga maxsus xizmatlarni yetib kelguncha bir muncha vaqt kerak bo'ladi. Tezlik bilan harakat qilinmasa, favqulodda vaziyatlar ayanchli oqibatlariga olib kelishi mumkin.

Misol uchun 1999-yil Turkiyada sodir bo'lgan zilzila tufayli 30 ming odam halok bo'lgan. Yoki bo'lmasa 1995-yilda Yaponiya davlatini Kobe shahrida bo'lgan zilzila oqibatida 6 mingdan ortiq odam nobud bo'lgan, ko'rilgan moddiy zara 100 mlrd. AQSh dollariga teng deb baholangan, Ruminiyaning Baya-Borla shahri yaqinida joylashgan yarim metal tog' jinslarini qayta ishlash korxonasida sodir bo'lgan favqulodda vaziyat tufayli 20 ming tonna o'ta kuchli zaharlovchi moddalar Visheu va Tisa daryolari irmog'iga oqib ketgan. Braziliya, Indoneziya, Rossiya davlati, Yevropaning bir qator davlatlarida sodir bo'lgan suv toshqinlari, o'rmonlarning yonishi, kuchli shamollar ham, ko'lami har xil bo'lgan favqulodda vaziyatlarni sodir bo'lishiga olib kelgan.

Havfni oldini olishga tayyorgarlik, aloqa va axborot vositalarining doimiy shayligini nazorat qilishga, takomillashtirishga, evakuatsiya rejalarini o'z vaqtida o'tkazishga tibbiy yordamni ko'rsatishga chorlaydi.

Bundan tashqari aholini, ma'sul shaxslarni tayyorlash va malakalarini oshirish, qutqaruv kuchlarini halokat o'chog'lariga tezlik bilan etib kelishi, to'g'ri harakat qilishga o'rgatish tayyorgarlikni yuqori saviyaga ko'tarishga olib keladi.

2005-yilda Amerika Qo'shma Shtatlarining Novo-Orlean shtatida kuchli shamol oqibatida 450 ming aholi xavfsiz joyga ko'chirilgan.

O'zbekiston Respublikasi Prezidentining 2006 yil 9-fevraldagi PQ-279-sonli Qarori asosida, joriy yilning bahor-yoz oylarida yuzaga kelishi mumkin bo'lgan geologik va gidrometeorologik jarayonlar bilan bog'liq favqulodda vaziyatlardan aholini va hududlarni muhofaza qilish borasida sel kelishi, yer ko'chishi havfi mavjud bo'lgan hududlardan 1251 ta xo'jalikdagi 6277 nafar fuqarolar xavfsiz hududlarga ko'chirilgan. Tadbir o'tkazilish vaqti va muddatiga qarab, aholini ko'chirish 2 turga ajratiladi;

- oldindan o'tkaziladigan ko'chirish;

- shoshilinch (kechiktirib bo'lmaydigan) ko'chirish.

Oldindan o'tkaziladigan ko'chirish -__favqulodda vaziyat (havfli ob'ektlardagi falokatlar yoki tabiiy ofatlar) yuzaga kelish ehtimoli yuqori darajada ekani haqida, ishonchli ma'lumot olinganda o'tkaziladi. Bunga bir necha o'n daqiqadan bir necha sutkagacha davr ichida favqulodda vaziyat sodir bo'lishi mumkinligi haqidagi oldindan taxminlash asos hisoblanadi.

Shoshilinch (kechiktirib bo'lmaydigan) ko'chirishlar - odamlarning hayoti va salomatligiga havf tug'iladigan darajada texnogen yoki tabiiy tusdagi favqulodda vaziyat yuzaga kelgan, aholining risoladagidek kun kechirishi buzilgan taqdirda o'tkaziladi.

Favqulodda vaziyat rivojlana borishi va favqulodda vaziyat zonasidan olib chiqiladigan aholi soniga qarab, ko'chirishning 3 xil turi bo'ladi:

- cheklangan (lokal) ko'chirishlar;
- mahaliy ko'chirishlar;
- mintaqaviy ko'chirishlar.

CHeklangan (lokal) ko'chirishlar-favqulodda vaziyat manbai shikast omillarining ehtimol bo'lgan ta'sir zonasi shahar kichik tumani yoki qishloq aholi yashash joyi chegarasi ichidan chiqmay, ko'chiriladigan aholi soni bir necha ming kishidan oshmagan taqdirda o'tkaziladi. Bunday hollarda ko'chirilgan aholi, odatda, favqulodda vaziyat zonasiga tutash aholi yashash joylariga yoki shaharning shikastlanmagan tumanlariga (favqulodda vaziyat manbaining shikastlovchi omillari ta'sir zonasidan tashqarida) joylashtiriladi.

Mahalliy ko'chirishlar - o'rtacha kattalikdagi shaharlar, yirik shaharlarning alohida tumanlari, qishloq tumanlari favqulodda vaziyat zonasiga tushib qolgan hollarda o'tkaziladi. Bunda ko'chiriladigan aholi soni bir necha mingdan o'nlab ming kishigacha etishi mumkin bo'lib, ular, odatda, favqulodda vaziyat zonasi bilan yondosh havfsiz joylarga joylashtiriladi.

Mintaqaviy ko'chirishlar - shikastlovchi omillar anchagina keng maydonga yoyilib, yirik shaharlarni ham o'z ichiga olgan, aholisi juda zich joylashgan bitta yoki bir necha mintqa hududini qamrab olganda amalga oshiriladi. Mintaqaviy ko'chirishda favqulodda vaziyat zonasidan transportda (piyoda) olib chiqiladigan aholi doimiy yashab turgan joylaridan anchagina uzoqqa ko'chirilishi mumkin.

Favqulodda vaziyat zonasiga tushib qolgan aholining qanchasi ko'chirish tadbirlari bilan qamrab olinganiga qarab, ko'chirishning ikki turi (varianti) bo'lishi mumkin;

- umumiy ko'chirish;
- qisman ko'chirish.

Umumiy ko'chirish -favqulodda vaziyat zonasidan hamma toifa aholi olib chiqilishini nazarda tutadi.

Qisman ko'chirish -favqulodda vaziyat zonasidan mehnatga layoqati bo'lmagan aholi, maktabgacha yoshdagi bolalar, maktab, kasb-hunar, texnika bilim yurtlari o'quvchilari olib chiqilishi zarur bo'lganda o'tkaziladi.

Aholini ko'chirishning ko'rsatilgan variantlari havfning yoyilish ko'lami va tavsifiga, uning amalga oshirishining oldindan taxminlashni qanchalik ishonchliligiga, shuningdek favqulodda vaziyat manbai shikastlovchi omillarining ta'sir zonasidagi ishlab chiqarish ob'ektlaridan xo'jalikda foydalanish istiqboliga qarab tanlanadi.

Odamlar hayoti va salomatligiga havf borligi aholini ko'chirish haqida qarorga kelish uchun asos hisoblanadi.

Aholini ko'chirish haqida qarorga kelish huquqi O'zbekiston Respublikasi sub'ektlarining hududida favqulodda vaziyat yuzaga kelgan yoki favqulodda vaziyat havfi oldindan taxmin qilinayotgan hokimiyat idoralarining mahalliy o'zini-o'zi boshqarish tashkilotlarining rahbarlarida (fuqaro muhofazasi boshliqlarida) bo'ladi.

Fuqaro muhofazasi ko'lamiga va ko'chirishning qanchalik shoshilinchligi talablariga qarab, mahalliy yoki mintaqaviy ko'rinishdagi shoshilinch (kechiktirib bo'lmaydigan) yoki oldindan o'tkaziladigan ko'chirish, tegishli fuqaro muhofazasi boshliqlarining ko'rsatmalari yoki farmoyishlariga binoan amalga oshiriladi.

Kechiktirmay qarorga kelish talab qilinadigan hollarda cheklangan harakterdagi shoshilinch ko'chirish potensial havfli ob'ektning navbatchi-dispatcherlik xizmati boshlig'ining ko'rsatmasiga binoan o'tkazilishi mumkin. Boshqaruvning hududiy, idoraviy, ob'ekt idoralari fuqaro muhofazasi boshliqlari ko'chirishga umumiy rahbarlik qiladi. Aholini ko'chirish tadbirlarini bevosita tashkil etish va o'tkazishga esa viloyat, shahar, tumanlar ma'muriyati va iqtisodiyot ob'ekti boshqaruv organlari tashkil etadigan aholini ko'chirish komissiyalari (guruhlar) rahbarlik qiladi.

Aholini ko'chirish tadbirlari yaxshilab o'ylab rejalashtirishni hamda transportni, yo'llarni, ko'chiriladigan tashkilotlarni, aholi boradigan havfsiz joylarni oldindan tayyorlab qo'yishni, shuningdek aholining favqulodda vaziyat sohasida har tomonlama tayyorgarlik ko'rishini talab qiladi.

Bunday tayyorgarlikni mahalliy hokimiyat idoralarining va iqtisodiyot ob'ektlari boshqaruv tashkilotlarining fuqaro muhofazasi boshlig'i bo'lgan rahbarlari tashkil etadi va o'tkazadi.

Aholini ko'chirish ishlab chiqarish-hududiy yoki hududiy asosda rejalashtiriladi, tashkil etiladi va amalga oshiriladi.

Ishlab chiqarish-hududiy tartibi favqulodda vaziyat zonalaridan ishchilar, xizmatchilar, talabalar, o'quvchilarni, korxonalar, tashkilotlar, muassasalar, o'quv yurtlari bo'yicha, ishlab chiqarish va xizmat ko'rsatish sohasida ishlamaydigan boshqa aholini esa turar joydan foydalanish organlari orqali turar joylari bo'yicha transportda (piyoda) olib chiqishni nazarda tutadi.

Muayyan hollarda ko'chirishni hududiy tartibida, ya'ni aholini ko'chirish e'lon qilingan paytda bevosita aholi yashab turgan joyidan amalga oshirilishi mumkin.

Aholini ko'chirish usullariga qarab, 3 ta ko'chirish usuli bo'ladi:

- transportda;
- piyoda tartibda;
- aralash usulda.

Aralash usul eng samarali va eng maqbul usul hisoblanadi, u mavjud transport yordamida iloj boricha eng ko'p ishlovchilar bilan bir vaqtda aholini

qolgan qismini birga qo'shib olib chiqishga asoslanadi. Bunda, asosan piyoda tartibda yura olmaydigan aholini transportda olib chiqish rejalashtiriladi.

Aralash usul FV zonalaridan aholini ko'chirish tadbirlarini eng qisqa muddatda o'tkazish talablariga juda mos keladi.

Ko'chirilgan aholi havfsiz joylarda maxsus buyruq bo'lgan joylashtirib turiladi.

Tegishli davlatlararo kelishuvlar bo'lsa, O'zbekiston Respublikasining ko'chirilgan aholisi mustaqil davlatlar hamdo'stligi qatnashchilari bo'lgan mamlakatlar va boshqa qo'shni davlatlar hududlarida joylashtirilishi mumkin. O'z navbatida O'zbekiston Respublikasi hududi ham boshqa davlatlardan ko'chirib keltirilgan aholi uchun berilishi mumkin. Bunda hamkorlik qiladigan davlatlar vakolatli idoralarining birgalikda ish tutishi halqaro huquq me'yorlariga, ikki tomonlama va ko'p tomonlama davlatlararo kelishuvlarga, O'zbekiston Respublikasi va boshqa mamlakatlar qonunlariga asoslanadi.

Ko'chirish tadbirlarining hajmi ko'pligi, tashkil etish va o'tkazishdagi murakkabliklari ko'chirishni o'tkazuvchi organlarini tuzishga hamda ular aholini ko'chirishi vaqtida va tayyorgarlik ko'rishiga oshirilgan talablar qo'yadi.

Aholini ko'chirishni tashkil qilishni rejalashtirish, tashkil etish va o'tkazish bevosita shahar, tuman va viloyatlarning ko'chirish tashkilotlariga, hokimiyat idoralariga, favqulodda vaziyat boshqarmalari va bo'limlariga yuklatiladi.

Quyidagilar ko'chirish tashkilotlari tarkibiga kiradi:

- aholini ko'chirish hay'atlari;
- ko'chirilganlarni qabul qilish hay'atlari;
- ko'chiriladiganlarning yig'ilish joylari;
- ko'chirilganlarni qabul qilish joylari;
- ko'chirishning oraliq joylari;
- piyoda ko'chirilganlarning yo'llaridagi boshqarish guruhlar;
- ko'chiriladigan aholini transportda (piyoda) olib chiqish tezkor guruhlar.

Hozirgi kunda aholini ko'chirish bo'yicha ham ko'plab muammolar mavjud.

Shulardan biri evakuatsiya qiluvchi hodimlarni bilimi past.Ya'ni favqulodda vaziyat sodir bo'lgan vaqtda qanday harakat qilish kerak, nima qilish kerak, aholiga nima deyish kerak shu holatlarda hodimlarni bilim saviyasi pastlik qiladi.Shuning uchun har bir hodimni bilimini oshirib tayorgarligini tekshirib nazorat qilib turish kerak.Har bir hodimni favqulotda vaziyat sodir bo'lganda qanday harakat qilish kerakligi haqida o'qitib bilimini oshirish lozim va shart bo'ladi.

Yana asosiy muammolaridan biri bu aholini evakuatsiya qilish to'g'risidagi nizomlarning juda eskiligi.Bu nizomlarni hozirgi vaqtga moslab boshqatdan ishlab chiqish kerak.

Favqulodda vaziyat bo'lgandan ko'ra uni oldini olsak aholiga zarari kamroq bo'ladi yoki umuman aholiga zara yetmaydi.Shuning uchun shu va shu

kabi muammolarni favqulodda vaziyat sodir bo'lishidan oldin o'rganib chiqib, oldini olsak maqsadga muvofiq bo'ladi.

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FAVQULODDA VAZIYATLARNI BARTARAF ETISH, FUQORALAR HAYOTI VA SALOMATLIGI

Annotatsiya: FVVning asosiy vazifalari va faoliyat yoʻnalishi asosan: favqulodda vaziyatlarni bartaraf etish, fuqoralar hayoti va salomatligini muhofaza qilish, favqulodda vaziyatlar yuz berganda ularning oqibatlarini tugatish hamda zararini kamaytirish sohasida davlat siyosatini ishlab chiqish va amalga oshirish, favqulodda vaziyatlarning oldini olish va bunday hollardagi harakatlarni boshqarishning davlat tizimi (FVDT)ni tashkil etish va uning faoliyatini taʼminlash, fuqaro muhofazasiga rahbarlik qilish, vazirliklar, idoralar, mahaliy davlat organlari faoliyatini muvofiqlashtirib borish, maqsadli ishlab chiqarish va hakoza larga qaratilgan.

Kalit soʻzlar: Fuqarolar muhofazasi, Evakuatsiya, Harbiy tizim, Radiatsiyaviy, kimyoviy biologik vaziyat, Qutqaruv.

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EMERGENCY ELIMINATION, CIVIL LIFE AND HEALTH

Annotation: The main tasks and activities of the Ministry of Emergency Situations are: development and implementation of state policy in the field of emergency response, protection of life and health of citizens, mitigation and mitigation of emergencies, prevention and response to emergencies. organization and operation of the State System of Action Management (FVDT), management of civil protection, coordination of activities of ministries, departments, local government bodies, targeted production and so on.

Keywords: Civil Protection, Evacuation, Military System, Radiation, Chemical Biological Situation, Rescue.

Fuqaro muhofazasi mahsus tadbirlarining bajarilishini taʼminlash hamda ushbu maksadlarda kuch va vositalarni tayyorlash uchun respublika, viloyat, tuman, shahar, shuningdek, obʼekt miqyosidagi fuqaro muhofazasi xizmatlari

tashkil etiladi. Fuqaro muhofazasi xizmatlarining turlari O`zbekiston Respublikasi Vazirlar Mahkamasi tomonidan tasdiklanadi.

Fuqaro muhofazasi kuchlari fuqaro muhofazasi kuchinlari, tizimlaridan tarkib topadi. Fuqaro muhofazasi kuchlari va vositalarining tarkibi, ularning tarkibiy tuzilishi, shuningdek, muhofaza turlari faoliyatining boshka jihatlarini O`zbekiston Respublikasi fuqaro muhofazasi boshligi tomonidan belgilab kuyiladi.

Fuqaro muhofazasi vazifalarini hal etishda FVV kuchlaridan tashkari O`zbekiston Respublikasi kurolli kuchlarining kutkaruv tizimlari, kislmlari ham jalb etilishi mumkin. Favqulodda vaziyatlar vazirligi fuqaro muhofazasining kuchinlari O`zbekiston Respublikasi fuqaro muhofazasi kuchlarining asosini tashkil etadi.

Fuqaro muhofazasi qo`shinlarining harbiy davrdagi asosiy vazifalari kuyidagilardan iborat:

1. a) zararlanish uchoqlarida va zaharlanish hududlarida muhandislik, radiatsiyaviy, kimyoviy va boshka kidiruv turlarini olib borish;

2. b) kutkaruv va boshka kechiqtirib bulmaydigan ishlarni amalga oshirish;

3. v) aholini va halk hujaligi ob`ektlarini evakuatsiya qilishda ishtiroq etish;

4. g) aholi hayot faoliyatini ta`minlash, ob`ektlarni tiklash ishlarni amalga oshirishda ishtiroq etish hamda fuqaro muhofazasining boshka vazifalarini bajarishdan iborat.

Fuqarolar muhofazasi tizimlari kutkaruv va boshka kechiqtirib bulmaydigan tiklov ishlarni amalga oshirish uchun hududiy ishlab chiqarish tamoyillariga kura tashkil etiladi.

Fuqaro muhofazasi tizimlari buysunishiga kura — hududiy (viloyatlar, tumanlar va shaharlar mikiyosida) hamda ob`ekt (halk hujaligi ob`ektlaridagi) tizimlariga bulinadi.

Ob`ekt fuqaro muhofazasining boshligi etib usha korhonaning yoki tashkilotning boshligi tayinlanadi.

Fuqaro muhofazasi yana belgilangan vazifasiga kura — umummaksadli hamda hizmatli tizimlarga bulinadi. Umummaksadli tizimlar zararlangan uchoqlarda kutkaruv ishlarni olib boradilar. Hizmatli tizimlar esa mahsus tadbirlarni bajaruvchi hizmatlar — kidiruv ishlarni olib borish, tibbiy yordam kursatish, yonginlarning tarkalishiga yul kuymaslik va ularni uchirish, jamoat tartibini saklash, insonlar salomatligini tiklash, razvedka utkazish, avariya va tehnikalarni tiklash, himoya inshootlarida hizmat kursatish va boshka mahsus vazifalarni bajaruvchi tizimlarga bulinadi

Fuqaro muhofazasi tizimlariga O`zbekiston Respublikasi fuqarolari: 18 yoshdan 60 yoshgacha bulgan erkaklar, 18 yoshdan 55 yoshgacha bulgan ayollar kabul kilinadi, safarbarlik kursatmasiga ega bulgan harbiy hizmatga mansublar, 1,2,3guruh nogironlari, homilador ayollar, 8 yoshga tulumagan bolalari bor

ayollar, ayni paytda 3 yoshga tulgagan bolalari bor urta yoki oliy tibbiy ma'lumotli ayollar bundan mustasno.

Har bir korhonaning FM boshligi FMni tashkil etilishini, uning holatini, kuchlarini, texnikasini doimiy tayyor holatda bulishligini nazorat etadi, hamda kutkaruv va kayta tiklash ishlariga boshchilik kyladi. Korhona FMning boshligi shu korhona joylashgan rayon FMga va shu korhonaning yukori tashkiloti FMsigga buysunadi.

Har bir korhonaning FM boshligiga urinbosar tayinlanadi. Katta korhonalarda bir necha urinbosarlar tayinlanadi, jumladan:

a) Ishchi hizmatchilarni joylashtirish (yoki evakuatsiya buyicha);

b) Muhandis-texnik ishlari buyicha;

v) Moddiy texnika ta'minoti buyicha. FMning ishchi hizmatchilarni joylashtirish buyicha urinbosari joylashtirish rejalarini tashkil etadi, ularning oilalarini evakuatsiya etish, jamoat tartibini saklash ishlariga boshchilik qilish hamda ishchi hizmatchilarni bir joydan ikkinchi joyga tashish ishlarini tashkillashtirish vazifalarini bajaradi.

FMning muhandis-texnik bulimi urinbosari korhonaning bosh muhandisi hisoblanadi. Buning vazifasi ishlab chiqarishni alohida rejim asosida ishlash rejasini tuzish, tinchlik davrida ishlab chiqarishni muttasil ishlashini ta'minlash, ekstremal holatlarda avariya texnika va yonginga karshi hizmatlarni, kugkarish ishlarini olib boradi.

Bundan tashkari, tabiiy ofatlar, avariya, haloqat bulganda kutkarish va avariya ni tusish hamda kayta tiklash ishlariga boshchilik kiladi.

FMning moddiy texnika ta'minoti buyicha urinbosari kilib korhonaning ta'minot buyicha boshlik urinbosari tayinlanadi. Bu mansabdor shahs mahsus jihozlarni, texnika, transport va muhofazaga taallukli jihozlar bilan ta'minlaydi va saklaydi. Yana u boshpanalarni kurish va uz kul ostidagi ishchi hizmatchilarni evakuatsiya qilishni ta'minlaydi haoda inshootlarni ta'mirlash ishlarini bajaradi.

Korhonada FMning shtabi tuziladi. Bu shtabda har hil buyruklar, bajariladigan choratadbirlar va FMning yukori tashkilot talabnomalari, ish rejaları ishlab chiqiladi, uning bajarilish hisobotlari tuziladi. Korhona shtab boshligi etib, shu korhonaning FM boshligining birinchi urinbosari tayinlanadi. FMning shtabi zimmasida ishchi hizmatchilarni va korhona hodimlari oilalarini kirgin kurollar ta'siridan, dushmanning bevakg hujumidan uz vaqtida ogoh qilish vazifasi turadi.

FM shtabi asosida kuyidagi hizmatli tizimlar tashkil etiladi:

- Aloqa va tashvikot;
- Meditsina;
- Radiatsiya va kimyoviy kurollar ta'siriga karshi;
- Jamoat tartibini saklash;
- elektr ta'minoti;
- Avariya-texnikani ta'mirlash;

- Panada va kochoqlar maskanida hizmat kursatish;
- Transportda hizmat kursatish;
- Moddiy ta`minot va boshka vazifalar.

Bularga mahsus topshiriklarni bajarish vazifalari topshiriladi. Yuqoridagi har bir hizmatga FM boshligi tomonidan rahbar etib, bulim, tseh, smena boshliklari tayinlanadi.

Yuqorida ta`kidlangan fuqarolar muhofazasining hizmatli tizimlaridan tashkari tehnika va transport vositalariga mahsus kayta ishlov berishda FMning bir kator hizmatli kismalari keng ishlarni tashkil etadi. Jumladan, FM laboratoriyalari radioaktiv va zaharli moddalarni aniklash uchun radiometrik va kimyoviy tahlil ishlarini olib boradi. Ular asosan korhona yoki tashkilotlarning laboratoriyalari tarkibida tashkil etilib, unga mutahassislar jalb kilinadi va kerakli asbob-uskunalar bilan jihozlanadi.

Radioaktiv moddalar va biologik vositalar bilan zaharlangan odamlarni tulik sanitarkayta ishlovdan utkazish uchun yuvinish maskanlari tashkil etiladi. Bu maskanlar asosan hammom va dushhonalar asosida tashkil etilib, ular oldindan tayyorlab kuyiladi. Bu maskanlarda kiyim-kechaklar, poyafzal va shahsiy saklovchi vositalarni dezaktivatsiya kiluvchi maydonchalar tayyorlanib jihozlanadi. Bir yuvinish maskani bir soatda 80 odamni sanitar kayta ishlovdan utkazadi.

Kiyimkechak, poyafzal shahsiy saklovchi vositalarni degazatsiya, dezaktivatsiya va dezinfektsiya qilish uchun kiyim-kechaklarni zararsizlantiruvchi maskanlar tashkil etiladi. Bular asosan hammom va kiyimkechaklarni yuvuvchi maskanlar tarkibida tashkil etiladi. Bunday maskanlar 1 soat ichida 50100 kg kiyimkechaklarni kayta ishlash kuvvatiga ega.

Transport vositalarni degazatsiya, dezinfektsiya va dezaktivatsiya qilish uchun esa zararsizlantirish shahobchalari tashkil etiladi. Bu zararsizlantirish shahobchalari asosan transportlarni yuvuvchi kismalari tarkibida tashkil etilib, ular 1 soat mobaynida 45 ta yuk avtomashinalarini zararsizlantirish imkoniyatiga ega.

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CONSTRUCTION OF LEARNING ENGLISH AS A MODEL OF THE COMMUNICATION PROCESS

Abstract: The objective of learning English is formulated as follows now: teach students to communicate in English. But when posed in this way it becomes a goal in itself. The purpose of education is much broader than the acquisition of certain skills and abilities, and opportunities for the subject "English" is much broader.

Key words: modern techniques, generalizing, part of sentence, speech, development of the individual student.

Therefore, the purpose of teaching English language at present can be summarized as follows: to teach students not only participate in communication in English, but also actively participate in the development of the individual student.

For this reason, most modern techniques of teaching English based on the principle of active communication.

Communicability involves the construction of learning as a model of the communication process. To make learning the basic features of the communication process, firstly, the need to go to personal communication with students, making the work with the audience composing the normal psychological climate. Secondly, it is necessary to use all modes of communication to solve this problem - interactive (when there is an interaction with the teacher the students on the basis of any activity other than teaching), perceptive (when there is a perception of each other as individuals, bypassing the status of teacher and student), information (when the pupil and teacher change their thoughts, feelings, and not words and grammatical structures). The third necessary condition is the creation of communicative motivations - needs, which encourages students to participate in communion with the aim of changing the relationship with the interlocutor. Communication should be constructed in such a way that there was a gradual mastery of verbal material.

The motivation for communication can be various incentives. When working with a project methodology is the work on joint projects. The same stimulus is used in distance learning, and intensive methods. Frequently, the situation used in the training, are problematic. These situations should contribute

to the formation of different opinions among the trainees and should not give clear solutions. Discussion of these situations can throw together different views is the need to defend their point of view, there is a need to communicate in a foreign language. The use of problem situations also has another positive side, because it provides an opportunity to solve and educational problems as foster proactive personality is possible only when discussing situations which are based on true values.

It is also important to note that situations learning, case must permeate all stages of learning verbal material at all stages of learning.

In addition, almost all methods commonly use collective joint activity. The tendency of replacing the individual work by the group work developed for a long time. Teamwork is intensifying collective. The formation of skills and competencies takes place in the system of collective actions that contribute to internal mobilization capacity of each student. The forms of collective interaction are easily implemented in the classroom. It is a work in pairs, a work of three, a work in micro-groups and in the complete group. It should also be noted that the role-play game communication, constantly interacting with the personal, is its prerequisite and condition. The situations of role communication in which the skills and abilities of foreign language communication develops, provide a transition to a higher level of communication.

Gathering them in the process of active teaching and learning activities, thus forming an active personality with creative thinking. This principle is widely used in the Activity Based method, as it is designed primarily for people with established logical thinking. In addition, it allows you to consciously master the linguistic resources and use them intelligently, as well as it ensures the formation of a strong knowledge and skills.

All the more widely used in foreign language teaching methods become features of intensive methods of teaching English. They are, for example, multifunctional exercise. After all, while there are several types of activities: listening, speaking, and certain grammatical knowledge.

The same is true with the conditional speech exercises, once a sentiment typical of the communicative method. Now they are also used in an interactive method.

There is another idea, found in virtually all methods, with minor variations. This is the principle of the educational process on the basis of its quantization and programming in the communicative conception. Quantization in this case being everything from goals and finishing materials, training process is divided into definite cycles. The teaching process in distance education undergoes structuring, course structure is modular, so the student can clearly recognize your progress from module to module, or choose a module, depending on their qualifications. Even the Activity Based technique divides the course of learning English (foreign) language, as mentioned earlier, the tentative mastery of language means and subsequent mastery of communication.

And use this systematization of teaching for more specific goal-setting courses, in addition, the material is grouped according to themes, more convenient to remember, as well as its use and secure.

Thus, we see that the modern methods, despite the large number of specific features, have much in common, lying in their very basis.

To determine how well each of the described methods, we will try to highlight and explore the pros and cons of each.

The communicative method has several positive aspects that should be actively used to work with him.

First and foremost, this is the purpose of training, which is not just mastering a foreign language, and learning a foreign language culture. This is achieved by subordinating and interrelatedness of all aspects of training. Following such installation, the teacher involves in the formation of the individual student, which is certainly a positive side.

Another advantage of this concept is the interface and the balanced development of all activities (speaking, listening, reading, and writing). This factor is very important.

Very good factor is the creation of an additional motivation, using interdisciplinary communication.

But the most important positive aspects were the use of communication as the main method of teaching English language, and use situations to realize this.

However, the unjust will not say that the latter two factors are characteristic for the other techniques discussed in the research.

This technique does not have pronounced negative features. Perhaps it has minor issues, but they are not expressed as clearly as positive qualities.

We now turn to the intensive method.

Undoubtedly, the biggest of its plus this is the fastest results. By the second day of classes the student to communicate in English using verbal clichés, studied at the first lesson.

Also important are the psychological bases of advantage of this technique (of suggestion), which allow a psychologically comfortable in the classroom, but also used for more effective learning.

Big plus is multifunctional exercise, repeatedly referred to earlier, as well as very well a lot of time given to activate the new vocabulary. At each cycle of training is recommended to spend up to 20-24 hours, including on the activation of a new material - 18-20 hours.

There are also some disadvantages in this method. For example, too much new material, which is given for a presentation.

The disadvantage is also the training, especially oral forms of communication: reading and listening comprehension, writing as a form of communication while becoming secondary, which is impossible to allow in any case.

The project methodology of foreign language teaching has distinct disadvantages, like the communicative method. In this case it is characterized by positive features, such as: capture the culture of designing, developing abilities to think creatively and independently, to predict the solutions to the task.

Analyzing all of the above, we can say that the ideal methods of teaching English does not currently exist. Although the communicative and design techniques nowadays are the most harmonious and relevant to the modern methodology.

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COMPARATIVE CHARACTERISTICS OF MODERN TECHNIQUES OF TEACHING ENGLISH

Abstract: As mentioned earlier, many modern techniques are communicatively-oriented, and one of their most important aim is to teach communication and ownership of speech means. Each of the techniques uses different tools, methods and principles. That is, each technique has distinctive specific features

Key words: foreign language culture, cognitive, educational, developmental, educational aspect, language and grammar, relationship.

The very first specific feature of the communicative method is that the purpose of education is not mastery of a foreign language, but “foreign language culture”, which includes cognitive, educational, developmental and educational aspect. These aspects include the introduction and study of not only the language and grammar, but also its culture, its relationship with the native culture, as well as the failure of a foreign language, its nature, characteristics, similarities and differences with their own language. They also include the satisfaction of personal cognitive interests’ trainee in any of its activities. The latter provides an additional motivation to study a foreign language by students, who is not interested.

The second specific feature of the communicative approach is to capture all aspects of foreign language culture through communication. This communicative method first put forward the proposition that the communication should be taught only through communication that was for modern methods of one of the characteristic features. In the communicative teaching methodology communication serves as teaching, learning, development and education.

Another feature of the proposed concept is the usage of all the functions of the situation. Communicative learning is based on situations which (unlike other teaching schools) are understood as a system of relationships. The main emphasis here is put not to play with the help of visual aids or a verbal description of the fragments of reality, and to create a situation as a system of relationships between the trainees. Discussion on the situation, based on the relationship of trainees, can make learning a foreign language culture as possible natural and close to the conditions of real communication.

Communicative methodology also includes the acquisition and non-verbal means of communication: such as gestures, facial expressions, posture, distance, which is an additional factor in memorizing vocabulary and any other material.

A specific feature of the communicative approach is the use of conditional speech exercises, that is, those exercises that are based on full or partial repetition of the remarks of the teacher. As you gain knowledge and skills of the character of conditional speech exercises become increasingly complex, while the need for them does not exhaust yourself when statements trainees do not become self-sufficient and meaningful.

The effectiveness of the project techniques is provided to a greater extent by the intellectual and emotional richness of the education topics. Also we should note their gradual complication. But the distinctive feature is the fact of their concrete. From the outset of training the trainees are expected to participate in meaningful and complex communication, without simplification and primitivism.

The other distinguishing feature of the project methodology is a particular form of communicative and cognitive organization of students in draft form. That, indeed, appeared the name of the method.

The project is an independent, implemented by the trainees' work, in which verbal communication is woven into the intellectual and emotional context of other activities.

Particularly important is the fact that students have the opportunity to talk about their thoughts, their plans.

The specific skills are also a division into two types: learning to learn languages and skills of language users. For the development of the first kind of skills phonetic and lexical-grammatical exercises of training nature are used. These are exercises in imitation, substitution, expansion, transformation, restoration of individual phrases and texts. Their peculiarity is that they are given in an interesting way: as a text to check the memory, attention, games conjecture; puzzles, sometimes in the form of a soundtrack.

Education grammatical skills and their training are usually conducted in the form of work based on the tables. All the exercises, most importantly, are running on the background of the development project submitted.

To practice in using language a large number of situations is given created by using verbal and object-like clarity.

The obvious here is that the specific features of the communicative and projective techniques have many similarities, are built on identical principles, but apply them in different ways of learning. In the first case the study is based on the use of situations, in the second - on the use of the projects.

We now turn to the intensive method and consider its specificity. This method is based on the psychological term of "suggestion". This is the first specific feature of intensive techniques. The use of suggestion can pass or shoot various types of psychological barriers in the trainees the following way. The

teacher conducts classes in the light of psychological factors, emotional impact, using the logical form of training. It is also used in the classroom various art forms (music, painting, elements of the theater) to the emotional impact on students.

Connecting the emotional factors in learning a foreign language will significantly intensify the process of learning, opening new perspectives in the development of methods of teaching foreign languages. The whole atmosphere of classes organized in such a way that the development of language is accompanied by positive emotions. On the one hand, this is an important incentive to create and sustain interest in the subject. On the other hand, the intellectual activity of students, backed by emotional activity, provides the most efficient memorization of material and mastery of speaking skills.

Another distinguishing factor is the active use of role-playing games. Specifics of intensive training are laying in the fact that the educational communication keeps all socio-psychological processes of communication. Role dialogue - is both a play and learning, and speech activity. But in this case, if the position of students is role-play game communication - play activity or natural communication, where the motive is not in the content of activities, but outside it, from a teacher role-play game dialogue is a form of organization of educational process.

According to L.G. Denisova [5, 35], the main efficient moments of interactive methods of teaching foreign languages are:

- creation of a strong motivation for immediate study, carried out with casual conversation and motivating communication closer to reality;
- high and immediate impact of training: on the second day of classes, students interact in the target foreign language, using verbal clichés inherent in the core of training text - remember, the text of polylogue introduced for the first day of school.

All of the above is particularly intense techniques that provide greater effectiveness. These specific moments entirely differ from the two previous methods. Only one of them, perhaps, is similar. All three techniques considered essential for a successful learning teamwork in a positive emotional atmosphere. This intensive method pays more attention to activities such as speaking and listening.

What are specific features for Activity Based Methods of teaching English? It should be noted that there are quite a lot of such learning tools specific to the Activity Based methods.

In the beginning, we note that the creators of this technique believe that we should teach separately design skills and the ability to work with content following information. In order to ensure a conscious mastery of linguistic tools and training in design, they must form before there will be a learning to work with content. From this follows another specific feature of this method.

In Activity Based method is a separation between the tentative mastery of language means and subsequent mastery of communication on the basis of existing knowledge, abilities, skills, use of language.

But really specific feature of Activity Based method is the selection of what is called linguistic communicative units. As for complete communication during training not only verbal status of linguistic units is required, speech status must be combined with freedom of choice in speech. Linguistic units which have the status of speech and provide a full communication with the terms of the freedom of choice, on the basis of meaning imparted called communicative language units.

And the last specific feature is the use of this method, a conventional version, which is used not only what students have mastered and what they are taught at this stage.

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FORMATION OF STUDENTS' LANGUAGE PERSONALITY

Abstract: The purpose of this article is to consider the main goals and objectives of teaching practical English grammar to students and to determine the relationship between communicative and cognitive components in this process.

Key words: English grammar, communicative, cognitive components, grammar, teaching English, teachers, practical.

The learning process is organized as a model of real communication. Communication is a process in which rational and emotional interaction of people, reveals and forms the commonality of their thoughts, views, cohesion and solidarity, which are characteristic of the team, ie it is a way to support the life of the individual in society [1, 77].

Teaching practical grammar of English is carried out in the process of speech activity, when participants try to solve real and imaginary problems of joint activities with the help of a foreign language. Speech activity is an active, purposeful, language-mediated and situation-driven process of receiving and issuing a speech message in the interaction of people with each other [2, 133]. speech activity correlates with communication as partial and whole. Thus, speech activity is formed in the process of communication, and the grammatical aspect of communication - in speech activity. Therefore it is necessary to teach speech activity and in the process of speech activity.

Speech activity has a three-phase structure:

1. the first phase is motivational-motivational;
2. the second - analytical-synthetic;
3. the third - executive [2, 133].

We believe that another phase is needed to compare the implementation of the plan with the plan itself or the phase of reverse afferentation, which is, in fact, the effect of comparing the implementation of the action with a given program. The fourth phase is, in our opinion, of fundamental importance, because during the study of practical grammar students' speech is impossible without errors, but it is in the learning process is the phase of reverse afferentation, when the student can compare the results of his program with its implementation and certain changes, i.e., to correct yourself.

Activity is always considered alongside the category of “activity” and is sometimes used interchangeably. In foreign language classes, students’ activity is determined by the desire to learn something new, to participate in foreign language communication, to reveal their knowledge and abilities. We are talking about language / speech abilities as individual psychological characteristics of a person that contribute to the acquisition of knowledge, skills and abilities in the field of foreign language and their use in speech activity.

In communicative activity, a person solves speech problems (for example, to deny something, prove, approve, etc.), for which speech actions should be performed, which ensure the formation of speech skills. Accordingly, grammar skill is a special case of speech skill. Grammatical skill is understood as an automated component of speech activity, the psycho-physiological basis of which is the so-called speech grammatical stereotypes that are formed and function as a result of constant use of speech, i.e., in the process of gaining individual speech experience [3, 18]. Grammatical skill is based on a dynamic stereotype, which is a subtle and flexible system of temporal connections that are formed in the human mind [4, 197]. Data on the physiology of higher nervous activity about the process of formation of a dynamic stereotype allow us to determine a number of conditions, compliance with which makes the formation of grammatical skills successful.

These are:

- a. preliminary hearing;
- b. meaningful imitation in speech (if there is a speech task);
- c. the uniformity of phrases based on the speech pattern;
- d. regularity of phrases of the same type;
- e. speech actions by analogy;
- f. infallibility of speech actions;
- g. variety of automation conditions;
- h. speech nature of exercises.

There are three stages of formation of speech grammar skills:

1.indicative and preparatory, where students are acquainted with a new grammatical phenomenon and the initial performance of speech grammar action on the model;

2.stereotypical-situational, where the automation of the elements of action, which continues at the next stage. In order to form grammatical speech stereotypes, there is a purposeful speech training of grammatical structure in the same type of speech situations;

3.varying-situational, which completes the process of creating the flexibility of the skill to apply it in a variety of conditions, which provides not only practical mastery of grammatical material, but also the understanding of theoretical knowledge.

In the process of communicative learning of practical grammar should take into account the interaction of all types of knowledge that make up the

general knowledge base of speakers. Therefore, it is necessary to create such learning conditions (situations) that would contribute to the activation of this knowledge. From the point of view of modern approaches, a common database is not a static “repository of information”, but a mobile system that is self-organizing and self-regulating and changing on the basis of new data. The general knowledge base of communicators includes at least the following components:

- language knowledge;
- extra-lingual knowledge: a / about the context and situation, as well as about the addressee; b / background knowledge: about events, states, actions, processes, etc., knowledge about the world [5, 145].

The above components of the knowledge base, acting comprehensively, are a condition and guarantor of successful learning of the grammatical aspect of communication, based on two types of mechanisms: communicative and cognitive.

The main purpose of teaching the grammatical aspect of communication is the formation of students’ communicative competence. This concept was introduced by D. Hymes, who defined it as the inherent human knowledge and skills of successful and effective communication; system of knowledge about the rules of speech communication, its procedure, etiquette, ritual, which reflects the interaction of intellectual, social and verbal in the behavior of communicators [6, 20]. Communicative competence is a multi-component phenomenon that includes other types of competences, relevant among which for the teaching of practical grammar are language, speech and cognitive.

Let us now consider the components of the cognitive side of learning practical grammar.

Learning the grammatical aspect of foreign language communication should stimulate students’ speech and mental activity, which is a purposeful, motivated and meaningful process of cognition of reality by means of speech [8, 6]. As you know, one of the functions of thinking is cognitive, which is aimed at developing students' cognitive activity, in the process of which they solve mental problems and discover new knowledge. There are three levels of cognitive activity:

- reproductive activity (reception and reproduction of the sample);
- interpretive activity (reproduction with elements of products);
- creative activity (products).

The highest is the third level, which involves independent production of speech by students, the use of their knowledge in speech activity and the discovery of new knowledge.

Thus, the knowledge space is a system of knowledge about the world or a conceptual picture of the world, consisting of units of knowledge that are concepts that can be represented by different cognitive structures through mental processing of input through conceptualization and categorization.

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THE IMPORTANCE OF PROGRAMS FOR DRIVING ON LINEAR ROADS IN THE ORGANIZATION OF LOGISTICS TRANSPORTATION OF PRODUCTS

Annotation: The determination of rational routes for the delivery of transport flows in the regional transport and logistics system using the linear programming transport problem in this work allows us to develop the most rational ways and ways of transporting goods, thereby avoiding additional costs of the enterprise associated with the implementation of the processes of supply of raw materials, materials, fuels, equipment.

Keywords: regional economy, regional transport and logistics systems, linear programming.

The regional transport and logistics system serves as the material base of production links between individual territories. A significant part of the logistics operations on the way of the material flow from the primary source of raw materials to the final consumer is carried out using various vehicles. In this regard, there is a need to pay due attention to the definition of rational and optimal routes for the delivery of products. To determine rational delivery routes, we will use the linear programming transport problem. The globalization of the economy is accompanied by previously unprecedented rates of trade growth. In these conditions, the importance of the transport and logistics system grows as much as possible. The regional transport and logistics system (RTLS) serves as the material base of production links between individual territories, acts as a factor organizing the economic space and ensuring further geographical division of labor. In the structure of public production, RTLS refers to the production of material services. A significant part of the logistics operations on the way of the material flow from the primary source of raw materials to the final consumer is carried out using various vehicles. The costs of performing various logistics operations sometimes make up a significant part of the company's expenses.

In this regard, there is a need to pay due attention to the definition of rational and optimal routes for the delivery of products. To determine rational

delivery routes, we will use the linear programming transport problem. This is a special kind of linear programming problem about finding the optimal distribution of homogeneous objects with minimizing the cost of moving. For ease of understanding, it is considered as a problem of the optimal plan for the transportation of goods from points of departure to points of consumption, with minimal transportation costs. Under the name "transport problem", a wide range of tasks are combined with a single mathematical model.

These problems relate to linear programming problems and can be solved by the simplex method. However, the matrix of the system of constraints of the transport problem is so peculiar that special methods have been developed to solve it. These methods, like the simplex method, allow us to find an initial reference solution, and then, improving it, to obtain an optimal solution. We will set a transport task for the holding. Certain resources are required for the manufacture of products. The holding has a certain part of the resources, the other part is purchased from suppliers. And before the resources appear in the enterprise, they need to be delivered from the supplier. Let's consider a model of a transport task to minimize the costs of the route and delivery of materials. To determine the distance, we will use the on-line service of the automobile cargo transportation portal [1]. The definition of rational routes for the delivery of transport flows in the regional transport and logistics system using the linear programming transport problem in this paper allows us to develop the most rational ways and ways of transporting goods, thereby avoiding additional costs of the enterprise associated with the implementation of the processes of supply of raw materials, materials, fuels, equipment, etc. It is interesting to note that the algorithm and methods of solving the transport problem can be used to solve some economic problems that have nothing to do with cargo transportation. For example:

- Optimal attachment of machining operations to the machines. The task allows you to determine how much time and on what operation each of the machines should be used to process the maximum number of parts.

- Optimal assignments or the problem of choice. The task allows you to determine which mechanism and what work should be assigned to achieve maximum productivity.

- The task of reducing production, taking into account the total costs of manufacturing and transportation of products.

Increasing the productivity of road transport by minimizing empty mileage, the reduction of which will reduce the number of vehicles for transportation by increasing their productivity. This underlines the relevance of using the linear programming transport problem. Interestingly, the Russian scientist Leonid Vitalievich Kantorovich was at the origin of the creation of the theory of linear programming and the solution, including the transport problem. In 1939, he published his work "Mathematical methods of organization and

planning of production", in which a new class of extreme problems with constraints was formulated and effective methods of solving were developed.

The model of the transport and logistics system is most effective in the context of the whole region. The main parameters of the transport and logistics system from the point of view of the region are: the state of development of transport, warehouse, road, customs, information and financial infrastructures. The unevenness in the territorial distribution of transport networks and transport infrastructure facilities, the interdependence and interaction of individual modes of transport, the congestion of major highways and urban agglomerations affects the economic development of the region as a whole. The transport infrastructure includes capacities that allow transportation between the objects of the region, allowing for the movement of material flows of the region. The warehouse infrastructure provides storage and transshipment of goods, ensures the redistribution of material flows between directions. The road infrastructure characterizes the capacity of the region in terms of road transport, as well as the maximum possible speed of movement of material flows within it. The customs infrastructure allows for the import and export of the relevant material flows of the region. The division by type of material flows, the reflection of material flows in monetary form, profits, losses, tax and other deductions, the understanding of all this is engaged in the financial infrastructure.

The criterion parameter for setting and implementing a set of tasks is to minimize the total transport and logistics costs:

- production of material and technical resources (components);
- supply of transport business entities;
- provision of complex transport services in a unimodal (multimodal) version of the transport and logistics system;
- sale of final products (goods).

The main parameters of the model are:

territorial characteristics of demand for transport and logistics services;

- nomenclature of transport and logistics services;
- regularity of demand (one-time or stable demand);
- intensity of internal and transit cargo flows;
- the form of ownership of the business entity (customer);
- cargo characteristics (requirements for rolling stock);
- financial stability (solvency) of the customer, etc.

The formulated model allows for the elaboration of investment program options when creating a regional transport and logistics system (taking into account the limited land and investment resources). It is also very important that one of the main tasks of the modeled transport and logistics system is to ensure the development of regional economic ties. Working with RTLS, which uses a simulation software package, allows you to create and adjust data arrays reflecting possible options for organizing vehicle routes, to obtain information that is most adequate to real-time conditions. The next stage in the

transformation of such a model may be the transformation into a more specific system, the subject area of which would be focused on the development of the economy of a particular region.

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NAVOIY VILOYATINING QISHLOQ TUMAN TOPONIMLARI

Annotatsiya: Ushbu maqola Navoiy viloyati qishloq tumanlari joy nomlarini kelib chiqish tarixi va yillar davomida toponimlarda sodir bo'lgan o'zgarishlar haqidagi ma'lumotni o'z ichiga olgan.

Kalit so'zlar: Joy nomlari, Navoiy viloyati, Xatirchi, Qiziltepa, Karmana, Navbahor, Nurota, Konimex, Uchquduq, Tomdi, tabiiy geografik joy nomlari.

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TOPONYMS OF RURAL DISTRICT OF NAVOI REGION

Annotation: this article contains information on the history of the origin of the place names of rural districts of Navoi region and the changes that have occurred in toponyms over the years.

Keywords: Place names, Navoi region, Khatirchi, Kiziltepa, Karmana, Navahor, Nurota, Konimekh, Uchkuduk, Tomdi, natural geographic place names.

Navoiy viloyati – yosh va navqiron viloyat bo'lsada, uning insoniyat tamadduniga katta hissa qo'shgan qadimiy va boy tarixi bor³. Shu o'rinda aytish lozimki, qadimiy va boy tarixga ega bo'lish bilan birgalikda biz yashab kelgan, ajdodlarimiz yashab kelgan mana shu zamindagi joy nomlarining ham o'ziga yarasha kelib chiqish tarixi, sabab va oqibatlar bor.

³ “Navoiy o'tmishi qadim kelajagi nurli diyor” jurnali. “Ma'naviyat”, T.: 2012. – 3-bet.

Hech qanday mazmunga ega bo'lmagan, tasodifiy nom bo'lmaydi, shuning uchun ham turli soha olimlari ya'ni tarixchilar, lingvistlar va geograflar toponimlarni va ularning kelib chiqishini o'rganishga katta umid bog'lagan. O'zi istiqomat qilayotgan joyning nomi, uning kelib chiqishi, qanday ma'noga ega ekanligi barchaga qiziq bo'lsa kerak, albatta.

Joy nomlarining kelib chiqishi va qanday ma'nolarni anglatishi, avvalo, o'sha joyning geografik o'rni, tabiiy sharoiti, o'simlik va hayvonot olami, tarixiy o'tmishi, bu joyda qanday xalqlar, mashhur insonlar yashab o'tgani yoki turli xil afsonalarga bog'liq bo'lishi mumkin⁴.

Navoiy viloyati mamlakatimizda hududiy jihatdan eng katta viloyat bo'lib, hududi jihatidan Qoraqalpog'istondan keyingi ikkinchi o'rinni egallaydi. Navoiy viloyati tarkibida 8 ta qishloq tumani mavjud bo'lib, ular: Xatirchi, Qiziltepa, Karmana, Navbahor, Nurota, Konimex, Uchquduq, Tomdi tumanlari hisoblanadi.

Ushbu maqolada biz aynan mana shu tumanlar nomlarining kelib chiqishi va qanday ma'nolar kasb etishi haqida so'z yuritamiz.

Dastlab, Xatirchi tumani haqida. Xatirchi tumani viloyatning yirik tumanlaridan biri bo'lib, u Zarafshon daryosining o'ng qirg'og'ida joylashgan. Tuman unumdor yerlari, serhosil bog'lari, so'lim maskanlari bilan hamda Langar, Sangijumon, Oqsoqolota kabi sirli toshli joylari bilan alohida ajralib turadi va kishilar e'tiborini tortadi. "Xatirchi" atamasining adabiy-badiiy manbalarda ilk bor uchrashi bundan qariyb 300 yil muqaddam yashagan Boborahim Mashrabning 1697-1709-yillar orasida Xatirchida bo'lishi va bu yerda avliyo Gadoy Selkin ota maqbarasini ziyorat qilishi tilga olingan. "...Sen aytmasang men aytay Miyonqol! Qovunning shirini, uzumning sarasi shu vodiya yetiladur. Qoradaryo bilan Oqdaryo oralig'idagi bu vodiyning tuprog'i uzoqdagi tog'lardan uchib kelgan gardlardan hosil bo'lgan. Ana shu oraliq nihoyatda obod, sersuv, ekinzor bo'lib, bu yerda Xatirchi, Payshanba, Qal'ayi Dabusiya kabi ko'pgina qishloq hamda shaharlar bo'lgan". Navoiy viloyati Xatirchi tumanida yashab o'tgan, uning ijtimoiy-iqtisodiy rivojlanishida faol ishtirok etgan shaxslardan biri, marhum Mirzaazim Abduqodirovning shaxsiy arxividan chiqqan bir hujjatda Xatirchining nomlanishi 1677-milodiy yildan boshlanadi. Abdurazzoq xo'ja ibn Abduvahhob xo'ja Badr ota tomonidan savdo-sotiq va bozor munosabatlari qonun qoidalariga bag'ishlab hijriy 1277-1278-yillar (milodiy 1861-1862-yy) da yozilgan "Kitobi bay'ya" asarida o'zlari tug'ilgan yerni "joy mavludash qishlog'i Qoracha az sho'bayi Xatirchiga bexatar" deb tilga olgan. Bundan tashqari keksa kishilarning og'zaki hikoyalarga, ba'zi bir tarixiy voqealarga asoslanib shuni dalil qilib aytish mumkinki, bu nom "xatarchi", "xatarli" so'zining davrlar o'tishi bilan talaffuz tarzining o'zgarishi tufayli hozirgi holatga yetib kelgan ko'rinishidir⁵.

⁴ Maktabda geografiya (ma'naviy-ma'rifiy ta'limiy jurnal), T.: 2010. 10/22-son.

⁵ S. Qorayev "O'zbekiston viloyatlari toponimlari". -T.: 2005. -85-bet.

Birinchidan, bir vaqtlar tuman markazining janubiy tomonlari botqoqli, qamishzor, to'qayzor, chakalakzorlar bo'lib, unda yovvoyi hayvonlardan to'ng'iz, bo'ri, tulki, to'qay mushugi va hatto Turkiston yo'lbarasi ham uchrashi mumkin bo'lgan. Ikkinchidan esa ba'zi yillari bahor erta va issiq kelib qor va muzlarning ko'plab erishi oqibatida Oqdaryo va Qoradaryo suv toshqinlari bo'lib, ikki daryo qo'shilish joyi o'zanini o'zgartirib, ko'p joylarga suv bosish xavf-xatari borligi tahlikasi bo'lgan.

XIX asr o'rtalarida Buxoroga kelgan rus sayyohi N.Xanikov bu qishloq nomini "Xatircha" deb yozgan, xalq asli "xatirchi", "xachir sotuvchi" deb izohlaydi. Mahmud Qoshg'ariyning "Devoni lug'atit-turk" asarida xachir so'zi "qatir", "xatir" shaklida uchraydi. Baxmal tumanida Xatirchi (Katirchining beli) degan dovon bor.

Qiziltepa tumani o'tmishda ma'lum va mashhur, ulkan So'g'd tarixiy-madaniy mintaqasining ajralmas tarkibiy qismi hisoblangan. Bu hududdan Katta O'zbekiston trakti o'tgan. Qiziltepa - Navoiy yo'nalishida, shuningdek, G'ijduvon, Shofirkon. Vobkent shaharlariga avtobus va marshruti taksilar qatnovi yo'lga qo'yilgan. Me'moriy yodgorliklardan Toshmasjid majmuasi (XVI-asr), Xoja Boyazid Bistomiy maqbarasi va boshqalar bor. Tarixchi olim Mirzo Abdulazim Somiy Bo'stoniy (XIX-asr), ulamo Xoja Hasan Andoqiylar (XI -XII-asrlar) shu tuman hududida tug'ilgan.

Karmana tumani Navoiy viloyatining eng kenja va shu bilan birga qadimiy tumanidir. Bu tuman 2003 yilda qayta tashkil etilgan. Karmana arab geograflaridan ibn Havqal, Istaxriy, Muqaddasiy asarlarida uchraydi. Karmanaya, Karmina shakllarida ham qayd qilingan. Yozma manbalarda Xarimankat ("katta manzilli shahar") shaklida ham keladi. Rivoyatlarda keltirilishicha, arablar Buxoroga kelganda Karmana atroflaridagi yerning unumdorligi, suvining sifatiga ko'ra "Armanistonga o'xshar ekan deganlari uchun, Ki-Armaniya" deb nom olgan emish. A. Muhammadjonovning fikricha Karmana Xarmana shaklida talaffuz etilgan va "Katta saroy" ma'nosini anglatgan⁶.

Navbahor tumani Navoiy viloyatining yuksalib borayotgan va yuksak dovon sari intilayotgan istiqboli porloq tumanidir. Navbahor tumani Zarafshon daryosining shimoli-sharqiy qirg'og'i bo'ylab joylashgan.. Shu o'rinda aytish kerakki, Navbahor tumani toki 1980 yilgacha Karmana tumani tarkibiga kirgan va "Leningrad" deb atalgan. Keyinchalik 80-yildan alohida tuman sifatida ajratilganidan so'ng unga tumanda yashovchi faxriylarning takliflari inobatga olinib "Navbahor" deb nom berildi. "Nav" so'zi "yangi" degan ma'noni bildiradi.

Nurota shahridan Buyuk ipak yo'lining bir tarmog'i o'tgan. Bu yerda antik davrga oid Nur qal'asi qoldiqlari joylashgan, qal'ada "Nur chashmasi" nomli buloq bor.

⁶ S. Qorayev "O'zbekiston viloyatlari toponimlari". –T.: 2005. -88-bet.

E'tibor berilsa bu hududdagi juda ko'p nomlar "nur" so'zi bilan bog'liq. Hatto bu yerdagi tog' tizmasi ham shu nom bilan atalgan va atalib kelinmoqda. Rus adabiyotida Nurota nomi mo'g'ulcha nuru - "tizma tog'" va turkiycha "tog'" so'zlaridan olingan degan gaplar uchrardi. Aslida Nurota mo'g'ullar kelmasdan ancha oldiroq Nur nomi bilan ma'lum bo'lgan.

Tarixchi Narshaxiy Nur qishlog'i Buxoro shahri vujudga kelmasdan oldin ham mavjudligi to'g'risida yozgan: "Nur katta joy. Unda masjidi jom'e bor; u ko'pgina rabotlarga ega. Buxoro va boshqa joylarning odamlari har yili ziyorat uchun bu yerga boradilar. Bu Nurni boshqa viloyatlarda Nuri Buxoro deb ataydilar". Nur degan boshqa joylar ham bor masalan, Qoradaryo bilan Oqdaryo oralig'ida Nuri Mioikol degan qishloq tilga olingan⁷.

Mahalliy rivoyatlarda shaharning paydo bo'lishi Iskandar Maqduniy davriga borib taqaladi. Keyinchalik shahar bu yerda yashab o'tgan mashhur Shayx Abulhasan Nuriy sharafiga "Nurota" deb atala boshlangan.

Uchquduq tumani 1982 yilda tashkil etilgan. Tuman va shaharga "Uchquduq" nomining berilishi shahar markazi joylashgan hududda XX asrning boshida mavjud bo'lgan uchta quduqdan kelib chiqqan. 1958 yilgacha bu uchta quduq hududida yoki atrofida mol chorvachiligi bilan shug'ullanadi tirikcilik qilgan va keyin jamoa xo'jaliklari chorva mollari boqib, mehnat qilgan chorvadorlar yashagan.

Konimex tumani xalq orasida Eron podshohining o'g'li Shopur Turan shu o'lkada yashagan Mehribonu go'zalga oshiq bo'ladi va sevgilisiga uylanadi. Sevgilisi Zarafshon daryodan suv yo'li kanal qazdirib, unga Konimehr deb nom beradi. Asrlar davmida Konimehr so'zi o'zgarishga uchrab Konimex deb atalib ketgan degan rivoyat bor. Boshqa bir rivoyatda esa Mex ota koni degan ma'noni beradi: "Kon" so'zi fors tilida "daryo tarmog'i yoki anhor va suv yo'li oriq" degan ma'noga ega. Shu sabab Konimex deb nom olgan deyiladi.

Bu ikki rivoyat bir-biriga yaqin ma'no kasb etmoqda. Ikkalasida ham anhor ma'nosi kelib chiqmoda. Uchinchi bir rivoyatda esa ilk o'rta asrlarda Buxoroda otashparastlarning ibodatxonasi bo'lgan va u "Masjidi Mox" deb yuritilgan. Ibodatxona qarshisida butlar yasab sotiladigan bozor ham bo'lgan. Uni "Bozori Moxruz" ya'ni buning ma'nosi "Zardo'shtiylarning hayit bozori" deb yuritilgan. Bu bozor yiliga bir marta, Navro'z kuni bo'lgan. Shu kuni bozorda yog'och va sopoldan yasalgan butlar sotilgan. Favqulotda haykalchalari sinib qolgan yoki eskirgan kishilar faqatgina shu kuni yangi but sotib olish imkoni bo'lgan. Shu sababli musulmonchilik qaror topgan o'rta asrlarda yozilgan salnomalarda Movarounnahrning qadimiy aholisiga "Mug" yoki "Mugon" ya'ni otashparast, budparast nomi bilan tilga olinadi. Keltirilgan tahlilga asoslanadigan bo'lsak, "Konimex" atamasi "Mug'daryo" ya'ni "Zardo'shtiylar anhuri" degan ma'nolarni anglatadi.

⁷ S. Qorayev "Toponimika". –T.: 2006. -152-bet.

Shu o'rinda ta'kidlab o'tish joizki, "Konimex" atamasi tilshnoslik jihatdan tahlil etilsa, "Kon" va "Mex" kabi ikki so'zdan kelib chiqqan. Atamaning birinchi bo'g'inidagi "Kon" so'zi "arna, daryo tarmog'i yoki anhor" kabi ma'noni anglatadi. Ikkinchi bo'g'in "Mex" atamasi "mox" yoki "mug" shaklida bo'lib, u "otashparast, o'tparast, butparast" ma'nosini anglatgan.

"Tabiiy geografik joy nomlarining hiyla turg'unligi, davrlar o'tishi bilan ham o'zini saqlab qolishi toponimistlarga ma'lum. Faqat ayrim fonetik o'zgarishlar yuz berishi yoki boshqa tilga aynan tarjima qilinib, ishlatilaverishi mumkin. Bu xil nomlar qachon paydo bo'lganligini aniq aytish qiyin. aksincha siyosiy ma'muriy nomlar chaqqonroq o'zgarib turadilar. Ularning davrini-qachon qo'yilganligini aniqlash mumkin" – deb aytib o'tadi Hamidulla Hasanov o'zining "Tanlangan asarlar" ida.

O'zbekiston Respublikasining "Geografik ob'yektlarning nomlari to'g'risida"gi 2011 yildagi qonunining 7-moddasida tumanlar, shaharlar, viloyatlarga nom berish va ularning nomlarini o'zgartirishga bag'ishlanadi. Unga ko'ra tumanlar, shaharlar, viloyatlarga nom berish va ularning nomlarini o'zgartirish viloyatlar hamda Toshkent shahar hokimlari iltimosnomalari asosida O'zbekiston Respublikasi Vazirlar Mahkamasi kiritgan takliflariga ko'ra O'zbekiston Respublikasi Oliy Majlisi palatalari tomonidan amalga oshiriladi.

Respublikamizda "Geografik ob'yektlar nomlari to'g'risida"gi Qonunning qabul qilinishi geografik ob'yektlar nomlarini qo'llanilishini qonuniy jihatdan mustahkamladi. Mamlakatimizdagi joy nomlarini o'zbek xalqi tarixiy va madaniy merosining tarkibiy qismi sifatida to'g'ri qo'llash hamda saqlash imkonini beradi. Toponimika sohasidagi munosabatlarni tartibga soladi.

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METHODS OF ORGANIZING A LOGISTICS SERVICE USING SCATTERED SUBSTANCES INTELLIGENT INFORMATION SYSTEMS

Annotation. The generalized structure of the intelligent system of transport and logistics information is given, presented using a multi-agent approach. It is proposed to direct further research to the implementation of the following goals: the creation of software agents implementing applied and system services of an intelligent system of transport and logistics information; the formation of appropriate agent platforms; the development of ontologies characterizing the features of transport and technological processes.

Keywords: transport and technological process, information resources, logistics system, integrated information system, multi-agent technology, database, knowledge base, decision-making.

It is noted that the development of the latest information technologies makes it possible to qualitatively change and improve the efficiency of modern transport and technological processes. There is a real opportunity to accumulate and use information resources in the interests of forming a unified information space of the logistics system. The article considers the features of the subject area of the functioning of transport and technological processes. It is noted that a serious obstacle is the low efficiency of organizational, technical, information and software support for the interaction of participants in these processes. As an illustrative example, the existence of many years of unresolved problems in the implementation of the interaction of domestic seaports and railways is given. It is shown that in order to ensure the effectiveness of these processes, it is necessary to use integrated information systems that allow implementing modern requirements to reduce operating costs and improve the quality of transport services. To form an integrated information system, it is proposed to use an approach using multi-agent technologies that will radically modernize the organization of processes in logistics systems. The possibilities of the proposed approach are outlined, the interpretation of the elements of logistics business processes as intelligent agents is given. The informative information resources

forming agent platforms of applied and system services of the intelligent system of transport and logistics information, as well as components of databases and knowledge about transport and technological processes are presented.

The effective functioning of modern transport and technological processes (TTP) is impossible to imagine without the constant use of the latest information technologies. The ability to quickly respond to the needs of the market and the active exchange of information between the links of the transport network are an integral characteristic of the supply of goods of any kind. Software complexes and information systems created for planning and supporting the adoption of various commercial decisions are a key factor for ensuring high quality of service and continuous improvement of transport operations. With the development of Internet technologies, it becomes obvious that the promising areas of development of the logistics services market are focused on the active use of electronic forms of TTP support. Historically, the accumulation and use of information resources (IR) was carried out separately in each mode of transport in order to ensure its effective management and functioning. The situation was similar in other areas of logistics. Traditionally, the use of various information technologies in logistics systems occurred separately, only in the interests of a particular participant in the TPP, and over time it became obvious that such an approach is ineffective and the integration of IR is extremely important to obtain a single information space (UIP) of the transport and logistics network, since the UIP will provide the necessary speeds and volumes of information exchange, as well as provide the most the exact data required by the user will allow a detailed analysis of the technical co-economic parameters of various options, simulate various processes in order to make optimal decisions. However, the integration of IR in transport logistics is an extremely difficult problem. With the development of integration processes, more urgent problems of optimization and organization of information flows arise, which, of course, is associated with the peculiarities of the subject area of the TPP:

- high dynamism of the subject area;
- the difficulty of obtaining complete, accurate and reliable information;
- stressful nature of situations;
- lack of decision-making time;
- failures of technical means;
- high probability of erroneous actions of people;
- force majeure circumstances.

A significant obstacle is also the low efficiency of organizational, technical, informational and software support for the interaction of TPP participants. A typical example is the existence of many years of unresolved problems in the implementation of the interaction of domestic seaports and railways. The achieved level of corporate governance of JSC "Uzbekistan Railways" allows the use of new transport service technologies, including monitoring the movement and processing of goods along the selected route and

optimizing procedures for intermediate processing and storage of goods. However, the "bottleneck" in the delivery of international goods is the supply and unloading of wagons at the seaport, as well as the idle time of wagons at pre-port railway stations. The use of a liability mechanism in case of non-fulfillment of concluded agreements in the form of imposing fines for late delivery and unloading of wagons at seaports, as well as for downtime of wagons and for "abandoned" trains did not provide the desired result. Since various telecommunication, switching, network and information technologies are used in logistics systems, the control and management processes of the TTP are dramatically complicated. In these conditions, the intellectualization of TTP management is becoming increasingly important, the strategy of which is to develop and implement effective information technologies that ensure the closure of cycles in real time. Organizational and technological management, significantly increasing the validity and consistency of decisions taken by officials on the management of the TPP. The analysis of this complex and important problem shows that such technologies are technologies of multi-agent systems. The multi-agent approach, which is the basis for the formation of the AIS, will radically modernize the organization of the TPP. The expected result of this approach is high efficiency, flexibility and reliability of functional subsystems and their management system as a whole, the ability to provide a high level of quality of logistics services, and as a result, high competitiveness in domestic and global markets.

In the modern view, an agent is a software system that has the following features: autonomy, interaction, mobility, reactivity, activity, individuality of the vision of the "world", sociability and cooperativeness, intellectual behavior. Since the tasks of the TTP operation require a distributed and parallel solution, it is necessary to develop and apply methods of cooperation, coordination and communication of agents in the process of their solution, thereby ensuring the joint solution of a single task distributed across many nodes of the logistics network using fairly simple software units implementing complex interaction mechanisms, which is determined by bilateral and multilateral dynamic relations between agents. We define an application service as a logical representation of physical, informational and human resources that implements a business function and has the following properties:

- defined by one or more explicit technology-independent interfaces;
- weakly connected to other similar resources and can be called by means of communication protocols that allow resources to interact with each other.

It is obvious that the application service defined in this way is nothing more than an "intelligent agent". The business function that this application service implements must be unambiguously described in accordance with certain rules accepted for all services (the set and types of input and output data must also be described). Moreover, for information systems external to the application service, it should not matter in which programming language it is

implemented, on which hardware and software platform it functions, locally or remotely located.

Further research should be directed to the creation of software agents implementing applied and system services of an intelligent transport and logistics information system, the formation of appropriate agent platforms, the development of ontologies characterizing the features of the TTP, as well as the construction of effective procedures for coordination and communication of software agents.

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TRANSLATION PROBLEMS OF A LITERARY TEXT

Annotation: This article is dedicated to the theory of translation where the ways and transformations of translation are described and different opinions of scholars and translators on this topic.

Key words: Phraseological equivalent, Non-phraseological translation, Lexical Translation, Verbatim, Descriptive translation.

Translation is a very ancient kind of human activities without which it would be difficult to provide such good known historical facts, as the creation of great empires, human numerous and multilingual people, the culture of dominant nation, its high social prestige, dissemination of religious and social teachings. He plays a role in rapprochement of people and growing interest in literary translation. And since literary translation is a creative process, it requires corresponding approach. [1]

A creative nature of literary translation captured the soul original was expressed in the following words: `The proximity to the original is not passed to the letter and spirit of consciousness. Appropriately, so same as the corresponding words are not always visible by the words: so that the inner life of the translated expression consistent with the internal life of the original expression.

Any literary work appears on the national ground, reflects national problems, features and at the same time the problems common to all mankind. Passing from one nation to another literature enriches and extends the notion of people about each other. [2]

And to achieve this different translation transformations are used, involving changes phraseological, grammatical and lexical. Any literary work appears on the national ground, reflects national problems, features and at the same time the problems common to all mankind. Passing from one nation to another literature enriches and extends the notion of people about each other. [3]

It is one of the most difficult cases to convey national coloring. Owing to the translation very important literary works were able to appear in many other countries and became available for people speaking other languages. The translation helps mutual knowing and people's enrichment.

The national beginning of one or another country reflected in its literary culture and in written culture that is especially interesting for us from the translation point of view. It is the aggregate of characteristic peculiarities and

features that are specific for this nation and the constant historical development of this nation.

What does every translator imply and what kind of tasks are in front of him? Why does he begin to translate works from another national literature?

At first, He must know and understand the individuality, unique of figures. Every artistic figure is unique according to its nature and irrespective of its national origin.

Secondly, he must know and understand the essence of figures and ideas of works of social class.

Thirdly, he must take into account he national originality reflected in the work: its plot, form, images, style, language, etc.

Fourthly, he must reveal international coloring of the work that is significant for different countries, states and nation elements.

Fifthly, he must reveal elements common to all mankind irrespective of their belonging to any country, epoch and nation.

And, a last, he must pay his attention to the phraseological difficulties of translation, i.e. the translation of phraseological units and idioms.

Translating a phraseological unit is not an easy matter as it depends on several factors: different combinability of words, homonymy, and polysemy, synonymy of phraseological units and presence of falsely identical units, which makes it necessary to take into account of the context. Besides, a large number of phraseological units have a stylistic – expressive component in meaning, which usually has a specific national feature. The afore-cited determines the necessary to get acquainted with the main principles of the general theory of phraseology.

The following types of phraseological units may be observed: phrasemes and idioms. A unit of constant context consists of a dependent and a constant indicator may be called a phraseme. An idiom is a unit of constant context which is characterized by an integral meaning of the whole and by weakened meanings of the components, and in which the dependant and the indicating elements are identical and equal to the whole lexical structure of the phrase.

Any type of phraseological unit can be presented as a definite micro-system. In the process of translating of phraseological units functional adequate linguistic units are selected / by comparing two specific linguistic principles. These principles reveal elements of likeness and distinction. Certain parts of these systems may correspond in form and content (completely or partially) or have no adequacy. [4]

Phraseological equivalent is the phraseological unit of the TL, which are equal in all sign. As a rule independent from the context it must have the same denotative and connotative meanings, i.e. there mustn't be differences between correlative phraseological units in correspondence to semantic contents, the meaning, metaphority and stylistic-emotional coloring, they must have approximately alike component composition, posses a number of lexica-

grammatical indexes: combinability, be one of grammatical categories, usage, connection with other contextual words, etc. and one more thing-absence of national coloring.

E.g.: *Black ingratitude-o'ta noshukurlik*

Here we speak mainly about full and absolute equivalency, pointing extremely high requirements, which are brought to phraseological units. All of them are ready existing not to so many units. While working with them translator has to find them in the text; the main role in his work belongs to the excellent knowledge of TL and dictionaries.

Partial phraseological equivalent is different from the full in that, the expression of the TL differs from the source one only in one aspect; others are often synonymous components, little changes of the form, syntactic construction, other morphologic attribute, combinability and others. In other respects it is the full correspondence of the target phraseological unit, the relateness of which is concealed by context. For example, in English *to turn one's back*, but in Uzbek we use to show, instead of turn: *orqasini (belini) ko'rsatmoq*.

Non-phraseological translation as its name shows renders the given phraseological unit with the help of lexical, but not phraseological means. They are used when any of the phraseological equivalent or analogues can't be used. Such kind of translation cannot be considered as even taking into account compensation possibilities of the text: there are always some losses (figurativeness, expressiveness, color of meanings). That makes translators to address them only in case of emergency. Non-phraseological translation includes lexical, verbatim, descriptive kinds of translation.

Lexical Translation - Strictly, the lexical translation is used as a rule in cases, when the given notion is marked in one language by phraseology, in other by a word. Thus, many English verbs, expressed by expression can be easily rendered by their lexical equivalent marked in one word: drum someone out of the crops- *haydamoq, quvmoq*.

This kind of translation is used, though sometimes painfully, in translating phraseological units which have synonymous equivalents in the TL. They are mostly the idioms, i.e. expressions marking objects or notions.

Such kind of translations makes their job satisfactory in the dictionaries, pointing the exact semantic meaning of the unit. But in the context any correspondents must gain the phraseological type or at least stylistical coloring or expressiveness close to the original.

In one word in the lexical translation of the phraseological unit one should try to approach to the phraseological, and render at least some separate elements or parts. [5]

Verbatim (or Word for word translation) - Verbatim translation is preferred when with the help of other methods, and particularly with phraseology it's impossible to render phraseological unit completely: its

stylistic, semantic, expressive and emotional meaning, but because of some reasons its better advisable `to carry to vision` of reader the figurative base.

The reason for verbatim translation is always the sufficient motivate of the meaning of the phrase logical unit with the meaning of its components, i.e. verbatim translation is possible in that case when word for word translation can carry to reader the real context of the whole phraseology (not the meaning of its components). It realizable first, in respect of figurative expressions, mainly in phraseological units which remained their metaphory (in real idioms-fusions the figurative base isn't almost perceived, and they seem to be a nonsense when they are translated verbatim); although a number of proverbs can be translated word for word firstly those which don't have any context. Some firm resemblances can be rendered in this way, but only after having make sure that carrier of the TL will perceive them correctly, For example; *like a red rag to a bull-buqaga qizil mato ko'rsatgandek*.

Descriptive translation - In descriptive translation translated not the phraseological unit itself, but its interpretation, as it usually happens with units which have no equivalents in TL. It may be descriptions, comparisons, explanations, interpretations-all meanings rendering the meaning and contest of given phraseology clearly and short form. For example, *blue-g'amgin, run-of-the-meal-oddiy, odatiy*. [6]

Grammatical difficulties of translation - It is necessary to use grammatical transformations (change of structure) in the process of translation. It gets great importance while making translation to add or omit some words since the structures of languages are quite different.

Grammatical transformations are characterized by various principles-grammatical and lexical as well, though the principal role is given to grammatical ones. Very often these grammatical changes are mixed so that they have lexical-grammatical character. [7]

The vigil of the British Embassy, supported last week by many prominent people and still continuing, the marches last Saturday, the resolutions or organizations have done something to show that Blair doesn't speak for Britain.

O'tgan hafta ko'plab ko'zga ko'ringan shaxslar tomonidan qo'llab-quvvat-lanib, hali ham Britaniya elchixonasi binosida davom etayotgan namoyish, shanba kuni bo'lib o'tadigan norozilik harakati va shuningdek, turli tashkilotlar tomonidan qabul qilingan qarorlar Bleyrning haligacha butun britaniya xalqi nomidan so'zlamayotganligi haqida aniq guvohlik bermoqda.

Thus, while translating this sentence we have made use of grammatical transformations and lexical as well.

As you know, English has an analytical character and therefore the relation between words is mostly expressed by word-order, that's by syntactic means, and morphological means play the secondary role. The priority of the role of syntactical changes appears in many cases but they don't always have similar conformities in Uzbek language which makes the translator make use of

various transformations while translating a piece of any text. Here we can point to well-known features of the location of syntactic items in the English, i.e. the combination of logically incompatible homogenous part of the sentence, the essential use of introductory sentences, the break of logical chain of the sentence, and especially while expressing the noun and the attribute of the sentences.

The structure features of English language require structural completeness of the sentence. One cannot omit a word without supplying another one instead. This criterion is governed by stylistic preference of the language to prevent word and make the sentence more emphatic. Even if the repetition is frequent in English its use in most cases is logically required and stylistically proved to be necessary. Otherwise, repetition is accepted as unnecessary component of the sentence or one of the stylistic shortcomings of the translation. The demand of syntactical completeness of the sentences and others stylistic criteria explain here the wide usage of structure filling words include pronouns (one, ones, this, that, these, those) and verbs (to do, to be, to have, shall, should, will, would, can, could, might, may, must, ought, need, dare). While translating the structure filling words we have to use words with complete meaning (sometimes pronouns) or make use of some other kinds of functional filling. [7]

The new British Government will face many problems, both acute and chronic: an acute one will be Northern Ireland, acute among chronic ones will be inflation and rising prices.- Yangi Britaniya hukumati bir qator dolzarb va xronik muammolarga duch keladi: dolzarb muammo bu-Shimoliy Irlandiyadagi vaziyat, xronik muammolar ichida eng dolzarbi esa pul qadsizlanishi va narxlar ko'tarilishi masalalaridir.

When comparing the grammatical categories and forms of English and Uzbek languages we identify the following differences:

- ✓ the absence of the categories in one of the comparing languages;
- ✓ partial correspondence and
- ✓ complete correspondence.

The necessity of grammatical transformations arises only on two first cases. When comparing English with Uzbek we should mention that Uzbek does not have the notions like article and gerund and absolute nominative constructions as well. Partial conformity and unconformity in meaning and usage of corresponding forms and constructions also demands grammatical transformations. We can refer to this case the partial unconformity of the category of number, partial unconformity of in the forms of passive constructions, partial unconformity of the form of infinitive and gerund and some other differences in expressing the modality of the clause and so on.

First of all we should consider the article for article both definite and indefinite which despite its abstract meaning very frequently demands semantic expression in translation. As we know both these articles originated from pronouns; the definite one originated from index pronoun and the indefinite one

from indefinite pronoun, which refers to number one.

Yet, H.G. Wells had not an enemy on earth. - Biroq Gerbertning bironta ham dushmani yo'q edi.

Pretty often the definite article demands translation in cases when it comes before numerals.

The two sides also signed a Treaty in the Limitation of Underground Nuclear Tests. It is natural that transformation is required while translating sentences with participles of absolute nominative construction.

But often enough grammatical transformations are necessary while rendering conforming forms and constructions for some divergence in their meaning and usage. Such differences of opinions are observed in cases of usage of the category of number. This refers to both countable and uncountable nouns. Countable nouns have single and plural forms in both languages that usually coincide still we observe cases when their usage is different. [8]

Antonymous translation is more frequently used when rendering negative constructions by affirmative ones. This may be accounted for by the stylistic use of negative constructions in English for purposes of expressiveness. The English language uses grammatically only one negative in a sentence either with a verb or with a noun but it makes a stylistic use of two negatives of which one is formed by grammatical means and the other –by means of affixation (negative prefixes or suffixes) or by lexical means, i.e. by words with a negative meanings.

The choosing of the necessary method of translation is not an easy matter and the results of investigation gives the clear vision of the actuality of the given qualification paper.

Within the twenty years of its development Uzbekistan entered into the world community of independent nations and a great interest to our Republic appeared and translation of the original text from Uzbek into English can give its contribution into mutual understanding between countries.

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FEATURES OF TRANSLATION OF PHRASEOLOGICAL UNITS IN MODERN GERMAN LANGUAGE

Abstract: The issue of translation of German phraseological units in modern translation studies occupies one of the leading places. At present, there are many materials devoted to the study of German phraseology, which outlines possible ways of their translation. However, little attention is paid to the translation of phraseology borrowed from artistic and literary sources around the world. Therefore, this work contains examples of translation transformations of German phraseology in the works of different writers, by using different methods and approaches in translation, set out in the theoretical part of the work.

Key words: German phraseology, linguistic, science, teaching, framework, German language, modern.

Phraseology as one of the young branches of linguistics is attracting more and more attention of researchers. The tasks of phraseology as a linguistic discipline include a comprehensive study of the phraseological fund of a language. Important aspects of the study of this science are: the stability of phraseological units, the systematic nature of phraseology and the semantic structure of phraseological units, their origin and basic functions. A particularly complex field of phraseology is the translation of phraseological units, which requires considerable experience in the field of research in this discipline.

Phraseology develops the principles of selection of phraseological units, methods of their study, classification and phraseography - description in dictionaries. Phraseology uses various research methods, such as component analysis of meaning. On the basis of existing research methods in linguistics, "proper phraseological methods of analysis and description" are developed [5:49]:

- ✓ method of identification - establishing the identities of words and syntactic constructions that form phraseology, with their free counterparts;

- ✓ the method of application, which is a kind of method of identification, the method is limited in the choice of variables, which establishes different structural and semantic organizations of phraseology from combinations formed in accordance with regular laws of choice and combination, etc.

Phraseology offers different types of classifications of phraseological structure of language depending on the properties of phraseology and methods of their study.

The subject of the history of phraseology is the study of primary, original forms and meanings of phraseology, determining their sources for all available monuments, identifying areas of their use in different eras of language, as well as establishing the volume of phraseological composition and its systematic order in a particular historical era. languages.

The classification of phraseology in terms of semantic fusion of their components belongs to Academician V.V. Vinogradov [6]. As you know, phraseology arises from the free combination of words, which is used figuratively. Gradually, portability is forgotten, erased, and the connection becomes stable. Depending on how much the nominative meanings of the components of phraseology are erased, how strong their figurative meaning is, V.V. Vinogradov divides them into three types: "phraseological merging, phraseological unity and phraseological combinations" [6:89]. Consider these types of phraseological units in modern English.

Phraseological conjunctions are absolutely indivisible, indecomposable stable combinations, the general meaning of which does not depend on the meaning of their constituent words. They arose on the basis of the figurative meanings of their components, but later these figurative meanings became incomprehensible from the point of view of modern language.

Idioms can be literally translated into another language to idioms in another language, you can only find the corresponding idiom, if any, or translate it with one word or a free phrase.

Thus, in phraseological mergers the connection between direct and figurative meanings is lost, figurative for them became the main. That is why phraseological conjunctions are difficult to translate into other languages.

Phraseological splices have a number of characteristic features:

- ✓ words that are not used anywhere, except for this union, incomprehensible as a result from the point of view of modern language;
- ✓ mergers may include archaisms;
- ✓ they are syntactically indecomposable;
- ✓ they are impossible in most cases to rearrange the components;
- ✓ they are characterized by impenetrability - do not allow additional words.

Phraseological units arise on the basis of semantic reinterpretation or shift of variable phrases. New, phraseological meaning is carried out not as a result of changing the meaning of individual components, but changing the meaning of the whole complex "as if imposing on it a fresh semantic or expressive layer". In phraseological unity is absorbed and the individual meaning of the component words is lost. Semantic unity, or semantic integrity, corresponds to this category

of phraseology. In all this, the meaning of the whole is associated with the understanding of the “figurative core of the phrase”.

“Semantic dialectics” are associated with secondary semantic processes that may be experienced by the word-components of phraseological units, including phraseological units. In parallel with the formation of phraseological unity, which is part of words, new meanings may arise, first, “potential”, as if “absorbed by the total value of a complex nominative whole, but able to actualize, highlight, acquire the ability of individual reproduction.”

The figurative motivation of phraseological unity can fade and weaken over time to complete demotivation. This is usually the case when phraseological unity arises from the reinterpretation of such variable phrases that were the original meaning of specific traditions of the German people and came out over time using, for example: *etwas (viel) auf dem Kerbholz* “have many sins on conscience” (letters: “have many marks on the label”- goes back to the ancient way of noticing debts).

The meaning of such units, arising from the rethinking of a variable phrase, has an absolute expressiveness, ie it is expressive regardless of the context. It exists in connection with this material composition of phraseology also in the case when it gradually weakens and obscures the figurative core, which served as the basis for the motivation of phraseological unity. Thus, the sound composition of demotivated phraseological units (idioms) is perceived by the native speaker as a certain verbal complex, which has a traditional fixed meaning, expressiveness and functional and stylistic affiliation.

Phraseological combinations arise as a result of a single coupling of one semantically transformed component. The semantics of such phraseological units is characterized by analytical and preserving the semantic individuality of the components.

The number of phraseological combinations is very small, ie a single combination of one of the components with a figurative meaning is not typical in the system of German phraseology. As a rule, the figurative meaning of a word forms a serial connection with the words of one or another semantic group.

The development of phraseology as a linguistic science in recent years has posed a very difficult problem for researchers - the relationship of a unit of phraseology with the word. In modern linguistics, there are different views on the very formulation of this question. Some consider phraseological units to be the equivalents of words, others point to their correlation with the word, the replacement of the theory of equivalence with the theory of the correlated combination of phraseology with the word.

At the present stage of development of phraseology, it would be unjustified if it limited the object of its study to units of only the first and partly the second groups, ie units of phraseology. In addition to the obvious fact that the phraseology is constantly replenished and enriched by simulated formations, such as the type of analytical constructions, it is impractical for another, no less

important reason. Simulated and serial formations, very numerous and productive in modern European languages, in such a formulation of the question would remain beyond scientific consideration. As separate units of language with semantic separateness, they do not belong to lexicology or syntax.

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MOTIVATION AS A LEADING FACTOR IN FOREIGN LANGUAGE LEARNING

Abstract: The development of business and personal contacts, the expansion of cultural ties between peoples put before the school in the field of foreign language teaching to the forefront of the task - human education, the main asset of which is universal culture and universal values.

Key words: Relevant methods, aesthetic, psychologists, language, purposeful activity, motivation, knowledge, skills and abilities.

The purpose of teaching foreign languages is not only to acquire knowledge, skills and abilities, but also to master the summaries of local lore, linguistic and cultural and aesthetic nature of knowledge of the values of another national culture, when determining the content of education certainly raises the question of cultural component.

This component includes language and cultural knowledge, as well as skills and abilities (linguistic non-verbal behavior). From the above it follows that maintaining interest in language as a means

In the humanization of education, when the individual is at the center of all educational activities, the search for effective ways and means of learning, including foreign language learning, attracts the attention of many scientists, methodologists and teachers. One of such effective teaching methods is the use of stories in foreign language lessons.

Modern psychologists and educators are united in the fact that the quality of performance and its results depend primarily on the motivation and needs of the individual, his motivation; it is motivation that causes purposeful activity, which determines the choice of tools and techniques, their organization to achieve goals. Motivation is therefore the “trigger” of all human activity: whether work communication or cognition. Nourishes and maintains motivation tangible, real, milestone and ultimate success. If there is no success, the motivation fades, and this negatively affects the performance of activities [1, p.124].

The problem of motivation in learning arises in the study of each school subject. Relevant methods and textbooks have developed ways to develop and stimulate it, taking into account the specifics of the subject. However, the

problem of motivation to learn foreign languages is especially acute. It is noticeable that by the time of learning a foreign language and at the very beginning, students are usually highly motivated. Almost everyone has a desire to speak a foreign language, to be able to communicate. But as soon as the process of mastering a foreign language begins and students' attitudes change, many are disappointed. After all, this process involves a period of accumulation of "building material", a stage of inevitably primitive content, overcoming various difficulties, which delays the achievement of the goals, dreamed of. As a result, motivation decreases, counter-activity disappears, the will to master a foreign language weakens, and overall success decreases, which, in turn, has a negative effect on motivation.

Considering motivation as the most important spring of the process of mastering a foreign language, which ensures its effectiveness, we must keep in mind the following: motivation - the side of the subjective world of the student, it is determined by his own motivations and passions, perceived needs. Hence all the difficulties of calling motivation. The teacher can only indirectly influence it, creating the preconditions and forming the basis on which students have a personal interest in the work.

Language is a phenomenal phenomenon in the life of every nation. Its depth, the variety of linguistic facts and phenomena, their relationship - all that makes the language alive, designed to arouse students' interest, should be the subject of consideration in native and foreign language lessons.

The most important task of learning a foreign language is the development of the student's personality, able and willing to participate in intercultural communication, the development of creative abilities. In order to solve this problem, it is necessary to capture the child, to interest him in the subject.

For the development of cognitive motives of students in learning English can be used different methods and techniques, including various types of stories, non-standard forms of lessons, weekly language competitions, unusual forms of presentation of research material, extracurricular activities.

It is these methods and techniques that promote the development of broad cognitive motives in primary school age, it is this age that is favorable for the development of cognitive motives.

In addition to cognitive, social motives, psychologists identify creative motives. Their presence means that the student not only learns the techniques and methods of communication that are offered to him during training as a model, but also seeks new ways of learning activities and forms of cooperation and interaction with others.

A.N. Leontiev understands motivation as "... that which is the only instigator of directed activity is not in itself a need, but an object that meets this need." [6, p.13]

Motivation is, first of all, the result of a person's inner needs, his interests and emotions, goals and objectives, the presence of motives aimed at intensifying his activities.

Recognizing the leading role of motivation in teaching a foreign language, the teacher needs to imagine the ways and means of its formation in the school environment.

When dealing with the problem of motivation and finding ways to form it, it is important not to allow a simplified understanding of it.

The formation of motivation is not "the transfer of the teacher in the head of students already ready-made motives set from the outside, and learning goals."

The formation of motivation is, first of all, the creation of conditions for the emergence of internal motivations for learning, awareness of their own students and the further self-development of the motivational sphere.

The novelty of the received information plays a special role in formation of motivation.

The presence of elements of search activity, cognitive motives and emotional state of students provide them with a way out of educational activities in self-educational and creative. [2, p.15]

As you know, interest as a motive plays an important role in teaching students a foreign language. If children are interested in learning, they easily overcome difficulties, master the material well, they develop strong language skills.

In grammatical skill it is possible to allocate components of its more private actions:

- the choice of structure adequate to the language plan of the speaker (in this situation);
- registration of language units, which fill the structure in accordance with the norms of the language and a certain time parameter;
- assessment of the correctness and adequacy of these actions.

As you know, grammar skills differ from each other as much as the different types of language communication (speaking, reading, listening, and writing).

At this time, educators, psychologists and methodologists do not have a single opinion about the role and place of grammar in foreign language teaching. Some authors believe that the formation of grammar skills is one of the weaknesses in teaching a foreign language.

It is quite a difficult task to master communicative competence in German without being in the country of the studied language. Therefore, an important task of teachers is to create real and imaginary situations of communication in a foreign language lesson, using different methods and techniques.

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APPLICATION OF ADVANCED AND SITUATIONAL METHODS IN LEARNING LEXICAL MATERIAL OF GERMAN LANGUAGE

Abstract: Successful mastery of foreign lexical materials is one of the most important conditions for language acquisition. At the same time, there are great difficulties in accumulating lexical material. One of the reasons for this is the infinity of language and its vocabulary. To achieve fairly quick results, it is necessary to limit the amount of lexical material studied, carefully choose promising areas of language acquisition. This can be the vocabulary of everyday communication, the topics and content of which are sufficiently reflected in textbooks, as well as in numerous phrasebooks and manuals on the German language.

Key words: language, vocabulary, linguistic, science, teaching, methods, German language, communication.

Vocabulary is the verbal material that students must learn to easily and quickly operate in the process of communicating in German, because of this mastery of it - a necessary prerequisite for using language as a means of communication. The main purpose of learning vocabulary is to create the necessary prerequisites for the formation of language activities.

For many decades, scholars have studied the problem of learning lexical material. There is a lot of work on this topic. But this issue remains relevant to this day. In this paper we will try to summarize already known knowledge, specify them and explore the stages of learning lexical material, methods that give the most effective results, techniques that help students better master and consolidate new words in a foreign language lesson.

During the work we will use such methods as descriptive, comparative and research.

The formation of lexical skills is constantly in the teacher's view. Its task is to achieve full mastery of the lexical minimum program by students, to fix in their memory vocabulary at the middle stage of learning.

Vocabulary is often identified with words. Indeed, in our imagination the vocabulary consists mainly of words. These include the so-called root, non-affixed words (das Buch, du Feder, vergessen); complex (die Tischlampe); derivatives (fontgehen, freundlich). The unit of learning lexical material is the

lexical unit, which can be more than just a word. Linguistic criteria and methodological considerations allow to include in the vocabulary other units, which, as well as words that are integrally reproduced in speech, and also mean any one object of reality. The category of lexical units should include:

- a. word (schun);
- b. stable / stable phrases: nominative (not rethought): die Freie Deutsche Jugend, Meld der Arbeit; phraseological (rethought): it is located on the hand, on no fall, to make something;
- c. clichéd inversions (expressions), so-called "ready" sentences (ie those that do not change in speech): es versteht sich von selbst, entschuldigen Sie, bitte... was gibt es Neues? What is it?

From a methodological and psychological point of view, all these outwardly different speech units are combined by the fact that students learn them as a whole and used in speech on the basis of a single verbal stereotype, which is formed through lexical exercises [3, p.159].

Systematic accumulation of vocabulary by students, its constant expansion - one of the main tasks of learning a foreign language. Without knowledge of words it is impossible to express or understand even the most elementary phrase. But, having studied even a large number of words, one may not be able to express what one of the prominent Methodists of the past, François Goussier, was convinced of all the time. Preparing for a trip to Germany, he studied the entire dictionary, but when he arrived in the country, he could not understand or express anything in German. The collapse of the method of memorizing individual words was still useful for him: the search for other ways to master a foreign language led the French Methodist to create the famous "series of Goussier" [1, p.84].

It is known that just memorizing vocabulary for the practical mastery of the language is not enough: you need to learn word usage. It's harder and easier than just learning the vocabulary. It is more difficult because word usage requires not only knowledge of words (der Tisch - table; table - der Tisch), but also the ability to manipulate them in the course of utterances (die Tische lagen im Hof; die Familie saß am Tisch); it is easier because the manipulation of vocabulary in the course of utterances makes it possible to comprehend it more deeply and to remember it better.

So, the main thing in learning vocabulary is to make students master word usage. This complex task is solved in two aspects: it is necessary not only to use vocabulary in one's own speech, but also to understand it in the speech of others. In the methodology for a long time it was believed that learning to speak, those who learn a foreign language, the more able to understand the material they use. However, language practice does not confirm this opinion. It turns out that even a well-learned word is often difficult to recognize, because in writing, and especially - in oral speech, it is everywhere "masked" under a new environment, changing its basic meaning and appearance, as if returning to us with his unusual

side. It turns out that the ways of carrying out the activities of the speaker, on the one hand, and the activities of the listener - on the other, have their own characteristics that require a differentiated approach to learning both in explanation and, especially, in exercises. It follows that words that are included in the vocabulary of students should be learned by them in two ways: both in the interests of speaking (reproductive aspect) and in the interests of reading and listening (receptive aspect) [3, p.160].

There are active, passive and potential vocabulary. Active stock is relatively limited. It is formed as a result of thorough processing of the material and is used in utterances and writing. The written stock is much wider and on its basis the process of reading and perceiving another's speech by ear is built. These two categories of lexical material are constantly changing, in particular, expand as the enrichment of human experience. Foreign language teaching requires special attention, because knowledge is formed during the entire period of study.

The potential stock includes:

- complex and derived words, built from the minimum provided on the basis of familiar word-forming models;
- international words that preserve the similarity of sound and spelling in German and native language and the generality of meaning;
- a number of singular meanings of polysemous words, which are semantized based on knowledge of the main meaning.

In addition, in high school during the acquisition of vocabulary are also solved general education tasks. Although foreign language lessons do not introduce language concepts, it would be wrong to assume that learning is devoid of educational value: the latter consists not so much of mastering new concepts as of enriching existing ones. Thus, mastering foreign language vocabulary, the student is faced with a new way of denoting concepts known to him from previous experience and enshrined in the native language. It reveals new ways of articulating environmental phenomena in a foreign language with the help of a kind of network of lexical and semantic relations inherent in this language. Familiarity with the linguistic way of denoting concepts stimulates their more comprehensive and in-depth understanding, including in the course of existing or non-existing comparisons of studied lexical units with equivalent units of the native language. Such mental operations have significant educational value [3, p.162].

The selection of the lexical minimum must be carried out, because it is impossible, first, to fully master the vocabulary of the German language, which covers hundreds of thousands of lexical items; secondly, in the practice of communication people use a limited vocabulary that serves certain areas of communication; third, lexical units differ in their communicative values: some of them are suitable for use in any communication (this is the most commonly used vocabulary), others are characteristic of only one or more related

communicative areas. These considerations make it possible to determine the essence and objectives of vocabulary selection, which consists in the selection using certain criteria of the vocabulary of the language, which meet the capabilities and objectives of the German language course in primary school.

Situations at the speech level are aimed at organizing the conditions for the implementation of independent statements of students, when they are faced with the task of expressing their own thoughts and their attitude to certain moments. Students' attention is focused on the idea, not on the language means by which it will be expressed.

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THE ROLE OF THE MEDIA AND SOCIAL NETWORKS IN THE ORGANIZATION OF «NON-VIOLENT PROTESTS»

Annotation: In this article, the role and place of the mass media and social networks in the preparation and holding "non-violent protests" on the example of different countries.

Key words: Mass media, social networks, "non-violent protests", "media freedom".

In recent years, the world's most initiated so-called "non-violent protests" against the current government. The mass media and social networks play a special role in the preparation and conduct of "non-violent protests".

In particular, in Georgia, Ukraine and Kyrgyzstan at the beginning of the "color revolutions" there was the so-called "freedom of the media", established according to the requirements of Western countries as part of the programs for the democratization of these states.

In Georgia, the Rustavi-2 TV channel became a key information resource in the fight against the Shevardnadze regime ⁸, thanks to which political opponents of the president who appeared on its air received recognition from the Georgian society.

Of particular importance was the fact that on the eve of the elections, with the support of the Soros Open Society Georgia Foundation and Rustavi-2, opinion polls were regularly conducted and published, which showed a deterioration in the image of the current government. After the parliamentary elections on November 2, 2003, the Rustavi-2 TV channel published the data of the so-called. "independent" exit polls, which were strikingly different from official reports and gave a confident lead to the leading opposition bloc "Saakashvili - National Movement" ⁹.

In addition, during the active phase of the Rose Revolution, Rustavi-2 broadcast around the clock opposition rallies and marches, the preparation and movement of columns of buses and cars led by M. Saakashvili from the province to Tbilisi, commercials of the youth anti-government movement "Kmara" were shown on prime-time air, the documentary film "The overthrow of the dictator" was repeatedly shown (*a film about the fall of the regime of S. Milosevic during the "bulldozer revolution" in Serbia in 2000. Actively used International Center for Nonviolent Conflict as a motivational and educational*

⁸ Rustavi 2 was established in 1994 and since 2001 has been in a state of confrontation with the official authorities. It was very popular in the country (although the broadcast did not cover the entire country).

⁹ Chulanov Yu.G. Political science: textbook / Yu. G. Chulanov. - 3rd ed. , Rev. and additional - St. Petersburg: Business press, 2015. - 446 p.

tool¹⁰), after each news broadcast, he called on TV viewers to join the protesters and in every possible way contributed to the mobilization of supporters throughout Georgia.

It should be noted that it was through the media that the Georgian opposition was able to achieve an emotional rejection by society of the November 2003 elections and their results, which became the immediate reason for the start of the Rose Revolution.

The US Institute of Peace Special Report "On the Georgian Rose Revolution" cites that "Three actors played a decisive role in the opposition's victory: the Kmara movement, political parties, especially Saakashvili's National Movement, and the Rustavi 2 TV channel."

During the "orange revolution" in Ukraine in 2004, the foreign-funded media also played a large role in mobilizing the protest electorate.

With the help of the United States Agency for International Development (USAID), the Independent Media Center was established in Ukraine, which became the distributor of American grants among independent journalists. In addition, the Media Development Fund was opened at the US Embassy in Kyiv, which also financed Ukrainian media projects, emphasizing the need to respect freedom of speech and fight corruption.

At the same time, by the beginning of the active phase of the social and political crisis in Ukraine in 2004, the media remained under the control of the current government. However, the initiators of the "non-violent protests" actively used the audience of the "Fifth Channel", which since 2003 belonged to the supporter of the "orange revolution" P. Poroshenko.

The channel gained the greatest popularity (third place in the ranking, leaving only Inter and 1 + 1 ahead) during the 2004 presidential election. It was the only TV channel that provided airtime to the opposition. At the same time, the channel broadcast around the clock from Independence Square (the main forces of the initiators of "non-violent protests" were located there), placing special emphasis on the peaceful and even festive, theatrical nature of the protests (for example, showing footage of teenage girls giving flowers to employees of the Berkut special forces unit), presenting them as a kind of show and thereby attracting more and more people to the center of Kyiv to rallies in support of the opposition. The channel's audience consisted of eight million people, and broadcasting covered no more than a third of the territory of Ukraine

¹¹.

¹⁰ The International Center for Nonviolent Conflict (ICNC) is a private foundation established in 2002. The activities of the foundation are focused on providing educational resources to the initiators of non-violent protests, by providing various teaching aids, books, organizing various seminars and round tables and showing motivational and educational video films, as well as providing grant funding for the development of educational materials for activists, scientists, members NGOs and the political community, as well as journalists. The ICSC website has more than a thousand resources on organizing and conducting non-violent protests, in particular, three manuals and one film in Uzbek.

¹¹ Tertychny A.A. Mass information in the world of politics // Vestnik Mosk . university Ser. 12. Political Science 2004. - No. 3 - P.14-18.

It should be noted that the Fifth Channel played a huge role in mobilizing the population against the falsification of the election results by the current government.

At the same time, the initiators of “non-violent protests” on the platform of the Internet newspaper “Ukrainska Pravda”¹² actively acted to mobilize the public on a pro-Western platform, published data from exit polls and a parallel vote count that testified to the victory of opposition candidate Yushchenko, exposing election fraud by the incumbent governments, provided up-to-date information on opposition protest rallies, provided detailed logistical information for those who wished to join them, incl. reporting on gathering points of “revolutionaries”, etc.

Moreover, in 2002, with financial support from abroad, a network project called Telekritika was also implemented, during which Ukrainian journalists created the first Internet television in Ukraine, which actively participated in the presidential election campaign. The main beneficiary of Telekritika was the Ukrainian branch of INGO Internews.

Under the influence of this Internet platform, about forty journalists working on five different state channels organized a riot at the end of October 2004 and rallied with the “orange” ones, refusing to broadcast information on the “temniks” (pre-prepared information messages) of the administration of President L. Kuchma.

In addition to Ukrayinska Pravda and Telekritika, a number of other Internet resources operated in the interests of the opposition, in particular Maidan.org, the websites of Pora youth organizations, etc.

The head of the political party “Information Ukraine”, noted that “the change of power in the country became possible only thanks to the active work of the opposition on the Internet.”

In the “Tulip Revolution” of 2005 in Kyrgyzstan, the media funded by the so-called “Kyrgyzstan” played a huge role. supporters of democracy and freedom of speech¹³. In particular, in November 2003, on the initiative and with the support of the NGO Freedom House, the first independent printing house began its activities in Bishkek, and M. Stone, an American journalist and employee of Freedom House, became its director. Since then, the printing house has become the main competitor of the state printing house “Uchgun”, which was a monopolist in this area. Actually, the printing house “Freedom House” printed the work of J. Sharp “From Dictatorship to Democracy” in the form of a newspaper-brochure.

¹²The Internet newspaper “Ukrainian Truth” carried out its activities at the expense of the resources of the US National Endowment for Democracy. The newspaper is currently owned by Dragon Capital to Czech financier Tomas Fiala. In 2004, the daily audience of Ukrayinska Pravda reached one million people.

¹³ Akmatallieva A. Color revolutions and parliamentary democracy in Georgia and Kyrgyzstan // Central Asia and the Caucasus. - 2013. - T. 16. - Issue . 2. - S. 69-84.

In addition, this printing house printed the main newspaper of the opposition, My Capital - Novosti (MSN). Initially, the publication was in opposition to President A. Akaev, becoming one of the most important actors in the Tulip Revolution ¹⁴. The newspaper managed to electrify the country's public opinion to the state of "revolutionary" exaltation, which led to the overthrow of the legitimate regime.

Since then, regular publications with frank calls for a change of power have been reinforced by materials about the abuses and corruption of President Akayev's family. MSN became a real mouthpiece for the opposition: it categorically interpreted the election results as unfair and rigged; encouraged people, especially young people, to take to the streets to protest; informed the protesters about where and when these actions were to take place.

In addition to the newspaper My Capital - Novosti, Kyrgyz TV channels aired talk shows Our Time and Without Retouching, which turned into an open platform for critics of the regime, the programs of which were rebroadcast through regional television studios in the south of the country, where they began unrest that led to the overthrow of Akayev.

In general, during the Tulip Revolution, the opposition media worked according to the scheme already worked out in Georgia and Ukraine to discredit the current government and call for non-recognition of the results of the elections, which was used during the parliamentary elections in 2020.

Starting from the events of the "Arab Spring" - the next wave of non-violent coups d'etat, Internet technologies began to play a significant role, in particular, the initiators of "non-violent protests" began to actively use social networks (including chats, forums, blogs, wikis). projects, etc.).

Three months before the start of the Arab Spring, the giant of the American IT industry, Google, organized the Freedom 2010 online conference, during which the prospects for using the Internet to spread democratic values around the world were discussed. In this event, a separate section "Network of bloggers of the Middle East and North Africa" actively worked ¹⁵.

During the Arab Spring, the opposition used Internet technologies, first of all, as a tool for mobilizing, consolidating and coordinating protesters.

In particular, on Facebook, photos of victims of police violence were posted; videos were shown showing the courage and resilience of the protesters; exhaustive data on the victims among the rebels were provided with demands to punish the perpetrators; lists of complaints against the authorities were posted, along with poetic works, songs, pictures and other "revolutionary" material.

¹⁴Knyazev A., Masaulov S. Kyrgyzstan: the most extensive network of NGOs, military bases and decay Statehood // Killing Democracy: CIA and Pentagon Operations in the Post-Soviet period. - M.: ANO "Institute for Foreign Policy Research and Initiatives"; Kuchkovo field, 2014. - S. 297-311.

¹⁵Yusupova- Farzaliyeva D.M. Information and communication technologies in the structure of "color revolutions" // Postgraduate Yearbook. Actual problems of political science and socio-economic disciplines: a collection of scientific articles. - Release V. - Rostov-on-Don: Center for systemic regional studies and forecasting IPPK SFU and ISPI RAN, 2012. - S. 11-19. (0.6 P.L.).

In addition, this social network published detailed instructions and advice to demonstrators on how to protect themselves from tear gas, water cannons and electric batons used by the police to disperse demonstrations, etc. (*Subsequently, similar instructions, literally copied from Arabic, appeared during the Kiev "Euromaidan"*).

The advantages of the Twitter service were, first of all, in its immediacy and the possibility of super-fast dissemination of information; any filmed event of the "jasmine" and "date" "revolutions" could be made available to millions in a matter of seconds, both in Tunisia and Egypt, and abroad.

It should be noted that after the victory of the "jasmine" and "date" "revolutions", the head of the US State Department H. Clinton declared that "the Internet has become a public space of the XXI century", emphasizing that demonstrations in the Islamic world, "supported by Facebook, Twitter, Youtube, reflected the power of connectivity technologies as accelerators of political, social and economic change."

Based on the analysis of the role of the media and social networks in the organization of "non-violent protests", the following picture is formed:

- social networks, blogs and video hosting, as well as externally supported media play an important role in organizing "non-violent protests" and "color revolutions";

- the lack of monitoring of the activities of the media and social networks over time can form the access of the initiators of protest actions to large information and human resources for organizing "color revolutions".

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THEORETICAL ORIENTATIONS AMONG MODERN SECOND- LANGUAGE METHODS AND APPROACHES

Annotation: This work provides a description of the basic principles and procedures of the most recognized and commonly used approaches and methods for teaching a second or foreign language. Each approach or method has an articulated theoretical orientation and a collection of strategies and learning activities designed to reach the specified goals and achieve the learning outcomes of the teaching and learning processes.

Key words: Approach, linguistics, second-language, learning strategies, teaching, atmosphere, affective.

There are four general orientations among modern second-language methods and approaches:

1. Structural/Linguistic: Based on beliefs about the structure of language and descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a predetermined sequence. Often involves much meta-linguistic content or “learning about the language” in order to learn the language.

2. Cognitive: Based on theories of learning applied specifically to second language learning. Focus is on the learning strategies that are compatible with the learners own style. L2 content is selected according to concepts and techniques that facilitate generalizations about the language, memorization and “competence” leading to “performance”.

3. Affective/Interpersonal: Focuses on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. Emphasizes interaction among and between teacher and students and the atmosphere of the learning situation as well as students' motivation for learning. Based on concepts adapted from counseling and social psychology.

4. Functional/Communicative: Based on theories of language acquisition, often referred to as the “natural” approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. Instruction is concerned with the input students receive, comprehension of the “message” of language and student involvement

at the students' level of competence.

The Grammar-Translation Approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

The Direct Approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively—rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

The Reading Approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

The Audiolingual Method is based on the principles of behavior

psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

To create simple linguistic situations that remain under the complete control of the teacher. To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.

To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.

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THE IMPORTANCE OF TEACHING ENGLISH PRONUNCIATION

Annotation: Mastering proper pronunciation is not just a matter of learning individual sounds. Many students can hear and make the different sounds for all the vowels and consonants in English. Unfortunately, they also have to contend with the sound changes that occur with different letter combinations resulting from linking or reduction of vowels and consonants, not to mention stress, pitch, and intonation differences between their native tongue and English.

Key words: pronunciation, sound, vowels and consonants, native speakers, teaching, model, students.

Contributing this particular gift can occasionally be a bit tricky, for several reasons. First, your students have already studied English for years and their pronunciation habits are not easy to change. A second problem for those of you who are native speakers of English is that you produce sounds so naturally that you may not be aware of how you do it, so even when you know that your students' pronunciation is wrong, you may not know what the problem is or how to correct it.

The good news, however, is that through dint of hard effort it is possible for students to make some improvement in their pronunciation, particularly when they are attending to their pronunciation. (In other words, even future teachers with fairly heavy accents can learn to pronounce words accurately enough when paying attention that they provide an acceptable model for their own students.) If you pay attention to your own pronunciation, and spend a little time browsing through typical English textbooks, you should also be able to learn enough about the mechanics of pronunciation to be able to help students. Finally, as long as you are aware of the differences between your own accent and RP, you can provide a useful pronunciation model for your students.

In class, speak naturally using your own accent, although if there are marked regional features to your speech you might lean as far in the direction of a more broadly accepted standard as is comfortable for you.

When teaching pronunciation, in places where your accent differs from RP, don't insist that students follow you rather than the standard. (Future

teachers will need to teach the standard in textbooks.) Rather, point out the difference between your accent and the standard so that students are aware of it.

Many of the pronunciation problems you encounter in students will have less to do with the fine tuning of a particular English accent than with simply getting them to pronounce words in a way that is more or less acceptable in any variety of English, so focus your efforts on the many areas where you can help students in their pronunciation. [1, 52]

Unless you are fortunate enough to have very small classes, it will be difficult to give much individual attention to students' pronunciation. Students must therefore learn to rely on their ears to tell them whether their pronunciation approximates that of native speaker models. However, many students are not in the habit of listening carefully before attempting to repeat. In fact, they have often been trained for years to immediately repeat whatever the teacher says, no matter how vague their impression is of the jumble of sounds they are trying to reproduce. Another problem is that while students are listening to the teacher's spoken model, their attention is often focused more on preparing to repeat than on listening. The teacher's sentence consequently serves less as a model for pronunciation than as a starting shot announcing that students should try to speak.

The first approach to pronunciation is thus helping students develop the habit of listening carefully before they speak. To do this, the first time you say a word or sentence, ask students to listen just listen. They should not murmur the utterance quietly after you; instead they should concentrate on fixing the sound in their memories. It is helpful if you repeat the model utterance several times before asking students to repeat; this not only allows them more chances to listen but also helps students break the habit of blurting out a response as soon as you finish.

Exercises which require listening but no oral response may also help sharpen student listening skills. Minimal pair drills are particularly good for helping students learn to hear the difference between similar sounds. Minimal pairs are words that are pronounced exactly the same with the exception of one sound (Ex: pin--pen, bid--bit). Sample exercise: To help students learn to hear the difference between the short "i" and "e" sounds, ask students to raise their pen when you say the word "pen" and a pin when you say "pin".

Training students' ability to hear sound distinctions will not necessarily result in good pronunciation. However, students who have not clearly heard a sound obviously have less chance to produce it correctly than those who listen carefully. [3, 47]

Most native speakers of English have not formally studied the mechanics of English pronunciation, so this is an area in which it would be helpful to do some homework so that you are prepared to explain how sounds are made if called on to do so. However, you will almost certainly be expected to serve as a

model for pronunciation, and for this purpose a limited amount of choral drill can be useful. Steps for such a drill would be as follows:

A. Choose a text that represents normal spoken English (as opposed to more bookish language). A dialog from your textbook would be a good choice.

B. Read sentences aloud, clearly but at a fairly normal speed. Have students listen to each sentence once or twice before attempting to repeat it. Remind them that they should be listening to and trying to mimic the rhythm, stress, and intonation patterns of your speech as well as your pronunciation.

C. Build up longer sentences from the end, starting with the last few words, and then adding the previous ones. Ex: "...give you money?" "...expect me to give you money?" "Do you really expect me to give you money?" (This approach tends to preserve sentence intonation better than working from the beginning.)

One fun way to practice the rhythm of English sentences is by taking a dialog from a book, preferably one with short sentences, and turning it into a "jazz chant." In essence, this means finding the natural rhythm of each sentence and then chanting it with emphasis on the key words, something like a group cheer at a football game or a chant at a protest rally ("Hell no, we won't go" and so forth). Clapping or pounding desks adds to the festive nature of the activity. This exercise is particularly good for driving home the point that not all words in English sentences get equal stress.

If you want students to prepare choral drill of a dialog before class, it is best if they have a taped model to work with. Without having heard a dialog before they repeat it, they may wind up polishing an incorrect performance.

Speaking is so important in my opinion, in acquiring and using a language, and language-competence covers so many aspects. Phonetics, both theory and practice constitute the basis of speaking above all other aspects of language in my opinion. Speaking is a tool of communication. Many teachers, especially if they are new to teaching ESL classes, may be a little intimidated by the prospect of having to teach pronunciation.

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THE ROLE OF MARKETING IN SMALL BUSINESS AND ENTREPRENEURSHIP

Abstract. This article describes the role of marketing in the field of small business and entrepreneurship in Uzbekistan.

Key words. Marketing, small business, entrepreneurship, organization.

INTRODUCTION

If you want to have consumers, you cannot do without marketing, even if you are a small business. Despite all the difficulties, it is possible to organize marketing in a small business. Marketing by itself cannot be organized. It has to be organized. You have to do two things: build a marketing system and also develop a marketing program. At the same time for each of the approaches, independent, imperial and confederative need to build their systems and develop their programs. It is clear that the system and the program will be individual for each particular business, but it is possible to highlight the common points that need to be taken into account when organizing marketing in a small business. If a small business has decided to engage in consumer creation on its own, then it will need to have a proper marketing system in place. This marketing system must ensure that every customer who comes to him not only remains his customer but also brings other customers. He may bring them directly, or he may bring them indirectly through motivating his acquaintances, friends and relatives to buy a particular product or service.

RESEARCH

The marketing system in this approach must include all the elements, and they can be called subsystems in this context, which will eventually produce the desired result.

Their list is as follows:

- Customer research subsystem;
- A client processing subsystem;
- an emotion creation subsystem;
- a sub-system for the creation of new products;
- A new product presentation subsystem;
- a brand building subsystem;

If we talk about what a sub-system is, it is a set of instructions on how to organize the relevant business processes, as well as everything you need to make them happen. If a small business builds a marketing system that contains the listed subsystems, the results will not be long in coming. If a small business has

decided to engage in consumer creation through the use of a metropolis, it will need an appropriate marketing system. It should ensure that the metropolis generates the maximum number of consumers for the small business. The marketing system in this approach must have all the elements, which in this context can be called subsystems, that will produce the desired result.

Their approximate list should look as follows:

- A system for collecting information about customers;
- The system of analysis of the collected information;
- a system of perspective creation;
- system of prospect transmission to the metropolitan area;
- a system for creating prospect implementation plans;

The article above uses a term whose meaning may not be clear to everyone. The term is perspective. Perspective, in the context of this article, refers to a product created by a small business. It is an information construct in text, visual or audio format that shows the metropolis the future if new consumers are created. The purpose of the perspective is to motivate the metropolis to spend its money on creating consumers for small businesses. The perspective is a tool through which the representatives of the metropolis are shown the future that can come if they put some effort into it. The advantage of small businesses is that they can get reliable information about the market. It is this information that is the raw material that a small business can transform into a product - a prospect. If you don't create a prospect, the metropolis will have no motivation to invest in marketing and in creating consumers. In fact, with this type of marketing, the prospect is the only product that is created by the small business, everything else is just aimed at either creating it or passing it on to the metropolis. If a small business has decided to create consumers through participation in a confederation, it too will need a marketing system. But it will be configured accordingly. This marketing system must be structured in such a way that the outsourcing center can create as many consumers as possible. In this approach, the marketing system on the small business side must have all of the elements necessary to produce the desired result.

The following subsystems will help ensure this result:

- A system for collecting information from customers and analyzing it;
- The system to receive and process information from the outsourcing center;
- A product development system;
- The system of development of distribution policy;
- pricing policy development system.

In nonfederal marketing, the small business organizes only the business processes listed above, and all other business processes are organized by the outsourcing center. The essence of such marketing organization in a small business is that the small business produces a particular product or service and the outsourcing center organizes all the business processes aimed at maximizing

the consumption of this product or service as well as creating new consumers. In this case the role of the small business is actually to create a competitive product based on the information received from the outsourcing center and to set the right price for it, again based on the information from the outsourcing center. All other business processes are conducted within the framework of the outsourcing center, which provides: gathering information about the market, macro environment, searching for new opportunities, making prognoses, development of creative ideas, in general, it does everything needed to reach the maximum number of customers. Thus as well as in case of imperial marketing, structure of marketing system of small business can be different and depends on what business processes of business cycle it leaves behind.

The special features of marketing in small businesses are as follows:

- the market is constantly changing;
- constant advertising once a week for 3 months is necessary,
- competition does not stop;
- marketing is necessary for survival and growth
- marketing provides the key to customer relations.

CONCLUSIONS

Small businesses play an important role in shaping the market infrastructure. It allows flexibility and agility to fill niches in the nascent market space. The share of small businesses has been growing steadily. When a small firm enters the market, it has two goals: survival and profitability. The core of small business marketing is product quality.

A firm's position on a product is determined by the following criteria.

- is there really an advantage that consumers want?
- is it really a fair advantage?
- is it unique and/or repeatable?

When developing an advertising strategy, small firms rely on inexpensive but effective advertising: mail, stationery, telephone, packages, business cards, matchboxes, clothing and anything else that helps sell.

In small businesses, word of mouth advertising, brochures and leaflets have a good effect.

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USE OF BINDERS IN CONSTRUCTION

Annotation: Concrete made of cement or other inorganic binders is widely used in construction.

Key words: water, fine and coarse filler, white and other colored cement.

Concrete is an artificial stone material obtained by mixing, compacting and solidifying a mixture obtained in certain proportions of binders, water, fine and coarse aggregates.

Concrete made of cement or other inorganic binders is widely used in construction. These concretes are mainly mixed with water. The active constituents of concrete are cement and water, which react to form a solid cast cement stone that binds the filler particles together. Cement and water are the active components of concrete: as a result of the reactions between them, a cement stone is formed, which binds the filler particles into a single monolith.

ultra-lightweight concrete includes porous concrete, which binds them, finely ground additives and water-added mixture is foamed in a special way (aerated concrete, foam concrete) and coarse porous concrete is prepared on the basis of lightweight aggregate. In aerated concrete, instead of filler, air in the artificially prepared foam is calculated.

The binder is the main component that determines the properties of concrete, and concrete is distinguished by its types, including: cement, silicate, gypsum, alkaline slag, concrete polymer, polymer cement concrete and special concrete.

Cementitious concretes are made from a variety of cements and are widely used in construction. Among them, the main place is occupied by Portland cement concretes and their variants (about 65% of total production). They are used in different constructions and depending on the conditions of use. Shlagoportland cement (20-25% of total production) and puttsolan cement concrete are also used successfully.

Types of cement concrete include: decorative concrete made of white and other colored cement; concretes made of reinforced cement for self-reinforcing structures; special-purpose concretes made of specific clay and impermeable types of cement, etc.

Silicate concretes are made on the basis of lime. Autoclave method is used for hardening of concrete prepared in this way. Gypsum concrete is used in the manufacture of various types of gypsum, interior walls, suspended ceilings and decorative elements. These types of concrete - gypsum cement - puttsolan concrete has a wide range of applications for water resistance (volumetric blocks of bathrooms, low-rise houses, etc.).

Slag concrete has only just begun to be used in construction. In place of the binder in such concretes is used a mixture of crushed slag with an alkaline mixture. The base of concrete polymers is made of various polymer binders (polyester, epoxy, urea) consisting of monomers that harden in concrete using special additives such as resin or furfurolacetone. Such concretes are very suitable for use in aggressive environments and conditions with very sharp effects (friction, cavitation, etc.).

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TEACHING PECULIARITIES IN DIFFERENT KIND OF READING AT THE FOREIGN LANGUAGE LESSON

Annotation: This article includes only the facts which have been verified. As we know reading is a receptive skill. The main obvious differences between reading and listening are to do with fact that, people read at different speeds and in different ways. Where a recording takes a definite length of time to play through, in a reading activity the student can control the speed of their work and what they're looking at.

Key words: Speed reading, methods of reading, internal, activity, learning, comprehension.

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process.

There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes:

Sub vocalized reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts.

Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. Methods include skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning.

Proofreading is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.

Structure-proposition-evaluation (SPE) method, popularized by Mortimer Adler in *How to Read a Book*, mainly for non-fiction treatise, in which one reads a writing in three passes:

- for the structure of the work, which might be represented by an outline;
- for the logical propositions made, organized into chains of inference;
- for evaluation of the merits of the arguments and conclusions. This method involves suspended judgment of the work or its arguments until they are fully understood.

Survey-question-read-recite-review (SQ3R) method, often taught in public schools, which involves reading toward being able to teach what is read, and would be appropriate for instructors preparing to teach material without having to refer to notes during the lecture.

Multiple intelligences-based methods, which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can basically comprehend a text without resorting to other intelligences, such as the visual (e.g., mentally "seeing" characters or events described), auditory (e.g., reading aloud or mentally "hearing" sounds described), or even the logical intelligence (e.g., considering "what if" scenarios or predicting how the text will unfold based on context clues). However, most readers already use several intelligences while reading, and making a habit of doing so in a more disciplined manner—i.e., constantly, or after every paragraph—can result in more vivid, memorable experience.

Rapid serial visual presentation (RSVP) reading involves presenting the words in a sentence one word at a time at the same location on the display screen, at a specified eccentricity. Teaching Proficiency through Reading and Storytelling or TPRS is a method of teaching foreign languages. TPRS lessons use a mixture of reading and storytelling to help students learn a foreign language in a classroom setting. The method works in three steps: in step one the new vocabulary structures to be learned are taught using a combination of translation, gestures, and personalized questions; in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading. Throughout these three steps, the teacher will use a number of techniques to help make the target language comprehensible to the students, including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks, and very short grammar explanations known as "pop-up grammar". Many teachers also assign additional reading activities such as free voluntary reading, and there have been several easy novels written by TPRS teachers for this purpose.

Step three is where the students learn to read the language structures that they have heard in steps one and two. A number of reading activities are used in TPRS. The first, and most common, is a class reading, where the students read and discuss a story that uses the same language structures as the story in step two. The next most common activity is free voluntary reading, where students are free to read any book they choose in the language being learned. The other activities are shared reading and homework reading. For shared reading, as in

first-language literacy activities, the teacher brings in a children's picture book, and reads it to the students in class, making it comprehensible through circling and other means. Homework reading, as the name implies, means assigning specific reading for students to do at home. All readings in TPRS are comprehensible to the students, which means a very low ratio of unknown words (if any).

The class reading is the most common type of reading activity in TPRS Storytelling. TPRS teachers will typically include a class reading as part of every TPRS lesson. This reading is based on the story that the students learned in step two - sometimes it can be the same story, and sometimes it uses the same language structures but with different content. The students will have learned the language structures used in the reading very well during parts one and two, so students will often be able to understand most of the story on first view.

The teacher will often begin the class reading by reading aloud the story, or a portion of the story, then having the students translate it into their first language. This translation could be done with individual students, or chorally by the whole class. Translation is utilized selectively in this way because it is the fastest and most direct way to ensure an accurate understanding of the language meaning. As the students already know the language structures very well after steps one and two, they can often do this at a natural speed. If necessary, the teacher can help them translate any words they don't know. This process ensures that all of the students understand all of the words in the reading, as well as the meaning of the reading as a whole.

Usually the teacher will ask questions about the reading itself, and about the students and their lives. Comparing and contrasting the material in the reading to the PQA and the story gives extra repetitions of the target structures. Discussions of culture and even history are possible, depending on the content of the reading and the level of the students.

Because of the depth of acquisition students enjoy of the words and structures done in class, it is possible to discuss quite complex topics with TPRS students in relatively early stages of language instruction. While a typical TPRS student might not have "covered" as much vocabulary as a typical communicatively-taught student, the TPRS student has automatic, correct control of everything that has been required throughout the course of TPRS study, in contrast to the communicatively-taught student, who will typically memorize long lists of vocabulary and fail to retain all of it.

Many TPRS teachers include Free voluntary reading (FVR) in their foreign language programs. The research for FVR is very strong, and has consistently shown that FVR is as good or better than taught language lessons. Free voluntary reading can be done in the classroom or at home, but many teachers prefer to focus on spoken stories in class, as it is hard for students to get listening input outside school. However, TPRS teachers often educate students

about FVR in class, introducing books for them to read, and giving advice on good reading practices.

Shared reading, often called "Kindergarten Day", refers to the practice of the teacher reading a children's picture story book to the students. The name is intended to conjure up the image of being read to as a child, but the activity can be done with any age group. The teacher reads to the students, showing them the pictures, asking them questions, and generally making the story comprehensible.

As the name implies, this is a specific reading that is assigned to all students for homework. The teacher can give a quiz on the reading when the students get back to class. This can be used to prepare students for a class discussion, but it is usually only used with advanced students as at home the students may have no one to turn to if they get stuck.

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STRUCTURAL VARIANTS OF IDENTICAL LEXICAL UNITS IN AMERICAN AND BRITISH ENGLISH

Annotation: Comparative analysis of lexico-semantic discrepancies found between American and British English can be divided into two main stages. First of all, we should consider the main types of oppositions that are revealed when comparing individual lexical units.

Key words: lexico-semantic differences, skills, lexico-semantic analogues, activity, learning, development.

It is common knowledge that British English and American English are variants of the same language, however, there are a number of differences between them. Although the number of these differences is gradually reduced with the advent and development of the so-called Transatlantic English, they are still significant and cannot be ignored when mastering the English language. [6; 4]

There are two main types of lexico-semantic differences: differences in the external, material side of lexical units with a common meaning - differences in the plan of expression and differences in the meaning of lexical units with a commonality of their external side - differences in the plan of content. Members of oppositions of the first kind will henceforth be called lexico-semantic analogues, and members of oppositions of the second kind - lexico-semantic divergent.

Considering this type of oppositions, the members of which are called lexico-semantic analogues, it should first of all be noted that the comparison of lexical units united on the basis of semantic commonality in the presence of discrepancies in terms of content requires taking into account the fact that the compared units are elements of a single macro system.

One gets the impression that the lexical units given in the left column are Americanisms, equivalent to the units located in the right column and belonging exclusively to the British variant. In reality, the situation is much more complicated, and it is impossible to draw parallels between the lexical units of the American and British variants, similar to those on which bilingual dictionaries are built, that is, parallels based on the semantic equivalence of units of different systems. [7; 129]

First of all, it is necessary to specify those cases when, in British and American usage, not different words and not differences in the system of lexical meanings are opposed to each other, but those varieties that Professor A. I. Smirnitsky called structural variants of the same word. Among these variants, first of all, lexico-morphological or word-forming ones stand out, i.e. words differing only in word-formation affixes, but identical in their lexical meaning. [7; 96]

The spelling of nouns borrowed from Greek in -logue (-log) also differs, as well as a number of words borrowed from French:

British Eng. American Eng.

analogue analog

catalogue catalog

dialogue dialog

prologue prolog

monologue monolog

This difference is not universal. For example, the nouns camber, chamber, which are written through -er in the American and British variants, and the noun timbre (timbre), which differs graphically from the homonymous timber (forest) in both variants.

In British English, verbs ending in -l double it before -ing, -ed, -er, -ery, -or, -ist, whether their last syllable is stressed or not. In American English, the letter l is doubled only when the stress falls on the last syllable.

British English:

travel: travelling / traveled traveling / traveled

cancel: cancelling / cancelled canceling / canceled

rebel: rebelling / rebelled rebelling / rebelled

compel: compelling / compelling compelling / compelling

In British English, most verbs ending in -ise are also written with -ize (with the exception of disyllabic verbs such as surprise and the verbs advertise and analyse, which are written only with -ise in British English). In American English, these verbs are written with the -ize suffix. For example:

apologise / apologize

computerize / computerize/ computerize

criticize / criticize/ criticize

mechanize / mechanize/ mechanize

organize / organize/ organize

specialize / specialize/ specialize

The group of lexico-semantic divergents includes words that show known differences in their semantic structure with a common sound shell. The noun faculty has common English meanings "ability, gift; power, law" are combined with the American "teaching staff". lexico-semantic variants of words.

Similar differences are revealed in those cases when one of the lexico-semantic variants of a particular word is Britishism.

If we take as an example such words as market, dumb, convention and to fill, then we will see that they all represent a combination of American and common English lexico-semantic variants. A characteristic feature of all these words is their absence of meanings characteristic of Br. Eng. On the other hand, words like leader and stall lack Am. Eng.-specific meanings. Their British lexico-semantic variants are combined with common English.

There is also such a category, which includes discrepancies that appear in the semantic structure of such words as faculty, which, in addition to the above American and common English meanings, also has a meaning specific to the British version and corresponding to our “faculty, educational department”.

There are also oppositions of divergents with bilateral local marking. It is this kind of lexical units that most often serve as a source of misunderstanding. For example, the source of misunderstanding is the presence of two locally marked divergents in the word saloon - Americanism “bar, pub” and Britishism “closed type car”.

A special case of bilaterally marked divergents are words in which the American and British meanings coincide with each other as a generic and specific concept. So, for example, the verb to ship coexists the American meaning “to transport by any means of transport” and the British “to transport by sea”. A similar correlation of lexical-semantic variants is also observed in the noun aisle, which in British English means “passage between chairs in a church”, and in American English “any passage between seats or chairs (in a movie, theater, bus, plane, etc.)”.

A special group should be singled out those bilaterally marked oppositions in which there are no common English lexico-semantic variants. This includes the noun dresser, which only has British and American lexico-semantic variants (“kitchen cabinet” in the British version and “dressing table” in the American version).

Much less often there are cases of the absence of a semantic connection between divergents, that is, cases of complete homonymy. For example, the word muller “a dreamer, a thoughtful person” is an Americanism homonymous with the Common English muller “pestle, mortar”. The absence of a semantic connection between divergents does not allow us to consider them as variants of the same word. [7; 144]

In the lexicon of the literary English language there are many words and set phrases denoting various objects and phenomena characteristic of the areas of the American variant or the British variant. This includes designations of a number of realities connected with the state and political system of the USA and Great Britain, with their public life and social structure, with national sports, life, etc. For example, let's take lexical units from socio-political vocabulary: USA - electoral college - “electoral college”, selectman - “local government official”; Great Britain - division - “a method of dividing voting in parliament”;

from everyday vocabulary: America - drugstore - “drug store with a snack bar; Britain - trifle – “the name of the cake.”

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THE CONCEPT OF INTERCULTURAL COMMUNICATION SKILLS

Abstract: Nowadays in the world of work the range of business knowledge and skills needed to perform effectively has increased. Business people are much more likely today to find themselves together with others from different national and cultural backgrounds.

Key words: CLT, communicative approach, student, speaking skills, new pedagogical technologies, fragments.

The communicative approach provides the learners with an opportunity to use language for communication purposes without focusing on accuracy. Since the main goal of communicative language teaching is communicative competence and its emphasis is on communication, theorists state that CLT does not involve teaching grammar at all. This idea has been argued by Thompson who claims that learners will learn better if they themselves are involved in what they learn and see the relevancy in their learning. The other misconception is CLT only teaches speaking skills. As CLT emphasizes communication skills, it seems that CLT ignores the other three important skills in language learning which are listening, reading, writing. Again Thompson points out that communication does not only take place through speech, but it also involves writing and reading. It is a concrete statement because when we write we are actually communicating with our reader and when we read, we are having communication with the text.

Communication skills are culture-universal in most aspects but also contain culture-specific element.

There are two broadly different categories – non-native speakers using English among themselves, non-native speakers using English to native speakers of the language. The problem is that non-native speakers may make «social» mistakes.

Subsequently it is important to consider another level at which we can see communication – namely in terms of its role in a cross-cultural environment.

Intercultural communication may be defined as an ability, possibly more acquired than innate, to engage in successful communicative interactions with people representing different languages, cultures, social mores and norms of behavior. It implies not only mastery and judicious use of language in itself but

also skillful application of suitable social conventions with cultural sensitivity, political correctness as well as attention to needs and wants of a given group or a particular individual.

The internationalization of the business world has provided a new challenge for Business English Teachers. However, the role of the Business English Teacher is to teach language and communication. It is not teacher's responsibility to teach culture, change behavior patterns. The teacher should be aware of the interrelationship between language, communication and culture and help the learners to better understand the interrelationship, to avoid conflicts because of innocent use of inappropriate language or communication.

Communication skills are central to the activity of today's business professional. Business people actually needed lots of help with presentation skills, with meetings, negotiating even socializing or writing reports, e-mails. Teaching Business English include an effective communicator alongside and an effective use of language. As a result, the demands on BE teachers have increased to some extent. Teacher of Business English also need to be able to teach communication skills.

Constant language change introduces new forms; communication adapts to evolving behavioral and technological standards; and business both initiates and responds to changing practices. This requires the range of skills needed by the Business English teacher. Teachers should have a high degree of proficiency in the target language since the lesson in the classroom tends to be less predictable, apart from good knowledge of General English, Business English teacher should have good business background that comprise knowledge of Business vocabulary and common business situations which learners are going to deal with.

Language teaching and learning has entered a phase which takes a more constructivist view of learning emphasising personal learning and discovery on the part of the learner, with more task-based, collaborative work between learners, and a more facilitating role for the teacher.

The role of the teacher is not to provide an orchestration of books through a sense of structured activities, nor just to use the book as a source of teaching materials but to:

- Clearly devolve the task of working through the book to the students.
- Ensure that discussion of the task and the project is conducted in the way as it was mentioned using the language of business and professional meetings.
- Act as consultant for the students.
- Direct group activities, provide different types of activities.

There are different thoughts according to the role of teacher. Some schools of methodology see the teacher as ideal language model and commander of classroom activity (Audio-Lingual Method) whereas others see the teacher as

background facilitator and classroom colleague to the learners (Communicative Language Teaching).

While Brieger stated that just as there is no single Business English, there is no single profile of the Business English teacher. The profile is fashioned by the characteristics of the working environment and its view of Business English, as well as by the demands of the learners. However, it is important to remember that the majority of teachers are non-native speakers, largely trained within the local community.

Business English teachers need the following mix of knowledge and skills: ELT methodology, specific communication skills training, knowledge of business content while General English teachers need only ELT methodology and general communication skills training.

Having defined the main scope of Business English it turns out that teaching Business English brings together a range of disparate disciplines. It aims not only at improving grammar or vocabulary knowledge but at developing the ability to combine grammar and vocabulary and at extending communication skills as well.

The teaching of Business English has received contributions from ELT methodologies which teach language knowledge and language skills through communicative activities; communication training which develops the effectiveness of the total communication process; management disciplines which provide professional content on key areas.

The teaching of Business English brings together three areas: teaching, those are pedagogic skills involved in running training programmes; English – knowledge of the language and understanding of the role of communication in professional situations; business that embraces familiarity with the key issues.

Teaching Business communication skills that includes teaching presentation skills, meeting skills, telephoning skills, socializing skills and skills of writing documents can be accomplished through a range of exercises and activities (role play, dialogs).

Teaching communication skills is possible through interaction. The first step is to create a classroom environment in which real communication can take place and can be practiced continuously. Interaction can also be encouraged by not over-correcting, by asking plenty of questions, and by giving people time to answer.

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ANALYSIS OF EXAMPLES OF VOCABULARY LEARNING STRATEGIES AVAILABLE ON THE INTERNET DURING THE LESSON

Abstract: We dealt with a way to improve pupils' abilities to explore, store and usage of vocabulary items; determined the role of vocabulary teaching and how a teacher could help their learners; laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included.

Key words: Formal practices, functional practices, student, development, new pedagogical technologies, fragments.

Teacher should create activities and tasks to help pupils to build their vocabulary and develop strategies to learn the vocabulary on their own. Thus it signifies that a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. Following the technologies is the main method for teaching vocabulary items in an English language classroom.

To create a word cloud, you paste text into the applet and then manipulate the visual display by selecting the color scheme, layout, and font. Word clouds can be used to highlight keywords and themes to prepare pupils for reading, as well as prompt discussion after reading.

Students will most likely conjecture that the article is about bees. Some pupils may notice the less prominent words-dead and poisons-and wonder if the bees are sick. When asked about the color choice, they may speculate that the author/designer chose bright colors to get your attention, or that black goes with poison. What is important in this kind of pre-reading discussion is pupils' close attention to the words and how they might relate to one another and to the larger text that they represent. Students actively engage with meaning as they draw on background knowledge about words and concepts as well as on visual literacy skills.

- The same bees word cloud could prompt a discussion after reading the article, guided by questions such as, Do you think the word cloud captured what was most important to learn?

- Are there keywords or ideas that are left out?

- What super-ordinate terms reflect the main ideas?

As pupils manipulate the word cloud's layout, color, and font, they integrate verbal and visual representations, strengthening the multimedia learning effect [2] while developing an important digital literacy skill in our visual society.

For some pupils, the creative design aspect serves as the hook to engage them in meaning making; for others, it is the words themselves that entice them to explore meanings and relationships.

Teacher gives some information about the theme, then gives pictures and shows the video using the Internet. The pupils have to put the pictures in a correct order. Then pupils share their ideas with another pupil and after they in a pair write what place is given in the picture. In this lesson all strategies of using Internet resources that were mentioned in the theoretical part of the research are followed, because the teacher using Web application show the pictures and pupils learn from visual displays word relationships within text

In general, the lesson is well-planned and the single is to add is that, cartoons also can be useful way of developing vocabulary of primary school children, because it is more interesting to watch cartoons than films for children in the primary school.

There are a lot of methods of teaching vocabulary for primary school children, and the most useful of them is teaching by Online-games. As it was mentioned in the theoretical part, vocabulary learning consists of 3 necessary actions:

Firstly, the teacher tells the topic of the game and asks children what they think about it. This stage is important for primary school children, because they should know what they are going to listen about.

Teacher switch on Web-application, choose the game where there are new words read aloud and pupils should repeat after the recording.

The aim of listening and pronouncing, as pointed out earlier, is to give pupils an idea of what the listening material sounds like. This may also be termed free listening.

Explaining words through actions and visuals. This stage is useful to help the learners understand the text through activities.

At this stage, it is important to double-check pupil comprehension of words and actions; pupils may say they understood everything because they want to proceed to the next stage right away. To check pupil understanding, teacher randomly name the vocabulary that she has taught and ask the pupils to do the accompanying actions.

Pupils listen again the song and are guided by teacher to do the actions that they have already been taught. This time, the pupils are asked to just listen and do the actions under teacher's guidance. Hearing the teacher sing the song and seeing the teacher do the actions help pupils overcome feelings of shyness

and lack of confidence. Besides, pupils find it funny and interesting when they see their teacher doing the actions of the game.

And this situation motivates the pupils and prepares them for the third listening, where they will be asked to do the accompanying actions and sing the complete song aloud with the Web application. This stage is generally accepted as the stage when the teacher integrates different language skills such as listening, reading, speaking, and writing. In this context, Vocabulary Games.com are suitable for competitions, games, and simple drama activities. Some suggested examples follow. There are usually very colorful pictures in this Web site, and it is timesaving to make use of them.

Teacher chooses two pupils and calls them to the front. Then give commands randomly related to the game and reward the quickest correct action with applause by the class. The following description illustrates this activity: The teacher turn on WEB-application which shows different pictures and the pupils are expected to show this word by actions. The quickest pupil to show wins a point and is applauded by the class. The teacher names other picture from the game, and again the pupil who is quickest to do the appropriate action gets a point.

This game becomes even more fun if the teacher lets the pupils in the class give the commands. Besides, if pupils “take over” in this way, the activity is not always centered on the teacher, and consequently there is more room for pupil practice.

The same game may be played as a whole class as well. The teacher randomly gives commands, saying the word shown in the Internet and any pupil to do an incorrect action is taken out of the game. The last remaining pupil is announced as the winner.

Effectiveness of using online activities and a browser-based virtual world in teaching is proved. Technology, when used flexibly in response to pupils' varied needs and interests, can and should be part of the solution to the vocabulary gap. It's a fun way for English Language Learners to build and reinforce vocabulary.

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SHAHAR YO'LOVCHI TASHISH BOSHQARUVI SAMARADORLIGINI OSHIRISH YO'LLARI

Annotatsiya: Ushbu maqola shahar aholisiga transport xizmati ko'rsatishda zamonaviy electron tizimlardan foydalanish va aholiga qulaylik yaratishdan iborat. Shahar yo'lovchi tashish boshqaruvi samaradorligini oshirish, hozirgi kunda dolzarb masala hisoblanadi. Buning uchun to'g'ri harakatlanishni tashkil etish va harakat xavfsizligini oshirish dolzarb muammoning yechimidir.

Kalit so'zlar: shahar transporti, modellashtirish, passajir, transport, logistika, dispetcher, matematik model, mobil punkt, optimallashtirish, shahar jamoat passajir transporti, avtomatik boshqarish tizimi.

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WAYS TO INCREASE THE EFFICIENCY OF CITY PASSENGER TRANSPORTATION MANAGEMENT

Annotation: This article is about the use of modern electronic systems in the provision of transport services to the population and the convenience of the population. Improving the efficiency of urban passenger transport management is a topical issue today. is the solution to a pressing problem.

Keywords: urban transport, modeling, passenger, transport, logistics, dispatcher, mathematical model, mobile point, optimization, urban public passenger transport, automatic control system.

O'zbekiston Respublikasi mustaqillikka erishgandan so'ng iqtisodiy o'zgarishlar hayotga izchil joriy etila boshladi. Chunonchi, avtomobil ishlab chiqarish sanoati yo'lga qo'yildi, yo'l qurilish sohasi jadallashtirildi, shuningdek, chet el davlatlari bilan savdo aloqalari yuqori darajaga ko'tarildi. Avtomobil yo'llarida harakat xavfsizligini tashkil etish bugungi kundagi muhim muammolardan biriga aylanib bormoqda. SHahar passajir transporti boshqarishni dispetcherlashtirish nuqtai nazaridan fazoviy taqsimlangan ob'ektlar sinfiga kiradi ularni qo'llashda odatiy modellashtirish va optimallashtirish matematik metodlarini tadqiqot qilish bilan cheklanadi.

Bu hammasi servis komponentlarini faol qo'shish bilan ma'lumotli kompyuter tizimini integrallashgan doirasida ilmiy-asoslangan metodika va

zamonaviy matematik apparatlarni talab qiladi. Servis komponentlari dispetcherlik boshqarish tizimida boshqarish qarorlarini qabul qilishda transportlarni o'zaro ta'sirini ta'minlaydi.

Mahalliy va xorijiy tajribalar shuni ko'rsatdiki, katta shaharlarni transportini samarali faoliyat yuritishini oshirishni dolzarb muammolari matematik modellar va kompyuterli modellashtirishni qo'llab rejalashtirish jarayonlarini avtomatlashtirish va optimallashtirish lozim.

Bu muammoni juda ham murakaabligi transport tizimini ko'p funktsiyaliligi, rejalashtirish va boshqarishni markazlashmaganligi, o'rganilayotgan jarayonlarni dinamik va ehtimollik xarakteri, boshqarish ob'ektini faolligi, bular ko'psonli psixologik va ijtimoiy-iqtisodiy omillarni hisobga olishni talab qiladi.

Ko'rilayotgan muammoni dolzarbligini o'ziga xosligi shundan iboratki, transport tizimini faoliyat ko'rsatishini har xil yo'nalishlarini tadqiqot qilish bilan bir-biriga bog'liq bo'lmagan holda boshqarishni tashkil qilish, yo'l harakatini xavfsizligi taminlash, yuk va passajir tashishni rejalashtirish, yo'llarni loyihalash va transport shaharsozligi mutaxassislari shug'ullanishadi. Bu bir qator mustaqil transport fani va transport tarmog'i yo'nalishini tashkil qilishga olib keladi, ular har xil tizimchalar topshiriqlarni mustaqil bajarguncha faoliyat ko'rstaishlari mumkin. SHunday qilib, transport jarayonlarini rejalashtirish va avtomatlashtirish har qanday topshirig'ini yechimini topish uchun butunlay transport tizimini faoliyat ko'rstaishini xarakterini aniqlovchi o'zaro bog'liq omillarni qo'llash lozim bo'ladi. Bundan tashqari texnologik, har xillik va eksperimentlarni nazariy ishlab chiqishda qaytarishlar mavjud.

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SHahar passajir transportida yangi loyihalanayotgan va amalga oshirilgan avtomatlashgan boshqarish tizimi ko'pgina hollarda yetarli asoslanmagan holda ishlaydi:

- 1) tizim tarkibini tanlash;
- 2) ma'lumotga talab;
- 3) texnik va dasturlashga talab

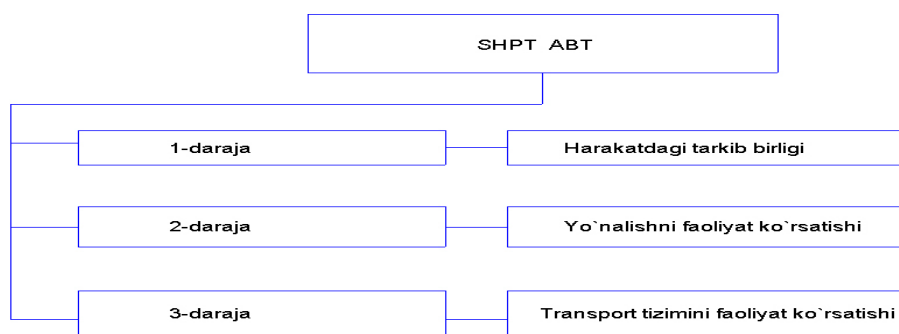
Avtomatlashgan boshqarish tizimini joriy qilish sharoitida modellashtirish alternativlarni solishtirish metodlaridan biri bo'lishi va normal holatdan cheklanishida tizimga boshqarish ta'sirini tanlash mumkin. Modellashtirish metodlari odatiy boshqarish sxemalarida keng qo'llaniladi:

Katta shaharlar aholisini tashish jarayoniga bo'lgan talabni sifatli qondirishni oshirish va shahar jamoat passajir transporti ishini iqtisodiy ko'rsatkichlarini yaxshilashni muhim sharoitlaridan biri harakatni tezkor dispetcherlik boshqarish samaradorligini oshirishdan iborat. Bu shahar aholisiga to'la transport xizmat ko'rsatish uchun shahar jamoat passajir transportini tarmog'ini potentsial imkoniyatlaridan to'la foydalanish imkoniyatini beradi.

Avtomatlashtirish darajasini oshirish va yangi informatsion texnologiyalarni joriy qilish asosida shahar jamoat transportini harakatini tezkor dispetcherlik boshqarishni samaradorligini oshirish avtomatlashgan boshqarish tizimini ishlab chiqish va ekspluatatsiyaga joriy qilish va shahar passajir transporti harakatini nazorat qilishni ta'minlaydi. Transportning avtomatik boshqarish tizimi (ABT) tuzish transport kompleksini mos kichik tizimini avtomatlashgan boshqarish tizimini oddiy topshirig'i emas. Bundan tashqari transporta harakatdagi ob'ektlarni boshqarish texnologiyalarini o'z ichiga boshqa yangi jadal (progressiv) oluvchi zamonaviy sputnik tizimlarini transportda qo'llanilishi katta ahamiyatga ega, ular yirik xorijiy shaharlarning turli transport yo'nalishlarida, masalan, RTI, IVHS - avtotransport vositalarining harakatini boshqarish texnologiyalarida faol qo'llaniladigan harakatlanuvchi ob'ektlarni boshqarishning boshqa ilg'or texnologiyalarini o'z ichiga oladi.

Mustaqil davlatlar Hamdo'stligi (MDH), jamoaviy xavfsizlik bo'yicha shartnomasi (ODKB) va Evroosiyo iqtisodiy Ittifoqi (EAIL) mamlakatlarida bunday axborot texnologiyalari dolzarb ahamiyat kasb etadi. Ularning ilovasi yirik shaharlar va hududlarning transport boshqaruvini avtomatlashtirish, transport korxonalarini boshqarishning avtomatlashtirilgan tizimlarini yaratish, transport logistikasi, servis logistikasi va logistika tizimlarini avtomatlashtirish tamoyillariga asoslangan holda, aholiga transport xizmatlarini ko'rsatishga asoslangan.

ASU SHPT ishining imitatsiya modelining umumiy ko'rinishi bir necha darajalarda ifodalanishi mumkin: bunday tizimning har bir darajasi o'zining imitatsiya modeliga ega bo'lishi kerak. Bunday holda, model uchun kirish ma'lumotlari har qanday darajadagi boshqa modeldan chiqish ma'lumoti bo'lishi mumkin, ya'ni teskari aloqa qilishni ko'zda tutadi. Yo'nalish transport tizimining asosiy aloqasi transport vositalaridan tashkil topgan yo'nalish bo'lgani uchun, uning quydagi metodidan foydalaniladi.



1-rasm. ASU GSHPT ning imitatsiya modelining umumiy ko'rinishi

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SHUKUR XOLMIRZAYEVNING “QARIYA” HIKOYASIDAGI QO‘ZIBOY CHOL OBRAZINING “BEVAQT O‘LIMI”

Annotatsiya: Maqolada Shukur Xolmirzayevning "Qariya" hikoyasidagi obrazlarning o'ziga xos jihatlari, jumladan, hayotga muhabbat, intilish, o'limga bo'yin egmaslik, kurashchanlik kabi xususiyatga ega obrazdan tortib, omonatga hiyonat, vijdoniga qarshi borishdek illatlar haqida fikr yuritilgan.

Kalit so'zlar: O'lim, kurash, vijdon, omonatga hiyonat, mehnat, pul, halollik, perepetiya, ishbilarmon, umid.

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THE «UNTIMELY DEATH» OF THE OLD MAN KOZIBOY IN SHUKUR KHOLMIRZAEV'S STORY «THE OLD MAN»

Annotation: The article gives an idea of the peculiarities of the images in Shukur Kholmirezayev's story "The Old Man", including such illusions as love for life, aspiration, not bending the neck to death, going against the conscience, from the image to the deposit.

Keywords: death, struggle, conscience, deposit scam, Labor, money, honesty, perepetia, businessman, hope.

Obraz yaratish mahorati o'zbek adabiyotida yetakchi o'rinlarda turuvchi omil hisoblanadi. Obrazlarning o'ziga xos xususiyatlari, jumladan, his-tuyg'ulari, iztiroblari, taqdiri, quvonch-u shodligi har jihatdan yozuvchining estetik didi, so'z qo'llash mahoratiga bevosita bog'liq. Shunday yozuvchilar borki, ular yaratayotgan obrazining taqdirini o'z taqdiri deb biladi, u yig'lagan joyda yig'laydi, kulgan joyda esa, aksincha, u bilan birga kuladi.

Shu o'rinda, qalami o'tkir ijodkor, o'zbek adabiyotining buyuk namoyondalaridan biri O'tkir Hoshimovning, "Haqiqiy asar shunchaki yaralmaydi, u xuddi farzandday tug'iladi" degan so'zlari fikrimizning yaqqol dalilidir desak, adashmagan bo'lamiz. Xuddi shunday o'z asarini, boringki, asar qahramonini o'z "farzandi"darajasiga ko'tara olgan yana bir buyuk ijodkor Shukur Xolmirzayevdir. Shukur Xolmirzayev, birinchi navbatda, hikoyanavis

sifatida tan olingan yozuvchidir. Adibning hikoyalari o'zbek novellistikasi taraqqiyotining o'ziga xos davrini tashkil etadi.¹⁶

Shukur Xolmirzayev obrazlarni mahorat bilan tasvirlar ekan, asarni to'laqonli o'qib chiqmaguncha o'quvchida "shubha" paydo bo'lishiga zamin yaratadi. Deylik, bir obraz haqidagi fikri to asarni o'qib tugallamaguncha o'zgarib boraveradi. Kezi kelganda, Matyoqub Qo'shjonovning, perepetiya, ya'ni "voqealarning keskin almashinuvi" jumlasini eslamaslikning iloji yo'q, nazarimizda.

Navbatdagi, o'quvchini hayratga solgan "Qariya" hikoyasidagi aynan qaysi o'rinlar kitobxonni "shubha"ga solganini tahlil davomida guvohi bo'lamiz.

Qariya hikoyasidagi Qo'ziboy chol obrazi bir qaraganda juda sodda, beg'am, g'am-tashvishi yo'q obraz bo'lib tuyiladi. Ammo yuqorida ta'kidlaganimizdek, hikoyani o'qish mobaynida asar haqidagi fikrlar tubdan o'zgara boradi. O'quvchi nazarida, odatda, ikki kam yetmish yoshli chollar uyining to'rida, hech qanday kasb-hunar bilan shug'ullanmasdan o'tiradi. Lekin bizning qahramonimizda bu xususiyatlarning mutlaqo aksi.

"Qo'ziboy cholning kasbi betayin. Bozor kunlarida jarchilik qiladi. Xususan, moli yo'qolgan kishilarga asqotadi: "o'zi ola buzoq, bir pochasi qora, ikki yashar! Kimki ushlagan bo'lsa yo ko'rgan bo'lsa, yo bog'lagan bo'lsa, o'ttiz so'm suyunchisi bor xo-o! deb baqira boshlaganda ovozi yetti mahalla nariga ketadi".¹⁷

Salkam yetmish yoshli qari cholga ishlash zarilmi, aslida. Tag'in bitta ish ham qilmaydi. Xoh jarchi, xoh olib sotar, xoh bozor tozalovchi, xullas, aniq kasbi yo'q. Aynan shu yerda kitobxonda bitta savol tug'ilishi, tabiiy. Qo'ziboy cholning oila a'zolari yo'qmi? Gap shundaki, uning na ota tomondan, na ona tomondan hech qarindoshi yo'q, bolasi esa bo'lmagan. Buning ustiga kampiri ham sakkiz yil oldin o'z qo'lida jon bergan. Kampiri o'lganidan beri uni bir vahima chulg'ab olgan. Bu azob shunday alamliki, hatto o'ylashgayam qo'rqadi odam. Qo'ziboy cholning nimadan qo'rqishini quydagi jumladan bilib olamiz:

"To'rt yil bo'ldiki, uni o'lim vahimasi chulg'ay boshladi. Ko'zi pishib ketgani uchun o'limdan emas, jonkuyari bo'lmagani uchun o'lganini hech kim bilmay qolishidan qo'rqadi".

Bu obrazdagi vahima, hammani qo'rquvga soladigan o'lim emas, aksincha, o'lganidan keyin marakalarini o'tkazishga bir yaqin odamning yo'qligidir. Xo'sh, Qo'ziboy cholning hech qanday yaqin qarindoshi bo'lmasa, farzandlari esa yuqorida ta'kidlaganimizday, bo'lmagan. U bu hadikdan qanday qutuladi? Chora topilarmikin? Bizning qahramonimiz har tomonlama "uddaburon". Shu jumladan, Qo'ziboy chol: "o'limligini tayyorlab, tayinlab bir kishiga berib qo'yishni o'z burchi deb bildi va bu yillar orasida jamg'argan pulini Qobil qassobga berib qo'ydi. Onda-sonda qassobning

¹⁶ Qozoqboy Yo'ldoshev. "Yoniq so'z". Toshkent. 2006. 290-bet.

¹⁷ Shukur Xolmirzayev. "Og'ir tosh ko'chsa". Toshkent. 1984. 48-bet

do'koniga kirib, "Qalay, zo'rmi?" deya pulning omon-eson turganiga shama qilib qo'yadi".¹⁸

Quyida ta'kidlangan "jamg'arma pul"ga e'tiborimizni qaratamiz. Hikoya qahramoni butun bir marakalariga yetadigan pulni qanday topgan? Yoinki, "jamg'arma puli" nimaning evaziga kelgan? Esingizda bo'lsa, biz Qo'ziboy cholga nisbatan "uddaburon" ta'rifini qo'llagan edik.

U yetmish yoshida bo'lsa-da paxta terishga boradi. Bozorda hamma yerni tozalaydi va bozorkomdan maosh oladi. Kimning qo'yi, ho'kizi yo'qolgan bo'lsa, topib berish uchun jarchilik qiladi. Tog'liklar olib kelgan ravochlarni sotib olib, olib sotarlik qiladi. Ta'bir joiz bo'lsa, bu obrazning xatti-harakatlari va tinimsiz mehnatlarini ko'rib, xalqimizning "yigit kishiga qirq hunar ham oz"naqlini eslamaslikning iloji yo'q. Yana u yetmish yoshli insonda o'z aksini topgan bo'lsa. O'quvchi boya o'ylagan, o'zi qari chol bo'la turib, qanday "jamg'arma pul" to'plagan ekan deya qilgan shubhasini tarqata oldik, bizningcha. Qo'ziboy cholning surgan xayollaridanmi, yoki hadik sabablimi hikoyada juda ko'p o'rinlarda o'lim xavotiriga oid detallar o'rin oladi. Sakkiz yil oldin o'lgan kampiri tushiga kiradi: "Marhuma xotini emish, yuring, yuring deb qo'lidan tortqilayotgan emish". O'zbek xalqining o'ziga xos jihatlaridan biri, qanday tush ko'rsa uni darrov ta'birini bilishga qiziqishidir. Deyarli, tushda marhum odamni ko'rish yaxshilik alomati emas. Kamiga u yuring, yuring deb qo'lidan tortqilasa. Yoki shu inson o'ladi, yoki biror bir falokatga yo'liqadi. Aslida, tushga ham unchalik berilib ketmaslik kerak. Axir aytishadi-ku, "Kunduzgi o'ying, kechagi tushing" deb. Bir qaraganda o'quvchi Qo'ziboy cholni marhuma xotini qo'lidan tortqilagan tush voqeasidan keyin o'ladi degan xulosaga keladi. Noto'g'ri xulosa deyishga shoshilmaymiz, sababi, qahramonimiz tanish va notanish kimni ko'rsa vidolashib chiqadi. Shunda hikoyaning syujeti tugaganday tuyuladi, nazarimizda. Bu o'rinda o'quvchini xato tushunganlikda ayblashga haqqimiz yo'q, aslida.

O'quvchining qay darajada savodxonligini qo'ya turamiz. Fikrlarimiz davomida, asar haqidagi fikrlari tubdan o'zgara borgan o'quvchi "haqli"mi yoinki voqealarni almashtirib, tub burilish yasab, o'quvchilar zukkoligini sinashga ahd qilgan adibmi? Qo'ziboy cholning tush ko'rishi va hamma tanigan-tanimagani bilan vidolashayotgani haqida fikr yuritayotgan edik. Xo'sh, tush uning sog'ligiga ta'sir qildimi?

"Qo'ziboy chol bu oqshom yotib qoldi. Shu bo'yi o'nnglanmadi. Tag'in 3 kun yotib, ko'zlari do'layib, olti oylik kasaldek bo'lib qold. Yarim kechada tag'in tush ko'rib uyg'ondi va xotinini eslab o'tirgandi, tashqarida jo'xorilar qattiq shitirlab, it g'ingshidi. So'ng cho'zib uvladi, chol dong qotdi".¹⁹

Tush hech qanday sog'liqqa ta'sir qilmaydi, aslida. Lekin tortishish qonuni borligi kundek ravshan. Inson salbiy va ijobiy narsalarni xuddi

¹⁸O'sha asar. 4-bet

¹⁹O'sha asar. 47-bet.

magnitday o'ziga tortadi. Bu obraz ham xuddi shunday kasallikni o'ziga tortib oldi. Aynan ko'rgan tushi esa bunga asos bo'lib xizmat qildi.

Go'yoki, marhum ayolini tushida ko'rishi buning ham o'limi yaqinligini eslatganday. U o'z-o'zidan ruhiyatini shunga tayyorlay boshladi, oqibatda esa tobi bo'lmay, yotib qoladi. Hatto yomg'irning yog'ishi va itning uzoq uvlashi ham o'limni chaqirayotganday. Vaholanki, o'limning na tabiat hodisasi bo'lgan yomg'ir yoki o'zi tabiiy uvlashni xohlagan it bilan zarracha aloqasi yo'q. Qahramonimiz o'limi haqida qayg'urayotgan ekan, keling uni qiynayotgan musibat nima ekanligini aniqlashga harakat qilamiz. Hikoya boshidan bu obraz faqat bitta narsadan qayg'uga tushardi. U ham bo'lsa, o'lganidan keyin marakalarini o'tkazishga bir yaqin insonning yo'qligi. O'ligimni hech kim topmasa, hech kim ahvolimni so'ramasa derdi. Bu dardi musibatligicha qolib ketdimi? Yo'q, albatta, har ishga chora topadigan bu qahramonimiz bu safar ham "uddaburon"ligini isbotladi.

"O'limligini tayyorlab tayinli bir kishiga berib qo'yishni o'z burchi deb bildi va bu yillar orasida jamg'argan pulini Qobil qassobga berib qo'ydi".

Unda qayg'urmasa ham bo'ladi, ana iloji topilibdi deya hukm chiqarayotgan, o'quvchi. Shoshilmang. Bot-bot takrorlayotganim, adibimiz kitobxonni turli xil xulosa chiqarishga undayotganini unutmang! Qobil qassob o'zi qanday odam, unga ishonsa bo'ladimi. Shu kabi savollargaxalqimizning "molingga mahkam bo'l, qo'shningni o'g'ri tutma" maqolini keltirishning o'zini yetarli deb o'ylayman, nazarimizda.

Tabiiyki, Qo'ziboy chol, o'ligim ko'chada qolmasin, dastyoringizga ayting, holimdan xabar olib tursin. Sizga o'limligim uchun bergan pulni esa marakalarga ishlatarsiz deydi va ne ko'z bilan ko'rsinki, na puldan darak bor, na qassobdagi vijdondan. Qassob uni allaqachon o'z ehtiyojlari uchun sarflab ulgurgan edi.

"Yarim soatdan keyin Qo'ziboy chol ko'zidan shashqator yosh oqizib, atrofga xira ovozda jar solar edi:

-Eshitmadim demanglar! Suyunchisi bor. Qobil qassob past odam ekan. Men o'limligim deb ming so'm berib qo'ygan edim. Tondi! Xaloyiq! U pul sizlarning pullaringiz edi. Mening halol mehnatim edi. Xudodan tilagim shuki, o'ligi ko'chada qolsin, bekafan ketsin... Meni bekafan qildi, odamlar!"²⁰

Birinchidan, bu adolatsizlik insonni nafaqat tashqaridan, balki ichkaridan yemiradi. Axir Qo'ziboy chol nohaqlik qurboni bo'ldi. U o'limdan qo'rqsa ham mayli edi. Lekin u aynan o'ligining qarovsiz qolib ketishidan bir umr hadiksirardi va bu voqeaning hali hayotligida guvohi bo'ldi. Tik oyoqda turolmaydigan bu obraz endi butkul ruhan sinib, hatto yuragi ham dosh berolmay o'ladi, yoki o'ldi degan xulosaga kelishgan bo'lsa, ajab emas.

Shukur Xolmirzayev bu o'rinda ham yana kitobxonni tez xulosa chiqarishga shoshilmaslikka undaydi. O'ligi ko'chada qolmasligini shu daraja

²⁰O'sha asar. 48-bet

xohlaydiki, hatto o'limligi uchun bergan pulni o'z ehtiyoji uchun sarflagan qassobdan nafratlanib, uni qarg'ab o'tirishdan bosh tortib, hatto o'z kasalini unutib, qayta kuchga kiradi. Qassobning qilmishi Qo'ziboy cholga zamonaviy til bilan aytganda "Motivatsiya" bo'ldi desak hech mubolag'a bo'lmaydi.

"Men yana mehnat qilishim kerak. Halol pul topishim kerak. O'limlik qilishim kerak... undan keyin o'lsam boshqa gap" deya o'ziga kuch to'pladi.

Yarim kechada turib, go'sht qovurdi. Sahar uyg'onib, soyga tushdi, yuvindi. Tetiklanib, ko'chaga yo'l oldi...

Qo'ziboy chol avvalgiday bo'lib ketdi".²¹

Umri mobaynida uni qayg'uga solgan tashvishi Qo'ziboy cholni yana oyoqqa turishga undadi. Hatto sahar turib, soyga ham cho'milish uchun tushadi.

Xulosa qilib aytganda, inson hayotda oldiga maqsad qo'ydimi, unga na hayot tashvishlari, na odamlar qarshilik qilolmaydi. Maqolamizni Qo'ziboy obrazining "bevaqt o'limi" deya bejiz nomlamadik. Bu maqolada, guvohi bo'lganimizdek, erta o'lim emas, balki yashashga kurash, umidni tasvirlashga harakat qildik. Yuqorida ta'kidlaganimizdek, kitobxonni to'asarlarni tugamaguncha turli xil shubhalarga soladigan, ko'pchilikning tahsiniga sazovor bo'ladigan, ham o'qishga ham ko'p bora mushohada yuritishga undovchi asarlar muallifi Shukur Xolmirzayev har doimgiday maqsadiga to'laqonli yetdi desak, ayni haqiqat bo'ladi. Haqiqiy va yetuk maqsadli inson Qo'ziboy chol obrazida namoyon bo'lgan. Inson tug'ilar ekan, harakat qiladi, harakat qildimi yuksaladi. Yuksaldimi, demak u yashayapti. Inson harakatdan to'xtadimi, u o'ldi. Chunki harakatsiz inson, quruq tanadir. Quruq tana esa faqatgina o'tin bo'lishga yaraydi

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²¹O'sha asar. 49-bet.

DEVELOPMENT OF IRRIGATION REGIME USING WATER-SAVING TECHNOLOGIES IN RICE CULTIVATION

Abstract: The results of research on the development of less water-intensive rice irrigation technology with periodic irrigation, allowing to reduce the cost of irrigation water in 3-5 times are presented. This irrigation technology solves a number of environmental problems associated with the formation of water deficit in the sources of irrigation, the water table rise, salinization, waterlogging, acidification and utilization of polluted waste and drainage water.

Keywords: Main indicators of rice photosynthetic activity, irrigation technology solves a number of environmental problems associated with the formation of water deficit in the sources of irrigation, the water table rise, salinization, waterlogging.

1.Introduction

Rice is one of the top three food crops. It is grown mainly in irrigated lands with continued basin flooding of water sheet, the flow of which is 20,000 m³/ha or more [1-3]. This is the most common and water- intensive crop of irrigated land resources, although it requires less than 7,000–9,000 m³/ha for evapotranspiration [1-3]. The main share of the rice field feed water is lost in deep filtration, side outflow [4,5], planned and spontaneous discharge of water, forming a stream of drainage and waste water with a high content of minerals and soluble herbicides, fertilizers and other pollutants. An equally important problem is the shortage of fresh water [6,7,8], which resulted from the large volume of water intake for rice irrigation. It created a serious problem with the disposal of discharged and drainage water [9,10].

2.Conditions and methods

Experimental studies were conducted in 2013-2015 in the Volgograd region at the experimental site of the Federal State Budgetary Scientific Institution "All-Russian Research Institute of Irrigated Agriculture". Rice was sown when heating the soil to 13⁰C in late April - early May. Drop lines were laid through 0.6 m, the distance between the droppers was 0.33 m. The water flow through the dropper was 2.2 l/h. The soil is light chestnut, the humus content is 1.6-1.8%, the smallest moisture capacity of

0.6 m layer is 23.8% of dry soil mass, the layer-by-layer porosity of the meter profile is 46.64-51.59%. Concerning the precipitation frequency, the vegetation period of the year 2013 is characterized as wet, 306.9 mm, the year 2014 - medium dry, 104.9 mm and the year 2015 - medium wet, 235.4 mm.

The scheme of the two-factor experiment included 3 options for the soil water regime. Option A1 - allowable decrease in the moisture content of the active layer (0.6 m) of soil 80% HB; A2 - until the end of the tillering stage of rice according to variant A1 in a layer of 0.4 m with a subsequent increase in the layer to 0.6 m; A3 - water mode for option A2 before the beginning of the wax ripeness of the grain, followed by a decrease in pre-irrigation moisture to 70% HB. The second factor, the rate of fertilizer, in variant B1 to obtain a yield of 5 t/ha of grain (N109 P62 K75); B2 - 6 t/ha (N131 P74 K90) and B3 - 7 t/ha (N157 P90 K108) tones of grain per 1 ha.

The experiments were held by the method of split plots with single-tier systematic placement of options for the water regime and randomly - with rate of fertilizer application in three replications with the observance of standard methods of the experiments [11-13].

3.Results and discussion

The soil moisture content according to variant A1 was ensured by carrying out irrigations with a norm of 370 m³/ha over the years 2012, 15 and 13 respectively. The irrigation rate was 4440, 5550 and 4810 m³/ha. The duration of inter-irrigation periods in different phases of development varied from 2 to 26 days. In variant A2, 4, 5 and 2 irrigation at a rate of 250 m³/ha and 10, 13 and 13 irrigation at a rate of 370 m³/ha were required. The volume of water supplied to the field for all irrigations changed in this way: 4700, 6060 and 5310 m³/ha with duration between irrigations from 2 to 19 days. To maintain the water regime for option A3, it took 4, 5 and 2 irrigations at a rate of 250 m³/ha, 8, 10 and 10 irrigations at a rate of 370 m³/ha and one irrigation at a rate of 550 m³/ha. The total costs of irrigation water for growing rice in this variant were 4510, 5500 and 4750 m³/ha.

The effect of different water regimes of the soil in combination with the application of fertilizers N131 P74 K90 and A3 with different rate of fertilizers was estimated by the reaction of rice plants with indicators of their photosynthetic activity (Table 1).

Judging by the indices of photosynthetic activity, the reaction rates of rice in all variants of the soil water regime were quite high. But the best ones were formed in the water mode of variant A2, and the lowest in A1. Experiments have established a sufficiently high reaction of rice plants to the rate of fertilizers. Within the limits of the accepted scheme of experiments and the variants of applying the rate of fertilizers, the reaction of plants to their increase was positive, judging by the photosynthetic activity and yield of rice.

Table 1. Main indicators of rice photosynthetic activity (average during the period from 2013 to 2015)

Experiment variants	Maximum leaf area, thousand m ² /ha	Net photosynthesis productivity, g/m ² a day	Photosynthetic potential, thousand m ² days/ha	Crop yield, t/ha
A1 + N131 P74 K90 (B2)	35.56	5.91	2180/66	5.70
A2 + N131 P74 K90 (B2)	36.78	6.22	2385.29	6.23
A3 + N131 P74 K90 (B2)	36.42	6.16	2297.97	6.11
A3 + N109 P62 K75 (B1)	34.79	5.69	2023.04	5.13
A3 + N131 P74 K90 (B2)	36.42	6.16	2297.97	6.11
A3 + N157 P90 K108 (B3)	37.64	6.47	2502.60	6.87

The obtained results on the dynamics of rice yields in the water regime and fertilizer rate allowed us to recommend their combination for obtaining yields of 5, 6 and 7 t. of grain per hectare (Table 2).

Table 2. Combination of anthropogenically-regulated factors to obtain the planned yield of rice (average for 2013-2015)

Yield, t/ha grain	Deviation from planned norm, %	Combination of factors		Irrigation norm, m ³ /ha	Costs of irrigation water, m ³ /t
		soil water regime	mineral fertilizers rate, kg of rate application/ha		
planned	real				
4.88	-2.40	A1		4933	1011
5 5.29	+5.80	A2	N109 P62 K75	5357	1013
5.13	+2.60	A3		4920	959
5.70	-3.00	A1		4933	854
6 6.23	+3.80	A2	N131 P74 K90	5357	860
6.11	+1.83	A3		4920	805
6.64	-5.10	A1		4933	743
7 6.95	-0.71	A2	N157 P90 K108	5357	771
6.87	-1.86	A3		4920	716

Analysis of rice yields data on the systems of drop irrigation at different water regimes of the soil and the rate of fertilizer allowed to establish a relationship between the photosynthetic potential and yield, which is described by the level of PP = 5.9567, U₂ + 204.86, U + 815, R² = 0.98 (Figure 1).

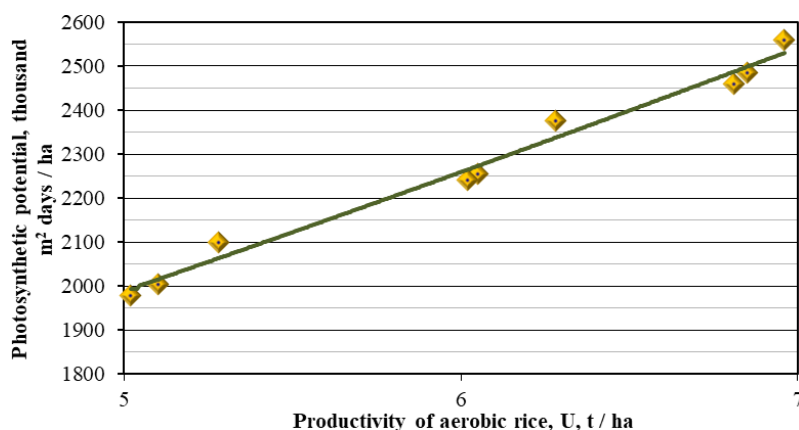


Figure 1. Indicators of photosynthetic potential, providing different, in the intervals of 5-7 t/ha of rice grain (average for 2013-2015).

Using this equation allows us to predict the main yield-forming characteristics of agrocenosis for obtaining the planned yield of rice. From the data of table 2 it can be seen that the planned yield of 5 t/ha is possible in all variants of the water regime of the soil when combined with the application of fertilizer N109 P62 K75. However, variant A3 was the least water consuming per ton of grain. The yield of 6 t/ha of grain was also formed in all variants of the water regime, but on the background of a higher rate of fertilizers N131 P74 K90. And although all the variants in the water regime of the soil have not so large deviations in terms of the costs of irrigation water for crop formation, the most preferred option is still A3. The average 3-year crop yield of rice with a deviation of 0.71% from the planned level of 7 t/ha was obtained by combining the A2 water regime with adding N157 P90 K108. However, the least water-intensive one for the production of 1 ton of grain (715 m^3) was the irrigation regime of rice according to variant A3 with the addition of N157 P90 K108.

The relationship between the evapotranspiration rate and irrigation water costs is established with the levels of yield generated by aerobic rice, which is expressed by the approximate equations $K_v = 21.623 \cdot U^2 - 432.13 \cdot U + 2895.5$ and $K_w = 18.23 \cdot U^2 - 355.18 \cdot U + 2322.5$, where K_v is the evapotranspiration ratio of rice, m^3 of evapotranspiration per 1 ton of rice grain; K_w is the irrigation water cost ratio for obtaining 1 ton of rice grain; U - rice yield, t/ha of grain (Figure 2).

4. Conclusion

Cultivation of rice on drop irrigation systems, as well as, as our studies of earlier years and other authors' researches showed, when irrigating by strip and sprinkling with the use of aerobic and tolerant to the absence of a layer of water in checks. The development of less water-intensive rice irrigation technology with periodic irrigation allows to reduce the costs of irrigation water by 3–5 times or more and to cultivate this crop on general-irrigation systems in field, forage, vegetable and other crop rotations.

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THE IMPORTANCE OF A HEALTHY LIFESTYLE IN MAINTAINING GOOD HEALTH

Abstract: This article discusses the importance of a healthy lifestyle in maintaining human health. The author analyzes that a healthy lifestyle is the main guarantee of a quality life.

Key words: health, healthy lifestyle, quality of life, harmful habits.

A healthy lifestyle (HLS) is a way of life of a person aimed at preventing diseases and promoting health. This includes all spheres of human existence - from nutrition to emotional mood. A healthy lifestyle is a way of life aimed at completely changing previous habits regarding food, physical activity and rest.

The relevance of a healthy lifestyle is due to the increase and change in the nature of the loads on the human body due to the increase in the risks of technogenic and environmental nature and the complication of the social structure. In the current situation, concern for the health and well-being of the individual is associated with the survival and preservation of man as a species.

No healthy life schedule can include going to bed after midnight and waking up at 2 p.m. on weekends. If you don't have enough time for tasks during the day, you need to either reduce the number of tasks or complete them faster. This requires a systematic approach to time management.

A rational mode of work and rest involves a reasonable alternation of periods of physical and mental stress with periods of complete relaxation. In other words, sleep should be complete (7-8 hours for an adult) and rest on weekends should be just as complete.

Healthy eating is a very broad concept (voluminous scientific works have been written about this), but the basic principles of a rational approach to food are as follows:

Restriction of animal fats;

- Significant restriction of animal protein foods (it is recommended to consume mainly dietary meats - poultry, rabbit);
- Inclusion in the menu of an increased amount of herbal products;
- Exclusion from the daily diet of "fast" carbohydrates - sweets, muffins, soda, fast food, chips and other "junk" food;
- Switching to fractional meals (a small amount of food at one time);
- Exclusion of late dinner;
- Eating only fresh food;

- Optimal drinking regimen;
- Optimization of the amount of food - it must correspond to energy costs;
- Exclusion of alcohol, restriction of coffee and strong tea.

Food should be exclusively natural and contain all the necessary macro- and microelements, vitamins. It is desirable that an individual diet was compiled by a dietitian. Reasonable promotion of a healthy lifestyle necessarily includes items related to physical activity. Achievements of science and technology have greatly facilitated the life of a person, but at the same time significantly reduced his physical activity. People walk less and less: now you can order and receive goods and products without leaving your home.

However, to maintain the functional status of the body, movement is simply necessary. Beginners to practice a healthy lifestyle should be given physical exercise at least 30 minutes a day: motor activity is one of the main factors affecting human health. What kind of physical activity to engage in - everyone decides for himself, in accordance with his age, temperament and capabilities.

Options for physical activity:

- Classes in the gym;
- Sports walking or running;
- Classes in the pool;
- Bicycle rides;
- Home gymnastics;
- Yoga and qigong gymnastics.

Opportunities for the realization of motor potential are not limited - you can start with walking (it is better to walk in forest park areas), and then gradually increase the load. Particular attention should be paid to the health of the spine: the functional state (flexibility and mobility) of this section of the musculoskeletal system is the main indicator of the youth of the body. Remember that movement is life!

Smoking, alcohol, bad food habits (salty foods, chips, sweets, soda) are all factors that destroy health. A healthy and conscious life involves a categorical rejection of the above "pleasures" in favor of healthier options. Giving up bad habits is a key point for all adherents of a healthy lifestyle - this is where practice should begin.

The list of factors contributing to health promotion necessarily includes procedures to strengthen the body and harden. Improving the immune status is a complex event that requires a gradual and patient implementation. You can strengthen the body with the help of pharmaceutical preparations that increase defenses (Eleutherococcus, ginseng tincture), home herbal remedies, and also through hardening.

Hardening - not necessarily swimming in the hole and dousing with cold water. To begin with, an ordinary contrast shower is suitable: at the same time, the temperature difference at the initial stage can be minimal. Hardening of the

body increases the immune status, strengthens the vascular system, stimulates the autonomic nervous system and raises the overall tone of the body.

Be sure to monitor the state of the psyche and nervous system. Excitement, stress, tension, irritability are the direct causes of early aging. In addition, a nervous state negatively affects physiological processes and contributes to pathological changes in the tissue and cellular structures of the body. And one more thing - if you are already angry and nervous, do it openly, do not accumulate negative emotions in yourself.

The list of preventive measures to strengthen and stabilize health necessarily includes control of body weight. Excess weight is always an additional risk of cardiac, vascular, endocrine and many other pathologies. People over the age of 45 are recommended to regularly undergo a full clinical examination: with age, the risk of diseases such as hypertension, diabetes mellitus, and coronary heart disease increases significantly. Detection of these and other ailments at an early stage is the basis of successful therapy.

Source of information: department for the organization of medical and preventive work and psychological assistance. Photo source: department of organization of medical and preventive work and psychological assistance.

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OBJECTIVES OF TEACHING ENGLISH LANGUAGE AND ITS SPECIFIC FEATURES

Annotation: Currently, specialists who speak one or more foreign languages are highly valued, both in terms of everyday communication and in the professional sphere. This need is due to the rapid process of globalization of society.

Key words: English language, education, innovative approach, integrated learning, teaching.

One of the main advantages put forward by the proponents of this approach is an increase in the motivation of students as a result of participation in such programs. Since motivation is one of the most influential individual variables when it comes to learning, it is assumed that the benefits of this approach are obvious. However, there are not enough studies that confirm the differences in motivation when comparing traditional teaching of English as a foreign language and within the framework of subject-language integrated learning.

The main objectives of the study were the following:

- 1) to consider the theoretical aspects of approaches developed in Uzbek science within the framework of subject-language integrated learning;
- 2) analyze the practical application of this technique in Uzbek education;
- 3) to consider the impact of the subject-language integrated learning approach on the process of teaching foreign languages to students of non-linguistic specialties.

There are three most common integrated subject-language approaches:

- ESP (English for specific purposes / English for special purposes);
- CLIL (Content and language integrated learning / subject-language integrated learning);
- EMI (English as Medium of Instruction / English as a means of teaching).

Some researchers prefer CLIL, replacing the term ESP, which is widely known in the methodology of teaching a foreign language. In addition, the terminological picture is complicated by the concept of EMI existing in the methodology of university education. All three terminological concepts are used in the teaching of a professionally oriented foreign language, in which linguistic and purely special content aspects can be combined to varying degrees. Due to

the proximity of these three methodological categories, there is a need to differentiate them.

English for Special Purposes (ESP) is a "functional variety of language that contributes to the successful and adequate communicative act of specialists in various subject areas." The main objective of the ESP program is to form the language competence of students. The training is aimed at improving foreign language communication skills, the level of proficiency in terminology, grammar and discourse features used in the professional sphere is assessed.

At first glance, it seems that CLIL has no fundamental differences from other similar techniques. In fact, this approach works in the same plane with the language component and the professionally-oriented content of the profile discipline, without distinguishing the more important of the two components.

Western teachers, who were among the first to introduce the CLIL approach into their practice, in their articles paid special attention to the increasing motivation of both sides: both a foreign language teacher and a student. Some students characterize CLIL as an "investment in the development of their personality", especially noting the opportunity to study new disciplines without thinking about the language. English as the main language of instruction (EMI) is actively used all over the world in the form of a number of models, such as theme-based courses, linked courses, sheltered subject matter instruction, etc. This EMI model includes various topics of specialized subjects in the content. This approach serves as a tool for integrating language into the content of the profile course, without overloading students with subject content to the detriment of language aspects. This course focuses on the development of oral speech skills within the professional, cultural, educational and cognitive spheres of communication, mastering professional terminology and scientific vocabulary, developing reading skills of special and scientific literature in order to extract information that is meaningful to the student.

Linked courses (interconnected courses) are a variant of subject-language integrated learning, in which specialized disciplines are implemented in a foreign language. The main difference of this model is in teaching purposes, which cover language skills for a language teacher and conceptual and conceptual aspects for a subject teacher.

Sheltered subject-matter instruction (teaching of special content in adapted English) is another type of specialized course in a foreign language integrated into the content of vocational education and aimed at mastering a specialized subject in a foreign language. This model is successfully implemented in groups of students, where foreign students study, who know a foreign language worse than the main contingent of students, and who need to be brought to a general level by using adapted or simplified language models. The course can be implemented by a subject teacher with a level of knowledge of a foreign language not lower than B2 (CEFR scale), less often by a language teacher with additional education in a certain subject area. To study within the

framework of this model, a certain level of foreign language competence among students is required, since the priority here is a professionally-oriented component, and not language phenomena.

Let's consider the features of each of the presented approaches. The first focuses on the content of teaching, the development of teaching tools, improving the quality of teaching and the effectiveness of teaching students a professional language. The following types of interaction of the teaching staff have proved their effectiveness:

1) teachers of foreign language departments had access to practical classes in specialized disciplines, due to which a full acquaintance with the content of the course was achieved;

2) teachers from the profile department develop educational and methodological support of the course together with foreign language teachers, taking into account the specialization of the graduate;

3) throughout the training, constant contact is provided with teachers of specialized disciplines when working with the lexical part of the course and selecting professionally oriented literature for students.

The need to conduct lectures in the EMI format turned out to be a real problem for both sides: lecturers and students, since foreign language competencies were not sufficiently developed. While professors had to repeat their English in specially organized linguistic courses, students also had to be prepared for lectures on specialized disciplines in English. An analysis of the literature has shown that there are no ready-made solutions or universal recommendations for overcoming numerous difficulties on the way to implementing the EMI format in higher education. The problems lie in the insufficient level of English proficiency of students and teachers to provide and understand lectures in English as effectively as in their native language; difficulties in finding ways of effective cooperation between teachers of foreign languages and teachers of special disciplines in order to develop educational materials and improve the knowledge of English, both students and teachers.

The survey results also confirm the author's assumption that the use of the subject-language integrated learning methodology encourages students to learn a foreign language. Students, already having an idea of the basic concepts of the subject, since it is part of the curriculum, perceive it more easily in a foreign language.

Thus, subject-language integrated learning with systematic use contributes significantly to increasing motivation as the main mechanism for activating the process of teaching foreign languages to students of non-linguistic specialties of universities, since their attention is involuntarily held on interesting, new and meaningful language material. The professionally-oriented subject of classes meets the cognitive needs of students and leads to the active assimilation of new knowledge. They develop the ability to communicate in a business environment in a non-native language on issues of their competence. At the same time, the

level of training of students in a foreign language at non-linguistic faculties is significantly increased, which, in turn, increases the competitiveness of the future specialist in modern conditions of fierce competition in the labor market.

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THE WORK OF THE ARTIST RAKHIM AKHMEDOV AND HIS INFLUENCE ON MY WORK

Annotation: This article describes in detail the work of the artist Rahim Ahmedov, the development of art and culture in Uzbekistan, landscape works in the artist's work.

Key words: painter, artist, nationalism, watercolor, typical image, morselniy paint.

Introduction:

The influence of Rahim Ahmedov's work was very strong for me, especially when I first started my career, I was studying at the Art Lyceum in Urgench, Khorezm. When I was in 8th-9th grade, I painted in watercolor. At that time I received a book with portraits of Rahim Ahmedov and his works, and I was pleased to see his paintings for the first time. I waited 1 year.

Later in morselny I copied their works with portraits and in 9-10 grades I learned a lot of techniques from them. That is why their creativity is so strong in my work to this day.

Literature analysis and methodology:

It is known that in the formation of Uzbek fine arts of the 20s century, especially painting, the traditions of advanced European fine arts, Russian and other artists had a great influence.

The fine arts, developed on the basis of three-dimensional laws, which were much more advanced in European countries, were almost non-existent in our country at that time. Art-loving representatives of our ancestors were more engaged in folk applied decorative arts.

Among these creative artists, Rahim Ahmedov stood out with his style, portraits and works in the genre of everyday life. It is no exaggeration to say that this artist, while acknowledging his great contribution to the development of Uzbek painting, has initiated a unique style and direction in portraiture.

The development of art and culture in Uzbekistan has an ancient history. Over the centuries, art at different stages has enriched our cultural heritage. Miniature (fine art) portraits, which have survived to the present day and are now housed in the National Library in Paris and are part of Rashid al-Din's Collection of Articles, are the oldest works of fine art in Central Asia.

The most important distinguishing feature of painting is that the image of shape and distance, images and movements can be seen only through color.

Painting reflects the complex world of human emotions and character, as well as the subtle changes of nature, the ability to convey fantastic images and philosophical ideas. All this is given through the genres of painting.

People's Artist of Uzbekistan, Academician Rahim Ahmedov graduated from the P. Benkov Art School and the I. Repin Institute of Art, Sculpture and Architecture in Leningrad.

Rahim Ahmedov works mainly in the genre of portraiture. In the portraits created by the artist, we see a typical image of our contemporaries - students, artists, painters, shepherds, cotton growers - hardworking ordinary people.

Rahim Ahmedov's first works, such as "Shepherd boy", "Folk musician", "Girl from Surkhandarya" show that he became a master of painting and coloring.

Results:

The artist in his works impressively expressed the spiritual image, spirit, emotions of the heroes. These are "Mother's Thoughts", "Spring" and others.

Rahim Ahmedov has also created artistically perfect genre paintings. His paintings such as "First salary", "Lunch break", "Motherhood - morning", "Song" are very lively, lively and real.

The images of women created by Rahim Ahmedov are especially attractive and charming. The artist's paintings on the subject are imbued with the spirit of poetry, rich in subtle emotions. In the painting "Motherhood - Dawn" (1963), the artist portrayed a typical image of a modern Uzbek woman.

R. Akhmedov expressed the theme, which has always fascinated artists, in a simple and solemn way. The composition of the photo is simple, the color is attractive and elegant. In particular, in the work "Dawn, Motherhood", which introduced the artist to the world and brought him fame, the young mother's pure heart, beautiful image, happy motherly mood are painted in colorful colors, which makes a warm impression on the viewer.

Landscapes also have a special place in the artist's work. In small, compact landscapes, nature shows off its beauty. Suffice it to recall a number of his works on mountain landscapes, in particular, only one "Winter" landscape.

Discussion:

Rahim Ahmedov's works have been exhibited at international exhibitions since 1948. His works are kept in the Tretyakov Gallery in Moscow, in the Directorate of Exhibitions and Panoramas of the State Museum of Art of Uzbekistan.

For many years, the artist has combined his creative work with state and public affairs, and also contributed to the social life of our country.

From 1965 to 1994, he served as chairman of the Union of Artists of Uzbekistan, where he worked tirelessly on the development of fine arts in the country.

Rahim Ahmedov has been working as a professor at the Institute of Arts for many years and makes a worthy contribution to the training of young artists.

Rahim Ahmedov's contribution to the development of Uzbek fine arts was deservedly rewarded. In 1961 he was awarded the title of "People's Artist of Uzbekistan." During the years of independence, he was awarded the Order of Merit.

Conclusion:

In conclusion, I would like to say that another noteworthy aspect of the work of the artist Rakhim Akhmedov is that his emphasis on nationalism and his large-scale work had a strong impact on my life and my works.

When I came to Tashkent to study, I was honored to see Rahim Ahmedov himself, to talk to them, and once I visited his workshops. I will never forget the conversation with them and the works of Rahim Ahmedov that I saw. Rahim Ahmedov died in 2008 in the city of Tashkent.



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MODERN METHODOLOGICAL APPROACHES TO PEDAGOGICAL COMPETENCE

Abstract: This article examines modern methodological approaches to pedagogical competence. Competence - the ability to carry out a real, vital action and the qualification characteristics of an individual, taken at the time of his inclusion in the activity; since any action has two aspects - resource and productive, it is the development of competence that determines the transformation of a resource into a product.

Keywords: Competence, knowledge, procedural, skill, operational and mobile knowledge.

Competence – potential willingness to solve problems with knowledge of the matter; includes content (knowledge) and procedural (skill) components and presupposes knowledge of the essence of the problem and the ability to solve it; constant updating of knowledge, possession of new information for the successful application of this knowledge in specific conditions, that is, possession of operational and mobile knowledge.

In connection with the transition of education to the humanistic paradigm of the culturological type, there are problems of updating the content of education. In this regard, the competence-based approach to the content of education, as a modern direction of modernization of education, is promising. General cultural competence is a term that refers to the problem of education and culture. As the study of the theory of modern education shows, some scholars equate the concepts of "education" and "culture". For example, V.S. Lednev defines education as a socially organized and normalized process of constant transfer of socially significant cultural experience by previous generations to subsequent generations, which is, in ontogenetic terms, the process of personality formation in accordance with genetic and social programs.

As you can see, this interpretation of the content of education outlines the convergence of the concepts of "education" and "culture", this tendency is confirmed by B.M. Bim-Bada and A.V. Petrovsky, who define the content of education as a part of sociocultural experience, selected in accordance with the goals and procedural aspects of education, which is transmitted and mastered in the learning process, and includes the culture of behavior, communication, feelings, thinking and practical activity. O.E. Lebedev considers education to be a specially organized process of developing an individual's ability to solve social

and personal problems based on the use of cultural achievements. B.G. Gershunsky believes that education in its qualitative characteristics is not only a value, a system, a process, but also the result of the assignment of values that are born in the process of educational activity.

Regarding the results, the concept of education, understood by G.N. Serikov as a property acquired by a person in the process of education, which expresses a certain measure of mastering some part of social experience (achievements of world culture), as well as the ability to use the acquired experience in his life. O.E. Lebedev defines education as a quality that is an individual and personal result of education, which consists in the ability of an individual to solve problems in various spheres and types of activity, relying on the achievements of culture. Other researchers, in particular G.A. Bordovsky, N.F. Radionov, understand by education the need for a person to master a certain system of scientific knowledge, practical skills and abilities and the associated one or another level of development of her mentalcognitive and creative activity, as well as moral and ethical culture, which in their totality determine her social appearance and individual originality.

Main part From the standpoint of culturology, education is defined as a complex cultural process of the development of education itself, as the cultural activity of subjects of education, as a heterogeneous cultural space of interaction between education and other social spheres, primarily culture, and as a socio-cultural system that performs certain functions. Global socio-economic changes taking place both throughout the world and in our country naturally presuppose the search for a new "image" of education. It is associated with the historical reconstruction of ancient, genetically original meanings of education. Only in this case can it acquire new functions in the current situation. In modern education, a movement vector from cognitive and narrowly pragmatic education to qualification education and from it to competence education is clearly visible. The UNESCO materials draw a conclusion, as it seems to us, in the spirit of a great predictive culture: "The concept of qualification in the traditional sense of the word is giving way in many modern areas of human activity to the concept of evolutionary competence and adaptability.

Competence is defined as the ability to implement the real, life, and as a qualification characteristic Key competencies are multifunctional, supra-subject, interdisciplinary, multidimensional and require significant intellectual development: abstract thinking, selfreflection, determination of one's own position, self-esteem, critical thinking, etc. means interactively, to enter and function in socially heterogeneous groups. Our analysis of scientific literature made it possible to single out at least two approaches to the definition of "competence": socio-psychological and psychologicalpedagogical. In the context of the socio-psychological approach, the concept of competence is mainly considered in relation to the professional activities of specialists in the field of

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14. Rasulov I. I. THE FUNCTIONS OF PREPOSITIONS IN ADVERBIAL SEMANTICS IN PHRASEOLOGY

INNOVATION PROCESS IN ENTREPRENEURSHIP

Abstract. This article describes innovative activity as an entrepreneurial tool from various points of view is aimed at the production of intangible assets, and this is its economic essence.

Keywords: innovation, entrepreneurship, firm, reforms, competition

INTRODUCTION

Innovation is the process of transforming knowledge and ideas into products or services that have customer value. Innovations serve as a specific tool for entrepreneurship, but not on their own, but a directed organized search for innovations, a constant focus on them by entrepreneurial structures. In the understanding of a modern entrepreneur-innovator, innovation is to reform the way of producing goods (rendering services) by introducing inventions, new methods and technologies. The basis of innovative entrepreneurial activity is the desire to meet the new needs of society, the demand for a specific product (goods, works, services). The motive of such activity is: the desire for self-realization, the achievement of success in professional work; strengthening personal competitive potential, providing a strong position in the market and advantages over other entrepreneurs; deriving economic benefits to provide themselves and their loved ones with means of subsistence, etc. In addition to the above-mentioned economic motives, the nature of people reflects the need for social communications, the desire for social adequacy, and public recognition.

RESEARCH AND METHODS

The social motivation of entrepreneurial behavior implies responsibility for the well-being of the family, society and nature and is focused on one's own development through the implementation of progressive changes in society. P. Drucker wrote that "innovative activity has economic feasibility and cost, but also has social value,... social innovation is a change in the usual type of thinking and lifestyle", the essence of innovative activity is to create a higher level of uncertainty and risk, introducing dynamism into a "sustainable" economic order. Thus, innovative activity is a motivation for labor activity and a way of behavior. The innovation process is the type of activity that requires the entrepreneur not only professional orientation of perception and motivation, but also the ability to take risks. From the point of view of an entrepreneur, innovation activity can be represented as a process of creativity in creating innovations, realized as an innovative need for entrepreneurial efforts. Creativity

as a continuous innovative activity of an entrepreneur means the constant search for new ideas and the creation of conditions for their work in practice, regardless of the complexity of the ways to implement innovations and the availability of the necessary resources. The central motivation here is the desire to complete what has been started and not to calm down until the task is solved; even when the project is completed, the entrepreneur immediately begins to look for a new idea for implementation, since for him this process is a necessity and habitual. The essence of the innovator entrepreneur was most fully expressed by J. Schumpeter: "The task of entrepreneurs is to reform and revolutionize the mode of production through the introduction of inventions, and more generally through the use of new technologies for the production of new goods or old goods using new methods due to the discovery of a new source of raw materials or a new market finished products - up to the reorganization of the old and the creation of a new industry". Since the time of J. Schumpeter, innovation has been associated mainly with entrepreneurship. Both practitioners and theorists argue that the object of innovation can be not only new processes, and not only production, but also management ones. Many fast-growing entrepreneurial firms have emerged in the field of management infrastructure (consulting, engineering). According to the UN classification, innovations cover: – new products; – new technological processes and forms of organization of production; – new markets; – new financial institutions and financing instruments; – new organizational structures and management processes. In the modern economy, the entrepreneur plays a decisive role in the process of economic growth, in fact, acting as the equivalent of innovation, while allowing the entrepreneurial business to achieve a competitive advantage in the market. Innovation is the signature weapon of the entrepreneur, because by doing new things or doing old things in new ways, entrepreneurs use change to create a new business or a new service. The innovation process is a successive chain of events during which an innovation "matures" from an idea to a specific product, technology or service and spreads in economic practice. Moreover, the innovation process does not end with the so-called implementation. It is not interrupted even after implementation, as the innovation is being improved, made more efficient, acquires new consumer properties, which opens up new areas of application for it, new markets, and hence new consumers. The fact that innovation processes are the most promising form of economic development is unlikely to be denied. But the question arises, which innovations to rely on - those tested in the Uzbekistan market and having some development reserve, or venture ones, characterized by high risk and a long payback period. The answer to this question can only be given after a comprehensive market research and marketing analysis of the internal environment of the enterprise and its environment. It should be noted that venture firms, which are temporary structures created to solve certain problems, have become widespread in developed countries. Modern venture enterprises are flexible organizational

structures characterized by high entrepreneurial activity, which is determined by the direct interest of inventors and their partners in the venture business in the speedy commercial implementation of inventions, and with minimal costs for their development. To be the first to enter the market with a fundamentally new product or service is the main priority for venture business. The core in this area is the speed of movement from idea to market, and this is the main component of success.

The entrepreneur can more actively use the staff as a source of innovative ideas. At the same time, he has the opportunity to directly apply special methods of stimulating the activities of workers in the development of new products. At the same time, an entrepreneur interested in the implementation of innovations must identify the creative abilities and achievements of the staff. The selection of personnel is a rather difficult task, and here it is necessary to take into account the following personal characteristics: openness to risk (here we mean not a reckless attitude towards it, but the ability to leave the comfort zone in order for the desired events to begin to occur); high energy level (that is, confidence in the necessity and usefulness of their activities, regardless of the results); The most important condition for the success of innovations is the selection of a team that has the combination of the above qualities.

CONCLUSIONS

Leadership is the process of directing the behavior of others in order to achieve common goals. Leadership is necessary to create a team from a group of people, turning them into a force that serves as a sustainable competitive advantage. Leaders know how to make people and work together, how to motivate them to show their best results. As noted earlier, the desire for creativity is the main component of a person, therefore, an entrepreneur should be guided by the following principles: allow his team to be as free as possible; create a work environment where the team excels; give the opportunity to open up, making the idea "matured"; make it clear that the contribution of the team is important, that its opinion is valuable; provide an opportunity for growth and learning in order to improve their knowledge, skills and abilities (creativity always needs an additional resource for inspiration and in order to compare and evaluate what has already been created); encourage the team to think big and look for creative, diverse solutions to problems and projects; provide some space (creative people are different in nature, they need space to be creative, time to generate an idea that will make a profit). Thus, in order to assemble a team and lead it to success, a person is required whose intellectual creativity is combined with the desire for self-realization, the ability to organize and carry out functions for a successful business vision - an innovator entrepreneur (innovative entrepreneur).

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OLIY TA'LIM TIZIMIDA BO'LAJAK MUSIQA O'QITUVCHILARINI KASBIY FAOLIYATGA TAYORLASH MUAMMOLARI

Annotatsiya: Ushbu maqolada umumta'lim maktablari "Musika madaniyati" fani o'qituvchilarini kasbiy faoliyatga tayyorlash muammolari haqida fikrlar yuritilib, dars mashg'ulotlari jarayonida musiqiy faoliyat turlaridan foydalanishda maqola muallifi ko'p yillik olib brogan tajribalari natijalarini bayon qiladi.

Kalit so'zlar: bo'lajak, bilim, ko'nikma va malakalar, zamonaviy pedagogika, auditoriya, mustaqil, auditoriyadan tashqari, musiqiy-pedagogik, talabalar, musiqa san'ati, bakalavr, ta'lim, musiqa nazariyasi, musiqa tarixi, solfedjio, dirijyorlik, vokal, xor, musiqa asbobida chalish, musiqa savodi, qo'shiq kuylash, ritmik harakatlar, musiqa tinglash, bolalar musiqa asbobida ijro etish, musiqa ijodkorligi.

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PROBLEMS OF PREPARING PROFESSIONAL MUSIC TEACHERS FOR PROFESSIONAL ACTIVITIES IN THE HIGHER EDUCATION SYSTEM

Abstract: This article discusses the problems of professional training of teachers of "Music Culture" in secondary schools, and describes the results of many years of experience of the author in the use of musical activities in the classroom.

Keywords: future, knowledge, skills and abilities, modern pedagogy, audience, independent, extracurricular, music-pedagogical, students, music art, bachelor, education, music theory, music history, solfeggio, conducting, vocals, choir, playing a musical instrument, music literacy, singing, rhythmic movements, listening to music, playing a children's musical instrument, musical creativity.

Bo'lajak o'qituvchilarning faoliyat turlaridan (o'quv, jamoatchilik, ilmiy) eng muhimi o'quv faoliyati hisoblanadi. Chunonchi, o'quv faoliyati jarayonida va uning yordamida mutaxassislarni tayyorlashdagi asosiy maqsadga erishiladi. O'quv jarayoni talabalarni kasbiy bilim, ko'nikma va malakalar bilan qurollantirishda samarali ta'sir etadi.

Zamonaviy pedagogikada o'quv faoliyati auditoriya, mustaqil va auditoriyadan tashqari faoliyatlarga bo'linadi. O'quv-tarbiyaviy jarayon tizimida bu faoliyat kategoriyalari o'quv jarayonini tashkil qilishning asosiy shakllari tarzida belgilangan. Auditoriyadagi o'quv faoliyati o'rganilayotgan fanlarning o'quv rejasi va dasturi orqali aniqlanadi va o'qituvchi rahbarligi ostida o'quv jarayoniga mos keluvchi qat'iy jadval bilan amalga oshiriladi.

Musiqiy-pedagogik tayyorgarlikni shakllantirish yo'llari va shart-sharoitlarni o'rganish natijasida ishonch hosil qildikki, bo'lajak musiqa o'qituvchisining faoliyati o'zida pedagogik musiqachi-ma'rifatchi ishini birlashtiradi. Musiqa darsi esa, musiqa san'ati darsi xususiyatini saqlaydi. Shunday ekan, tayyorgarlikka ikki jihatdan qarash mumkin: a) musiqiy ta'lim va tarbiya mutaxassisi; b) bo'lajak o'qituvchining ruhiy dunyosini shakllantirish. Musiqiy-pedagogik faoliyatga tayyorlash natijasida bitta shaxs qiyofasida musiqiy tayyorgarlikka ega bo'lgan o'qituvchi va musiqiy-estetik tarbiya mutaxassisi namoyon bo'ladi.

Biz, bo'lajak musiqa o'qituvchisining milliy musiqa san'ati orqali musiqiy-pedagogik tayyorgarliklariga taalluqli quyidagi muammolarni qarab chiqishni o'z oldimizga maqsad qilib qo'ydik:

- talabalarda musiqa san'atiga bo'lgan qiziqish, ehtiyoj, munosabatni rivojlantirish;

- musiqa san'ati vositalari orqali musiqiy-pedagogik faoliyatga tayyorgarlik bosqichlarini tavsiflovchi bilim, ko'nikma va malakalar majmuasini shakllantirish;

- o'quv jarayonida talabalar musiqiy-pedagogik tayyorgarliklari xususiyatlarining namoyon bo'lishini aniqlash.

Tadqiqotimizning tajriba qismi musiqa ta'limi bakalavr yo'nalishi talabalari bilan olib boriladigan o'quv-tarbiyaviy jarayonda bo'lajak musiqa o'qituvchisini maktab «Musiqa madaniyati» dasturi va maxsus tanlangan milliy musiqa materiallari asosida amalga oshirildi.

Bakalavr ta'lim yo'nalishining o'quv rejasiga bir necha ixtisoslik fanlarini o'qitish kiritilgan. Biroq ularning barchasini «Musiqa o'qitish metodikasi» umumlashtiradi.

Bu fanlarni o'qitish jarayonida talabalarning musiqiy-amaliy faoliyatlariga etarlicha ahamiyat berildi. Musiqiy siklga kiruvchi har bir fan o'z oldiga quyidagi vazifalarni qo'yadi: g'oyaviy-siyosiy, axloqiy, estetik tarbiya bilan uzviy bog'liq bo'lgan umumiy va musiqiy-pedagogik rivojlanish; musiqiy-pedagogik va maxsus bilim, ko'nikma hamda malakalarni shakllantirish.

Fanlarni o'zaro aloqada o'rganish, faoliyatning turlaridan bir vaqtning o'zida foydalanish (masiqa nazariyasi, musiqa tarixi, solfedjio, dirijyorlik, vokal, xor, musiqa asbobida chalish va h.k.) musiqiy-pedagogik tayyorgarlikning faol shakllanishiga bevosita yordam beradi. SHu bilan birga tayyorgarlik didaktikaning tamoyillariga asosan fanni o'zlashtirishdagi qat'iy ketma-ketlikka, o'quv material hajmini muntazam kengaytirib borishga va uni

o'zlashtirishdagi qiyinchiliklarni bartaraf qilish yo'llariga tayanib amalga oshiriladi.

Tajribalar shuni ko'rsatdiki, musiqiy qobiliyatning rivojlanish bazasini tashkil qilish uchun talabalarning sekin-asta individual vazifalariga taalluqli ishlarga jalb qilish va tayyorgarlikni dastlabki musiqiy tasavvurni shakllantirishdan boshlashga amal qilish orqali, tushunarli va o'zlashtirish zarur bo'lgan keng doiradagi tushuncha, bilim, ko'nikmalarga o'tish mumkin. Bizning amalga oshirgan ishlarimiz natijasi shunga olib keldiki, talaba oddiy eshituvchidan o'quv-tarbiyaviy jarayonning faol ishtirokchisiga aylanib bordi.

Ma'lumki, yomon ijro qilishning sababi tovush balandligini eshitishning rivojlanmaganligi, ladni sezishning yo'qligi, musiqiy eshitishni tasavvur qilish qobiliyatining pastligidir. SHuning uchun ham talabalarda zarur tasavvurlarni hosil qilish birinchi darajadagi vazifa sifatida hal qilindi. Ohangni to'g'ri olishdagi individual farqlar ishimizni yanada murakkablashtirdi va natijada ta'limga tabaqali yondashish zarurligini keltirib chiqardi. Bu ayniqsa, cholg'u ig'rochiligi mashg'ulotida yaqqol ko'rindi. SHu masalaga bag'ishlangan adabiyotlar bilan tanishish borasida shunday fikrga keldikki, dastlabki bosqichning o'zidayoq vokal elementlaridan foydalanish «Cholg'u ijrochiligi va ansambli» mashg'uloti jarayonida amalga oshirilishi zarur ekan. Talabalarning imkoniyatlariga qarab ularga vazifalar berib borish; musiqa asbobi yordamida alohida tovushlarni ohangda to'g'ri aytish, musiqa dasturi va qo'shimcha materiallardagi qo'shiqlarni bir vaqtning o'zida ham chalish va ham kuylash lozimligi ayon bo'ldi. SHundan so'ng ijrochilikning natijasiga ko'ra, talabaning ovoz diapozonini kengaytirish maqsadida shu qo'shiqning o'zi yuqoriga yoki pastga traspozitsiyalashtirildi va shu orqali murakkab asarlarga o'tib borildi.

Musiqa asbobida chalish asosini tushunib etish bilan bir qatorda qo'shiq ijro etish, qo'shiq ustida ishlash, elementar vokal-xor ko'nikmalarini tarbiyalash va mustahkamlashga erishildi. Musiqa asbobi tovushidan chetga chiqish hamma vaqt e'tiborga olinib borildi. Qo'lga kiritilgan natijalarga asoslanib, tovushqatorni ko'tarish, pasaytioish va kengaytirish asosida har xil mashqlar qo'llanildi. Talabalarning vazifalarni bajarishga va ularning musiqiy o'sishiga katta yordam berildi. Masalan, birinchi bosqich talabalari berilgan musiqa asarining bir qismini yoki yarmini yoddan ijro etdilar, qolgan qismini esa, o'qituvchining o'zi ijro etdi. Natijada, talaba jiro etgan kuyning yarmini o'qituvchidan eshitdi va bu asarning qolgan yarmini tanish kuydek engil ijro etdi. SHunga ko'ra, aniq va noaniq ijro o'rtasidagi farqni ko'rgan talaba kuyni toza ijro etishga harakat qildi.

Vokal-xor ko'nikma va malakalarini egallashga nafasni to'g'ri olish va qo'shiqni ijro etishda uni to'g'ri taqsimlashga alohida e'tibor berildi. Asarlarni ijro etishda faqat sekin tempdan foydalanish yaxshi natija berdi. Ritmik tuzilishni aniq ijro etishga sezgan, ovozni hosil qilishda va balandlikni aniqlashda o'zida ishonchni sezmagani uchun nota savodini o'zlashtirish, solfedjio ko'nikmalari, ladtonlikni his qilish katta ahamiyatga ega bo'ldi. Qo'shiq kuylashning

rivojlanishida tempni, tembrni, dinamikani, metr-ritmni, ladni va hokazo musiqiy tilning boshqa elementlarini bir-biridan farqlashga alohida e'tibor berildi. Ishonchsiz qo'shiq kuylayotgan talabalarni musiqa asbobi yordamida va yordamisiz amaliyotda tekshirildi. Tovush balandligi haqidagi tasavvur imkoniyatlari orqali nota o'qish ko'nikmasi kengaytirildi. Imkoni boricha talabalar diqqatlarining rivojlanishi uchun major-minor tizimini o'zlashtirishga va uni anglagan holda eshitishga jalb qilindi. SHunday qilib, talabalar bilan olib borilgan yakka mashg'ulotlarda katta ish qilindi. Avvalambor, ular nota matnini mustaqil o'qishga, kuyni to'g'ri eslashga, musiqa asbobini, ovozni sozlash va nota nomini aytib kuylashdagi dastlabki ko'nikmalardan foydalanishga, tonlikning uch tovushliklarini kuylashga o'rgandilar. Ohang eshitishni (bilish va anglash jarayoniga bog'liq holda tuzulish, ladtonlik, ritmik va temp o'zgarishlarinig' o'ziga xos namoyon bo'lishi, tovush balandliklarini tasavvur etish qobiliyatining rivojlanganligi va ularning talabalarda aks etishi allaqachon, boshlashg'ich bosqichda tuzilishlar /motiv, fraza, davr, bir qisimlm, ikki qismli, uch qismli) haqida tasavvurlarni; obraz rivojlanishini kuzatish ko'nikmalarini; musiqa rivojlanishining asosiy tamoyillari takrorlanish, keskin qarama qarshilik, muqobilik haqida tasavvurlarini shakllantirish zarurligini tasdiqlashga imkon berdi.

Faoliyatning har xil turlarida ritmik vazifalarni (bir me'yorda urib turgan ritmik hissalarini aniq va ravshan his qalish) bajarish; kuylash, soda asboblarda (rubob, dutor, afg'on rubobi, doira va boshqalar) chalish, nota nomlari bilan kuylash (solfedjio), musiqa eshitish, musiqiy-ritmik harakatlar, ritmik his qilishning rivojlanishiga amaliy asos bo'ldi. Bunda keng tarqalgan va maqbul faoliyat orqali talabalar tushunishlari uchun ritmik izchillikni barchaga tanish musiqa asbobida ko'rsatish foydali bo'ldi. Ritmik his qilishning rivojlanishi, unga hissiy va ongli munosabatda bo'lishdan yuzaga keldi.

SHunday qilib, talabalarda ritmik his qilish qobiliyatlarini quyidagi yo'llar bilan rivojlantirish mumkin degan xulosaga keldik:

- musiqaning hissiy-obrazlilik mazmuni va ritmik o'zaro munosabatlar o'rtasida o'rnatilgan aloqadan foydalanish;
- har qanday faoliyat turida u yoki bu ritmik munosabatlarni notalar yordamida qayta eshittirish imkoniyatidan foydalanish;
- ritmik munosabatlar haqida turg'un tasavvurni shakllantirish;
- musiqiy shaklning o'ziga xos xususiyatlarini namoyon bo'lishi va ularni tahlil qilish;
- ritmni musiqaning turli xil janrlari orqali o'zlashtirish;
- ritmik va tovush balandliklarining sekin-asta o'sishidagi murakkablikni hisobga olgan holda milliy musiqa san'ati va maktab «Musiqa madaniyati» dasturi materiallaridan mashg'ulotning barcha shakllari (o'quv, auditoriyadan tashqari) da amaliy foydalanish;
- biror bir musiqa asarini talabalar bilan tahlil qilish orqali amalga oshirish.

«Musika o'qitish metodikasi» kursidan amaliy mashg'ulotining kompleks mazmunini, uni o'tkazishdagi shakl va usullarning birligi tashkil qiladi. Bu, har bir mashg'ulotda kasb tayyorgarligidagi musiqiy-pedagogik faoliyat komponentlarining shakllanishini amalga oshirishga imkon beradi. Mashg'ulotning amaliy shakli nafaqat predmetlarni balki, faoliyat turlarini yakka va xorda kuylash, musiqani eshitish va tahlil qilish, musika asbobida chalish, nota bilan o'qish, musiqiy-ritmik harakatlarni birlashtirish bilan ham xarakterlidir.

Faoliyat turlari kompleksi – uning asosini tashkil qiluvchi musiqiy material va mavzuning ketma-ketlik tamoyili, faoliyat turlari hamda shaklini birlashtiradi. Har bir mavzu predmetlarni bir butun majmuaga bog'lab o'rganishga imkon beradi. Musiqiy material esa, umumlashtiruvchi bo'lib xizmat qiladi. Mavzuli mashg'ulot va musiqiy material organik zaruriyatdek predmetlarning ichki aloqasini amalga oshirishga yordam beradi. Har qanday navbatdagi mashg'ulot mavzusi o'zidan oldingi mavzudan kelib chiqib, musiqiy san'atning imkoniyatlarini bosqichma-bosqich ochish bilan kelajakda zaruriy bilimlarni rivojlantirishni ko'zda tutadi. Musika asbobi yakka mashg'ulotida va musiqiy amaliy faoliyatida olingan bilim va ko'nikmalarning musika tarbiyasi metodikasi mashg'ulotlarida foydalanish, auditoriyadan tashqari ishlarni o'tkazishda ham zaruriy shart hisoblanadi. O'z navbatida olingan bilim va ko'nikmalar musiqiy sikldagi predmetlarni o'zlashtirish zaruriy omildir. SHuning uchun ham navbatdagi amaliy mashg'ulotlar bilim va ko'nikmalarni yanada chuqurroq darajada umumlashtirishga xizmat qiladi.

Predmetlarning o'zaro aloqasi va musiqiy faoliyat turlarini ifodalovchi kompleks ta'lim: eshitish qobiliyatini rivojlanishini kuzatish, savollarga mustaqil javob berish, faol fikrlashga undovchi vaziyatni tashkil qilish, oliy o'quv yurtida o'qituvchini tayyorlash jarayonida pedagogik vaziyatni andozalash kabilar amaliy mashg'ulotlarini o'tkazishda eng zaruriy shartlar hisoblanadi.

Ta'limni amalga oshirishda faoliyat turlarini birlashtirish asos bo'ladi. Ko'nikmalarni shakllantirish uchun mashqlar va uni nazorat qilish kabi ta'lim elementlarini mujassamlashtiruvchi kompleks amaliy mashg'ulotlari musiqiy-pedagogik tayyorgarlik jarayonining samarali shakli deb qaraladi. Oliy o'quv yurti sharoitidagi mashg'ulotlarda «Musika madaniyati» darsini bevosita andazalash orqali maktabdagi o'quv jarayonini tashkil qilishga imkon beradi, turli xil musiqiy-pedagogik vazifalarni hal qilish uchun qulay sharoit yaratiladi. Bu o'quv shaklida, mavjud bo'lgan tajribani tadbiq qilish bilan yangi materialni navbatma-navbat bayon qilish diqqatni oshirishga va ijodiy fikrlashga yordam beradi. mashg'ulotlarda milliy musika san'atining o'ziga xos musiqiy-estetik imkoniyatlari maksimum darajada amalga oshirildi.

Guruxlar bilan o'tkazilayotgan mashg'ulotlar jarayonida boshqa muammolar qatori «Musika o'qitish metodikasi» fanining asosiy mazmunini

yorituvchi bilim va ko'nikmalarni yanada aniqlashtirish va ularni yangi bilimlarni o'zlashtirishda qo'llash kabi muammolar ham hal qilinadi.

Musiqqa shaklini tuzilishini tahlil qilish jarayonida, quyidagilar nazarda tutiladi:

a) dastlab talabalarda musiqiy asarlarning tuzilish tamoyillari haqida bilim va musiqiy san'atning rivojlanishidagi umumiy qonuniyatlar haqida tasavvurni shakllantirish;

b) musiqqa asarlaridan foydalanish va talabalarni faol jalb qilish bilan ularning diqqatlarini oddiy va kengroq shakllarni o'zlashtirishga qaratish;

v) musiqiy-pedagogik tayyorgarlik jarayonida talabalarining o'zlashtirishlari uchun zarur bo'lgan bilim va ko'nikmalar doirasini aniqlash;

g) musiqiy tilning ifodaliligi imkoniyatlariga suyanganda holda mazmun va shaklning aloqasi haqidagi tushunchani chuqurlashtirish;

d) maktab «Musiqqa madaniyati» dasturidagi musiqiy shakl tuzilishining mohiyatini va o'rnini aniqlash;

e) talabalarining muhim bilimlarni egallashga diqqatlarini to'plash va murakkabroq musiqiy tuzilishlarni idrok qilishga tayrlash;

j) musiqiy-pedagogik tayyorgarlik jarayonida to'plangan bilim va ko'nikmalarni musiqqa asarlarini tabaqali idrok qilishda faol qo'llash..

Talabalarni har xil faoliyat turlariga jalb qilish orqali mashg'ulotlarning boshlanishi turli xil bo'ladi: ba'zida «metodika» kursi mashg'ulotlari musiqani (maktab dasturiga kiruvchi) o'rganish, uni tahlil qilish va o'tish usuliyati bilan; vokal-xor ko'nikma, malakalari ustida ishlash bilan; muayyan darsning uslubiy vazifalarini tahlil qilish bilan boshlanadi.

Maxsus bilim va ko'nikmalarni shakllantirishning yo'llarini axtarish bilan musiqiy - pedagogik tayyorgarlikni shakllantirish muammosini hal etish yo'llari aniqlanadi. Musiqiy predmetlardagi o'quv-tarbiyaviy vazifalarning birligi bilim va ko'nikmalarni har qanday faoliyatda qo'llash uchun qulay sharoit yaratishga, musiqqa san'atini yuqori darajada egallash imkoniyatiga ta'sir etadi. Tayyorgarlikning asosini tashkil qiluvchi bilim, vosita, uslub va yo'llarni amalda qo'llash tajribasi talabalarni faollashtiruvchi omil bo'lib xizmat qiladi.

«Musiqqa o'qitish metodikasi» predmetining nazariy qismi quyidagi masalalarni o'rganishni o'z ichiga oladi:

1. Musiqqa – san'atning bir turi ekanligi, uning o'ziga xos xususiyatlari, hayotiy aloqalari, shaxsning har tomonlama rivojlanishdagi o'rnini va ijtimoiy mohiyati; musiqiy-estetik tarbiyaning maqsad va vazifalari; san'atning g'oyaviy-ahloqiy yo'nalganligi; musiqani his qilish asoslari; hissiy-estetik ko'rinishda bo'lgan musiqqa san'ati haqida to'laligicha tasavvur.

2. Musiqaning nazariy asosi: janrlarning ravshan tasviriy mohiyatini va musiqiy til vositalarini tushunish; kontrast ohanglarni, mavzuni, badiiy obrazlarni, turli xil asarlarda ularning rivojlanishini, tuzilish shakllarini solishtirish; musiqaning xarakterli xususiyatlarini, uning alohida va umumiy qirralarini, ta'sir qilish xususiyatlarini o'rganish.

Biz talabalarning ta'lim olish jarayonini kuzatish orqali shunday xulosaga keldikki, musiqa fanlari siklidagi o'quv mashg'ulotlari o'ziga xos xususiyatlarga ega bo'lishi kerak ekan.

Ma'lumki, oliy o'quv yurtidagi amaliy mashg'ulotlari predmetning ilmiy-nazariy asosini chuqur o'zlashtirishni, zamonaviy usul va ko'nikmalarni egallashni nazarda tutadi. O'quv materiallarini o'zlashtirishda va ijodiy fikrlashning rivojlanishiga ko'maklashuvchi nazariya bilan tajribaning qo'shilishi amaliy mashg'ulotlari uchun xarakterlidir. Amaliy mashg'ulotlari talabadan tashabbus ko'rsatishni, kuzatuvchanlikni va mustaqil xulosaga kelishni talab etadi.

Amaliy mashg'ulotlarining o'ziga xos xususiyatlaridan biri uning ma'ruza, seminar va amaliy mashg'ulotlar elementlarining bir-biriga o'zaro qorishib ketishidir. Bunday kompleks amaliy mashg'ulotlari bir tomondan musiqiy fanlarning organik bog'langanligi va ularning nazariy va amaliy o'zlashtirish bilan ajralib turuvchi bir-biriga bog'laq ta'lim mazmunidan kelib chiqib tashkil qilindi. Amaliy mashg'ulotlari bilim va ko'nikmalarni egallashda, talabalarning imkoniyatlarini hisobga olishda, musiqiy qobiliyatlarini rivojlanishida eng qulay shakldir.

Musiqiy-pedagogik tayyorgarlikda amaliy mashg'ulotining mohiyatini aniqlash bilan «Musiqa o'qitish metodikasi» faniga bosh bo'g'in sifatida qarash muhimdir. Bu, estetik tarbiya haqidagi masalalarni chuqur yorituvchi o'ziga yarasha murakkab kurs hisoblanadi. musiqiy siklga kiruvchi fanlarning o'zaro aloqasi, bog'liqligi, mashg'ulotlar o'tish shakllari va usullari mazmuniga asosan, metodika kursining markazida turadi.

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CONDITIONS FOR IMPLEMENTATION OF APPROACH BASED ON HEURY EDUCATIONAL TECHNOLOGY

Annotation: In this article, a pan-European approach to developing a common understanding of learning outcomes based on a competency-based approach, education requirements - the content of education "is expressed in the ability to clearly formulate compliance in terms of competencies. process - ideas about learning outcomes are highlighted.

Key words: Heuristic education, results, educational content, creative activity, non-standard situation, professional activity.

Introduction: Among the reasons for the crisis of the traditional education paradigm is that in modern conditions data obsolescence occurs much faster than the end of the natural learning cycle, resulting in a loss of the traditional approach to transferring the necessary knowledge reserve. its meaning. In addition, it is much more important to learn how to acquire knowledge in the labor market, because what is required is not self-knowledge, but the ability of a specialist to apply them in practice, to perform certain professional and social functions (F. Yalolov).

In this regard, the task was set to strengthen the practical direction of vocational education, but to update the content of education while maintaining its fundamental essence. Practice-oriented education involves the study of traditional fundamental sciences for Russian education in conjunction with applied sciences in the technological or social field. Renewed education should play a key role in the preservation of fundamental science, along with the development of applied sciences necessary for the sustainable development of Russian society.

Material and methods: Within this standard we can talk about a certain combination of activity and cognitive aspects of vocational education content, the units of which include a set of skills (algorithms of intellectual actions) and concepts, i.e. important features and characteristics of objects, events, laws and facts. Therefore, it is important to highlight the content of the systemic nature manifested in the special structure of subject knowledge and meanings (values) in terms of activity and cognition, as well as related ways of performing actions that allow students to exercise their competencies in future careers.

The problem of free and active thinking, modeling of the production process, professional development of a future specialist capable of independently developing and implementing new ideas and technologies is relevant in modern socio-economic conditions. First, a professionally qualified professional has a positive impact on the entire production process; second, he

can achieve good results in his professional career; third, it helps them realize their professional potential.

The categorical basis of the competency-based approach is related to the goals and objectives of the learning process, in which competencies determine the highest, most generalized level of a student's skills and abilities, and the content of education is determined by the basic educational content of concepts (knowledge, skills, experience).

In the theory of competency-based approach, two main concepts are distinguished: competence and competence, the first involves a set of interrelated personal characteristics in relation to a certain range of objects and processes, and the second is the individual's appropriate competence, including his personal attitude to him and the subject.

Result and discussion: Individual professional competence includes specific professional competencies and core competencies as a holistic outcome of training as a readiness to mobilize the personal resources (organized in a system of knowledge, skills, abilities and personal qualities) needed to effectively solve professional problems in normal and non-standard situations. The first represents an individual's ability to effectively address a particular class of professional tasks (design, diagnostics, etc.) adequately to a particular situation, while the second is invariant with respect to the type and type of professional activity. The first can be shaped (and evaluated) within one or more academic disciplines, while the second is a radically redundant topic. The development of both is related to the process of assimilating (developing abilities) an individual's path of activity.

As you can see, competencies do not exclude knowledge, skills, and abilities, although they are radically different from them. From knowledge - they are not only information about it, but also in the form of activity. Skills - with the ability to apply competencies in solving different types of problems and in different situations (they have the ability to transfer). From the skills - they are conscious and non-automated, which allows a person to act not only in a normal but also in a non-standard situation. Thus, professional competence is the value attitude of an individual to a particular set of specific and basic competencies, including the professional situation in which he or she is acting.

The process of mastering professional speech competence in universities is, unfortunately, sometimes very difficult. We must overcome the inertia of technocratic thinking of teachers of different disciplines and the lack of understanding that the idea of developing a culture of speech is important not only now but also in the near future.

Implementation in innovative technologies is individual The creative approach involves students forming an ideal image of their 'I': what I need to be to be a professional master, a professional creator. This is related to the restructuring of the motivational field of the future specialist. The result of such an understanding of the "personal meaning" of students' internal goals, students'

professional speaking knowledge and skills is a phenomenon of adjustment.

The above-mentioned interpretations do not exclude each other, but complement each other, because in the learning process a certain system of knowledge must be created, a certain way of thinking and advanced technology of acquisition and use of knowledge must be developed.

An interesting analysis of evolving education is given by VV Repkin, who asks a legitimate question - can learning be underdeveloped? The paradoxical nature of such a formulation of the question is almost clear. In fact, no matter what we teach the student, he will develop in one way or another, there will be some changes in his mind, personality, abilities. Different sessions may contribute differently to development, giving different developmental effects, but this is a different matter - assessing developmental impact. Does this justify the division of education into developing and non-developing? Obviously, any training is internally linked to development, and one of its consequences is development. The problem is that learning and development are interrelated.

The ratio of learning and development processes can vary. Thus, in one of the options, the result of any training is considered to be some shift in development, but they are a direct result, a training-oriented product, or simply a side effect. Training can focus on a person's functional readiness rather than development. In this case, the exercise does not take into account how the person develops. Here is another criterion: how a person performs certain functions. The purpose of such training is a certain minimum in the form of optimization of knowledge, skills and abilities. Will development happen? Yes, it happens, but it is not planned, it goes on spontaneously and unpredictably, it can be big, small and so on. Development serves as a necessary condition for learning here, and it seems to take advantage of spontaneous results, the spontaneous achievements of development, to adapt to them, to take them into account, and so on. (e.g., interest in lessons, differentiation according to ability; testing, selection, etc.). But at the same time, the training itself is not planned, directed, or designed for development.

Conclusion: It is very important to create such a teaching technology that the communicative and speech environment of the specialist has a significant impact not only on his knowledge and skills, but also on his development and education.

With the help of technology, intelligent information is translated into the language of practical solutions. Technology is both a method of activity and how a person participates in an activity. Any activity can be a technology or an art. Art is based on intuition, technology is based on science. It all starts with art, ends with technology, and then the whole process begins again.

Modern technologies in education are seen as a means of implementing a new educational paradigm.

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THE ROLE OF EXTRACURRICULAR ACTIVITIES IN THE EDUCATIONAL PROCESS, ITS IMPACT ON THE MOTIVATION TO LEARN A FOREIGN LANGUAGE

Abstract: As a result of the analysis it was possible to solve the tasks that were set in the introduction to the course work. Learning skills of listening, reading, writing and speaking should be carried out in a complex, because all types of speech activities are interconnected.

Key words: Learning skills of listening, reading, writing and speaking, students, learning, lesson, methods, practical, developmental, educational.

Listening as a type of speech activity plays an important role in achieving practical, developmental, educational and upbringing goals at the initial stage. It serves as an effective means of learning a foreign language. An important component of the content of listening training is the psychological component - bringing the perception and understanding of the sound of a foreign language to the level of skills and abilities [4, p. 25]. Listening is a speech skill, i.e., students receive basic content information in a foreign language through the auditory channel. This skill should be developed from the first year of learning a foreign language. And this can be ensured by a high level of phonetic, lexical and grammatical skills. Listening skills are formed mainly through the accumulation of words and structures of a foreign language, at the level of skills in direct communication between the teacher and the class, the use of special texts or sound slides to obtain information, to solve specific speech problems, and in mutual understanding when students listen each other. The program provides a listening time of no more than half a minute. The text should be accompanied by pictures. If, after listening, there are tasks to fill in the blanks or answer questions, they should be in front of the students. Text comprehension can be tested with error pictures so that students can identify where the error is.

In the process of learning a foreign language in school, reading, like oral speech, serves as a goal and a means: first, students must master reading as a source of information, and secondly, use reading to better master language and speech material.

The use of reading as a source of information creates the necessary conditions to stimulate interest in learning a foreign language at school. The

student can satisfy it on his own, because neither the interlocutor nor the listeners are needed for reading, only a book is needed. Mastering the ability to read in a foreign language makes it possible to achieve educational, educational and developmental goals of studying this subject.

Teaching reading should be based on lexical and grammatical material, which was previously learned orally. It is expedient to bring students to the topic of the text itself, exercises for arranging or reconstructing with the help of linguistic guessing of the "destroyed" text, etc. All this will give an idea of the text, prepare students for the basic perception. The use of visual aids - drawings, paintings, maps, diagrams, etc. - facilitates comprehension of the text and often becomes a stimulus to speech. When choosing tasks for the development of listening and reading skills, we must take into account their nature: intensive, global or selective. Tasks should be formulated clearly before students begin to listen to the text. Questions, tests, text with gaps should be in front of your eyes. All exercises before listening or reading the teacher should form so as to prepare students for productive creative interpretation of the information [2]. These can be a variety of tasks: to form a dialogue, to stage a given situation, to continue the story, to come up with an ending, to assign roles and describe the situation from the point of view of each actor, to write a letter to a friend.

A game is offered, the goal is to improve reading skills. The class is divided into two teams. All team members receive a text card from the teacher. Students do not read the text aloud for some time. Then the teacher offers to find in the text and read the sentence with the word he utters in his native language. The student who first finds the right sentence raises his hand and reads it. The team whose members found the largest number of such sentences wins.

Training should be provided not only in the classroom, but also in extracurricular activities. Extracurricular reading aims to form in students healthy reading interests, to develop a culture of reading. The teacher must explain to learners and their parents what and how to read, how much time to spend on extracurricular reading, depending on the age and individual characteristics of students [1]. It is important that reading is systematic. When drawing up an individual reader's plan, the requirements for reading in a particular classroom should be taken into account. It is advisable to hold conversations on the basis of the books read, during which students will have the opportunity to exchange views on favorite works. It is useful to teach students to write reviews of books read.

It is desirable to have a library in the classroom. It can consist of school library books and students' personal books. The psychological aspect of the importance of such a library is that books are constantly in the field of view of students. Students who read little and those who read unsystematically need special attention. Books should be purposefully selected for them.

Reading is closely related to other types of speech activity. First of all, it is related to writing, because both reading and writing use the same graphic

language system. This should be taken into account when learning a foreign language and to develop these types of speech activities and relationships, and especially at the initial stage. It should be borne in mind that the role of writing in foreign language teaching is much smaller. You can train students in writing coherent statements on visual or verbal support with the help of the following exercise-game. Attached to the board is a picture or series of pictures that students should use to write a coherent story over a period of time. The winner is the student who writes the largest number of logically combined, grammatically correct sentences according to the content of the pictures. A simplified option may be to write a letter to a friend or a greeting card on the occasion of the holiday.

When learning a foreign language, pupils first of all want to learn to speak. Even the minimum number of speech units they learn in the first lessons already allows them to feel the communicative function of language, which immediately has a positive effect on learning motivation, without which it is impossible to master a foreign language.

Mastering speech skills is carried out in several stages. At the first stage the learner gets acquainted with the meanings of language units - simple (the learner learns how an object, phenomenon or action is called a foreign language) and complex (words-sentences). Composing learner's sentences of two or three words promotes syntactic learning - in the form of grammatically integrated into one semantic whole individual language units. The second stage is passive speech. This is the awareness and memorization of verbal expression, i.e., multiple comparisons of the learner's language unit with the relevant objects and phenomena of reality. And the third and last stage is active speech, i.e., the use of words or expressions in speech [2]. This stage determines the level of formation of speech skills.

Modern programs have requirements for reading, writing, listening, dialogic and monologue speech. The main criteria are the quantitative and qualitative characteristics specified for each class. When teaching primary school learners all four types of speech, one should remember the peculiarity of their psyche. The dominant form of learning should be the game [1]. The material must be carefully selected. It should be interesting and pursue educational, educational and developmental goals.

Prerequisites for successful learning of foreign languages by junior students are psychological, physical and physiological characteristics of primary school children, including brain plasticity, flexibility of brain speech mechanisms that promote fast and high-quality memorization, based on which easily translates into different communication situations, pronounced imitative abilities, which are supported by the ability to imitate. It is important that each student be the main actor in the lesson, feel free and comfortable, take an active part in discussing the topics of the lesson.

Physical education moments, accompanied by rhymes, give children the opportunity to move. This not only coincides with the needs of age, but also significantly accelerates the process of learning a foreign language. However, it is important to rely not only on games, but also on expanding cultural boundaries and trying to learn about the world, which determines the practical significance of a foreign language for younger students. Each lesson should be well thought out and pursue, in addition to the practical purpose, educational, educational and developmental goals.

In modern methods there are many different forms and methods that help to implement the main task - the practical application of students' acquired skills in a communicative situation, based on personal experience, personal opinion, prior knowledge and imagination, modeling their behavior according to the situation. Therefore, when choosing texts, exercises and tasks, it is necessary to take into account the interests, experience, prior knowledge and age characteristics of students [4]. If a text to read or listen to does not correspond to the reality that students encounter (or could imaginatively face) in their own lives, it is unlikely that such a text will be productive for processing and further interpretation, a task that develops unprepared spontaneous speech.

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**THE ROLE OF EXTRACURRICULAR ACTIVITIES IN THE
EDUCATIONAL PROCESS, ITS IMPACT ON THE MOTIVATION TO
LEARN A FOREIGN LANGUAGE**

Abstract: In modern socio-economic conditions, perfect command of a foreign language is becoming increasingly important. The study of languages is given more and more programmatic study time not only in schools and universities, but also in kindergartens. Therefore, in our time it is extremely important to think about the task of early schooling of this subject and the possibilities of its implementation, because in society there is a great need for specialists with a high level of language training.

Key words: teaching a foreign language, students, education, motivation, educational material, methods, communication, interactive.

The relevance of this work is that the method of teaching a foreign language still covers all issues of learning a foreign language at an early stage and acute questions are how to help the learner as soon as possible to overcome the language barrier and instill in him a love of a foreign language. This paper takes into account the fact that the later the learner begins to learn a foreign language, the more difficult the learning process. The work meets modern requirements for methods of teaching a foreign language. It addresses the problems of maintaining student interest in learning and foreign languages in particular.

It is no secret that in our fast and changing times an important part of social development is the education system as a whole and education as a stage of education of the younger generation, during which the basic skills needed for further education are formed. The rate of increase in the volume of educational material indicates the conditions for teaching methods of students. And often these methods focus on the amount of material assimilated, not on quality.

Of course, this approach does not contribute to the successful assimilation of software and increase the level of knowledge. On the contrary, material that is poorly mastered by students cannot be a reliable basis for learning new knowledge.

It is very important to create in the process of teaching pupils a foreign language such conditions that the material is learned naturally, that learners

learn easily, with interest and desire, without undue strain of emotional, volitional and intellectual forces. To facilitate the process of teaching a learner a foreign language, it should be as close as possible to the process of mastering the native language. You can't start learning a foreign language before you have a solid foundation for your native language.

Extracurricular activities are a good incentive to learn a foreign language, because they create conditions in which students in practice use a foreign language as a means of communication.

The question of the role of extracurricular activities in the educational process, its impact on the motivation to learn a foreign language is very relevant in connection with the need to find more modern forms and methods of work to improve students in all subjects, including foreign languages, as well as the need to strengthen educational support for students in the learning of various school subjects.

Extracurricular activities contribute to the formation of positive motives for educational and cognitive activities of students, increase the level of language proficiency, wider acquaintance of students with the cultural and socio-economic life of the world, stimulates students' independent work on language.

Well-designed extracurricular activities improve the quality of students' knowledge, help consolidate, expand and deepen this knowledge, further improve their speech skills and abilities and create conditions for a comprehensive approach to the education of students, develop their creativity, initiative and independence.

The classes prepare mini-performances of fairy tales known to students. The main material for the classes is the educational and methodical complex of A. Gergel's textbook "Let's Go With Us", which is a very successful development not only for elective classes, but also an excellent material for dramatization, which is organically related to educational work, but does not duplicate her.

At the present stage of development of the methodology there are many methods of teaching a foreign language. But the most effective and efficient Methodists call the natural method, i.e. learning a foreign language takes place under the same conditions as the acquisition of the native language [1,. 26].

Given the psychological and physiological characteristics of learners, the best way to start learning is a play situation.

The game is one of the oldest, still relevant teaching methods. In different learning systems, the game is given an unusual place. This is determined by the fact that the game corresponds to the nature of the learner. The learner from birth to adulthood pays great attention to games. Learners are happy to invent games themselves, with which the most banal, household items are transferred to a special and interesting world of adventure [2, p. 102].

Satisfying the learner's need to play, incarnate, move, the teacher provides conditions for learning a foreign language. This form of learning does not deplete the learner's nervous system and body, but is realized mainly through involuntary processes of perception and memory. Since the game, which covers the element of competition, motivates speech activity, and motives are factors that activate mental processes, it has a positive effect on the mental development of the learner. The game promotes the development of classifying perception, random attention and memory, as well as language, communication skills, intellectual growth.

To do this, it is necessary to find an image of someone whom learners will trust, whom they will not be afraid of, whom they will perceive as a real being and, finally, whom they will love. To find such an image, the teacher will need imagination. It is most effective to use a doll dressed in a national costume or a soft toy - bright, cute, colorful, just the kind that would interest learners and cause positive emotions - surprise, admiration. In the first lesson there is an acquaintance. Students must first be informed that this is a guest who has come from Germany or England and wants to teach them their language.

At the same time, play activities as a means of forming and improving knowledge, skills and abilities in the process of learning a foreign language should be aimed at forming and improving not only aspects of language but also speech mechanisms (speaking, listening, reading and writing skills).

The next help to the teacher will be handouts - the main component of the educational and methodological complex for. It is a set of subject, plot, thematic pictures, drawings, intended for work both in class and at home. Every student should have this set. Learner's thinking is specific, so it is important to illustrate the new material.

The effectiveness of the learning process in early school age is determined by the child's willingness and desire to participate in intercultural communication in the language being studied. This is possible if the main form of school activity is live active communication with the teacher and with each other. An important factor in learning a foreign language by young children is the playful moment of learning. Play at school age is still important in a child's life. For her, the game is not only an interesting way to spend time, but also a way to model the external adult world. It is very important to plan the learning process based on the psychological, physiological and physical characteristics of students of this age, because the child gets tired quickly.

In the process of learning a foreign language in school, reading, like oral speech, serves as a goal and a means: students must master reading as a source of information and use reading to better master the language and speech material. When choosing texts, it is necessary to take into account the interests, experience, previous knowledge and age characteristics of students. The stage of preparing students to read the text should be carried out on lexical and

grammatical material, which was previously learned orally, and the text should correspond to reality.

Both reading and writing use the same graphic system of language, which should be taken into account when learning a foreign language and develop these types of speech activities and relationships, and especially at the initial stage. The role of writing in foreign language teaching is smaller. Exercises can be used to train students in writing coherent statements on visual or verbal support.

Mastering speech skills is carried out in several stages. At the first stage the child gets acquainted with the meanings of language units, at the second stage he realizes and remembers verbal expressions, and at the third and last stage the child masters active speech.

At the present stage of development, the education system is characterized by a gradual transition to personality-oriented cooperation, where the learner is given an active role as a subject of educational activity. That is why it is necessary to use non-standard technologies in the educational process, intensify pedagogical research, improve skills, introduce innovations. The project approach helps to strengthen the individualization of the learning process, finding the optimal combination of theory and practice, updating existing knowledge and skills of students.

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MATNAZAR ABDULHAKIM IJODIDA BEHI OBRAZI

Annotatsiya. Matnazar Abdulhakim bu she'rida ifodalangan ruhiy kechinmalarini, qalb tug'yonlarini, yoridan chekkan jabr-sitamlarini behi obrazi orqali ifodalaydi. Shoirning mahoratli ekanligini biz mana shu orqali ham ko'rishimiz mumkin. Chunki aynan mana shu obrazni tanlash va uni badiiy bo'yoq bilan adabiyotga, she'riyatga kirish ijodkorning juda sinchikov ekanligidan dalolat beradi. Behi obrazi orqali shoir azoblangan inson hayotini ochib beradi.

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THE IMAGE OF QUINCE IN THE WORKS OF MATNAZAR ABDULHAKIM

Annotation. In this poem, Matnazar Abdulhakim expresses his emotional experiences, heartaches, and sufferings through the image of quince. Here we can see that the poet is a master. Because the choice of this image and its introduction into the literature and poetry with artistic paint shows that the artist is very meticulous. Through the image of the quince, the poet reveals the life of a suffering man.

Bugungi o'zbek she'riyatining an'anaviy tasvir uslubidan farq qiluvchi yangicha obrazlar, kutilmagan ramziy ifodalar, qochirimlar, tazod va paradokslar, eng muhimi, betakror serohang, serma'no ifodalar bilan kitobxonni o'ziga jalb qilib kelmoqa. Fikrning ixcham, lo'nda shaklda ifodalanishi, zamonamiz va zamondoshimiz ruhiy olamini yangi jihatlaridan poetik tadqiq etish – insonning bezovta ruhini, dardlarini tasvirlash borasida erishgan yutuqlar o'zbek she'riyati yangi poetik sarhadlarni kashf etayotganligidan dalolatdir. Xususan, iste'dodli shoir Matnazar Abdulhakim yaratgan ana shunday poetik kashfiyotlar an'anaviy shakllarga mos kelmaydi.

Shoir qalb kehinmalarini o'zgacha ifodalashga harakat qiladi. Bunga misol qilib shoirning "Behi" nomli she'rini keltirishimiz mumkin.

Bir juft behi keltirgan eding,
Bir-biridan xushbo'y muattar.

Men ularni qattiq sog'indim
Va sarg'aydim behidan battar.²²

Lirik qahramonga yori bir juft xushbo'y behini keltiradi. Bu behilar nafaqat xushbo'y balki uni lirik qahramonga qadrli bo'lgan inson keltirgani uchun ham azizligi ta'kidlanmoqda. "Behi" obrazining keltirilishi shunchaki poetik talab emas, balki shoir ruhiyati ifodasi sifatida qo'llanadi. Yorini kutakuta sog'ingan lirik qahramon xuddi behi kabi sariq tusga kiradi. Bu yerda g'am-alamdan sarg'ayish ma'nosi ham bor. Chunki yori kelmaganligi bois lirik qahramon uni o'ylab tashvishlanmoqda, hatto u keltirgan o'sha meva-behining ta'mini tuymoqda.

Mana, yana behilar pishdi
Firoq fasli, hijron mavsumi.
Mevalarning eng bir xazini,
Mevalarning eng bir ma'sumi.

Behi qaysi faslda pishadi? Bu savolning javobi hammamizga kundek ravshanki, behilar kuz faslida pishadi. Shoir lirik qahramonni shu holatda tasvirlaganki, lirik qahramonning yorini boshqa fasllar davomida ham kutgan, ammo u kelmagan. Kuz faslini shoir "firoq fasli", "hijron mavsumi" deb nomlaydi. Haqiqatdan ham kuz faslida hamma narsa sariq tusga kirib, xuddi umri yakunlanib borayotgan, yoki bo'lmasam, g'am-alamdan iztirob chekib azoblangan insonlar umriga qiyoslanadi. Nafaqat inson balki butun nabodat olami shu faslgacha bo'lgan vaqtini sarhisob qilayotgandek tuyuladi. Behi – juda shifobaxsh mevaligi bilan boshqalaridan ajralib turadi, behi daraxti yonida o'zi kabi urug'doshlari bo'lmasa meva tugmaydi. Ya'ni behilar do'stlik, mehr-oqibatlilik ramzi sifatida keltirilishga arziydigan meva hisoblanadi.

Kezmakdaman behizorlarni,
Bir behi yo'q boshin eggan.
Za'faron bu mevalar sag'ir,
Hech biriga qo'ling tegmagan.

Lirik qahramon behizorlarni kezar ekan, boshini egib turgan behi daraxtini topolmaydi. Chunki daraxtlar mevalari ko'p va serhosil bo'lsagina boshini egib turadi. Yorining qo'li tegmaganligi bois bor mevalari ham "sag'ir"²³ ya'ni uncha katta emas, mayda bo'lib qolgan. Agar lirik qahramonning yori kelib ularga qaraganida bu mevalar xuddi o'zi keltirgan bir juft behi kabi katta va shirin bo'lar edi.

Sensiz butun dunyo bejizim,
Sensiz butun dunyo behudam.
Hamuqubat, hamdardim bilib,
Hol so'rayman har bir behidan.

²² Matnazar Abdulhakim "Javzo tashrifi" "Sharq" nashriyot matbaa aksiyadorlik kompaniyasi bosh tahririyati. Toshkent 2008-y. 7-bet.

²³ O'zbek tilining izohli lug'ati

Lirik qahramonning yori kelmaganligi bois butun dunyo unga bekor, kambag'al, hech qanday ma'nosi qolmagan, foydasiz bo'lib qolganlini ta'kidlamoqda. Behilarning kichikina va mayda bo'lib qolganligini yori kelmaganligi sababli deb hisoblab, ularni o'ziga hamuqubat, hamdard deb biladi. Dardimiz bir bo'lganligi bois ular bilan suhbatlashib, ularning har biridan hol so'rayman,- deydi lirik qahramon.

Xayolimda boshqa mevalar
Ming bor inkor, ming bor rad bo'ldi.
Dunyoda bor hikmat yakuni
Juft behidan iborat bo'ldi.

Dunyoning hikmatini faqat mana shu meবাদan topgan lirik qahramonimizga boshqa barcha mevalar begonaga aylandi. Yori keltirgan o'sha juft behi uning butun olami bo'ldi.

Kelmasang-da tonglar otmog'i
Va kunlarning botmog'I mumkin.
Lekin menga tinchlik bermaydi
Keltirganing juft behi tun-kun.

Yori kelmasa ham kunlar o'taveradi, lekin o'sha bir juft behi unga halovat topishiga to'sqinlik qiladi, unga tinchlik bermaydi. Har safar mana shu meva esiga tushganda yorini eslab azoblanadi. Kelishiga umidvor bo'lib yashaydi.

Aylandi ul bir quyoshim,
Aylandi u bir oyimga.
Armon bilan boshqa behilar
To'kiladi bir-bir poyimga.²⁴

O'sha yori keltirgan bir juft behi uning oy-u quyoshiga aylangan, undan bo'k hech bir meva unga taskin-tasalli berolmaydi. Atrofdagi barcha mevalar qahramonimizning ko'nglidan joy ololmay, buni juda istasalar ham uddasidan chiqolmasdan, armon bilan uning poyiga to'kiladilar. Ammo o'sha bir juft behini keltirgan yorining kelishiga intizor bo'lib kutishda davom etadi.

Matnazar Abdulhakim bu she'rida ifodalangan ruhiy kechinmalarini, qalb tug'yonlarini, yoridan chekkan jabr-sitamlarini behi obrazi orqali ifodalaydi. Shoirning mahoratli ekanligini biz mana shu orqali ham ko'rishimiz mumkin. Chunki aynan mana shu obrazni tanlash va uni badiiy bo'yoq bilan adabiyotga, she'riyatga kirish ijodkorning juda sinchikov ekanligidan dalolat beradi. Behi obrazi orqali shoir azoblangan inson hayotini ochib beradi. She'r tarkibidagi har bir misrada yurak kechinmalari aks etadi. Yoriga sodiqlik, vafodorlik - kelmasang kunlar ma'nosiz, mazmumsiz o'tishi, boshqa mevalar yori kabi bo'lolmasligi, uning kabi emasligi aytilganidan ham yaqqol namoyon bo'lmoqda. Matnazar Abdulhakim behi obrazi orqali kechinmalarini erkin ifodalashga erisha oldi. Bu obraz shoir xayolotidagi voqealarni badiiy chizgilar

²⁴ Matnazar Abdulhakim "Javzo tashrifi" "Sharq" nashriyot matbaa aksiyadorlik kompaniyasi bosh tahririyati. Toshkent 2008-y. 7-bet.

yordamida chizishda mos kelganligi bilan alohida ahamiyat kasb etadi. Behi shunchaki oddiy obraz emas, balki yorini kuta-kuta sarg'aygan, uning tun-u kuniga, oy-u quyoshiga aylangan lirik qahramon holatini ochib bera olgan obrazdir.

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EVALUATION OF THE EFFECTIVENESS OF THE TREATMENT OF PANIC ATTACKS WITH THE HELP OF PSYCHOTHERAPY

Resume: In the case of anxiety-phobic disorders, drug treatment is not a panacea for fear, but a remedy that relieves and attenuates the manifestation of anxiety symptoms. As a rule, the lasting effect of taking medications is fixed as a result of their long-term use and according to clearly established courses. Self-interruption of the course of medication by the patient and failure to fully comply with the doctor's recommendations leads to an aggravation of the situation when fears not only return, but their intensity increases and the scale of the objects of anxiety increases.

Key words: psychotherapy, phobia, anxiety, treatment.

Introduction. Psychological information is designed to give the patient maximum information about his disease, about the mechanisms of certain psychological processes in the brain, about ways to control his consciousness and psychological state [2,6]. Thanks to such information from reliable sources, an individual begins to better understand the nature of his fears, it is easier for him to identify the causes of their development.

Counseling is aimed at giving the patient practical knowledge that he can use in a critical situation or for the treatment of a disease. During consultations, patients learn correct behavior at the time of a crisis (panic attack, intense anxiety in the presence of an irritant), in atypical, unforeseen situations, work on self-esteem, master techniques for managing their fear. That is, the doctor gives the patient recommendations that he can apply in practice to correct anxiety[3,5].

Psychological assistance implies both situational impact on the client and methodical step-by-step work with him. Situational, "shock" therapy is used in psychological crisis. And long-term work is aimed at establishing contacts with others, social adaptation, analyzing one's condition and behavior, developing psychological flexibility in certain situations[8].

Hypnotic therapy is one of the most mysterious methods of treatment, causing controversy and doubt. A specialist who owns hypnotics is perceived by many both as a doctor and as a healer using methods of alternative medicine[1]. However, official medicine recognizes it as an effective and effective method of

psychotherapy, giving high results and a long-lasting positive effect[3,7]. With the help of hypnosis, it is possible to achieve successful and rapid treatment of phobias, although this method of treatment is resorted to less often than traditional [4].

The purpose of the study. The aim of the work was to develop principles and algorithms for psychotherapeutic treatment of anxiety-phobic disorders of the neurotic level (anxiety-phobic, panic and generalized anxiety disorders) based on evidence-based research.

Materials and methods of research. The study was conducted in 115 patients who were divided into 3 groups. Group I - 27 patients with panic disorder (PR– (episodic paroxysmal anxiety (f41.0). Group II – 21 patients with generalized anxiety disorder (GTR) (f41.1). Group III - 67 patients with mixed anxiety-depressive disorder (STD) (f41.2).

This method of psychotherapy is based on the symbiosis of the patient and the attending physician: during the session there is their interaction, exchange of information, pronouncing experiences, modeling situations and their elaboration. Conditionally, psychological assistance can be classified as follows:

Psychological information.

Consultation of a specialist.

Correction (behavior, perception, response intensity, etc.).

Psychotherapy methods are aimed at identifying the causes of phobic disorder, their elimination, rehabilitation, reducing anxiety, correcting inappropriate behavioral reactions, mastering relaxation techniques. For the treatment of phobias and fears, such methods as:

Psychotherapeutic help.

A rational method of psychotherapy.

Treatment of phobia by NLP (neuro-linguistic programming).

Cognitive-behavioral method.

Treatment of phobias by hypnosis (including the Erickson method).

The results of the study. The survey data became the basis for the development of a conceptual approach and the construction of a pathogenetically based psychotherapy system for patients with anxiety-phobic disorders of the neurotic register, taking into account emotional and personality-typological features. The principles of psychotherapy were:

1. Partnership of a psychotherapist and a patient.
2. The stages of impacts and the complexity of the applied techniques.
3. Appeal to positive personality traits.
4. The use of cognitive behavioral therapy (CBT) as a basic one.
5. Training in the skills of autoregulation of emotions of the negative spectrum: anxiety, depression.
6. Correction of social attitudes.
7. Training in rational coping strategies. The main method of psychotherapeutic correction of emotional disorders in the form of phobic-

depressive and anxiety-depressive disorders was cognitive behavioral therapy according to A. Beck.

Group psychotherapy was used to form social attitudes and rational coping strategies. It was combined with elements of rational, suggestive and family psychotherapy. The system of psychotherapy was implemented in 4 stages.

The stage "Assessment of the psychoemotional state" " began from the moment the patient was admitted to the hospital and was aimed at determining the state of the emotional sphere and the targets of psychocorrection (1 session).

Stage II "Formation of compliance" " included measures for the formation of compliance, the initial establishment of psychological contact and the formation of positive motivation for treatment (2 sessions).

In the III stage "Psychotherapy and psychocorrection" – included individual and group psychotherapy aimed at forming an active life strategy, changing self-perception by realizing the meaning of life and its quality, the presence of an important strategic goal (10 sessions).

Stage IV "Supportive psychological support" " included 4 sessions of individual psychotherapy with elements of family psychocorrection.

The evaluation of the effectiveness of the system showed the following. Positive clinical dynamics occurred in patients of all 3 groups. Subjective experiences of the anxiety spectrum and somatovegetative symptoms decreased.

According to the data of the pathopsychological study, the most positive dynamics was achieved in terms of reactive anxiety in all 3 groups of patients. In general, a significant improvement was achieved in 72% of group I patients, in 68% of group I patients and in 78% of group III patients.

Conclusion. The essence of this method is that the patient, with the help of a psychotherapist, determines which attitudes are destructive, negative and cause anxiety. Having subjected them to critical analysis, the patient asks himself compromising questions about these attitudes: "why did I decide that it would always be like this?", "who inspired me with the idea that everything that is happening is negative and there is no way out?", etc. Analyzing his answers, working through various options, the patient rebuilds his thinking to an optimistic one, tries to look for advantages in everything. Critical analysis allows you to either see the advantages in your attitudes, or replace them with others, positive and creative.

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RESEARCH ISSUE OF EUPHEMISMS IN ENGLISH AND UZBEK LANGUAGES

Annotation. This article is devoted to the linguistic role of euphemistic units in linguistics. To achieve its goal, the study conducted a comparative analysis of the materials of different structural languages: English and Uzbek. Research has shown that euphemisms can reflect not only the internal features of a language, but also its external features (cultural differences, national culture).

Keywords: euphemism, antiphrasis, periphrasis, linguoculture, taboo.

The phenomenon of euphemism is a super-speaking layer, which is integral to the emergence of language and thinking, has evolved, has undergone evolutionary stages such as language itself, based on the need for human interaction, the demand for speech, and now has its own object of study. We understand euphemism as the process of creating a euphemism, the process of replacing a word or phrase with a euphemism, and the phenomenon of applying euphemisms to language. At this point, we want to dwell on the concept of euphemism.

In Uzbek, EUPHEMISM (Greek *ειρπегша* — юмшоқ ифодалаш²⁵/ *euphemismos* < *eu* — яхши + *phemi* — гапираман²⁶) — words that appear as synonyms for words and phrases that seem awkward, inappropriate, or rude to the speaker. Euphemism is the avoidance of calling a negative reality, mitigating the negative effects of such a reality, minimizing, concealing, concealing the negative effects of situations that offend, annoy, disrespect, violate moral norms, or cannot be told directly; it is used to convey an unpleasant message in a softer, softer form. For example, instead of saying *ўлди* used *оламдан ўтди, кўз юмди, вафот этди*; instead of saying *тузди* use expressions such as *кўзи ёриди, енгиллашди*. In English, instead of saying *to kill or disable a target* used the euphemism *neutralize* or instead of saying *bombing* is observed the expressions such as *limited air strike, air support, protective reaction*.

The use of euphemisms in language has been shaped as a historical ethnographic phenomenon associated with the taboo phenomenon. Euphemism is associated with the development of traditions, cultural levels, aesthetic tastes, and ethnic norms in nations. With the development of language, its euphemistic

²⁵Ўзбекистан миллий энциклонецияси, Э ҳарфи. Ўзбекистан миллий энциклонецияси: Давлат илмий нашриёти, 2000. — Б.10.

²⁶Ҳожиев А. Тилшунослик терминларининг изоҳли луғати. — Тошкент: Ўзбекистан миллий энциклонецияси, 2002. — Б. 131.

layer also develops. New forms of euphemism emerge on the basis of new morals, new worldviews. There is also euphemism in language, which arises from the demand for a particular speech situation, the meaning of which is often clarified through the text. For example, «*Раънони эгасига топширмагунизмизча, — деди Нигор ойим, — қуйилмайдиганга ўхшайди*» (А. Қодирий) а euphemism in the form эгасига топширмоқ was used instead of the phrase эрга бермоқ in terms of speech etiquette. Euphemism is widely used in scientific and formal methods.

О. S. Akhmanova's "Dictionary of Linguistic Terms" defines euphemism as follows:

ЭВФЕМИЗМ (антифразис) англ. euphemism, фр. euphémisme, нем. Euphemismus, verhüllendes Wort, Hüllwort, Deckname, уcn. eufemismo. Троп, состоящий в непрямом, прикрытом, вежливом, смягчающем обозначении какого-л. предмета или явления; противоп. дисфемизм; Ср. табу (в 1 знач.). а Русск. *Он в почтенном возрасте ем Он стар; Он пороха не выдумает ем. Он неумен*²⁷.

The following definitions of euphemism are given in English dictionaries:

EUPHEMISM – the use of a polite, indirect expression instead of a direct, offensive one: the converse is dysphemism. E.g. the neutral *die*, the euphemism *pass away* and the dysphemism *snuff* it. (Greek *eu* ‘well’, *dus* ‘un-, mis-, as in *mischance*, *phemi* ‘I speak’)²⁸. Euphuism, affectation in speaking. (Gk.) So named from a book *Euphues*, by J. Lyly (1579). – Gk. “*εὐφρης*”, well-grown, excellent. – Gk. *εὖ*, well ; “*φρη*” growth, from “*φρημαί*”, I grow²⁹.

Hence, from the above definitions, it can be understood that euphemism is the use of another softer word or phrase instead of a rude, rude word, phrase that is forbidden or inconvenient to use for some reason.

Euphemism as a unit of language and speech differs at the level of dictionary, syntax (euphemism, phrases, sentences, euphemism texts). Euphemisms are lexical units that denote uncultured words used instead of crude words in the narrow sense of the word.

Euphemisms (antiphrasis) are present in several language systems. In particular, euphemism in English, euphémisme in French, немис тилида Euphemismus in German and It is called verhüllendes Wort, Hüllwort, Deckname, уcn, Eufemismo. In English, euphemism is also considered a type of periphrasis (*passed away* – вафот этди, *give a bith* – кўзи ёриди, *harlatory* – оёғи суюк), i.e., as units in which rude, obscene, as well as unpleasant expressions are replaced by a form that conveys a milder (or lighter) meaning.

²⁷Ахманова О.С. Словарь лингвистических терминов. – Москва: Сов.Энциклопедия, 1966. – С. 513.

²⁸Brown K, Miller J. The Cambridge Dictionary of Linguistics. – Cambridge: Cambridge University Press, 2013. – P.158.

²⁹Walter W. Skeat. The Concise Etymological Dictionary of the English language. – Oxford: Clarendon press, 2013. – P. 172. <https://ia800909.us.archive.org/19/items/conciseetymologi00skeat/conciseetymologi00skeat.pdf>.

For example, *To join the majority, to go the way of all flesh, to pass away [to die]*.

The English tend to use less rude and harsh words by nature. Therefore, they make extensive use of euphemisms in their speeches. For example, — The use of euphemisms such as *untruth, storyteller, fabulous, reckless disregarder for truth, dissimulator, misleader, falser, fabricator* is common, instead of the word *liar*. Such cases are also observed in conversations related to the names of professions: The euphemism "shoe rebuild" instead of "shoe maker", and can be given as an example on the use of the euphemism "sanitation engineer" instead of the word "garbage man". However, such words are not used as a euphemistic unit (*liar, carpenter, beautification worker*) because they are not tabooed in Uzbek linguistics. It is also common in English *to pay a call, a call of nature, in the straw, in a (the) family way, in nature's garb, not a stitch on, in a state of nature, in one's skin* we can meet.

Problems related to the essence of euphemism have been studied by many scholars in world linguistics, including A.A. Reformatzky, N.S.Arapova, L.P.Krysin, V.P.Moskvin, A.M.Katsev, M.L.Kovshova, E.P.Senichkina, B.A.Larin, E.O.Miloenko, V.N.Yartseva, V.I. Karasik, V.N.Teliya, Yu.S.Baskova, N.M.Potapova, E.A.Zemskaya, D.N.Shmelev, E.I.Sheygal, E.N.Toroptseva, N.S.Valgina, A.S.Meyrieva, J.S.Neaman, C.G.Silver, A.Dąbrowska, H.M.Djabbarov, Sh.Ch.Sat, A.Akhmetov and others.

From a comparative point of view, the problems of euphemism are also studied by T.N. Abakova, E.S. Glios, A.P. Maryukhin, E.A. Mironova, L.V. Yu.Kharitonova, Yu.S.Arsenteva, T.S.Bushueva, L.V.Porohnitskaya, L.V.Artyushkinoy, N.M.Bedova, N.M.Potapova, E.E.Tyurina and other linguists studied.

In Uzbek linguistics, this topic has always been the subject of research. N.I.Gaybullaeva, Sh.K.Gulomova, Sh.Sh.Kalandarova, A.A.Tadjibayeva³⁰ and others in their scientific work have focused on the problems of studying euphemism.

In Uzbek linguistics, the term "euphemism" was reflected in 1963-1964 in N.Ismatullaev's research and dissertation "Euphemisms in the modern Uzbek language."³¹ It was studied by A.J.Omonturdiev³², in which special attention

³⁰Гайбуллаева Н.И. Ўзбек тилида тиббий эвфемизмлар (тиббий даврий нашр материаллари асосида): Фалсафа доктори (PhD) – 52 б.; Гулямова Ш.К. Ўзбек тили эвфемизмларнинг гендер хусусиятлари: фалсафа доктори (PhD) диссер... автореф. – Бухоро, 2020. – 58 б.; Қаландаров Ш.Ш. Ўзбек лингвимаданий муҳитида халқ мақоллари эвфемизацияси: фалсафа доктори (PhD) диссер... автореф. – Фарғона, – 2019. – 41 б.;

Таджибаева А.А. Социокультурные и когнитивные аспекты лингвистического исследования эвфемизмов в английском языке: автореф. дисс. ... канд. филол. наук. – Ташкент, 2006. – 25 с.

³¹Исмаилов Н. Эвфемизмы в современном узбекском языке: автореф. дисс. ...канд. филол.; наук. – Ташкент, 1963. – 19 с.

³²Омонтурдиев А., Омонтурдиев Ж. Сўз қўлаш санъати. – Термиз: Жайхун, 1994. – 60 б.; Омонтурдиев А. Ўзбек нутқининг эвфемик асослари. – Тошкент: Халқ мероси, 2000. – 128 б.; Омонтурдиев А. Профессионал нутқ эвфемикаси. – Тошкент: Фан, 2006. – 232 б.

was paid to the basics of euphemistic Uzbek speech, speech culture, euphemisms that provide its own beauty and charm, and the results are comprehensively reflected in his monographic research on professional speech euphemisms.

Analyzing the use of euphemistic units in Uzbek speech, we see that in the Uzbek cultural life the institution of the family has a specific national character, and in this Uzbek linguocultural landscape euphemistic units related to the family are relatively common. For example, in Uzbek linguistics, euphemistic terms used in place of the names of persons associated with the bride and groom's address, or in general, which are considered obscene, gradually become the nickname or nickname of the person, and the official name is forgotten³³. In particular, in a number of mountain villages of Surkhandarya there are such names as Kenja, Mergan, Qorasoch, Oqqo'zi, Domullo, Polvon, Mulla, Bakshi, Rais, Oqsoqol, Dallol, Qassob, Eshon which are derived from taboos, and not everyone realizes today that these are actually euphemistic nicknames pronounced with "capital letters"³⁴.

According to the Uzbek linguistic culture, the means by which couples communicate with each other during the marriage period are not unique or formed. In particular, instead of openly addressing someone, Uzbek young couples treat each other with the means of abstract meaning words through pronouns like *у, улар, бу, булар*. The bride has named her husband *ўзлингиз* (your son) when speaking about him to father-in-law or the mother-in-law; the bridegroom has also named his wife as *келинингиз* (your bride) to his parents; or the bride called her husband *куёвингиз* (your groom) when speaking in front of her parents about her husband; the groom uses with euphemistic units, such as *қизингиз* (your daughter) about his wife when talking to his wife's parents.

The English, on the other hand, address each other in such situations by stating their family status: *Grandmother, Grandma, Gran, Nanny, Grandfather, Grandpa, Mother, Father, Mum(my), Mom(my), Dad(dy), Aunt(ie) Kate, Uncle Ben*³⁵.

Analyzing the materials of the languages being compared, we came across the use of the word "ҳожатхона/toilet" in both languages, replacing it with several euphemistic units: in English, *what-do- you- call-it, rest-room, WC, toile, lavatory, loo, Mrs. Jones's Place, Old Soldier's Home, Poet's Corner*, in Uzbek, *холи жой, даштга, эдик, бўш жой, битта жой, военкомат, оқ уй, кабинет* and so on. These, in turn, form verbs that are used in the following euphemistic sense: *бадрафга бормоқ, унитазли хонага бормоқ, кабинетга бормоқ; пиёда бориладиган жойга бормоқ, ёлғиз бориладиган жойга бормоқ, ташқарига чиқмоқ, шамоллаб келмоқ, заруратга бормоқ*.

³³Omonturdiyev A. O'zbek nutqining evfemik asoslari. – Toshkent, 1997.

³⁴Omonturdiyev A. Professional nutq evfemikasi. - Toshkent, Fan, 2006.-232 b.

³⁵<https://www.ef.ru/englishfirst/englishstudy/articles.aspx>.

In conclusion, it should be noted that for the national-cultural typology of English and Uzbek euphemisms it is important to study the comparative-functional interpretation of the interaction and interdependence of intercultural competencies of the two peoples. The use of euphemisms in order to soften rude words is also important for the transmission and development of politeness of peoples' cultural life from generation to generation. It should be noted that they improve people's lives, have a positive effect on communication, help to avoid conflict situations and also contribute to the formation of a culturally educated.

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REGULATION OF PATHOGENESIS AND IMMUNITY IN HELMINTH INFECTIONS

Annotation: This article provides information on the pathogenesis of gelmint infections and the regulation of immunity.

Keywords: T helper (Th), Helminth Infections, regulatory T (T reg), signal transducer and activator of transcription (STAT)-6.

It is widely accepted that helminths and their antigens inherently induce T helper (Th) 2 responses, and it is likely that Th2 immunity evolved in response to infections with these parasites. In February 2009, scientists from 32 countries assembled in Tahoe City, CA for the Keystone symposium on Pathogenesis and Immune Regulation in Helminth Infections (February 1–5, 2009), organized by Rick Maizels, Maria Yazdanbakhsh, and Thomas Wynn, to discuss how immune responses develop in response to helminth infections and how these infections are (or are not) controlled. The discussions provided new insights into the cellular players, cytokines, and effector molecules that help initiate, and subsequently limit, immune responses during helminth infection. How the human immune system fights off—or learns to live with—worm infections has been extensively studied, but many questions remain unanswered. On the host side, the coordinate functions of multiple cell types, including phagocytes, granulocytes, B cells, Th2 cells, and regulatory T (T reg) cells, dictate the outcome of infection. Getting things started: Th2 cells and beyond IL-4–producing Th2 cells are perhaps the most extensively studied cells in the context of worm infections, and generating an effective Th2 response has long been thought to require the early production of interleukin (IL)-4. Contrary to this idea, however, Graham Le Gros (Wellington, New Zealand) showed that neither IL-4 nor signal transducer and activator of transcription (STAT)-6, a key component of the IL-4R signaling pathway, was essential for the development of a Th2 response in vivo. Activation of an IL-4–linked GFP reporter construct was intact in STAT-6–deficient mice infected with *Nippostrongylus brasiliensis* (King et al., 2008; van Panhuys et al., 2008), suggesting that other factors, whether host- or parasite-derived, are critical for Th2 polarization in vivo. Another Th2-inducing cytokine, thymic stromal lymphopoietin (TSLP), may also be dispensable for generating Th2 responses against certain helminth infections. In noninfectious settings, such as allergy, Th2 responses are largely TSLP dependent. But in the absence of a functional TSLP receptor, mice infected with *Heligmosomoides polygyrus*, *N. brasiliensis*, or *Schistosoma*

mansoni (Fig. 1). still generated strong Th2 responses (Nicola Harris, Lausanne, Switzerland; Massacand et al., 2009; Ramalingam et al., 2009). This rule does not hold true for all worm infections, however, as TSLP is essential for the development of Th2 responses against *Trichuris muris* (Taylor et al., 2009a). A key difference between these parasites appears to be the ability of *H. polygyrus* and *N. brasiliensis*, but not *T. muris*, to inhibit the production of inflammatory cytokines, such as IL-6, IL-12, and TNF, from dendritic cells (DCs) in response to Toll-like receptor (TLR) ligation. *T. muris* may thus require TSLP to help restrain IL-12 production before a Th2 response can develop, whereas other parasites inhibit cytokine production directly, thereby circumventing this pathway. Where and how Th2 cells are generated has been the subject of intense scrutiny. Using IL-4-GFP ("4get") reporter mice to track cells that produce IL-4 in response to infection, multiple groups have found that follicular T helper (Tfh) cells are the predominant IL-4-producing cells in responding lymph nodes (Richard Locksley, San Francisco, CA and Edward Pearce, Saranac Lake, NY; Reinhardt et al., 2009; Zaretsky et al., 2009). Similar findings have also been reported by Markus Mohrs (King and Mohrs, 2009). This may not seem surprising, considering the well-established role of IL-4 in B cell activation and Ig class switching, but it nevertheless raised questions about the precise definition of a Th2 cell. Locksley argued that conventional Th2 cells may function primarily within tissues to mediate classical allergic-like inflammation, such as eosinophil recruitment, whereas Tfh cells function in the follicles to deliver help to B cells. Pearce offered further perspective on the Th2 population in *Schistosoma* infection by showing that Th2 cells lose responsiveness as chronic disease develops, a process mediated by increased expression of GRAIL, an E3 ubiquitin ligase implicated in the development of T cell anergy (Taylor et al., 2009b). These and other studies have taught us a great deal about the host requirements for generating Th2 responses against helminths. But far less is known about what components of the parasites are required to initiate the host response. New data from Markus Mohrs (Saranac Lake, NY) revealed that the Th2-inducing potential of schistosome eggs is due in part to the action of omega-1, a glycoprotein with ribonuclease activity that is released from eggs under physiological conditions (Everts et al., 2009). Purified omega-1 induced strong Th2 responses in mice, even in those lacking the IL-4 receptor. Omega-1 also inhibited DC activation in response to lipopolysaccharide, suggesting that the egg protein acts at the initial stages of response (Steinfelder et al., 2009). Production of omega-1 likely helps sustain infection, as the subsequent Th2 response stimulates the formation of protective granulomas around the eggs. The hunt is now on to identify the cellular receptor for omega-1. Like most helminth infections, schistosomiasis elicits a predominant CD4⁺ Th2 cell response, and mice depend on this response to survive infection. In the absence of IL-4, mice develop hepatotoxicity, endotoxemia, and severe cachexia, which together contribute to the death of the animal. However, some strains of mice, such as

CBA, are more prone to developing Th1 and Th17 responses, and thus develop severe pathology in response to *S. mansoni* infection (Miguel Stadecker and Mara Shainheit, Boston, MA). DCs from CBA mice produced more IL-12p40 and IL-6 in response to live schistosome eggs than did DCs from C57BL/6 mice. CBA DCs also stimulated stronger IL-17 production from transgenic T cells specific for the egg antigen Sm-p40. In vitro experiments suggested that the increased Th17 response requires both IL-1 and IL-23 (Rutitzky et al., 2008) and that the Th17 response is responsible for the severe egg-induced inflammatory response seen in infected CBA mice (Shainheit et al., 2008). Co-infection with the intestinal nematode *H. polygyrus* decreased IL-17 and interferon (IFN)- γ production in CBA mice, perhaps helping to explain the low incidence of autoimmune diseases in regions where helminth infections are endemic (Bazzone et al., 2008).

Keeping potentially dangerous Th1 responses at bay in *T. muris* infection depends on activation of the NF- κ B signaling pathway in intestinal epithelial cells (IECs), according to David Artis (Philadelphia, PA). In mice with an IEC-specific ablation of the classical NF- κ B pathway, DCs produced excess inflammatory cytokines leading to the development of a nonprotective Th1 response (Zaph et al., 2007). Normally, the DC-triggered induction of a Th2 response depends on the NF- κ B– dependent production of TSLP and IL-25 from IECs (Zaph et al., 2008; Taylor et al., 2009a).

Applying the brakes: T reg cells Generating a Th2 response to parasite infections is essential, but controlling that response is equally imperative. Some of this control is provided by T reg cells, which were shown to dampen Th2 responses during *H. polygyrus* infection (Rick Maizels, Edinburgh, Scotland, UK; Wilson et al., 2005). In this model, the parasite itself drives the differentiation of T reg cells from naive CD4⁺ T cells by secreting a product that binds to host TGF- β receptors. Inhibiting this interaction in vivo decreased the intensity of infection, presumably as a result of more effective Th2 responses, illustrating the evolutionary advantage of this pathway for the parasite. Induction of T reg cells is also needed for *Litomosoides sigmodontis* to establish long-lasting infections. When T reg cells were depleted in susceptible mouse strains, infection was cleared (Nienke van der Werf and Matthew Taylor, Edinburgh, Scotland, UK; Taylor et al., 2009). In chronic infection, subsequent reactivation of hyporesponsive Th2 cells, which express high levels of GITR, CTLA-4, and PD-1, required CTLA-4 blockade or co-stimulation of the cells through GITR. Indeed, GITR ligation was essential for the development of Th2 responses during this infection. Recent data indicates that GITR also promotes the generation of Th2 responses during the initial immune-priming stage of infection and that blocking the PD-1 pathway enhances parasite killing, illustrating the opposing roles of these pathways in anti-helminth immunity. T reg cells also suppress host immune responses in humans, presumably allowing parasites to establish chronic infections (Maizels and Yazdanbakhsh, 2003).

Indeed, schistosome-infected individuals in Gabon had increased numbers of circulating T reg cells compared with their uninfected neighbors (Maria Yazdanbakhsh, Leiden, Netherlands and Ayola Akim Adegnika, Lambaréné, Gabon). And helminth-induced T reg cells may have more potent suppressive activity than those from healthy individuals. T reg cells from geohelminthinfected individuals in Indonesia, for example, were more effective at suppressing proliferation and IFN- γ production by effector T cells in response to malaria antigens and BCG than T reg cells from healthy individuals (Yazdanbakhsh and Taniawati Supali, Jakarta, Indonesia). Tom Nutman (Bethesda, MD) also reported diminished production of cytokines in response to malaria antigens in peripheral blood cells from helminth/malaria coinfecting individuals. This inhibition was driven primarily by the suppressive cytokine IL-10.

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OLIY O'QUV YURTI TALABALARIDA RAQAMLI KO'NIKMALARNI RIVOJLANTRISH

Annotatsiya: Maqolada raqamli savodxonlik bo'yicha talabalardagi muammolarni o'rganish hamda raqamli texnologiyalar haqida tushunchalarini aniqlash, rivojlantirish va amalga oshirish bo'yicha umumiy tavsiyalar berilgan. Talabalarni raqamli ko'nikmalar haqidagi tushunchalarini aniqlash yuzasidan so'rovnoma o'tkazilgan va so'rovnoma natijasidan kelib chiqib bir qator muammolar o'rganilib tavsiyalar berilgan.

Kalit so'zlar: Raqamli kompetensiya, raqamli savodxonlik, raqamli kompetensiyalar modeli, axborot kompetensiyasi, matematik kompetensiyalar.

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DEVELOPING DIGITAL SKILLS IN HIGHER EDUCATION STUDENTS

Annotation: The article provides general recommendations for studying students' problems in digital literacy and identifying, developing, and implementing their understanding of digital technology. A survey was conducted to determine students' understanding of digital skills, and a number of issues were explored and recommendations were made based on the results of the survey.

Keywords: Digital Competence, Digital Literacy, Digital Competency Model, Information Competence, Mathematical Competence.

O'zbekiston Respublikasi Prezidentining Oliy Majlisiga Murojaatnomasida 2020 yilni "Ilm-ma'rifat va raqamli iqtisodiyotni rivojlantirish yili", deb e'lon qilinishi hamda shu bo'yicha "yo'l xaritasi" ishlab chiqilgani ham axborot texnologiyalari sohasiga muhim ahamiyat berilayotganini ko'rsatmoqda³⁶.

Prezidentimizning 2020 yil 2 martdagi farmoni³⁷ bilan tasdiqlangan Harakatlar strategiyasining "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili"da amalga oshirishga oid davlat dasturi ijrosini ta'minlashda eng ustuvor vazifalaridan biri, ijtimoiy soha ob'ektlari, jumladan, umumta'lim maktablari,

³⁶ "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili"da amalga oshirishga oid davlat dasturi

³⁷ <https://lex.uz/>

maktabgacha ta'lim va sog'liqni saqlash muassasalarini tezkor internetga ulash vazifasi qo'yildi. Bu, o'z navbatida, yosh avlodning zamonaviy bilim olishi, bemorlarga sifatli va tezkor xizmat ko'rsatish salohiyatini oshirishi bilan ahamiyatlidir.

Yangi texnologiyalarni rivojlantirish, raqamli qurilmalarni jamiyatning barcha sohalariga faol joriy etish inson savodxonligining yangi turini – **raqamli savodxonlikni** yaratdi. Bugungi kunga kelib, u o'qish, yozish va sanash ko'nikmalari kabi boshqa asosiy savodxonlik turlari bilan bir qatorda turadi. Ishonch bilan ayta olamizki, raqamli savodxonlik kundalik va shaxsiy faoliyatda raqamli texnologiyalardan keng foydalanishni ko'zda tutuvchi yangi ijtimoiy shart-sharoitlariga moslashish uchun asos bo'lib xizmat qilmoqda.

Raqamli savodxonlik jamiyatimizning turli qatlamlari xayotida u yoki bu ko'rinishda namoyon bo'ladi. Shu jumladan, zamonaviy texnika qurilmalaridan ta'lim va kundalik xayotda keng foydalanib kelayotgan talbaa yoshlar xayotida ham muhim rol o'ynaydi.

Shubhasiz, bugungi kunda raqamli ko'nikmalarning jamiyatning muvaffaqiyatli rivojlanishidagi ahamiyati juda katta. Shuningdek, raqamli savodxonlik tanqidiy fikrlash, mustaqil fikr yuritish qobiliyati, ijodkorlik bilan bir qatorda rivojlanishi kerak.

Raqamli ko'nikmalar turli xil va umumiy raqamli savodxonlik bilan chegaralanmaydi. Ular umumiy ko'nikmalar bilan birga ma'lum kasbiy faoliyat bilan bo'g'liq bo'lgan maxsus ko'nikmalarni xam o'z ichiga oladi. Umumiy raqamli ko'nikmalarning dolzarbligi, ayniqsa, pandemiya davrida kuchaygani sir emas. COVID-19 ning tarqalishi munosabati bilan 2020 yilning mart oyida masofaviy ta'limga majburiy o'tish raqamli ko'nikmalar va raqamli ta'lim bilan bog'liq bo'lgan kamchiliklarni ochib berdi. O'zbekistonda talabalarning deyarli 70% pandemiyagacha masofaviy ta'lim tajribasiga, yoshlarning beshdan bir qismi esa raqamli ko'nikmalarning xattoki bazaviy darajasiga xam ega emas edi.

Raqamli ko'nikmalar boshqa savodxonlik va umumiy kompetensiyalar orasida asta-sekin joy egallab bormoqda, ta'lim mazmuni va amaliyotiga, shu jumladan, oliy ta'limga xam ta'sir qilmay qolmaydi. Lekin raqamli ko'nikmalarni faoliyatning barcha soxalarida qo'llanilishidan kelib chiqsak, barcha ta'lim yo'nalishlarining metodik va amaliyot jarayonlari xam ularga asoslangan. Raqamli savodxonlik darajasi muhim ko'rsatkich bo'lib, u oddiy uyali telefondan foydalanishdan ishlab chiqarishda murakkab jarayonlarni boshqarish va maxsus dasturlarni yaratish malaka va ko'nikmalariga ega bo'lishni nazarda tutadi. Bu ko'rsatkich zamonaviy axborot jamiyati uchun eng muhim mezondir. Yoshlarning raqamli savodxonlik darajasini o'rganish bizga yangi avlod qanchalik raqamli texnologiyalardan foydalanayotgani, ularni yaratib, rivojlanayotgani xaqida xulosa qilish imkonini beradi. Biz oliy ta'limning turli xil yo'nalishlari misolida qanday raqamli ko'nikmalar talabalar ta'lim olish jarayoniga integratsiyalashtirilganligini o'rganib chiqdik.

Ushbu tadqiqotda quyidagi farazlarni tekshirib ko'rdik:

1. Nazariya va amaliyotda raqamli ko'nikmalarning rivojlanish darajasida farq mavjud bo'lib, nazariy ko'nikmalarga ega bo'lib, ularni amaliyotda qo'llay olmaslik xolatlari ko'plab uchrab turadi.

2. Raqamli ko'nikmalarga egalik darajasi axborot texnologiyalari (keying o'rinlarda AT) bilan bo'g'liq bo'lgan yo'nalish talabalarida AT bilan bog'liq bo'lmagan yo'nalish talabalariga ko'ra yuqoriroq.

Ushbu farazlarni tasdiqlash / rad etish maqsadida Qo'qon davlat pedagogika institutining 4 ta yo'nalishida (Matematika, Informatika, Tasviriy san'at va muxandislik grafikasi, Boshlang'ich ta'lim) mavjud xolatni aniqlash va birlamchi hulosaga kelish uchun tadqiqot olib borildi. Olib borilgan tadqiqot natijalari oliy o'quv yurtlarida raqamli ko'nikmalarni rivojlantirish strategiyasini ishlab chiqishda qo'llanilishi mumkin. Raqamli ko'nikmalarning mavjudligi ko'rsatkichlari asosida biz talabalar orasida so'rovnoma o'tkazdik. So'rovnomaning tayyorlashda digital kompetensiya darajasini har tomonlama aniqlash imkonini beruvchi 10 ta savol ishlab chiqdik. So'rovnomadagi savollarning har biri to'rttadan javob variantiga ega bo'lib, raqamli kompetensiya ko'rsatkichiga erishish darajasini baholash imkonini beradi:

1) yuqori – o'quv jarayonida raqamli ko'nikmalar muntazam shakllantirib boriladi;

2) o'rta – o'quv jarayonida raqamli ko'nikmalar muntazam ravishda shakllantirilmaydi;

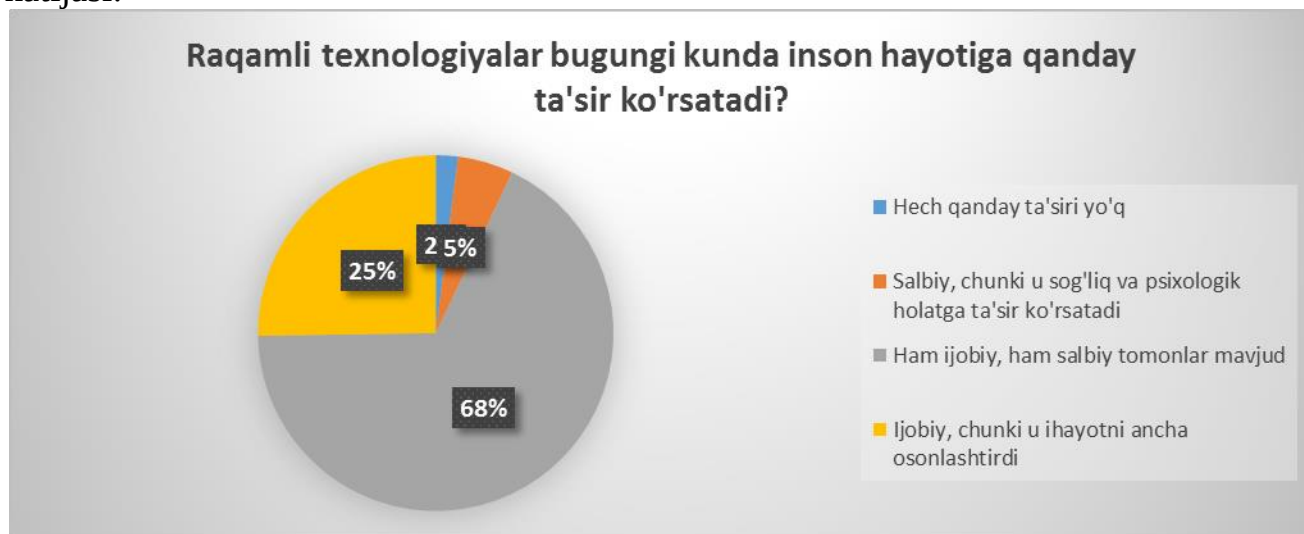
3) past – raqamli ko'nikmalar deyarli shakllantirilmagan.

Tadqiqot obyekti – Qo'qon davlat pedagogika instituti talabalari.

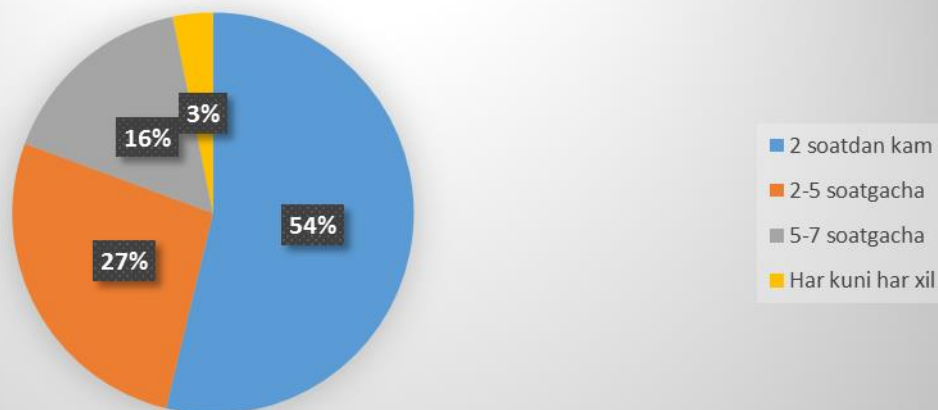
Tadqiqot predmeti – talabalarning raqamli savodxonligi.

So'rovnoma 2022- yil 14- fevraldan 17- fevralga qadar Qo'qon davlat pedagogika institutida o'tkazildi. So'rovnomada jami 4 yo'nalishdan 98 ta talaba ishtirok etdi.

So'rovnomada qatnashgan talabalarning birinchi savol bo'yicha javoblar natijasi:



Internetga kuniga oʻrtacha necha soat vaqt sarflaysiz?



Internetda chop etilgan ma'lumotlarning to'g'riligiga ishonch hosil qilish uchun birinchi navbatda:



Qaysi platforma sizga ommaviy ko'rish va videoni onlayn saqlash imkonini beradi?



Ta'lim yo'nalishlari bo'yicha talabalarning javoblar ko'rsatkichi quyidagi jadvalda keltirilgan:

№	Ta'lim yo'nalishi	So'rovnamada talabalar soni	qatnashgan	Yuqori	O'rta	Past
1	Matematika	25		28,8	26,4	44,8
2	Boshlang'ich ta'lim	25		37,6	25,6	36,8
3	Tasviriy san'at va muhandistlik grafikasi	24		37,6	26,2	36,2
4	Informatika	24		39,8	23	37,2
5	Jami:	98		35,9	25,3	38,7

Xulosa. O'tkazilgan tadqiqot m'lumotlariga asoslanib, talabalar aksariyatini raqamli savodxonlik darajalari qoniqarli ekanligi ma'lum bo'ldi.

So'rovnoma natijalariga ko'ra:

Matematika yo'nalishidagi 25 ta talabalardan (28,8%) yuqori, (26,4%) o'rta, (44,8%) past

Boshlang'ich ta'lim yo'nalishidagi 25 ta talabalardan (37,6%) yuqori, (25,6%) o'rta, (36,8%) past

Tasviriy san'at va muhandistlik grafikasi yo'nalishidagi 24 ta talabalardan (37,6%) yuqori, (26,2%) o'rta, (36,2%) past

Informatika yo'nalishidagi 24 ta talabalardan (39,9%) yuqori, (25,3%) o'rta, (38,7%) past.

Natijada biz oliy o'quv yurtlarida raqamli ko'nikmalarni rivojlantirishdagi asosiy muammolarni aniqladik. Ulardan biri oliy ma'lumotli mutaxassis uchun ega bo'lish muhim bo'lgan va mehnat bozorida unga bo'lgan talab yuqori bo'lishida katta rol o'ynaydigan maxsus raqamli ko'nikmalarning ahamiyati va dolzarblik darajasi muammosidir. Bu holat, bizning fikrimizcha, raqamli ko'nikmalarning doirasi va chegaralarini aniqlash uchun tadqiqotlarni davom ettirishni talab qiladi.

Bizning fikrimizcha, oliy o'quv yurtlarida ta'lim dasturlari va muayyan ishchi dasturlar doirasidagi o'zgarishlarga e'tibor qaratish kerak.

Birinchidan, talabalarda raqamli ko'nikmalarni rivojlantirish uchun mavjud bo'lgan, ammo natijtsiz metodlarni qayta ko'rib chiqish kerak. Bu oliy o'quv yurtlariga ma'lum dasturlar yoki fanlardagi foydali metodlarni aniqlash va ularni fakultetlar bo'ylab tarqatish imkonini beradi.

Ikkinchidan, oliy o'quv yurtlar ta'lim vositasi sifatida muayyan raqamli ko'nikmalarni majburiy o'zlashtirish va ulardan foydalanish bilan bog'liq bo'lgan tizimli va fanlararo o'quv amaliyotlarini joriy etishni ko'rib chiqishlari kerak. Masalan, talabalarining raqamli portfoliolarini shakllantirish va ulardan joriy va oraliq nazoratlardan baho olishda foydalanish kabi metodlarni rivojlantirishga e'tibor qaratish kerak.

Uchinchidan, raqamli ko'nikmalarni o'zlashtirish va shakllantirishga bo'lgan talablarga asoslangan yagona uslubiy yondashuvni ishlab chiqish va uni oliy o'quv yurtining me'yoriy hujjatlariga (ta'lim dasturlari, o'quv reja va ishchi dasturlar) kiritish kerak.

Ushbu chora-tadbirlar o'quv dasturlari va metodlarini tubdan o'zgartirmasdan talabalarning umumiy raqamli kompetensiya darajasini sezilarli darajada oshirishi mumkin.

Adabiyotlar ro'yxati:

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USE OF INTERACTIVE METHODS AND THEIR USAGE

Abstract: The aim of the research is to explain the importance of interactive methods used to effectively organize the lesson and equally involve students in the learning process, as well as to cover the most commonly used training and problem-solving methods and their applications.

Keywords: Interactive teaching methods, round table, business games, Selective discussion (training), problem-solving solutions, tasks.

Introduction

The pedagogical and philological cycle of sciences currently being developed in Uzbekistan is faced with the tasks of intensifying the search for the foundations of new didactics, vocabulary, text theory, translation studies, etc³⁸. In this regard, the President of the Republic of Uzbekistan I.A. Karimov posed such an extremely important problem at the ninth session of the Oliy Majlis of the Republic of Uzbekistan (August 29, 1997): “We need to quickly prepare a methodology for accelerating the study of foreign languages, based on national features³⁹ (I.A.Karimov. O'zbekiston buyuk kelajak sari. T. 1998 yil. B 312).

In order to comprehensively resolve such a major problem, it is necessary to intensify research in priority areas of philology and pedagogy. In linguistics, the issue of occasional words as a special topic began to be paid attention relatively recently, obviously due to the anomalous nature of this phenomenon, although various authors' word usage has always attracted the attention of researchers. Teaching based on attitudes and movements of learning activities is called this interactive teaching method. An important role is played by the student and the teacher, who do not read as a separate subject, but work together with the group, discuss and discuss issues with each other.

Methods

In the research process, we used analysis, synthesis methods (in order to highlight the importance of using interactive methods in the organization of lessons and to identify the most effective and therefore widely used types of newly introduced interactive methods). We also use the classification method (to explain the importance and types of interactive methods introduced and

³⁸ "National Program of Personnel Training" T., 1997

³⁹ I.A.Karimov. O'zbekiston buyuk kelajak sari. T. 1998 yil. B 312

recommended by scientists in the examples and the lessons and tasks that need to be considered in the lesson), the system method (research materials to for plash). Induction and deduction methods have also been used in part.

Results

Also known as interactive methods, they are methods of teaching by encouraging students⁴⁰ and participants in the learning process to be active, we will learn more about two of them.

Method of training

Another method of interactive teaching students is **training**. As this new method of teaching, we did not know about it for a long time, yet in the West it was organized in small groups in order to directly carry out methodological work and spread as a method of organizing special attitudes⁴¹. It is not a new way of teaching many sciences, and it is not even now. Indeed, in some higher education institutions, training in the teaching of social sciences has begun to be used to shape the processes of collaborative activity in practical training. It is instructive in the various situations that arise in training groups and in this sense is seen as a completely real situation for students and they must act responsibly on the outcome of their activities. A sense of responsibility is especially important when starting an activity. Not only should he be able to move forward on his own, which is helpful in individual teaching, even in the free discussion of group teaching, but moving forward with group partners is the key to the success of every action - the success of the whole group activity.

This aspect of training is similar to business games in that participants require a strong sense of responsibility from each other, but the difference between the teaching methods is obvious, one of which is control, the work is based on theory, the principle is It serves to teach practical application, as well as to study theory in practice.

The use of group training in the teaching of social sciences is not in vain, because the whole structure of theoretical laws is devoted to intergroup and intra-group relations, it is difficult to better understand and master them in the group form of practical training, because the theoretical state of science is studied. In other methods, especially in higher education institutions, which are formed in the form of lectures, the teaching of sciences in the traditional academic way and the practical application of methodological technologies in students in the same academic knowledge does not fully meet modern requirements. Owners of line professions should pay special attention to the organizational components when working with the method of training, especially in military academies. Regular use of the training method does not always fit into the plan. And this can be explained by the following situations:

- Training on this method is a difficult process and time consuming;

⁴⁰ Akbarova Sh. A. "Interactive Method of Teaching" article, 2018//

⁴¹ Badmayev M. Methods of teaching psychology. M. "Vlados" 2001

- It is always a difficult process for a teacher to understand which problems of social science should be brought to group training⁴².

Although the first reason may seem insignificant at first glance, in practice it can be overcome by naming it with the topic and problem of training, which is now more common. In such academic departments or highly qualified institutes, the student audience will hear slogans of the student or student community on the topic of community, "Mutual understanding", "Communication without conflicts", "How to resolve conflict", "Me and the team" and so on. trainings intellectual training on the process of speech and its manifestation through the development of thinking, collaboration of individuals in the group, etc. The following preparation process is available for the training method:

- work on the training plan;
- work with students to ensure their active participation in the search for a solution to the problem (usually related to asking questions in advance on the topic);
- The teacher works on himself, how he is in his training thinks to behave;
- how to ask questions and how to respond to discussions;
- dramatizing the disputed situation or arranging an agreement between the parties;
- anticipating situations in which group members may or may not be able to answer questions;
- Understand when and how the group will react to a wrong decision and what general conclusions should be drawn;
- how student activity will be assessed during the training;
- Proper distribution of roles, and awarding the most active participant in the training with a prize (evaluation with good grades)⁴³.

The method of training is, in simple terms, the exercise is not to acquire any skills, but to improve the skills of students through the establishment of active social relations, goal-oriented and the formation of groups as an object of social science. unit method. The importance of group training as a method of teaching is a factor that transforms students into such a collaborative activity model in which a group of ordinary students has the appearance of a social process⁴⁴. Therefore, social training can be considered as an aid in socially practical teaching formed in theory. If the business method is to teach practical

⁴² Abdukodirov AA, Ishmukhamedov R., Pardaev A. Innovative technologies in education (practical recommendations for teachers of educational institutions) .- T .: Iste'dod, 2008.-180 pages.

⁴³ Abdukodirov AA, Ishmukhamedov R., Pardaev A. Innovative technologies in education (practical recommendations for teachers of educational institutions) .- T .: Iste'dod, 2008.-180 pages.

⁴⁴ Turdiev N.SH., Asadov YU.M., Akbarova S.N., Temirov D.SH. Educational technologies aimed at developing students' competencies in the general secondary education system. // Textbook. (Part I). Tashkent, 2015. - 160 b; B. 5-6 b.

activities arising from theory, the training is explained by the fact that it focuses on teaching theory based on practical situations.

Method of problem-solving solutions

The most common of the interactive methods, and one of the most widely used in the modern educational process, is the "**problem-solving game method**"⁴⁵. There are similarities between this method and the business game method, in which students were given critical images of professionals in a specific subject, and students were able to solve problems with critical analysis by accessing these images. The "Problem Situation Game" is selected based on the lesson plan topic and divides the participants into groups, and they are given specific problem situations in the form of questions in order to reinforce the topic-based terminology and develop their knowledge in terms of thinking. The group participants analyze the question together and distribute the images independently, emphasizing the speech activity and responding by showing the solution of the situation through the roles through the images. For example, in the process of learning foreign languages, one of the social sciences, military students learn military terms in English, the terms are structured on the same topic, and the analysis is explained on the basis of real events. Through this game, students will be able to understand these terms in their minds and solve problems that may occur in social life, as well as problems related to the military and their behaviour, skilfully discovered by the teacher, using the same topics and terms studied. Using it in speech activities through live performances and role-playing helps students to form in their minds the knowledge they have learned about the subject. And because it is an interactive method, it encourages them to be highly active, and even a passive student in the class will make a purposeful effort to voluntarily lead the group. Such activity is based not only on physical and verbal movements, but also has a positive effect on the speed of mental movement in the process of analyzing problems quickly.

Discussion

All time, any psychological and pedagogical factors⁴⁶ influenced by such essential factors encourage one to express an opinion that is similar, close, or, conversely, completely opposite to that expressed by others. Such lessons require a lot of creativity and activity from the teacher. A lesson in the form of telling what they have read from a book that is known in advance or that requires a lot of creativity and activity is passive. These are described as the traditional method. However, the interactive method, which is an unusual method, has a particularly good effect not only in education but also in upbringing. It indicates the participation of the teacher in the student competition may vary. But in any case, he should not let himself down. It is best to manage a well-thought-out debate in a way that requires productive thinking, a creative quest to find a solution, by asking problematic questions. The teacher

⁴⁵ Khaydarov F., N. Khalilova "Methods of teaching psychology". Aloqachi 200

⁴⁶Khaydarov F., N. Khalilova "Methods of teaching psychology". Aloqachi 2007

expresses an opinion from his or her point of view, only by proving by drawing conclusions from the students' opinion and refuting erroneous ideas. In this way, the debate can be asked not only intellectual content - knowledge, but also theoretical questions. In addition, the teacher can create productive activities in collaboration with students, transforming learning activities into an educational process with their impact on the individuality of students.

Conclusion

When thinking about interactive teaching methods in the modern and effective organization of the lesson, teachers should always keep in mind that the teaching methods discussed above are expressed with specific examples and evidence. In addition, the use of these methods in the classroom allows students to consciously and effectively acquire knowledge, skills and abilities, as well as to have factors that increase team activity.

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INDIVIDUAL XUSUSIYATLARNI TARBIYALASHDA MULOQOTNING O'RNINI VA UNING AMALIY AHAMIYATI

Annotatsiya. Muallif ushbu maqolada bugungi kunda ta'lim-tarbiya jarayonida muhim ahamiyat kasb etgan individual xususiyatlarni tarbiyalashda muloqotning o'rnini va uning amaliy ahamiyatini tahlil qilib o'tgan. Qolaversa pedagogik muloqotni samarali tashkil etish uchun o'qituvchilar bevosita, pedagogika, psixologiya, pedagogik mahorat va pedagogik texnologiyalar bo'yicha yetarli bilim, ko'nikma va malakalarga ega bo'lishligini takidlab o'tgan. Maqola davomida muallif muloqot jarayonidagi o'zaro ta'sirning ikki xil turini ham keng yoritib o'tgan.

Kalit so'zlar. Muloqot, kommunikatsiya, faoliyat, verbal, interaktsiya, ijtimoiy pertsepsiya, noverbal, stereotipizatsiya, oreol effekti, atributsiya, individual xususiyatlar.

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THE ROLE OF COMMUNICATION IN THE EDUCATION OF INDIVIDUAL CHARACTER AND ITS PRACTICAL IMPORTANCE

Annotation. In this article, the author analyzes the role of communication and its practical significance in cultivating individual traits that are important in the educational process today. He also stressed that in order to effectively organize pedagogical communication, teachers must have sufficient knowledge, skills and competencies in pedagogy, psychology, pedagogical skills and pedagogical technologies. Throughout the article, the author discusses both types of interactions in the communication process.

Keywords: Attitude, communication, activity, verbal, interaction, social perception, noverbal, stereotyping, oreol effect, attribute, individual characteristics.

Bugungi kunda tahlim-tarbiya jarayonida keng islohotlar amalga oshirilmoqda. Pedagogik jarayon o'quv-tarbiyaviy jarayonga yangicha yondoshuvni talab qilmoqda. Pedagogik muloqotni samarali tashkil etish uchun o'qituvchilar bevosita, pedagogika, psixologiya, pedagogik mahorat va

pedagogik texnologiyalar bo'yicha yetarli bilim, ko'nikma va malakalarga ega bo'lishlari lozim.

Avvalo muloqot tushunchasining ijtimoiy-psixologik mazmuniga to'xtalib o'tsak, muloqot kategoriyasi psixologiya fanidagi markaziy kategoriyalardan biri bo'lib hisoblanadi (ong, xulq-atvor, shaxs kategoriyalari singari). So'nggi 20-25 yil ichida muloqot muammolari psixologiyaning, ayniqsa, ijtimoiy psixologiyaning eng yirik tadqiqot predmetiga aylanib qoldi.

Muloqot o'ta murakkab jarayon bo'lgani sababli odatda, muloqot tushunchasi uning ayrim tomonlariga urg'u berish orqali tahriflanadi. Psixologiya lug'atida muloqot tushunchasiga ikki xil tahrif beriladi: 1) muloqot-hamkorlikdagi faoliyat ehtiyoji bilan taqozolangan aloqa o'rnatish va uni rivojlantirish jarayoni; 2) muloqot-belgilar tizimi orqali subhektlarning o'zaro tahsirlashuvi. Albatta, har hech bir tahrif universallik maqomiga dahvo qilmaydi.

Chunki unda, odatda, muloqotning ayrim tomonlari ehtibordan chetda qoladi, ikkinchi darajaga surib qo'yiladi. SHunday bo'lsa-da, shartli ravishda muloqotga nisbatan umumiy bo'lgan quyidagi tahrifni berish mumkin: muloqot-kamida ikki kishing o'zaro tahsir jarayoni bo'lib, bu tahsir davomida axborot almashiniladi, munosabat o'rnatiladi va rivojlantiriladi, tugatiladi yoki korrektsiyalanadi.

Inson bolasi aynan boshqalar bilan muloqotda va munosabatda bo'lish jarayonida shaxsga aylanib boradi. Muloqot orqali inson ijtimoiy tajriba va madaniyatni egallab boradi. Yangi tug'ilgan inson boshqalar bilan muloqotda bo'lish imkoniyatidan mahrum bo'lsa, u hech qachon shaxsga aylana olmaydi, yahni u o'z psixik taraqqiyoti bo'yicha biologik mavjudot darajasida qolib ketadi.

Muloqotda ijtimoiy va shaxsiy munosabatlar ro'yobga chiqariladi. Aynan muloqot hamkorlikda faoliyat yurituvchi individlar jamoasini shakllantiradi. Muloqot vositasida hamkorlikdagi faoliyat tashkil etiladi va amalga oshiriladi. Ayni vaqtda faoliyat davomida insonlar o'rtasida yangi-yangi munosabatlar va aloqalar shakllanadi. Demak, muloqot va faoliyat o'zaro chambarchas bog'liqdir.

Muloqot inson hayotida qanchalik yuksak ahamiyatga ega ekanligini quyidagi misol yaqqol ko'rsatadi.

Tarixda yaponlarda «Moritao» nomli insonning o'z-o'zini takomillashtirish tizimi mavjud bo'lgan. U shunday tizimlarning eng og'iri va murakkabi bo'lib hisoblanadi. Vaholanki, inson hech qanday jismoniy azoblarga duchor bo'lmaydi. Faqatgina bir haftaga g'orga kirib ketib, u yerda tanho qoladi. Bu yerda u, hatto, o'zi bilan ham gaplashishi mumkin bo'lmagan. Sinovdan o'tganlar keyichalik har qanday uchrashuv va suhbatni hursandchilik bilan qarshi oladilar. Qizig'i shundaki, ularda ko'proq gapirish ehtiyoji emas, balki tinglash ehtiyoji kuchayar ekan.

Birgalikdagi faoliyat davomida odamlar turli fikrlar, o'y-xayollar, his-kechinmalar bilan o'rtoqlashadilar. Bunda o'y-fikrlar, his-kechinmalarni axborot sifatida, kommunikatsiyani esa axborot almashinuvi sifatida talqin etish mumkin. Kommunikatordan chiqayotgan axborot ikki xil bo'lishi mumkin:

1. Undovchi axborot buyruq, maslahat, iltimos va h. larda namoyon bo'ladi. Undan ko'zlangan maqsad retsipientni biror harakatga stimullashtirish. Stimullashtirish uch xil bo'lishi mumkin: a) faollashtirish (biror harakatni qilishga undash); b) interdiksiyalash (biror harakatni qilishdan to'xtatish); v) destabillashtirish (biror harakatdagi muvozanatni buzish).

2. Tahkidlovchi axborot ma'lumot tarzida ifodalanadi. Bu turdagi axborot turli tahlimiy tizmlardan o'rin olgan bo'lib, xulq-atvorni o'zgartirish uchun bevosita tahsir ko'rsatmaydi (lekin bilvosita tahsir ko'rsatish maqsadi ham bo'ladi).

Kommunikativ jarayonda ishlatiladigan bir necha xil belgilar tizimlari mavjud. Ularga asoslanib turib odatda verbal va noverbal kommunikatsiya ajratiladi.

Verbal kommunikatsiyada belgilar tizimi sifatida nutq ishlatiladi. Nutq-kommunikatsiyaning eng universal vositasi hisoblanadi. Chunki uning yordamida axborot uzatilganda, undagi mazmun eng kam darajada yo'qotiladi.

Amerikalik jurnalist G.Lassuel besh unsurdan iborat bo'lgan kommunikativ jarayonning quyidagi modelini taklif etadi: **Kim** (axborot kim tomonidan uzatilmoqda); **Nima** (qanday axborot uzatilmoqda); **Qanday** (axborot qanday yo'l bilan uzatilmoqda); **Kimga** (axborot kimga yo'naltirilmoqda); **Qanchalik samarali** (axborot qanchalik samarador uzatildi).

Kommunikativ jarayon aksial (bunda axborot ayrim konkret odamlargagina yo'naltiriladi) yoki retial (bunda axborot bir qancha ehtimol qilinayotgan retsipientlarga yo'naltiriladi) xarakterda bo'lishi mumkin.

Kommunikator retsipient uni qanchalik tushunayotganini «kommunikativ rollar» o'zgargach biladi. Chunki bunda retsipient kommunikatorga aylanib avvalgi kommunikatorga qabul qilgan axborotning mazmunini qanday tushunganligini bildiradi.

Noverbal kommunikatsiyada belgilar tizimi sifatida quyidagi tizimlardan foydalaniladi:

- Optik-kinetik tizimga imo-ishoralar (qo'l motorikasi), mimika (yuz motorikasi), pantomimika (butun gavda motorikasi) kiradi. Ushbu belgilarning muloqotdagi ahamiyati shunchalik kattaki, ularni o'rganish uchun alohida soha – kinesika shakllangan.

- Paralingvistik tizim ovoz vokalizatsiyasidan iborat bo'lib, unga ovoz sifatleri, diapozoni kiradi. Ekstralingvistik tizimga to'xtalishlar, yo'talib qo'yishlar, yig'i, kulgi, nutq tempi kiradi.

- Proksemik tizimga kommunikativ jarayon ishtirokchilarining fazodagi joylashuvi va kommunikatsiya vaqti kiradi.

- Vizual kontaktga ko'zlar orqali muloqot qilish kiradi. Dastlab muloqotning bunday turi faqat intim muloqot doirasidagina bo'lishi mumkin, deb hisoblangan. Biroq so'nggi tadqiqotlar vizual kontakt boshqa sohalarda (tibbiyot, pedagogika, boshqaruv va h.) ham kuzatilishini isbotlamoqda.

Noverbal kommunikatsiya tizimlari kommunikatsiya jarayonida muhim rolg' o'ynaydi. Ular nutqni to'ldiradi, uning o'rnini bosadi, kommunikativ jarayon ishtirokchilarining emotsional holatini aks ettiradi.

Muloqot jarayonida o'zaro tahsir xususiyatlarini aniqlash uchun muloqotning interaktiv tomonini o'rganish zarur bo'ladi.

Muloqotning interaktiv tomoni - birgalikdagi faoliyatni tashkil etish va amalga oshirishda muloqot ishtirokchilarining bir-biriga tahsir o'tkazishidir.

Odatda muloqot jarayonidagi o'zaro tahsirning ikki xil turi ajratiladi.

a) kooperatsiyaga asoslangan o'zaro tahsir – kommunikativ jarayon ishtirokchilarining umumiy maqsad yo'lida o'z kuchlarini birlashtirishdan iborat. Kooperatsiyalarning bir necha turi farqlanadi: **avtomatik** (instinktiv- biologik darajada mavjud bo'ladi); **avtomatik** (tarkib topgan ijtimoiy mehyorlar bilan anhana va urf odatlar bilan taqozolangan bo'ladi); **spontan** (do'stlik, muhabbat va shu kabi munosabatlar bilan taqozolangan bo'ladi); **direktiv** (majburiy hamkorlik hukm suruvchi joylarda mavjud bo'ladi); **shartnomaviy** (rasmiy kelishuvlar bilan taqozolangan bo'ladi), **kooperatsiya**- birgalikdagi faoliyatning zaruriy elementi.

b) Raqobatga asoslangan o'zaro tahsir – kommunikativ jarayon ishtirokchilarining shaxsiy yoki guruhiiy maqsadlarga erishish uchun o'zaro kurash sharoitida bir-biriga tahsir ko'rsatishdan iborat. Bunday o'zaro tahsirda tomonlarning shaxsiy faolligi odatda yuqori bo'ladi. SHunday bo'lsa-da u koopertsiya bilan mahlum darajada bog'liqdir. CHunki raqobat davomida ham muayyan qoidalar o'rnatilishi talab etiladi. Aks holda o'zaro kurash urushga aylanib ketishi mumkin. Raqobatning eng yorqin shakli nizodir. **Nizo** – muloqot ishtirokchilarining har biri muhim bo'lgan muammoni hal etish vaqtida ular o'rtasida vujudga kelgan qarama-qarshilik va kurashning keskin kuchayib ketish jarayonidir.

Muloqot jarayonida nizoning odatda ikki xil turi farqlanadi.

a) **Destruktiv nizo**. Uning kelib chiqish sabablari quyidagilardan iborat: shaxsiy xususiyatlarni bir-biriga mos kelmasligi tufayli vujudga keladi; munosabatlarning buzilishiga olib keladi; ishtirokchilar soni ortib boradi; qarama-qarshi tomonga nisbatan negativ baholar kuchayib boradi; nizo jarayonidagi obhektning shaxsga ko'chishi oson yuz beradi

b) **Produktiv nizoning** kelib chiqish sabablari quyidagilardan iborat: nuqtai - nazarlarning bir-biriga mos kelmasligi sababli vujudga keladi; muammoni kengroq qarshi olishga olib keladi; optimal yechimning topilishiga yordam beradi; shaxsga ko'chirilmaydi.

Birgalikdagi faoliyat muloqotning pertseptiv tomonini o'rganish zaruratini vujudga keltiradi.

Muloqotning pertseptiv tomoni - kishilarning bir-birini idrok etish jarayoni muloqotning ajralmas qismi bo'lib, u muloqotning pertseptiv tomonini tashkil etadi. Insonning inson tomonidan idrok etilishi "ijtimoiy pertsepsiya" deyiladi. Dastlab, bu atama J. Bruner tomonidan 1947 yil ishlatilgan bo'lib, u pertseptiv jarayonlarning ijtimoiy determinatsiyasini anglatgan. Keyichalik bu atama boshqacharoq mahnoga ega bo'lib, u ijtimoiy obyektlarni, yahni odamlar, ijtimoiy guruhlar, katta ijtimoiy tuzilmalarni idrok etish jarayonini anglatish boshlagan.

Ijtimoiy pertsepsiya davomida kauzal attributsiya hodisasi kuzatiladi. Kauzal attributsiya-ijtimoiy pertsepsiya subhektining boshqa insonlar xulq-atvori va motivlarini talqin etishidir. Odam kuzatish orqali idrok etilayotgan kishi haqida batafsil mahlumotga ega bo'lmasligi tufayli uning xulq-atvorini determinatsiyalayotgan taxminiy sabablarni qidiradi va ularni asliga noto'g'ri bo'lsa ham, pertsepsiya obhektining xulq atvoriga "tirkab qo'yadi". Boshqacha qilib aytganda, kauzal atributsiya hodisalar va insonlar xulq-atvoriga muayyan sabablarni tirkab qo'yish, sababchi deb bilish. G.Kelli shaxsiy atributsiya (bunday sabablar harakat subhektiga tirkab qo'yiladi), obhekt atributsiyasi (bunda sabablar harakat yo'naltirilgan obhektga tirkab qo'yiladi), vaziyat atributsiyasi (bunda sabablar harakat sodir bo'layotgan vaziyatga tirkab qo'yiladi) kabilarni ajratadi.

Kishilar bir-birini idrok etish jarayonida quyidagi uch effekt ancha chuqur o'rganilgan:

1. Oreol effekti (xalo effekt) - odam to'g'risida axborot yetishmaganda, u haqidagi ilk taassurotlarning shu inson xulq atvori va shaxsiy xususiyatlarini keyinchalik idrok etish jarayoniga tahsir ko'rsatishi.

2. Dastlabkilik effekti - Idrok etilayotgan odam haqidagi dastlabki axborotning idrok jarayonida hal qiluvchi ahamiyat kasb etishi. Bu effekt notanish odam idrok etilayotganida yuzaga chiqadi.

3. Yangilik effekti - Idrok etilayotgan odam haqidagi so'nggi axborotning idrok jarayonida hal qiluvchi ahamiyat kasb etishi. Bu effekt tanish odam idrok etilayotganida yuzaga chiqadi.

Kishining boshqalar undan nimani kutayotganini, nimani eshitishga va unda nimani ko'rishga tayyor ekanligini to'g'ri, aniq, xatosiz ko'chira olish qobiliyati **takt** deb ataladi.

Mahlumki takt pedagogik faoliyatda muhim komponent hisoblanadi.

Birgalikdagi faoliyatning uch xil modeli mavjud. 1. Har bir ishtirokchi boshqalardan mustaqil ravishda ishning o'ziga tegishli qismini bajarishi (masalan shanbalikdagi ish). 2. Umumiy vazifani bosqichma-bosqich har bir ishtirokchi tomonidan bajarilishi (masalan konveyerdagi ish). 3. Har bir ishtirokchi boshqalar bilan birgalikda bir vaqtning o'zida umumiy faoliyat bilan mashg'ul bo'lishi (masalan, futbol jamoasidagi ish).

Pedagogik jarayonda o'qituvchi va o'quvchilarning birgalikdagi faoliyatining muvaffaqiyatli ro'y berishi ko'p jihatdan kommunikativ jarayon

ishtirokchilari bir-birini qanday idrok etayotgani, har bir ishtirokchida boshqa ishtirokchi haqida qanday tasavvurlar shakllanayotganligiga bog'liq.

Rus psixologi A.A.Bodalev «insonni inson tomonidan idrok etilishiga» sinonim ravishda «insonning boshqa insonni bilishi» iborasini qo'llaydi. Inson jamiyat ahzosi sifatida qabul qilinganligi sababli muloqotda ham shaxs sifatida namoyon bo'ladi. S.L.Rubinshteyn aytganidek, «biz insonni tashqi xulq-atvoriga qarab uni o'qiymiz». Bundan, insonni tashqi qiyofasi uni qanday shaxs ekanligidan dalolat berishini anglashimiz mumkin.

«Boshqa odamni bila turib, o'rganayotgan individning o'zi ham shakllanadi» - deb yozadi L.S.Vqgotskiy.

Insonni inson tomonidan idrok etilishida eng kamida ikki kishi jalb qilingan bo'lishi lozim bo'lib, o'zaro idrok jarayonida ikkala tomon bir-birlarining ehtiyojlari, motivlari va yo'nalishlarini bilishlari va o'zlarini qarama-qarshi tomon o'rniga qo'ya olishlari lozim. Muloqot jarayonida bir-birini idrok etayotgan odamlar bir-birini tushunishga harakat qiladilar. Buning uchun quyidagi mexanizm ishga solinadi: identifikatsiya; refleksiya; stereotipizatsiya; empatiya.

Identifikatsiya (lotincha tenglashtirish) –u kishiga tenglashtirish, baravarlash mahnosini anglatib, insonning o'zini xayolan suhbatdoshi o'rniga qo'yish orqali uning fikrlari va tasavvurlarini tushunishga intilishi.

Refleksiya (lotincha aks ettirish) – insonning suhbatdoshi tomonidan qanday idrok etilayotgani va tushunilayotganini anglashga intilishi. Kishini kishi tomonidan idrok qilinishini ikkilangan oynadagi aks ettirishga o'xshatish mumkin. Odam boshqa kishini aks ettirar ekan, shu bilan birga o'zini ham aks ettiradi, agar kishi o'zi muloqotga kirishadigan kishilar haqida to'liq, ilmiy asoslangan axborotlarga ega bo'lsa, ular bilan bexato aniqlikda o'zaro tahsir o'rnatishi mumkin. Biroq subhekt hamma vaqt bunday aniq mahlumotga ega emas.

Stereotipizatsiya – grekcha o'zgarishsiz, takrorlanish degan mahnoni bildirib, insonning suhbatdoshini tushunishga intilishi yo'lida muayyan shablondan foydalanishi. Stereotipizatsiya mahlum yoki taxminan mahlum bo'lgan voqealarni tiklash, nisbat berish yo'li bilan xulk normalarini tasniflash va ularning sabablarini izohlash demakdir. Bahzan muomala jarayonida noto'g'ri stereotip vujudga keladi. Masalan, A.A.Bodalev tomonidan o'tkazilgan tadqiqot natijalariga ko'ra, kishining tashqi qiyofasi va uning xarakteri haqidagi stereotip tasavvurlar ommaviylashib ketganligi tasdiqlandi. So'ralgan 72 kishining 9 tasi agar insonning yuz tuzilishi kvadrat ko'rinishiga ega bo'lganlar kuchli, irodali, 17 kishi peshonasi katta kishi aqlli, 3 kishi sochi tikka kishilar yengilmas, bo'ysunmas xarakterga ega. 5 kishi bo'yi o'rtachadan past kishilar boshqalar ustidan hukmronlik qilishga, buyruq berishga intiluvchi kishilar, 5 kishi chiroyli kishilar yo ahmoq yoki o'zini yaxshi ko'radigan kishilar bo'ladi deb tasdiqlagan. Begona kishini idrok qilishda birinchi axborot, dastlabki tasavvur katta ahamiyatga ega. Kishilar

tashqi qiyofasi ham muhim o'rin tutadi. Amerikalik psixologlar tomonidan o'tkazilgan tadqiqot bunga yaqqol misol bo'la oladi. 400 ta o'qituvchilarni baholash uchun tarqatilgan ishlarni ular 200 tasi ijobiy, chiroyli, 200 tasi salbiy xunuk, yoqimsiz deb berganlar. Ekspertlardan tashqi qiyofasini emas, balki xarakterini tahriflash so'ralgan edi. Afsuski baholarning subhektivligi kishining tashqi qiyofasini baholash bilan bog'liqdir.

Empatiya – insoning o'zini xayolan suhbatdoshi o'rniga qo'yish orqali uning kechinmalari va hissiyotlarini tushunishga intilishi. Bunda insonning emotsional muammolariga yondashishi tushuniladi. Bu boshqa odam hissiyotlari va kechinmalariga hamdard bo'la olishdir. Bir tomondan obhektni tushunishda uni o'rniga o'zini qo'ya olishi muhim bo'lsa, ikkinchi tomondan uning ichki hissiyotlarini tushunish unga hamdard bo'la olish ham muhimdir.

Insonning inson tomonidan idrok etilishida yo'naltirishning roli kattadir. Bu ayniqsa inson haqida, nomahlum inson haqida ilk fikrlarni olishda muhimdir. Bu borada A.A.Bodalevning o'tkazgan tadqiqotlari nihoyatda ahamiyatlidir. Ikki guruh talabalariga bir inson rasmi beriladi. Birinchi rasmda berilgan inson jinoyatchi deb, ikkinchi guruhda esa rasmdagi kishi yirik olim deb ehlon qilinib, ularga portretni yozma ifodalash vazifasi beriladi. Birinchi holatda quyidagi tavsiflar beriladi, yahni ko'zlarini ichiga kirib ketgani, ichki alam, qasosdan uzun dahan boshlagan ishi, jumladan jinoyatni yakuniga yetkazish kabilar ekanligi qayd etiladi.

Ikkinchi guruhda ichiga kirgan ko'zlari fikrning chuqurligi haqida gapirib, bunda uzun dahan qiyinchiliklarga bardoshlilik, irodalilik sifatida baholangan.

Keltirilgan mulohazalardan ko'rinadiki, insonni inson tomonidan idrok qilinishida tashqi tomondan berilayotgan ko'rsatma, shaxsning bu boradagi bilim, ko'nikma va malakalari muhim rolg' o'ynaydi.

Muloqotning qonuniyatlarini, malaka va qobiliyatlarining shakllanishini bilish pedagog uchun g'oyat muhimdir. Bu to'laqonli pedagogik muloqotni yoki muomalani yo'lga qo'yishni tahminlaydi. Pedagogik muloqot pedagog va o'quvchilarning o'zaro tahsir etish usullari yig'indisidir. Muloqotning mazmuni axborot almashish, o'qituvchi tomonidan turli kommunikativ vositalar yordamida o'quvchilar bilan o'zaro tushunish va o'zaro munosabatlarni tashkil etishdir. Pedagoglarning tarbiyaviy va didaktik vazifalarni o'qituvchilar hamda o'quvchilar jamoasi o'rtasida munosabatlarni tahminlamay turib amalga oshirib bo'lmaydi.

Pedagogik faoliyatdagi muloqot: o'quv vazifalarni bajarish vositasi; tarbiyaviy jarayonini tahminlashning ijtimoiy-psixologik tizimi;

tahlim-tarbiya jarayoni muvaffaqiyatini tahminlovchi o'qituvchi va o'quvchilarning o'zaro munosabatini tashkil qilish usuli; o'quvchining individual xususiyatlarini tarbiyalash jarayoni sifatida namoyon bo'ladi.

Xulosa qilib aytadigan bo'lsak, individual xususiyatlarni tarbiyalashda muloqotning o'rni va uning amaliy ahamiyati katta. Chunki, muloqot o'qituvchi va o'quvchilar o'zaro bir-birlarini idrok etish, tushunish, anglab yetish, qo'llab-

quvvatlash, bir maqsad sari harakatlanish, bir-birlarini o'rganish orqali o'quvchida individual xususiyatlarni tarbiyalash kabi muhim vazifalarni amalga oshirishda asosiy omil hisoblanadi. Muloqot jarayonida o'quvchilarning yangi qirralarini kashf etib, ularni to'g'ri yo'naltirilishi kelgusida yoshlarning barkamol inson bo'lib tarbiyalanishini tahminlaydi. Pedagogik jarayon natijadorligini oshiradi.

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CHIZMA GEOMETRIYA VA MUHANDISLIK GRAFIKASI DARS MASHG'ULOTLARIDA TEST SINOVLARINI O'TKAZISH TALABLARI

Annotatsiya: Maqolada "Chizma geometriya va muhandislik grafikasi" fanlaridan talabalar mustaqil bilim olishlari uchun test topshiriqlarini tuzish, tashkil etish, talabalarning test topshiriqlari bilan baholash hamda bilim, ko'nikma, malakalarini shakillantirishda mavjud muammolar hamda ularning yechimlari va nazariy asoslari yoritilgan.

Tayanch so'zlar: test, test nazorati, motivatsiya, metodologiya, haqiqiylik, ishonchlilik.

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DRAWING GEOMETRY AND ENGINEERING GRAPHICS REQUIREMENTS FOR TESTING IN CLASSES

Annotation: The article describes the problems and their solutions and theoretical foundations in the design and organization of test assignments for independent study of students in the field of "Descriptive Geometry and Engineering Graphics", assessment of students with test assignments and the formation of knowledge, skills and abilities.

Keywords: test, test control, motivation, methodology, authenticity, reliability.

Kirish

Hozirgi, jamiyat, fan va ishlab chiqarishning hozirgi rivojlanish darajasi mutaxassislarni yetuk malakali kadr qilib tayyorlash jarayonida talabalarning mustaqil ishlarni tashkil etishga bo'lgan talablarni belgilab turibdi. Oliy ta'lim tizimida test ko'rinishidagi didaktik materiallarni o'quv jarayoniga tadbiq etish masalalari tobora takomillashib bormoqda.

Test topshiriqlarini tayyorlash bilan shug'ullanadigan mutaxassislar o'rtasidagi yuqori darajadagi raqobat, test topshiriqlarni ishlab chiqish bo'yicha intellektual qobiliyatni shakllantirishda oliy o'quv muassalarining imkoniyatlarni aniqlash dolzarbligini ko'rsatdi. Ta'limning turli shakllaridan kelib chiqib, test topshiriqlarni tayyorlashning yangi sharti sifatida oliy ta'lim ustuvorligini belgilaydigan ishlar zarur. Shunga ko'ra, mutaxassislariga bo'lgan talabni va tobora yangi va texnologik jihatdan rivojlangan axborot vositalari va multimedia mahsulotlarni global rivojlanish bilan belgilaydi. Axborot texnologiyalariga asoslangan innovatsion usullarni joriy etish, amaliy bilimlarni va talabalarga shaxsiga yo'naltirilgan yondashuvni texnik oliy ta'lim muassalarida o'qitish amaliyotining dolzarb bo'lib qoldi. Yuqorida keltirilgan dolzarb muammolarning yechimlari maqolada keltirib o'tilgan

Adabiyotlar sharhi

OTM muassasalari talabalarning ta'lim olish jarayonida mustaqil test topshiriqlarini bajarishda inson omilisiz o'tkazish va test jarayonlarining tashkil etishda hamda ularning baholash jarayonlariga oid juda ko'p tadqiqotchilar o'zlaring tadqiqotlarida ushbu yuzaga kelgan muammolarning yechimlarini ilmiy asoslab keltirib o'tishgan. I.E.Aleksandrovnaning [1] test jarayonlarini tashkil etish va o'tkazish bo'yichqa ilmiy tadqiqot natijalari hamda tavsiyalarini keltirib o'tishimiz mumkin. Uning tadqiqotlarida talablar test jarayonlarini bajarishda asosan axborot kommunikatsiya texnologiyalariga bog'langanligi va testlarning faqatgina oddiy test turlaridan (faqatgina bitta tog'ri javobli) turidan foydalangan holda talabalarga yetkazish masalalari keltirib o'tilgan. Albatta ushbu usullarning o'ziga yarasha kamchilik hamda muammolari mavjud. Keyingi mavjud bo'lgan muammolar ustida

E.A. Ilina tadqiqotlarida qisman to'xtalib o'tgan [2]. Uning ilmiy qarashlarida test materiallarini loyihalash, pedagogik nazorat natijalarini statistik qayta ishlash; vaqtni minimallashtirish talaba uchun ta'lim olish jarayonida foydasi katta ekanligini yoritib o'tgan.

Yuqorida keltirib o'tilgan ilmiy tadqiqot olib borgan tadqiqotchilarning tadqiqotlari natijalaridan shunday xulosa kelib chiqadiki, test jarayonlarini tashkil etishda albatta pedagogning pedagogik mahorati, hamda axborot kommunikatsiya texnologiyalarini mukammal bilishi kompetentligi hamda talabalarining baholash sinov jarayonlarini o'tkazishda test turlarini sodda hamda tushunarli tarzda, baholash jarayonlarida inson omili ishtiroksiz shaffof tashkil etish maqsadga muvofiqligi ko'rsatadi.

Tadqiqot metodologiyasi

“Chizma geometriya va muhandislik grafikasi” fanini o'qitish jarayonida talabalar fanni mukammal o'zlashtirishlari boshqa fanlarga nisbatan qiyinroq bo'ladi. Bunga sabab, talabalar fanni mukammal bilishlari uchun birinchi navbatda fazoviy tasavvur hamda amaliy bilimlarga ega bo'lishlari kerak bo'ladi. Shuni e'tiborga olgan holda talabalar fanni o'zlashtirishda turli xil didaktik jarayonlar, metodlar hamda pedagogik texnologiyalardan foydalangan

holda dars mashg'ulotlarini tashkil etish bu zamonaviy pedagogning eng asosiy vazifalaridan biri hisoblanadi. Lekin shunday bo'lsada, talabalarining bilim olishlari hamda fanlardan baholanishda faqatgina pedagog dars mashg'ulotlarini mukammal tashkil etish bilan cheklanib qolmaydi ya'ni talabalarining ham fanga bo'lgan qiziqishlari hamda o'zlashtirishlariga ham bog'liq subyektiv omil bo'lib hisoblanadi.

Ikkita majburiy komponentning mavjudligini nazarda tutadi: Test topshiriqlarini talabalarga mustaqil ishlashlari uchun berilsa, talabalar fanni mukammal o'zlashtirib olgan bilimlarni shakllantirish va uni shakllantirish darajasini tekshirish, ya'ni talabalarni bilim, ko'nikmalarini nazorat qilish.

Chizma geometriya va muhandislik grafikasni mustahkamlashda eng samarali nazorat vositalaridan amaliy topshiriqlarni bajarish, mustaqil ta'lim va albatta test topshiriqlarini bajarish hisoblanadi. Keling test sinovlari usuliga to'xtalib o'tsak, sinovlar nafaqat nazoratning amaliy shakli, balki talabalarni test usuli bilan fanga bo'lgan qiziqishlarni oshirish chizmalarini o'zlashtirish darajasini, olgan bilimni mustahkamlash ko'rsatkichidir. Chizma geometriya va muhandislik grafikasii fanida amaliy nazorat shakllari juda ko'p vaqt talab etadi, natijalarni tekshirish uchun ko'p vaqt talab etiladi. Sinovning amaliy nazorat ishidan asosiy farqi shundaki, test har doim o'zlashtirish darajasini o'lchovni o'z ichiga oladi. Shunday qilib, sinovlarni baholash amaliy nazorat ishlarini baholashdan ko'ra ko'proq ob'ektivlik va mustaqillikka ega. Shunday qilib, sinov aniq afzalliklarga ega.

Hozirgi vaqtda turli testlarning ko'p turlari mavjud, ammo texnik mutaxassislik talabalari bilan ishlaydigan o'qituvchilar uchun ma'ruza materiallarning o'ziga xosligi tufayli mustaqil ravishda test topshiriqlarini tuzish kerak. Shuning uchun o'qituvchi test topshiriqlarini tayyorlash metodologiyasiga, fazoviy tasavur hamda amaliy bilimi va ko'nikmalarini test qilish asoslariga, ularni amalda qo'llashga, test topshiriqlarini tayyorlashga qo'yiladigan talablarni bilishga ega bo'lishi kerak.

Bugungi kunga kelib, yangi o'quv dasturlariga o'tish talabalarining o'qituvchi bilan auditoriya soatlarini sezilarli darajada qisqartirishga olib keladi. Natijada, o'quv dasturining ko'plab bo'limlari talabalar tomonidan mustaqil o'rganish uchun belgilanadi. Bu tizimda boshqarish va rivojlantirish masalalarini dolzarblashtiradi. Talabalarining mustaqil ishlariga nisbatan avtomatlashtirilgan o'qitish tizimlari ishlab chiqiladi.

“Chizma geometriya va muhandislik grafikasi” aslida mustaqil amaliyot ta'lim jarayonining eng muhim tarkibiy qismidir. Talabalar test topshirig'ini mustaqil ishlashidan maqsad; mustahkamlash, rag'batlantirish, samaradorligini oshirish va talabalar bilimni baholash tizimni faollashtiradi. Reja asosida test nazoratining topshirilishning muqarrarligni, majburiyligi talabada motivatsiya kuchini uyg'otadi. Hozirgi zamonaviy ta'lim qanday bo'lishi kerak. Bugun qanday ta'lim talab qilinadi, ertaga esa bundan ham muhimroq. Bugungi kunda inson jamiyatning mutlaq qadriyatiga aylanmoqda va ta'limning maqsadi - bu

shaxsiy rivojlanish. Ta'lim, ehtimol, insonning mehnat bozoridagi eng muhim narsasidir.

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MAKTABGACHA TA'LIM TARBIYACHILARINING NUTQ MADANIYATI VA UNGA QO'YILADIGAN PEDAGOGIK TALABLAR

Annotatsiya: maqolada hozirgi kunda maktabgacha ta'lim tarbiyachilarning nutq madaniyati va tarbiyachilarda nutq madaniyatining shakllantirishning pedagogik talablari xususida fikrlar berilgan. Shuningdek tarbiyachilarning nutq madaniyatini rivojlantirishda qanday xususiyatlarga ega bo'lishi lozimligi yoritilgan.

Kalit so'zlari: tarbiyachi, nutq madaniyati, nutqning aniqligi, to'g'riligi, ifodaliligi, sofligi, boyligi.

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SPEECH CULTURE OF PRESCHOOL EDUCATORS AND PEDAGOGICAL REQUIREMENTS

Annotation: The article discusses the speech culture of preschool educators today and the pedagogical requirements for the formation of speech culture in educators. It also outlines what qualities educators need to have in developing a speech culture.

Keywords: educator, speech culture, accuracy, correctness, expressiveness, purity, richness of speech.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoev 2017-2021 yillarda maktabgacha ta'lim tizimini yanada takomillashtirish borasida qarorlar qabul qildi. Unda ilg'or xorijiy tajribani hisobga olgan holda bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish sharoitlarini yaratish, maktabgacha ta'lim sifatini oshirish, maktabgacha ta'lim muassasalarida bolalarni maktabga sifatli tayyorlashni tubdan yaxshilash, ta'lim-tarbiya jarayoniga jahon amaliyotida keng qo'llaniladigan zamonaviy ta'lim dasturlari va texnologiyalarini joriy etish, pedagogik kadrlarni tayyorlash va malakasini oshirishni ta'minlash bo'yicha farmoyish qabul qilindi. XXI asrda jahon miqyosida ta'lim barqaror taraqqiyotni ta'minlovchi asosiy omil sifatida e'tirof etilib, 2030-yilgacha belgilangan xalqaro ta'lim konsepsiyasida "sifatli ta'lim olish va ijodiy qobiliyatni rag'batlantirish" dolzarb vazifa sifatida belgilandi. Bu esa, maktabgacha ta'lim yoshidanoq bolalarni badiiy-estetik rivojlantirish,

ijtimoiy-madaniy an'analar vositasida etnobadiiy ta'limni keng rivojlantirishni taqozo etmoqda. Yuqoridagilardan kelib chiqqan holda bugungi kunda tarbiyachilarga nisbatan mas'uliyat yanada kuchaydi. Mamlakatimizning kelajagi ko'p jihatdan tarbiyachi va uning saviyasiga, fidoiyligiga, yosh avlodga ta'lim berish va barkamol inson darajasida tarbiyalab voyaga yetkazishiga bog'liq.

Tarbiyachi yosh avlodni xalqimizning munosib farzandlari qilib tarbiyalashdek muhim, faxrli va shu bilan birga mas'uliyatli vazifalarni bajaradi. Bola shaxsining shakllanishida tarbiyachining yetakchi rol o'ynashi, uning har bir bolani shaxs sifatida shakllanishida javobgar ekanligini taqozo etadi. Tarbiyachi bolalarga kundalik hayotda, o'yinlarda, mashg'ulotlarda, birgalikdagi mehnat faoliyatida va ular bilan bo'ladigan muomalada ta'sir ko'rsatadi. U har bir bolani diqqat bilan o'rganishi, uning shaxsiy xususiyatlarini, qobiliyatlarini bilishi, pedagogik nazokatini namoyon qilishi, bolalarning xulq-atvorini, ish natijalarini haqqoniy baholashi kerak hamda ularga o'z vaqtida yordam ko'rsata olishi, oiladagi ahvoli bilan qiziqishi zarur. Zamonaviy demokratik jamiyatda maktabgacha ta'lim tashkilotlariga qo'yilayotgan talablar tarbiyachidan muntazam ravishda o'zining umummadaniy va kasbiy tayyorgarligini boyitib borishni talab qiladi. Tarbiyachi shaxsiga qo'yiladigan muhim talablardan biri shuki, tarbiyachi nutq madaniyatiga ega bo'lishi lozim.

Nutq madaniyati – bu tarbiyachida bo'lishi shart va majburiy sifatlardan hisoblanadi. Bu tarbiyachidagi nutqiy ko'nikma va nutqiy malakalarni hosil qiladi. Bu ko'nikma tarbiyachi faoliyatida takomillashib boradi, maxsus mehnat va mashqlar evaziga malaka oshiriladi hamda erishilgan muvaffaqiyatlar tufayli qobiliyat va mahorat shakllanadi. Nutq madaniyati jamiyat madaniy-ma'rifiy taraqqiyotining, millat ma'naviy kamolotining muhim belgisidir. Haqiqiy ma'nodagi madaniy nutq shaxs umummadaniy saviyasining favqulodda muhim unsurlaridan biridir. Shuning uchun ham mamlakatimizda ma'naviy-ma'rifiy islohotlar davlat siyosatining ustuvor yo'nalishi deb e'tirof etilgan bugungi kunda nutq madaniyati masalalari, pedagoglarning nutqiy madaniyat mahorati, farzandlarimizning madaniy nutq ko'nikmalari va malakalarini oshirish, ta'lim jarayonining barcha bosqichlarida madaniy nutq muammolarini etarli darajada nazarda tutish har qachongidan ham dolzarb.

Tarbiyachi nutq madaniyati – ijtimoiy madaniyatini, kishilik jamiyatining madaniyatini aks ettiruvchi bir ko'zgudir. Nutq madaniyati adabiy tilning har ikki shakli – yozma va og'zaki shakli uchun zarurdir. Nutq madaniyatiga e'tibor birgina tarbiyachilardan emas, balki har bir fuqarodan ongli ravishda o'zlashtirish talab qilinadigan insoniy vazifalaridan biridir. Uni egallash har bir tarbiyachining va shaxsning madaniy saviyasi va bilimiga bog'liq. Tarbiyachi pedagogik mahoratida nutq madaniyati, uning nafaqat ma'naviy va axloqiy jihatdan boyligini, balki bilimini tafakkurini ilmiy dunyo qarashini boyligini fikr

va mushohada yuritishini belgiyovchi me'yordir. Tarbiyachi nutq madaniyatiga ega bo'lishi uchun uning nutqi quyidagi xususiyatlarni o'zida aks ettirishi kerak:

— **Nutqning to'g'riligi** – nutqning eng muhim aloqaviy fazilatidir. Nutq to'g'ri bo'lmasa boshqa kommunikativ sifatlari ham vayron bo'ladi. Nutqning tuzilishi to'g'ri bo'lmasa, uning mantiqiyligi, aniqligi, maqsadga muvofiqligiga ham putur etadi.

Agar tarbiyachining nutqi to'g'ri bo'lsa, jummalarni, so'zlarni va har bir tovushni to'g'ri talaffuz etsa, bolalar ona tilining tovush tomonini muvaffaqiyatli ózlashtira oladilar.

— **Nutqning aniqligi** - bu so'zning o'zi ifodalayotgan voqelikka mutlaqo mos va muvofiq kelishidir. Aniqlik nutqning fazilati sifatida yorqin ifodalash qobiliyati bilan, nutq predmetining ma'nosi bilan, nutqda ishlatilayotgan so'z ma'nolarini bilish bilan bog'liq bo'ladi. Tarbiyachi nutqining aniq, oddiy bólishi, fikrlar izchillik bilan bir-biriga bog'lanib, tushunarli ifodalanishi lozim. Bolalar tarbiyachidan, kattalardan tovush va so'zlarni to'g'ri talaffuz etishni o'rganibgina qolmasdan, balki tinglagan ertak va hikoyalarining mazmunini aniq, qiziqarli tarzda qayta hikoya qila olishga, tevarak-atrofní kuzatish natijasida olgan taassurotlarini so'zlab berishga, óz fikrlarini ketma-ketlik bilan bayon etishga, xulosalar qilishni ham o'rganadilar.

— **Nutqning ifodaliligi** - yaxlit bir sistema asosida tuzilgan, fikrlar rivoji izchil bo'lgan, har bir so'z, ibora aniq maqsadga muvofiq ravishda ishlatiladigan nutqni tushunamiz. Nutqda fikrlar, his-tuyg'ularni aniq ifoda etish lozim. Bunga faqat so'zlar yordamidagina emas, balki nutqning ifodaviy vositalaridan: ovoz kuchi, temp, to'xtam, ritm, urg'u va hokazolardan ifoydalanish orqali erishiladi.

Tarbiyachining she'r, ertak va hikoyalar o'qib berayotganda ushbu vositalardan o'rinli foydalanishi bolalar asar mazmunini yaxshi tushunib olishlari va ona tilining go'zalligini his etishlariga yordam beradi.

— **Nutqning sofliigi** - eng avvalo, uning adabiy tilning lisoniy normasiga muvofiq kelish kelmasligi tushuniladi. Darhaqiqat, yaxshi, ideal nutq hozirgi o'zbek adabiy tili talablariga mos holda tuzilgan bo'lishi, turli til, ayri adabiy til unsurlaridan xoli bo'lishi kerak. Tarbiyachi adabiy til normalariga amal qilishi, o'z nutqida turli mahalliy so'zlarni ishlatmasligi, sóz urg'ulariga to'g'ri ishlatishi lozim.

— **Nutqning boyliigi** - tilning lug'aviy boyligidan foydalangan holda yangi so'zlar, jumlarlar tuzish malakasiga ega bo'lishiligi lozim. Tarbiyachi so'zlardan to'g'ri foydalanishi lozim. Haddan tashqari me'yoridan ortiqcha gapirish bolalarni charchatadi. Agar me'yoridan past kuchsiz bo'lsa, bolalar mashg'ulotda zerikadilar. Shuning uchun tarbiyachi har so'z va jumlarlarini tushunarli tuzishga erishish lozim. Nutqda bildiriladigan mazmunni bolalarga tushunarli, qiziqarli. bog'langan holda yetkaza olish tarbiyachi nutqining zaruriy xususiyatlaridan hisoblanadi.

Tarbiyachi nutq madaniyati birdaniga shakllanib maromiga yetadigan jarayon emas, u pedagogik mahorat bilan kasb faoliyati natijasida yillar

davomida takomillashib sayqalanib boraverdi. Tarbiyachining nutqiy qobiliyati kasbiy, pedagogik talablar asosida shakllanib boradi. Uni rivojlantirish faqat tarbiyachining shijoatiga bogʻliq. Shu qobiliyat tufayli tarbiyachining nutq madaniyati ham shakllanib boradi.

Nutq madaniyatiniining qonun qoidalarini yaxshi tushinish aniq ravshan ifodali nutq tuza olish tilning ifodali vositalaridan mazmuniga uslubga koʻra nutqiy vaziyatga qarab oʻrinli foydalana olish mahoratdir. Tarbiyachi modelining nutqiy madaniyatini shakllantirishda uning mustaqil fikrlashi fikr mahsulini nutq sharoitiga mos ravishda ogʻizaki va yozma shakllarda toʻgʻri varavon ifodalashi bu tarbiyachining nutqiy savodxonligini yanada shakllantirishiga yordam beradi.

Xulosa qilib shuni aytishimiz mumkinki, jamiyatda tarbiyachi nutq madaniyatini shakllantirishda yuqorida keltirilgan vazifalarni toʻgʻri olib borilsa hamda amal qilinsa tarbiyachi jamiyatda oʻz oʻrnini va mavqeini topadi. Tarbiyachi nutqi qanchalik tushunarli va ravon boʻlsa tarbiyalanuvchilar olayotga taʼlim-tarbiya sifati shuncha yaxshilanadi. Tarbiyachi nutqining jarangdorligi va oʻz nutqida adabiy jihatlariga eʼtibor qaratishi taʼlim olayotgan har bir tarbiyalanuvchining soʻz boyligining rivojlanashiga turtki boʻladi. Shu bois, har bir pedagog oʻz nutqiga eʼtibor berishi va oʻz nutqi ustida yanada koʻproq ishlamoʻgʻi lozim.

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O`ZBEK XALQINING MILLIY HARAKATLI O`YINLARI ULARNING PEDAGOGIK VA FIZIOLOGIK XUSUSIYATLARI

Annotatsiya: Maqolada o'zbek milliy o'yinlarining xususiyatlari, ushbu o'yinlarning bolalar va talabalar tarbiyasidagi o'rni, tarixi ochib berilgan, nazariy psixologik bilimlarni amaliyotda keng qo'llash bo'yicha ilmiy qarashlar chuqur tahlil qilingan. talabalarni o'qitish amalga oshiriladi. o'yinlarning kelib chiqishi, bu sohadagi buyuk olimlarning ishlari, ochiq havoda o'tkaziladigan milliy sport o'yinlarining jismoniy, pedagogik va fiziologik xususiyatlari haqida so`z boradi.

Kalit so'zlar: Sport, tarix, milliy ochiq o'yinlar, bolalarning aqliy rivojlanishi, xarizma, fiziologiya, rivojlanishning fiziologik jarayonlari, yo'nalishi, strategiyasi, rejasi.

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NATIONAL MOVEMENT GAMES OF THE UZBEK PEOPLE THEIR PEDAGOGICAL AND PHYSIOLOGICAL PROPERTIES

Annotation: The article discusses about the features of the Uzbek national games, the role of these games in the education of children and students, their history, in-depth analysis of scientific views on the widespread application of theoretical psychological knowledge in practice. training of students is carried out. The origins of the games, the work of great scientists in this field, the physical, pedagogical and physiological features of the national outdoor sports games.

Keywords: Sports, history, national open games, mental development of children, charisma, physiology, physiological processes of development, direction, strategy, plan.

O'zbekiston Respublikasi mustaqillikka erishgan kundan boshlab sport va jismoniy tarbiya milliy xususiyatlarini rivojlantirishga katta e'tibor berilmoqda. Respublikada sport va sport madaniyatini rivojlantirish, sport ta'limi uchun qator qonunlar va prezident farmonlari qabul qilindi. Tarixiy ahamiyatga ega bo'lgan ushbu qarorlar xarizma, ilhom kuchiga ega - aniqrog'i, ulkan yutuqlarga eshik

ochadi. O'zbek xalqining milliy ochiq o'yinlarining maqsadi yosh avlodni kuchli va jasur ajdodlar qilib tarbiyalashdir, bunga xalqning tashqi o'yinlarini o'zlashtirish orqali erishish mumkin, bunga qo'shimcha ravishda bolalarda, yoshlarda milliy o'yinlar rivojlanishi va uyg'onishi mumkin. o'zbek milliy o'yinlari tarixi, madaniyati, an'alariga qiziqish va hurmat tuyg'usi. Sport sog'lom muhitni yaratishda, har tomonlama barkamol avlodni tarbiyalashda va ma'naviy yuksaklikni rivojlantirishda hal qiluvchi kuchdir. Biz hali ham rivojlanmoqdamiz, biz hali ham muhim ta'lim muammolarini hal qilishimiz kerak. Agar mobil milliy o'zbek o'yinlarining paydo bo'lishi va shakllanishiga e'tibor beradigan bo'lsak, unda uning ildizi uzoq o'tmishga, uzoq tarixga borib taqaladi. Milliy jismoniy madaniyatning asosiy ko'rinishlari - bu shaxsiy o'yinlar, janjallar, afsonalar, afsonalar, qahramonlik eposlari, uning o'z ifodalari raqs va musiqada yaratilgan. Ota-bobolarimiz qoldirgan moddiy va ma'naviy meros xalq o'yinlarining paydo bo'lish tarixidan dalolat beradi. Xalq o'yinlarining paydo bo'lish tarixi tarixiy-arxeologik jamiyatning rivojlanishidagi birinchi bosqich va xalq o'yinlarining etnografik manbalarda paydo bo'lishi va biz milliy o'zbek ochiq sport o'yinlarining rivojlanishi to'g'risida ham qiziqarli ma'lumotlarni topamiz.

Buyuk ajdodlarimizning ilmiy asarlarida ushbu o'yinlarning tavsifi va ko'rinishi haqida ko'plab tarixiy ma'lumotlarni keltirish mumkin. Biz o'zbek milliy o'yinlari haqida juda ko'p qiziqarli va foydali ma'lumotlarni Mahmud Koshg'ariyning "Devon-u lukati turk" kitobida, Abu Ali ibn Sinoning "Tibbiyot kanoni", Kaykovusning "Kabusname" kitoblarida topishimiz mumkin., Amar Xayyom "Navro'znom", Yusuf Xos Xojib "Kutat-u bilig", Xusaina Vaiz Koshifiy "Fituvvatnomayi Sultoniyy yohud Javonmardlik tarigati", Alisher Navoiy "Xamsa", Pirimqul Kodirova "Yulduzli tunlar", Mirmuksina "Timur Malik Bunday tarixiy, ilmiy va badiiy asarlar, xalq o'yinlarining paydo bo'lish tarixi qiziqarli faktlarda keltirilgan. Sport o'yinlari tarixini o'rganib, yoshlar, albatta, buyuk ajdodlarimizning kitoblarini o'qiydilar, bu bilan u nafaqat ushbu o'yinlarning rivojlanishi va paydo bo'lishi tarixi bilan, balki tarixiy, ilmiy va badiiy adabiyotlar bilan ham tanishadilar. O'ylaymanki, bu bizning yoshlarimizning ma'naviy va diniy rivojlanishiga katta ta'sir ko'rsatmoqda. O'yinlar tarixini o'rganish davomida u buyuk ajdodlarimizning asarlari bilan tanishadi. Bir nechta milliy ochiq o'yinlar misolida sog'lom va aqlli avlodni tarbiyalashda o'yinlarning jismoniy rivojlanishiga ta'siri va ularning pedagogik xususiyatlarini ko'rib chiqish mumkin. Hozirgi kunda o'rta umumiy ta'lim maktablarida jismoniy tarbiya darslarida "Echki va etti bola", "Arqonni tortib olish", "Teshiksiz quyon", "Tez va aniq" kabi milliy ochiq o'yinlar tez-tez qo'llanilmoqda. "Echki va ettita bola" milliy ochiq o'yinlar.

O'yinning borishi: o'yinda 7-10 talaba, echki va ettita bola qatnashadi. Echki bolalar tashkil etgan aylananing o'rtasida turadi. Bolalar qo'llarini ushlab, echki atrofida aylanadilar, bitta bola yugurib kelib ovqat so'raydi, echki ona siz sabrli bo'lishingizni talab qiladi, u hali tayyor emas. Keyin boshqasi yugurib

keladi, echki ovqat tayyor va idishlarni yuvib ovqatga tayyorlanishga boring deydi.

Bola barcha idishlarni sindirib tashlaydi va barcha bolalar qochib ketishadi. Echki bolalarni ushlay boshlaydi, u birinchi bo'lib echkini ushlaydi, shuning uchun o'yin davom etadi. O'yinning pedagogik xususiyati: o'yin talabalarning diqqatini, sezgirlik malakalarini tarbiyalaydi. O'yin o'quvchilarning chaqqonligini, epchilligini, chidamliligini va harakatlarni muvofiqlashtirishni rivojlantiradi. O'yinning fiziologik xususiyati: bolalarda bir vaqtning o'zida bir nechta mushak guruhleri ishlaydi, bu faol qon aylanishini ta'minlaydi, qon oqimi yaxshilanadi va u ishlaydi, shunda onasi echkini ushlaymaydi, rejalar tuzadi. Va echki bolalarni tezda ushlash taktikasini o'rganadi. O'pkaning hayotiy qobiliyati, faol e'tibor rivojlanadi.

"Arqonni tortib olish". O'yin ham guruh o'yinidir. O'qituvchi har bir jamoaning orqasida to'pni osib qo'yadi, jamoalar bir-biriga qarama-qarshi bo'lib saf tortadilar; ularning orasiga arqon tashlanadi. Birinchi bo'lib to'pga boshlari bilan etib kelgan jamoa g'olib deb hisoblanadi. Jamoaning oxirgi a'zosi jamoaning orqasida tortadigan to'pning boshiga tegishi kerak.

O'yinning pedagogik xususiyati: o'yin talabalarda e'tiborni kuchaytiradi, jamoada ishlash, bir-birini qo'llab-quvvatlash, do'stlik.

O'yinning fiziologik xususiyati: oyoq-qo'llarning mushak tizimini, kuchini, faolligini rivojlantiradi, nafas olish harakatlarining harakatini oshiradi, nafas olish chastotasini normallashtiradi.

Teshiksiz quyon. " Faol, jismoniy o'yin basketbol bilan o'ynaladi. O'yin ko'chada ham, bahs zalida ham o'tkazilishi mumkin. Buning uchun bir nechta talabalar "quyonlar" tanlanadi, ular o'qituvchi tomonidan basketbol to'pi bilan berilgan sport me'yorlarini bajarishlari kerak, maydonning ikkinchi yarmida yoki sport zalida "teshiklar" mavjud, bular halahuplar, halqa yoki a bo'lishi mumkin. avtoulodvan shar. **Talabalar quyidagi standartlarga rioya qilishlari shart:**

1. Navbat bilan to'pni o'ngda yoki chapda qo'zg'atadi;
2. Kuchli zarba bilan to'pni haydash uchun egilib, yo'nalishini o'zgartirib;
3. Joyida, to'pni aylana bo'ylab haydab chiqing;
4. To'pni bir chiziq bo'ylab aylana bo'ylab haydash;
5. To'pni bir qatorda pinlar ustiga haydash uchun yo'nalishni o'zgartiring.

Standartni bajarish paytida o'qituvchi porlaydi va shar bilan to'g'ri yugurish bilan sharga etib borishni, minkni egallashni buyuradi. To'g'ri yugurmagan va teshikni egallab olishga ulgurmagan kishi jarima ochkosiga ega bo'ladi. Eng kam ball to'plagan g'olib hisoblanadi.

O'yinning pedagogik xususiyati: o'yin diqqatni, jasoratni, aqlni tarbiyalashga yordam beradi. Quvvat, tezlik, chidamlilik, harakatlarni muvofiqlashtirishni rivojlantirishga yordam beradi. O'yinning fiziologik xususiyati: barcha mushak guruhlarini rivojlantiradi, faol e'tibor, eshitish, chidamlilik, harakatlarni muvofiqlashtirish, aylana faol harakatlar vestibulyar

apparatlarning faoliyatini rivojlantiradi. Mushaklarning qisqarishi, oyoq Bilagi zo'rlik, kamarni qo'llab-quvvatlash mushaklari, sport harakati taktikasi tezligini yaxshilaydi.

"Tez va aniq". Ushbu faol sport o'yini ham basketbol, ham voleybol maydonlarida, sport zalida o'tkaziladi. O'qituvchi diametri 2 m bo'lgan aylana chizadi, yarmida ikkinchi guruhning ikkinchi yarmida bitta jamoa tuziladi. Ringning o'rtasida ikkita ishtirokchi, ikkala jamoadan biri bo'ladi. Har bir jamoaga bittadan to'p beriladi, ishtirokchilar o'z navbatida raqib jamoasining ishtirokchisini aylana shaklida yiqitishi kerak. Kim uni to'p bilan ursa, u ochko oladi, qaysi jamoada ko'proq ochko bor va u g'alaba qozonadi. O'yinning pedagogik xususiyati: o'yin epchillik, tezkorlik, sezgirlik, jasorat, chidamlilikni rivojlantirishga yordam beradi. O'yinning o'ziga xos xususiyati harakatlanish, yugurish, aniqlik, aniqlikda. O'yinning fiziologik xususiyati: barcha mushak guruhlarini, taktikasini, mushaklarning qisqarish tezligini, barmoqlarni sezishni, qon aylanishini, faol e'tiborni, yo'nalishni, harakatning shartli reflekslarini ishlab chiqadi. Sog'lom, mo'tadil, iqtidorli avlodni tarbiyalash uchun ham pedagogik, ham jismoniy va fiziologik ahamiyatga ega bo'lgan, atributlarga ega va atributsiz bunday milliy ochiq o'yinlarni ko'p sonli sanash mumkin.

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ERKAKLAR REPRODUKTIV TIZIMI KASALLIKLARI **DIAGNOSTIKASINI O'ZIGA XOSLIGINI BAXOLASH**

Annotatsiya: Maqolada erkaklar reproduktiv tizimi kasalliklari diagnostikasini o'ziga xosligini baxolash, shuningdek, erkaklarda reproduktiv disfunktsiya, odamlarda bepustlikka olib keladigan genetik kasalliklar bo'yicha malumotlar keltirilgan.

Kalit so'zlar: erkaklar reproduktiv tizimi, yordamchi reproduktiv texnologiyalar diagnostika.

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ASSESSMENT OF DIAGNOSIS OF MEN'S REPRODUCTIVE SYSTEM DISEASES

Abstract: The article provides information on the specificity of the diagnosis of diseases of the male reproductive system, as well as genetic diseases that cause reproductive dysfunction in men, infertility in humans.

Keywords: male reproductive system, diagnostics of assisted reproductive technologies.

Kirish: Erkaklarda reproduktiv disfunktsiya. Odamlarda bepustlikka olib keladigan genetik kasalliklar. Baxtli nikohdan ko'ra yoqimliroq nima bo'lishi

mumkin? Mantiqiy fikr yuritib, ko'pchilik javob beradi. Eng yaxshi narsa - baxtli ota-ona bo'lish imkoniyati. Ko'pincha, har bir turmush qurgan juftlik ertami-kechmi bolaning tug'ilishi kabi muhim qadam haqida o'ylaydi. Biroq, bizning katta afsuski, hamma ham birinchi urinishda o'z rejalarini amalga oshira olmaydi va 15% juftliklar uchun bunday urinishlar muvaffaqiyatsizlikka uchraydi. Bunday vaziyatga nima sabab bo'lishi mumkin. Shunga o'xshash muammoga duch kelsangiz, vahima qo'ymang. Agar farzand ko'rish istagi 2-7 oy ichida amalga oshmagan bo'lsa, bu qo'rqinchli emas. Siz tinchlanishingiz va bu haqda o'ylamasligingiz kerak. Homilador bo'lmaslikning ko'p sabablari bor: oddiydan psixologik omil jiddiy muammolar paydo bo'lishidan oldin.

Bunday muammolarga quyidagilar kiradi: erkaklarning bepushtligi; ayollarning bepushtligi; immunologik nomuvofiqlik (ayolning erkak sperma tarkibiy qismlariga allergiyasi) - turmush o'rtoqlardan hech biri bepushtlikni keltirib chiqaradigan patologiyalardan aziyat chekmaydi, ammo bunday er-xotinning umumiy farzandlari bo'lishi mumkin emas; psixologik jihatlar. Biroq, agar butunlay sog'lom ayol bir yil davomida kontratseptiv vositalardan foydalanmasdan muntazam jinsiy aloqada bo'lganda, homiladorlik sodir bo'lmaydi, keyin bu erkak bo'lishi mumkinligi haqida o'ylash vaqti keldi. Bu vaziyat haqida batafsilroq gapirishga arziydi - bu nima? Qanday qilib tashxis qo'yish mumkin? Qanday davolash kerak? Erkak bepushtligi - muntazam jinsiy aloqada bo'lishiga qaramay - erkakning spermatozoidlari ayol tuxumini urug'lantirishga qodir emasligi. Ideal holda, spermogrammada sog'lom odam 1 ml spermada 20 millionga yaqin spermatozoid bo'lishi kerak, ular tez oldinga siljiydi va urug'lantirishga qodir. Bundan tashqari, spermatozoidlarning taxminan 50% to'g'ri tuzilishga ega bo'lishi kerak. *Sabablari:* Erkaklarda bepushtlikni keltirib chiqaradigan sabablar quyidagilar bo'lishi mumkin: parotitdan keyingi asorat; genitouriya sohasi organlarining yallig'lanishi; diabetes mellitus (eyakulyatsiya buzilishi); spermada oz miqdorda va spermatozoidlarning sust faolligi ("tadpoles" ning to'liq yo'qligi ham istisno qilinmaydi); psixologik bepushtlik (ongsiz darajadagi erkak kelajakdagi mas'uliyatdan qo'rqib, chaqaloq tug'ilishi yoki boshqa obsesif qo'rquv va tortishuvlar mavjud bo'lganda); immunologik bepushtlik (spermatozoidlarning normal funktsiyalarini bajarishiga to'sqinlik qiluvchi antikorlarning shakllanishi). Xo'sh, oxirgi marta aqlga kelgan eng oddiy va eng keng tarqalgan sabab - bu yomon odatlarning mavjudligi. Chekish, spirtli ichimliklarni suiiste'mol qilish ham inson tanasiga, xususan, reproduktiv funktsiyaga salbiy ta'sir qiladi. *Diagnostika:* Erkaklarning bepushtligi quyidagilarga bo'linadi: birlamchi - bunda erkak qarama-qarshi jinsning biron bir vakilini urug'lantira olmadi; ikkilamchi - qachon kamida, bir ayol ma'lum bir erkakdan homilador bo'ldi. Oshkor qilish bu patologiya erkakda va bu holatning sababini aniqlashda urolog-androlog va endokrinolog-androlog yordam beradi. Tadqiqotning boshlanishi sperma tahlilidan o'tishdir. Bunday tahlil odatda spermogramma deb ataladi. U spermatozoidlarning faolligi va hayotiyligini aniqlaydi, bundan

tashqari, boshqa patologik o'zgarishlarni baholash amalga oshiriladi. Shuningdek, shifokorlar aniq sabab yoki patologiyani aniqlash uchun boshqa tadqiqotlarni tavsiya qilishlari mumkin: ultratovush prostata; gormonlarni tahlil qilish; immun bepushtlik diagnostikasi - MAR-test; urogenital hududning yuqumli patologiyalarini aniqlash uchun bakteriologik madaniyat. Tadqiqot haqida umumiy ma'lumot. Erkak bepushtligi (MB) jiddiy hisoblanadi patologik holat murakkab kompleks diagnostika, shoshilinch tuzatish va ayrim hollarda oldini olishni talab qiladi. Er-xotinlarning 15-20 foizida bepushtlik kuzatiladi reproduktiv yosh. Ishlarning yarmida bu "erkak omil" bilan bog'liq bo'lib, ejakulyatsiya parametrlarida og'ishlar bilan namoyon bo'ladi. MB diagnostikasi qiyinligi katta miqdorda uning sabablari. Bularga genitouriya tizimining anormalliklari, o'smalar, siydik yo'llari infeksiyalari, endokrin kasalliklar, immunologik omillar, genetik mutatsiyalar va boshqalar. Yuqoridagi sabablardan farqli o'laroq, genetik sabablar har doim ham mavjud emas. klinik ko'rinishlari, ammo bu mavzuda MB diagnostikasi uchun nihoyatda muhimdir. "MB" tashxisi va uning shakllarini qo'yish mumkinligini tushunish muhimdir faqat anamnez ma'lumotlari, tekshiruv ma'lumotlari, instrumental va laboratoriya tadqiqotlari natijalariga asoslangan mutaxassis shifokor. Quyidagi sabablar shifokorga tashrif buyurish uchun sabab bo'lishi mumkin: bir yil ichida bolani homilador qilishning mumkin emasligi, agar sherikda ayolning bepushtlik belgilari bo'lmasa; erektile va ejakulyatsiya funktsiyalarining buzilishi; urogenital hududning birgalikdagi kasalliklari (yallig'lanish, o'sma, otoimmun, konjenital va boshqalar);

- gormonal va sitostatik preparatlarni qabul qilish;
- urogenital hududdagi noqulaylik.

Erkak bepushtligining tez-tez sabablari spermatozoidlarning tuzilishi va miqdorining buzilishi bo'lib, ularning harakatchanligi va urug'lantirish qobiliyatiga ta'sir qiladi.

MB rivojlanishining asosiy genetik sabablari:

- 1) lokusning deleksiyalari (genetik bo'laklarni olib tashlash). **AZF**;
- 2) genning polimorfizmi (genetik fragmentning takrorlanishining ko'payishi - CAG) **AR**;
- 3) *m* gen mutatsiyalari (ketma-ketlikning buzilishi). **CFTR**.

Hozirgi vaqtda ushbu markerlar 10-15% hollarda bemorlar guruhida uchraydigan MB genetik ko'rinishlarini kompleks diagnostika qilish uchun standart mezonlarning ajralmas qismi hisoblanadi.

AZF lokusu va SRY genini yo'q qilish

Oligozoospermiya va azoospermiya kabi patologiyalarning rivojlanishida Y xromosomasining ma'lum bir hududida og'ishlar muhim rol o'ynaydi - **AZF**-lokus (azospermiya omili). Kiritilgan *uni* spermatogenezning normal yo'nalishini va genetik tuzilmani buzgan holda aniqlash **AZF**-erkak jinsiy hujayralarining lokalizatsiyasi jiddiy ravishda buzilishi mumkin.

AZF- lokus Y xromosomasining uzun qo'lida joylashgan (q11). Ushbu lokusda joylashgan genlar spermatogenez jarayonida muhim rol o'ynaydi.

Y-xromosomaning mikrodeletsiyasi ma'lum hududlarning yo'qolishi bo'lib, o'rtacha 10-15% azospermiya va 5-10% og'ir oligozoospermiya holatlarida uchraydi va erkaklarda spermatogenez va bepushtlikni keltirib chiqaradi.

To'liq holda AZF-deletsiyalar, spermatogenezning buzilishi darajasining deletsiya hajmi va lokalizatsiyasiga aniq bog'liqligi mavjud bo'lib, bu in vitro urug'lantirish dasturlari uchun mos keladigan spermatozoidlarni olishda prognostik ahamiyatga ega bo'lishi mumkin. Ushbu genetik tadqiqot tahlilni o'z ichiga oladi AZF-xromosoma joylashuvi - 13 ta klinik ahamiyatga ega deletsiya: sY86, sY84, sY615, sY127, sY134, sY142, sY1197, sY254, sY255, sY1291, sY1125, shuningdek, genlarni aniqlash, sY1125, SRY. *Androgen retseptorlari geni Ar*. Erkak bepushtligining yana bir hal qiluvchi omili spermatogenezning gormonal regulatsiyasining buzilishi bo'lib, bunda erkak jinsiy gormonlari androgenlari asosiy rol o'ynaydi. Ular o'ziga xos androgen retseptorlari bilan o'zaro ta'sir qiladi, erkak jinsiy xususiyatlarini rivojlanishini aniqlaydi va spermatogenezni faollashtiradi. Retseptorlar moyaklar, prostata, teri, hujayralar hujayralarida joylashgan asab tizimi va boshqa matolar. Androgen retseptorlari geni CAG (sitozin-adenin-guanin) takrorlanish ketma-ketligi mavjudligi bilan tavsiflanadi, ularning soni sezilarli darajada farq qilishi mumkin (8 dan 25 gacha). CAG tripleti aminokislota glutaminni kodlaydi va CAG takroriy nukleotidlar soni o'zgarganda, oqsildagi aminokislota glutamin miqdori mos ravishda o'zgaradi. Sinov natijasi spermatogenez faolligini baholashga imkon beradi va agar kerak bo'lsa, patologiyani qoplash uchun tegishli choralarni ko'radi.

Kistik fibrozda erkaklarning bepushtligi

luteinlashtiruvchi gormon (LH)

Follikulani ogohlantiruvchi gormon (FSH)

Umumiy prostata xos antijeni (PSA umumiy)

Karyotipni o'rganish

Muhim eslatmalar: Hayot davomida bu genetik belgilar o'zgarmaydi, tadqiqot bir marta amalga oshiriladi.

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THE PURPOSE AND NATURE OF THE LISTENING COMPREHENSION PROGRAM

Abstract: Listening was used solely to accompany these texts and to provide models for oral reading. It was not until the late 1800s that listening was used in language instruction as a means of developing oral communication [8,p.139]. It was assumed that students would simply acquire the ability to understand the spoken form of the language if they occasionally heard their teacher speak it or listened to a tape of it being spoken. It was quickly demonstrated that this approach was simply not working.

Key words: communication, language, knowledge and strategies of learning, development, comprehension.

Foreign languages have been taught formally for centuries and records of language teaching materials have been around for over 500 years [8,p.139]. However, teaching listening comprehension as a part of teaching a foreign or second language is a relatively recent development whose history lies mostly in the last thirty years. In the earliest of teaching methods known, the grammar-translation method, learners focused exclusively on the analysis of written texts. This led to the development of the direct method in which oral presentations and aural comprehension were emphasized. The target language was exclusively used in the classroom and translation was proscribed. Second language learning was intended to proceed largely as first languages were learned - moving from tangible situations to more abstract ones. Initially, only every day, concrete vocabulary and sentences were taught.

Dialogues in which new grammar patterns and vocabulary were introduced were modeled by the teacher. The learners repeated chorally, trying to imitate the teacher's pronunciation. Oral drills, based on the dialogues, were devised to reinforce these new language points, initially through a listening mode. Eventually, learners were given reading and writing assignments using the structures and words they had practiced.

At about the same time that the oral approach was being developed in Europe, American linguists began to propagate a somewhat more extreme approach called the audio-lingual method [8,p.140]. In this approach also, the emphasis was on oral presentation and oral drills. The purpose of this method

was to retain learners to think in the new language by helping them to form new habits, a view that was obviously driven by the behavioral psychology that was popular at the time.

Although these oral-aural methods helped many pupils learn second languages, there has been a gradual decline in their popularity. Starting in the 1970s, there was a worldwide rethinking of the principles involved in second language teaching. The result of this came to be known as communicative language teaching, a movement that emphasized not just the importance of oral language in language acquisition, but the use of realistic and authentic social language [8, p. 140]. The communicative language teaching movement gave rise to the use of audio and later video material which reflected authentic language in use. Learners were no longer exposed to ideal grammar and vocabulary samples of oral language. Instead, they were given a steady exposure to situational dialogues and language fictions.

Simultaneous to the development of communicative language teaching, the study of second language acquisition became an accepted and increasingly respected discipline within linguistics and social science [1; 2; 8;].

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English.

Despite the desirability of exposing students to many varieties of English, however, common sense is called for. The number of different varieties (and the degree to which they are different from the one students are learning) will be a matter for the teacher to judge. But even if they only hear occasional varieties of English, which are different from the teacher's, it will give them a better idea of the world language, which English has become.

The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. Exposure to language is a fundamental requirement for anyone wanting to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress.

Lastly, students get better at listening the more they do it. Listening is a skill and any help we can give students in performing that skill will help them to be better listeners [5,p.97-98].

In order to define listening, we must outline the main component skills in listening. In terms of the necessary components, we can list the following:

- discrimination between sounds
- identifying grammatical groupings of words

- using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning

- recalling important words and ideas

Using general knowledge about language skill development, we can draw up some guidelines for developing listening ability:

Listening ability develops through face-to-face interaction.

By interacting in English, learners have the chance for new language input and the chance to check their own listening ability. Face-to-face interaction provides stimulation for development of listening for meaning.

Listening develops through focusing on meaning and trying to learn new and important content in the target language.

By focusing on meaning and real reasons for listening in English, learners can mobilise both their linguistic and non-linguistic abilities to understand.

Listening ability develops through work on comprehension activities.

By focusing on specific goals for listening, learners can evaluate their efforts and abilities. By having well-defined comprehension activities, learners have opportunities for assessing what they have achieved and for revision.

Listening develops through attention to accuracy and an analysis of form.

By learning to perceive sounds and words accurately as they work on meaning-oriented activities, our learners can make steady progress. By learning to hear sounds and words more accurately, learners gain confidence in listening for meaning [9,p.7].

The following main goals are suggested for the listening comprehension program:

(a) to give the learners experience of listening to a wide variety of samples of spoken language. The purpose here, then, is exposure to:

- different varieties of language (standard/regional, formal/informal etc.);
- different text types (conversational, narrative, informative etc.).

The motivation for the learner should be pleasure, interest, and a growing confidence at being able to understand the spoken language without reference to the written form.

(b) to train the learners to listen flexibly e. g. for specific information, for the main idea or ideas, or to react to instructions (i.e. by doing something). The motivation for this type of listening will come from tasks, which are interesting in their own right, and which will focus the learners' attention on the material in an appropriate way.

(c) to provide, through listening, a stimulus for other activities e. g. discussion, reading and writing.

(d) to give the learners opportunities to interact while listening. In the classroom this must be done largely through discussion-type activities and games, where listening forms a natural part of the activity. This type of activity

will be done mostly in small groups, but there are occasions when the teacher can profitably interact with the whole class [1, p. 15].

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THE ROLE OF MANAGEMENT IN ECONOMIC SECTORS

Abstract: This article discusses the role of regulation in economic sectors. In the article, the author discusses the origin of the concept of management and its current position.

Key words: economic sectors, business, management, economic growth.

In studying the phenomena of educational activity, the main focus is on adapting the content of relevant concepts. Each science reflects its research topic in concepts and categories, without which it is impossible to build a theory that explains a recognizable truth. Education should not have a set of different concepts, but a conceptually interconnected system of them reflected in the terminological apparatus. Recently, this problem has become very relevant, as many new concepts and terms have emerged, which can be confirmed by the fact that this process is not regulated, it does not have its own theoretical and conceptual apparatus in management. led to the situation. The dialectic of knowledge is that any new knowledge emerges in the shell of old concepts that we need to explain new concepts.

One of these concepts that contributes to awareness of modern processes occurring in management is the “managerial management culture”. This concept does not yet have a relevant scientific understanding, so we first address the need and feasibility of using it in management theory, then we consider important features and finally the manager we identify the components and components of management culture.

To define the concept of “managerial management culture,” let’s look at the semantic field of its components. One of the components underlying the concept of “managerial management culture” is the term “manager”. Managers - specialists in management in modern production conditions (heads of enterprises, firms, organizations, various managers).

The word “management” has a practice of using it in English. In V. Collins' dictionary, the word has two basic meanings: the management process; a group of people who make up a governing body. In the basic Oxford English Dictionary, management is defined as a way of working with people, power and the art of management, a specific type of skill and administrative skill, a governing body, an administrative unit.

The problem of comparing foreign language terms has existed before. The very concept of ‘management’ is the subject of much controversy. In Soviet times, the word was replaced by the word “management,” which was understood

as the managerial influence of a subject of management on an object to achieve socio-economic goals.

In the translated literature, management is understood as an organizational and psychological method of personnel management. In the dictionary of foreign words, «management» is translated into Russian as «a set of principles, methods, tools and forms of production management in order to increase production management, production efficiency and profitability.»

Compared to the concept of «management», the terms «leadership», «team management», and «production management» are specific. The modern practice of using the term «management» in Russian covers its three main meanings: the process of managing people in organizations; management sciences; governing body and the people who make it up.

E.A. Utkin management believes that «this is a special type of professional activity aimed at achieving optimal economic results by an enterprise operating in a market environment based on the application of different principles, functions and methods of the socio-economic mechanism of management».

L.K. Averchenko et al. From a psychological point of view, management is the process of exercising leadership by people, taking into account the basic ideas about human behavior and attitudes.

In the literature specializing in management, this term is interpreted in a more multifaceted sense. But there are no contradictions between the different definitions of this concept, they complement and concretize each other. This allows a deeper understanding of the nature and content of management, and the right conclusions about its social significance and the need for study.

In defining the essence and content of management, first of all, it emphasizes the essence of its process. Management is described as an integration process in which professionally trained professionals shape and manage organizations by setting goals and developing ways and means to achieve them.

Often, the description of management uses approaches that interpret it as the science of management, the management process, the art of management, the function of management, governing bodies or apparatus, the people who run the organization.

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E.A. Utkin argues that management is often defined by managers, as well as by bodies or administrative apparatus. Let's move on to the concept of «management». Given its polyvalent nature, let us approach management interpretation by different fields of knowledge.

In the «Dictionary of the Russian Language» S.I. Ojegov [133, p. 726] gave him a number of interpretations. The meaning of interest to us is considered by the verb «to control,» which means «to direct the direction, movement of something, to control someone's actions».

For management means to deal with the selection and use of the conditions (technical, economic, personnel) necessary for management activities, such a concept V.M. Shepel.

Almost all social sciences (philosophy, sociology, political science, etc.) have the same interpretation of «management». systematized element, function of different nature (biological, social, technical) that ensures the maintenance of their specific structure, maintenance of the mode of operation, implementation of the program, the objectives of the activity.

The «Modern Economic Dictionary» and the «Explanatory Dictionary of Management» contain the most commonly used definitions of the term analyzed in economics and explain it as a purposeful influence of a management subsystem or governing body. a subsystem or control object that is managed to ensure performance and development.

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CHILDREN WITH DEVELOPMENT PROBLEMS MUSIC EDUCATION AND CORRECTION RHYTHMIC

Annotation: The article is about the effectiveness of the science of rhythm in conducting correctional work with children with disabilities and the basics of the formation of corrective rhythm as a science.

Keywords: correction, rhythm, correction rhythm, logarithmics, plasticity, music-movement exercises, music reading, kinesitherapy.

In children with developmental disorders, most mental functions are formed with a delay. The development of communication in children with health problems is qualitatively different from its normal development. It is often difficult for “specific” children to establish emotional contact even with their relatives. In such children, the skills of interaction and communication can be formed as a result of special labor. Group activities create a positive background, increase activity in children's interactions, and help them adapt to communication. [1]

The practical use of musical movements as a means of development, correction and treatment of children with disabilities in the world began in the early twentieth century during the formation of domestic defectology. During this period, the musical-rhythmic direction, developed by the Swiss teacher, musician Jacques Dalcrose, was widely introduced into the music education system. The formation of rhythm is determined by the harmony of rhythm, music and movement. The idea of “rhythm training through rhythm” was realized through the use of specially designed exercises to develop musical reading (slux), memory, attention, rhythm, plastic expression of movements from preschool children to adults. At the same time, J. Dalkroz considers music to be the core of musical and rhythmic development, implying that in rhythm, music takes on body shapes and changes our body. [2] N.A., who introduced J. Dalkroz's rhythmic education system in Russia. Alexandrova expanded the scope of the use of rhythm; he emphasized that rhythm is a common point where the paths of the artist, sculptor, musician, conductor, mimeist, dancer and actor are separated. The division into specialties was the first step towards the application of rhythm in different areas of human activity, including the separation of the whole direction - therapeutic rhythm. However, N.A. Alexandrova stressed the importance of differential application of rhythms in both children and adults depending on the age and nature of the disorder. Rhythm is used in working with normally developing children and can perform

musical and pedagogical functions, its use in working with children with developmental disabilities (speech, hearing, vision, mental retardation, mental retardation) also determines the corrective tasks. [3]

The first step in the use of rhythm in the treatment of the mentally ill was taken by Professor V. A. Gilyarovsky put. Under his leadership, in 1926, a special system of therapeutic rhythms for children and adults was created at the Solovyov Neuropsychiatric Hospital. In practice, this system was developed by rhythmicist V.A. Used by Griner. Rhythm was systematized as the basis of movement as an organizational element of music. The purpose of this is to regulate the patient's actions and behavior. In the 1930s, therapeutic rhythms began to be used in speech therapy institutions to conduct rehabilitation work with children with speech disorders, and a whole line - the basis for speech therapy rhythmic in working with children with speech defects.

Since then, rhythm has been actively used in working with children with various forms of disorders: those with central nervous system disorders (N.A. Vlasova, V.A. Gilyarovsky); deaf and weak hearing (N.A.Rau, E.F.Rau, 3.E.Punina, L.Ya.Brozelo, I.N.Musatov, A.M.Kishtimova, N.P.Zbrueva); have aphasia (Yu.A. Florenskaya, V.A. Griner); ducks (V.A.Griner, N.S.Samoilenko, N.A.Vlasova). The authors stressed the importance of the general pedagogical, aesthetic effect of music, rhythm on the problem child, as well as the ability to correct existing disorders in the field of psychophysics - motor skills, memory and attention. At the same time, it was noted that such exercises are also a psychotherapeutic method of influencing the child, correcting his emotional sphere. [4]

In the 1920s, the first correctional kindergartens for deaf and hard of hearing children were established. The content of their activities includes tactile-vibration, musical reading, visual memory, movement coordination, skills, inner concentration of the child, breathing, sound formation, clear pronunciation of sounds, joints and speech.

1950-1970. E.F Shersheneva, E.F. In his works, Rau emphasizes the importance of music and speech therapy in correcting stuttering in young children, offers specific materials for 2-3 year olds: songs, play exercises, dramatization of short poems, round dances, taking into account the age and neuropsychological characteristics of children.

At the same time, the content and methodology of musical education of hearing-impaired children were developed. Scientists and practitioners (E.F.Rau, S.V.Chesheva, E.F.Shersheneva, G.I.Yashunskaya, etc.) determined the ability to perceive music based on the use of various analyzers. Attention was paid to the formation of tactile-vibration sensitivity, the development of speech in interaction with music and movement was considered, the methodology of organizing and conducting celebrations in special kindergartens was developed and disclosed (I.N.Musatov, E.F.Rau, E.F. Shersheneva et al.). [5]

A study of the effects of music and movement on problem children was conducted in the 1960s and 1980s. Researchers such as G.A. Volkova, V.A. Erkman, V.S. Lyapidevskiy, B.I. Shostak, N.A. Tugova, V.I. Seliverstov, G.R. Shashkina, A.V. Kruchinin, O.S. Sternik, O.P. Gavrilushkina et al. Demonstrated the potential of musical-rhythmic movements as a method of rehabilitation in the system of speech, vision, locomotor system, upbringing and education of children with intellectual disabilities.

The system of musical-rhythmic movements has a positive effect on the functional activity of the organism. Sechenov described the relationship between hearing and muscle perception and stressed its importance for ontogeny. The system of music-rhythmic education, created in the early twentieth century in Europe by the Swiss musician and teacher J. Dalcroz, confirmed the views of IM Sechenov. The J. Dalcrose method, currently used in working with both normally developing and underdeveloped children, is based on the positive interaction of music and movement. This connection provides children with musical and rhythmic skills (rhythmic, dynamic, timbre music reading, ability to distinguish the shape, character of a musical work), musical memory, attention, coordination of movements, musical expressiveness and the ability to transmit them in various movements in games, dances, exercises. [6]

In the 1960s, Polish logarithmist Aurelia Rosenthal attempted to incorporate elements of rhythmoplasty into speech therapy. A. Rosenthal's program includes rhythmic exercises by J. Dalcroz, which, on the one hand, prevents the occurrence of arrhythmias in the development of speech of stutterers, and when it occurs, stabilizes it, on the other hand, meets the living organism's need for movement and helps to remove positive emotional background tension.

G.I. Yashunskaya's methods of music education for deaf children, developed in 1970-1980, ensured the stability of the child's interest in musical activities, the ability to perceive and feel music, the ability to create a musical-moving image with the help of the teacher, plasticity, expressiveness, orientation in music, coordinates movement. [7]

Research on the development of musical perception of deaf and hard of hearing preschool children, the formation of their sense of rhythm using the rhythmic intonation structure of movements, music and speech L.V. Glubokova, G.V. Korotkova, N.I. Sladkova, N.A. Tutova, A.S. During this period, GV Korotkova developed state programs for the musical education of deaf and hard of hearing children, as well as demonstrated the possibility of developing perception through listening to music elements in deaf and hard of hearing preschool children using electroacoustic equipment. [9]

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THE STRUCTURE OF LISTENING COMPREHENSION AND TYPES OF ACTIVITIES

Abstract: We have provided a methodological organization of the listening comprehension process and we have discussed the principles of developing receptive skills of the learner. All subtypes of listening provide a natural progression from activities that entail minimal verbal interaction to those that involve a maximum of interaction. The goal of any activity is to provide the optimal challenge for the students. Since learners' listening abilities vary, teachers should note how the activities could be adapted to the learners' capabilities.

Key words: effective method, language, listening abilities, development, comprehension, conversation.

We have stressed the importance of careful selection of practice material for testing listening skills of the learners. It is necessary to construct different types of practical exercises for students to experience language. Listening comprehension tests present an effective method for developing listening abilities.

The material for this will consist mainly of:

Stories, anecdotes, jokes, talks, commentaries (i.e., with one speaker only). Most learners need practice in listening to material with a single speaker only, so that they do not have the added difficulty of trying to identify the speakers when they cannot see them. The material may be recorded or improvised by the teacher.

Conversations, discussions, plays (i.e. with more than one speaker).

The students will need to be given some background e. g. about the speakers. For plays they may actually need to follow the written text.

Problem-solving. For example, the students are shown pictures of 3-4 people, places, events and listen to one of these being described. Their task is to decide which item is being talked about. Students may also be asked to categorise on a worksheet items mentioned in a conversation or discussion.

Extracting information. This is one of the commonest types of listening tasks. For this the students will probably need a chart of some kind, which they have to fill in according to specific instructions. For example, if they are

listening to a broadcast they may be asked to note down the main topics or, on an easier level, decide in what order they occur in the talk.

For tasks, which involve extracting information, it is often desirable to define the role of the listener so that he has a clear purpose for carrying out the task [1,p.17].

The activities in this section are specially designed to lead on to activities involving other skills.

Ambiguous conversations. The students hear a short conversation (or an extract from a long conversation), which provides very few clues as to what the speakers are talking about. The students themselves have to decide who the speakers are, where they are, what they are talking about, and, possibly, what will happen next. This type of listening then, leads on naturally to discussion (and, if desired, writing).

Decision-making. The students are given some information e. g. about a town (places of interest, facilities etc.) in the form of a talk or conversation, on the basis of which they have to plan a visit. The planning involves discussion and note making. Decision-making activities can also involve, for example, making choices between places, events, activities, for which the background information is made available in recorded form.

Pre-reading activity. The students hear, for example, a conversation about the Loch Ness Monster, as a stimulus to listen to an article or book on the subject. Similarly they can be asked to listen to short reports on books before deciding which one they want to read.

Pre-writing activity. This can be in the form of a communication game. One student describes a picture, which the others in the group are not allowed to see. The students who are listening make notes (and can also ask questions if they want more information). They then use these notes to write a description of the picture. [1,p.18]

Most interactive listening situations are in the form of discussions and games. Two important points need to be kept in mind.

First, these activities form the basis of oral work, where the emphasis is on getting the learners to use language for self-expression. It should not be forgotten, however, that listening is an important aspect of these activities. The learners have to listen in order to participate.

Secondly, although these activities are normally done in groups, in order to give the students themselves as many opportunities as possible to use language, we should also look for suitable opportunities to interact with the class as a whole, through conversation, discussion and games. This must be regarded as a significant component of the listening comprehension programme.

Discussion-type activities. These provide good listening practice because they get students to listen to one another, especially if the discussion is geared toward making a decision of some kind. For such activities the student have to listen to one another in order to participate.

Predictive listening. For this activity a text is read aloud sentence-by-sentence. The students are asked to interpret the sentence and to predict what they think will follow. As the text builds up, they can revise their interpretations. Although this is a contrived activity, it encourages very careful listening both to the text itself and to the various interpretations suggested..

Interviews. The students can be asked to design questionnaires or surveys, which they use to interview one another or people outside the classroom. Interviewing of this kind involves careful listening and recording of answers. [1,p. 19]

The usage of the authentic listening material is one of the problems in the teaching listening comprehension. The important point, as always, is to meet the needs of the learners. On the short-term basis the learners need to listen to material, which allows them to feel comfortable, perhaps because it is mainly recycling known language. In addition to this, particularly taking their long-term needs into account, the learners have to be exposed to listening material, which is beyond their productive level. Whether this is 'authentic' in the early stages is not entirely relevant provided the material gets them used to *not understanding* every word; encourages them to *guess* - and, over and above this, stimulates them to talk (or read or write, if these are following-up activities). But, of course, whenever possible, some authentic material should be used, and on an increasing scale as the course progresses. However, it must be kept in mind that the use of authentic material for listening is very different from reading, where, because the learners can work individually and at their own pace, authentic material carries fewer risks. In the typical listening situation, care has to be taken to see that learners are not discouraged by excessive difficulties. In general, authentic materials are best used where the learners themselves are likely to appreciate them and accept them in spite of difficulties [1,p. 20].

An effective way of developing the listening skill is through the provision of carefully selected practice material. Such material is in many ways similar to that used for testing listening comprehension. Although the auditory skills are closely linked to the oral skills in normal speech situations, it may sometimes be useful to separate the two skills for teaching and testing, since it is possible to develop listening ability much beyond the range of speaking and writing ability if the practice material is not dependent on spoken responses and written exercises.

An awareness of the way in which the spoken language differs from the written language is of crucial importance in the testing of the listening skills. For example, the spoken language is much more complex than the written language in certain ways, as a result of the large element of 'redundancy' that it contains [4, p.64]. What is the significance of these features for testing purposes? Firstly, the ability to distinguish between phonemes, however important, does not in itself imply an ability to understand verbal messages. Moreover, occasional confusion over selected pairs of phonemes does not matter too greatly because

in real-life situations listeners are able to use contextual clues to interpret what they hear.

Secondly, impromptu speech is usually easier to understand than carefully prepared (written) material when the latter is read aloud. Written tests generally omit many of the features of redundancy and impart information at a much higher rate than normal speech does. Consequently, it is essential to make provision for restating important points, rewriting and rephrasing them when writing material for aural tests [4,p.64-65].

In showing a considerable variety of listening activities we have explored some of the many ways to help students acquire the confidence to use their skills for self-expression in language situations. Different activities and procedures provide the development of the listening for communicative tasks and for extracting general or certain specific points in the discourse.

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PHRASAL STRESS, LOGICAL STRESS AND EMPHATIC STRESS IN ENGLISH AND DIFFERENCES OF THEM

Abstract: English learners should be able to correctly convey the melody of English speech and place phrasal stress from the very first sentences spoken. Many, having theoretical knowledge, need practical mastering of a foreign language. The relevance of this topic is due to the growing interest of linguists in the study of natural speech.

Key words: English language, verbal and phrasal stress, speech, function, research, syllables, phonetic approach, special, emotional and stylistic.

Stress in English, is an important means of combining a sequence of words into a single whole and highlighting one syllable of a speech flow against the background of others.

In linguistics, verbal and phrasal stress is clearly distinguished. A special type of stress is logical, the purpose of which is the semantic underlining of the most important word in a given speech situation in a sentence. There is also emphatic stress, which is used to clarify any information.

Word stress is a means of phonetically combining a word into a single whole.

Stress is an extraordinarily complex phenomenon. There are many approaches both in terms of identifying its typology and in terms of identifying its many functions. According to D. Jones, stress can be described as the effort with which the speaker pronounces a sound or a syllable [8, p. 245].

In linguistics, there are two ways to categorize the status of stress: phonological and phonetic. In the first approach, stress is usually interpreted as the selection of one of the syllables of a word, perceived by ear. A phonetic approach to stress can be called such, when stress is also understood as highlighting one of the syllables of a word, but at the same time it is associated with specific acoustic parameters.

Differences in the degree of stress, the sequence of distribution of the main and secondary stress, a different number of stresses in a word create accent types of words, and the distribution of stresses over the syllables of a word from the accent structures of words. In other words, verbal stress, highlighting one or

another syllable of a word, is realized in the accent structure of the word and is directly related to the variability of its characteristics in the speech stream.

Under stress it is customary to understand the emphasis of a syllable. Phrasal stress, with rare exceptions, highlights the same syllable in a word as verbal stress. Thus, verbal and phrasal stress is closely related to each other [4, p. 90].

Phrasal stress refers to the accentuation of words in an utterance. It organizes the utterance, serves as the basis for the rhythmic structure of the phrase, highlights the semantic center of the sentence [10].

When studying linguistic intonational units, phrasal stress is divided into two types: centralized and decentralized. Such a division is associated with the allocation of two types of semantic center: consisting of one or more individually selected words and represented by the entire phrase as a whole. A semantic center is a word or words on which the speaker wants to focus the listener's attention. There is a difference between decentralized and centralized stress, which lies in the fact that in a phrase with decentralized stress, the semantic connection between words is closer. Therefore, the whole phrase is perceived as a single semantic center. With decentralized stress, words receive individual emphasis, and therefore the connection between them is less close [8, p. 45].

Traditionally, it is customary to distinguish three degrees of phrasal stress: main, secondary and weak. For the purposes of this study, it is proposed to adopt a four-degree gradation of stress: stress of the first, second, third and fourth degree. Each subsequent type of stress is a step in the weakening of emphasis.

The placement of stress in a sentence is determined primarily by semantic-syntactic factors. Highlighting a certain syllable of a word, phrasal stress highlights the entire word as an integral unit. But not every word in a sentence is stressed.

Phrasal stress, which can vary in strength, is determined, firstly, by the task of expressing a certain content of the entire sentence: the semantic weight of words, i.e. their semantic relationships, as well as emotional and stylistic moments. Secondly, phrasal stress is to a certain extent determined by the grammatical structure of the sentence, which, in turn, depends to a certain extent on the task of expressing this content. Thirdly, phrasal stress is to some extent determined by the rhythmic organization of the sentence, the rhythmic speech skills of native speakers of a given language. The semantic, grammatical and rhythmic factors of phrasal stress are closely related to each other and are all important for determining the place and degree of phrasal stress, however, the semantic factor is the leading one in English [3, p. 102].

The stress usually does not fall on functional words - auxiliary verbs, linking verbs, prepositions, conjunctions, particles, personal and reflexive pronouns, articles [7, p. 59]. All unstressed words are pronounced together with the stressed word with which they are connected in meaning. Vowels or

syllables that fall into an unstressed position in a sentence are pronounced as neutral vowels or drop out completely.

It should also be noted that the verb is followed by an adverb, and both words together for almost a new verb. So in the phrases go away, give up, put down, leave out, turn round, come on, etc., usually both words are stressed. [8, p. 264]

So, unstressed in the English sentence:

- Auxiliary verbs: What does he do in the evening?
- Modal verbs: He can play the piano very well.
- Verb to be: This is a large house.
- Prepositions: We go to the village in summer.
- Particles: We want to go home.
- Conjunctions: I like this picture, but my brother likes that photo.
- Articles: I have a beautiful dress. The dress is in the box.

In English, there is an alternation of stressed and unstressed syllables, which creates a certain rhythm of English speech. Therefore, it is absolutely necessary to know the features of phrasal stress in English speech [2, p. 57].

In addition to the phrasal stress, which is constantly present in the sentence, in English, there is a logical stress. Logical stress is the selection by stress of any word in the sentence stronger than all other words [5, p. 109]. Logical stress is used to contrast one word with another or to reinforce the meaning of a word:

‘She saw this picture’. – She saw that picture.

Highlighting the word “she – she” with logical stress, we contrast it with pronouns: “he” or “they”.

Since logical stress goes beyond the usual phrasal stress, it may turn out to be used to highlight a word in a sentence that is usually unstressed, such as a personal pronoun, preposition, article, or auxiliary verb. [5, p. 61] For example:

‘The copybook is on the desk, not under the table’. – The copybook is on the table not under the desk.

In practice, when pronouncing each sentence, there can be as many variants of logical stress as there are words in it. It all depends on which word the speaker wants to emphasize, and this, in turn, depends on the purpose of the utterance and the situation of communication.

Emphatic stress can be used in a sentence, usually to compare, correct, or clarify something. Emphatic stress emphasizes the word that the speaker considers the most important, and in this case even a function word can become stressed.

Sentence stress is not just a phonetic feature of the English language. It has a very important function of highlighting words that are needed to understand the utterance. When native English speakers listen to their interlocutors, they expect to hear stressed words because stressed words provide important information. It is often difficult to understand the meaning of a

sentence in which at least one significant word is missing. It is also difficult to understand a sentence in which the important word is not stressed or the function word is stressed. Unstressed functional words make sentences grammatically correct. They are not very important in terms of the information they provide, and their meaning is usually clear from their immediate surroundings in the sentence. Even if you do not catch some quickly pronounced functional words, the meaning of the entire sentence will be clear to you [9, p. 112].

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SELECTION OF THE MOST EFFECTIVE METHODS AND TECHNIQUES OF TEACHING PHONETICS, GRAMMAR AND SPELLING

Abstract: This article deals the effectiveness of methods and ways of teaching a foreign language at the initial stage of student learning. The aim of the work is to analyze the effectiveness of modern methods of teaching a foreign language, which would help to overcome difficulties in learning a foreign language. Managing the motivation for learning a foreign language is one of the central problems of teaching methods at education.

Key words: teacher, learning and teaching, effectiveness of modern methods, foreign language speech communication, process of language teaching, foreign language.

A foreign language as a subject has a number of specific features, one of which is mastering a foreign language by teaching the ability to communicate in a foreign language. Unfortunately, at the moment, teaching foreign languages is mainly artificial and educational in nature due to the lack of a “natural need” for learners to communicate in a foreign language. In this regard, the teacher is faced with the task of creating an environment for foreign language speech communication in the process of language teaching, as close as possible to natural conditions.

In modern conditions, a foreign language is seen as a means of communication and involvement in the culture of another people. This is gradually becoming the dominant strategy for teaching a foreign language in primary school. Particular attention is paid to teaching a foreign language to students in primary school, because in childhood the tendency to learn languages is much greater. Recently, in pedagogy, as in many other fields of science there is a restructuring of practice and methods of work at school, and the main problem is to maintain student interest in learning in general and foreign languages in particular.

Today, when the processes of global social transformation cover more and more different spheres of society, European educational space has set a benchmark for entering the world educational space. To this end, the modernization of educational activities in the context of globalization and

integration is actively carried out, the ultimate goal of which is to create a single European educational space.

All this requires the search for and development of new educational technologies, progressive ideas, forms and methods of teaching. We are talking about fundamentally new ideas, concepts, technologies, at the center of which is the personality of the learner, with his needs, interests, life problems. Awareness of the scientific and pedagogical community of the need to correct the traditional disciplinary didactic model of learning, which has limited capabilities in the formation of interdependent systemic knowledge in pupils, opens new opportunities for the introduction of learning technology that ensures guaranteed results. [1, p. 26]

Project work - a type of work (mostly in groups), the purpose of which is to prepare the final product in English - album, presentation of information and more. The purpose of this type of work is to give the student the opportunity to perform independent work based on knowledge of the language and skills and abilities acquired during a certain period of studying the topic. Project work is ideal for multi-level groups, as each task can be completed by students with different levels of training. In the process of project activities, students actually communicate with each other and with the world around them in English. The practical purpose of a particular project work can be based on improving various skills. Some works require more oral practice, others are more focused on developing writing skills, while others require the use of certain artistic abilities. Some tasks are more suitable for individual work, others - for work in pairs or small groups. It is very important to help students choose the task and methods of its implementation so that they feel as comfortable as possible.

During the project-based classes, students wrote about themselves - their family, their home, their interests and preferences. While working on the project, the students conducted a small research work on a topic that interests them. Students take an active position during project work.

Students always want to hear feedback about their project from the teacher. It is extremely important that students' work is evaluated not only in terms of linguistic correctness. Teachers need to note how creative and original the work is and how much effort has been put into doing it.

It is important that teachers do not correct mistakes in the final version of the project. To do this, ask students to prepare and show a draft of the project first. Thus, errors will be found and the final version of the project will not be corrected.

Sample assignments for project work that have recently been most memorable for me and my students:

- “A weather book”. Students make cards, where they draw a schematic representation of different types of weather, put these cards in envelopes, which are pasted on special notebooks or notebooks – “weather books”. During the

lesson, we orally find out what the weather is like outside with the help of cards (students lay out the appropriate cards on the desk and the teacher on the board) and record the description of the weather in the “books”.

- “Learning to learn” projects with practical ideas and tips for working on the language (learning words, rules, working with dictionaries and manuals, reading original literature, preparing for exams, etc.). The results of such work are made out in the form of bright monuments.

- Questionnaires, interviews, research on the topic being studied. The result of such work is made out in the form of tables with conclusions and posters) (survey, quiz).

- Audio tour of the city (creating a script, recording on tape the text of the tour, listening to the tape by classmates).

- Project works related to the topics “Me, my family, my friends”, “Student and his environment”, “Appearance”:

- a. a story about yourself with support (for students), where the support is made in the form of hexagons folded into a kind of “flower”, where on each “petal” the student must reveal a question (his name, age, place of residence, school, school friends, pets, pReferences; etc.);

- b. “Family trees”;

- c. “Stars talking” - biographical information about the celebrity (the work is made in the form of an abstract or poster, the student must be ready to answer questions from classmates, to participate in a kind of interview).

Project work for older students with a higher level of language skills on the topic of “Biography” can be “A life story”, “Personal details”, “Personality Questionnaire” and more.

- Quite interesting project works that have the form of advertising posters (party planning, advertising clubs or clubs of interest, advertising posters for movies, etc.).

- Different types of project work on the topic “Food and products” (“Healthy food”, “Plan lunch”, “My favorite recipe”, etc.).

My opinion about the project methodology - trust your students, give them a creative approach to language learning. And you will not get tired of being surprised by new and new ideas and small “masterpieces”. In addition, many project works can be used over time to illustrate a topic.

The communicative method of teaching is the most effective because it provides effective, personality-oriented learning of foreign language communication. The role of the simulation process is not as great as it seems at first. Children consciously approach the study of a foreign language. Children are encouraged to do so by stories about the culture of the country whose language is being studied. When learning a foreign language, children first of all want to learn to speak. Even the minimum number of speech units they learn in

the first lessons already allows them to feel the communicative function of language, which immediately has a positive effect on learning motivation, without which it is impossible to master a foreign language. Modern methodology helps to implement the main task - the practical application of students' acquired skills in a communicative situation, based on their own experience, personal opinion, prior knowledge and imagination, modeling their behavior according to the situation.

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THE MODEL OF TRAINING FUTURE TEACHERS OF ENGLISH TO THE FORMATION OF COMMUNICATIVE COMPETENCE

Abstract: This article has attempted to raise some of the key issues in relation to competence and the emerging field of EIL as a stimulus for further debate. Proposing what to include rather than what to exclude might prove to be the most helpful approach for promoting the potentially invaluable insights that corpora can provide.

Key words: Communicative-based learning, foreign language, competence of language, conversation and practical, social, linguistic and intellectual, technology of critical thinking, level of communication.

The current status of the theory of learning a foreign language and the obtained knowledge makes it necessary once again to return to the competence of communicative teaching. Greatly increased their educational and self-education functions in schools and universities, professional significance in the labor market as a whole, resulting in the enhancement of motivation to learn languages of international communication. Communicative-based learning is also becoming a tool of social and cultural education. Communicative-based learning of foreign language means to form a school student's communicative competence of language, conversation and practical, social, linguistic and intellectual, when the student is ready to use language as an implement of discourse activity.

One of the principal tasks of the teacher in forming communicative competence of students is the organization of an environment in which students acquire skills that match the high level of communication.

Ability to communicate includes:

- a. the desire to make contact with the students;
- b. the ability to organize communication, including the ability to listen to the interlocutor, the ability to emotionally empathize, to show empathy, the ability to resolve conflicts;
- c. knowledge of rules and regulations to be followed when dealing with the students.

According to Jack C. Richards “communicative competence in communicative language teaching includes the following aspects of language knowledge:

- knowing how to produce and understand different types texts (e.g. narratives, reports, interviews, conversations)
- maintain how to maintain communication despite having limitations in one’s language knowledge (e.g. through using different kinds of communication strategies) ”.[4.3]

Also, we shouldn’t forget that the XXI century students are mostly interested in web technology and the innovative role of English Language Teaching has changed where the teacher of English language has to start working with technology. [5.303].

So, communicative competence of future English Teachers considers not only the ability to carry out speech activity which means the language is spoken, properly use the system language, also it covers the web technology standards and choose communicative behavior in accordance with the goals and the situation of communication within a particular sphere of activities.

For the development of the model for teacher preparation to the formation of communicative competence, we adhere to the following definition. The model refers to visualize implemented system, which displays the object of research and study gives new information about this property.

In the research model we can separate individual components, to establish the relationship, the each relationship between the structural components, to identify the conditions for implementing.

The model of training future teachers to the formation of communicative competence is preceded from communicative language teaching approach.

Communicative approached teaching provides a basis to describe the model of training future teachers to the formation of communicative competence means of the following blocks: the target, content, process and criterion-result.

Target block model of training future teachers to the formation of communicative competence of students includes improving the quality of future teachers to the formation of communicative competence in communicative approach teaching with the help of web technology.

The objective of the model is instantiated a number of conditions:

- formation of the students a holistic view in communication of in the pedagogical process;
- increase knowledge of communicative competence of senior pupils;
- improvement of skills to plan and organize training activities with pupils;
- development of communicative skills with modern technology in teaching English to pupils.

The next component of the model of training future teachers to the formation of communicative competence is substantial unit that includes an

interdisciplinary theoretical and practical training for students. It results to motivational-adaptive, cognitive, pragmatic, imaginative formation. Each of these components describes:

- ✓ Adaptive motivational — a self-adaptive relationship material and immaterial stimuli which aim at providing quality and high performance communication in the pedagogical process senior pupils at secondary school

- ✓ Cognitive training based on cognitive abilities of the student. To cognitive abilities include: logic and emotion-type ability, meaningful and reflexive vision, the ability to ask questions, predict the future, formulate hypotheses, draw conclusions, etc;

- Pragmatic involves web technology training that significantly enhance the intellectual component of a modern society. Searching psychological and pedagogical conditions for transition to developmental, challenging, playful, intensifies;

- Imaginative readiness describes the creation of fundamentally new ideas methodologies of teaching English in high school to improve their communication skills in the pedagogical process.

The next component of the model is the technological training stages. It consists of three main divisions. Such as: specialized oriented, academic analysis, competently innovative. It is necessary to use some forms and methods of educational work in preparing future teachers to the formation of communicative competence. The forms are: lectures, seminars, tutorials, pedagogical practice, methods: explanatory and illustrative, reproductive, partial research, exploit modern technology, use of authentic materials and presentations.

The last criterion-effective component of the model represents a synthesis of selected criteria:

- a) young teachers' linguistic knowledge;
- b) their communicative skills with secondary school's senior pupils;
- c) ability to use the authentic materials with modern technologies for their teaching effectiveness;
- d) their teaching results, i.e. secondary school students' formed communicative competence) allows to determine the future teachers' readiness to the formation of secondary school students' communicative competence: low, intermediate, advanced.

Nowadays, the idea of competence-based approach indicated clearly enough formulated, its main provisions and characterized by the transition from the stage of self-determination to the stage of implementation.

The purpose of the article is to consider the role of communicative competence in the XXI century and develop the model of training future teachers of English to the formation of communicative competence at the secondary school.

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EFFECTIVE TECHNOLOGIES OF TEACHING A FOREIGN LANGUAGE AS A SECOND

Abstract: Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and interconditionality. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

Key words: Experimentation, subject, constructivist activities, technology of critical thinking, cognitive activity.

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

- The learners are actively involved;
- The environment is democratic;
- The activities are interactive and student-centered;
- The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous.

Examples of constructivist activities:

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas [1]. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- Experimentation: students individually perform an experiment and then come together as a class to discuss the results.
- Research projects: students research a topic and can present their findings to the class.

- Field trips. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.

- Films. These provide visual context and thus bring another sense into the learning experience.

- Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

Role of teachers. In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

David Jonassen identified three major roles for facilitators to support students in constructivist learning environments:

- Modeling
- Coaching
- Scaffolding [6; 45-46]

Jonassen recommends making the learning goals engaging and relevant but not overly structured.

Learning is driven in CLEs by the problem to be solved; students learn content and theory in order to solve the problem. This is different from traditional objectivist teaching where the theory would be presented first and problems would be used afterwards to practice theory.

Depending on students' prior experiences, related cases and scaffolding may be necessary for support. Instructors also need to provide an authentic context for tasks, plus information resources, cognitive tools, and collaborative tools. [6; 34]

Constructivist assessment. Traditionally, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers. However, in constructivist teaching, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view [2]. Some assessment strategies include:

- Oral discussions. The teacher presents students with a "focus" question and allows an open discussion on the topic.

- KWL (H) Chart (What we know, What we want to know, What we have learned, How we know it). This technique can be used throughout the course of study for a particular topic, but is also a good assessment technique as it shows the teacher the progress of the student throughout the course of study.

- Mind Mapping. In this activity, students list and categorize the concepts and ideas relating to a topic.

- Hands-on activities. These encourage students to manipulate their environments or a particular learning tool. Teachers can use a checklist and observation to assess student success with the particular material.

- Pre-testing. This allows a teacher to determine what knowledge students bring to a new topic and thus will be helpful in directing the course of study.

Communicative Teaching Method. The “communicative approach to the teaching of foreign languages” - also known as Communicative Language Teaching (CLT) or the “communicative approach” - emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner’s authentic needs to communicate information and ideas.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, and then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In Communicative Language Teaching (1991), expert David Nunan [7] lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.

3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

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LATENTITY AND FEATURES OF THE COURSE OF HIV INFECTION IN PREGNANT WOMEN

Summary. Since during pregnancy, most patients are diagnosed with stages I-III of the disease, pathological clinical signs are absent or look nonspecific. During the first three months after infection, 50-90% of those infected have an early acute immune reaction, which is manifested by weakness, slight fever, urticarial, petechial, papular rash, inflammation of the mucous membranes of the nasopharynx, vagina. Some pregnant women have swollen lymph nodes and diarrhea. With a significant decrease in immunity, short-term, mild candidiasis, herpes infection, and other intercurrent diseases may occur.

Keywords: alanine aminotransferase, aspartate aminotransferase, antiretroviral therapy, antiretroviral drug, T-lymphocytes expressing CD4 receptor, central nervous system.

Relevance. Statistics from the World Health Organization show that since the discovery of the disease, 79 million people have been infected with HIV in the world, according to data for 2018, the number of people living with HIV amounted to 37.9 million people and 1.7 million new cases of HIV infection were recorded. In 2018, 770,000 people died from HIV-related causes. Of the 37.9 million people, 62% received treatment and 53% achieved suppression of the HIV virus to a level that precludes the possibility of infecting another person. The vast majority (93.5%) of detected cases are in the adult population. The percentage of women is about half. And the number of deaths due to HIV, as can be seen from the above data, for the entire time of the study of infection is more than 35 million people.

The Republic of Uzbekistan, having acceded to the International Covenant on Economic, Social and Cultural Rights and recognizing other international principles and norms in the field of combating the spread of HIV/AIDS, has formed its own legal framework for the protection of human rights in the context of HIV/AIDS.

The basic principles of non-discrimination of people living with HIV and other citizens associated with this problem are enshrined in the Constitution of the Republic of Uzbekistan.

Purpose of the study. to study the characteristics of the course of HIV infection in pregnant women and to optimize chemoprevention schemes for

perinatal transmission of HIV infection.

Materials and research methods. The study was carried out on the basis of the Andijan Regional AIDS Center.

During the study, the clinical, virological and immunological parameters of women were evaluated for 2 years. The study included 30 women with HIV infection aged 18-35, of which 7 women (23.3%) were aged 18-25, 14 (46.7%) were aged 26-30, 9 (30.0%) at the age of 31-35 years, who are registered with the dispensary.

Results and discussion. The analysis of indicators of social, epidemiological and somatic anamnesis of the studied groups of women was carried out.

An analysis of marriage and family relations showed that all pregnant women were officially married, 22 women had children, the remaining 8 became pregnant for the first time.

Pregnant women were divided into stages of HIV infection in accordance with the 2015 National Clinical Protocol for Dispensary Observation and Treatment of Patients with HIV Infection.

In 13 (43.3%) women, the diagnosis of HIV infection was established during pregnancy, in 17 (56.7%) before pregnancy. The clinical condition in 13 (43.3%) women corresponded to stage 1, in 16 (53.3%) women of stage 2 and in the 1st (3.3%) patient of stage -3.

Anemia was detected in 27 (90%) pregnant women, mild anemia was detected in 24 pregnant women, and moderate degree in 3 pregnant women.

Somatic pathology in pregnant women was also predominantly noted as diseases of the endocrine system in 24 (80%) women, which in all cases was combined with anemia, diseases of the urinary system in the form of chronic pyelonephritis were found in 17 (56.7%) women. Diseases of the gastrointestinal tract in 8 (26.7%), respiratory organs - in 1 (3.3%), diseases of the musculoskeletal system - in 2 (6.7%) and diseases of the cardiovascular system were detected in 1 (3, 3%) of a pregnant woman.

Among the examined women, 7 women (23.3%) were infected with chronic viral hepatitis B and 5 women (16.7%) were infected with chronic viral hepatitis C.

Before starting antiretroviral therapy, pregnant women were diagnosed with mild anemia and mild thrombocytopenia.

When evaluating the indicators of a clinical blood test, significant differences were found between the indicators of hemoglobin, leukocytes and platelets before the start of ART and after the start of treatment, $p < 0.05$. In the dynamics of the study - after 3 and 6 months - no significant differences were found in the studied groups in terms of the level of hemoglobin, erythrocytes, leukocytes and platelets. The main hematological blood parameters (hemoglobin, erythrocytes, leukocytes, platelets) both at the beginning of the

study and during 6 months of the study were within the age norm and did not undergo significantly significant changes.

Conclusion. During the first 14 weeks of pregnancy, the fetus is most vulnerable to any toxic effects of antiretrovirals. Taking antiretroviral therapy at this time may increase the risk of fetal abnormalities, so it is recommended to start prophylactic ARV treatment for pregnant women with HIV infection from the 14th week of gestation.

Pregnancy is a state of natural immunosuppression due to high levels of progesterone (a hormone that maintains pregnancy). In the absence of antiretroviral therapy, HIV during pregnancy can progress, move from a latent stage to a stage with complications, which threatens not only the health, but also the life of a pregnant woman. Therefore, it is necessary to start ARV therapy in a timely manner.

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SHARTNOMA (UMUMIY QOIDALAR)

Annotatsiya: Ushbu maqolada shartnoma tog'risida umumiy qoidalar, tushunchalar va ularning shartlari xususida fikr yuritilgan.

Kalit so'zlar: shartnoma, qoidalar, yuridik shaxslar, fuqaro, yuridik faktlar.

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AGREEMENT (GENERAL PROVISIONS)

Abstract: This article discusses the general rules, concepts and terms of the contract.

Keywords: contract, rules, legal entities, citizen, legal facts.

FKning 8-moddasi talabiga ko'ra, shartnomalar taraflar o'rtasida fuqarolik huquq va burchlari vujudga kelishining asoslaridan biridir. Shubhasiz, bugungi kunda shartnomalarga alohida ahamiyat berilmoqda. Chunki shartnomalarda boshqa yuridik faktlarga qaraganda, taraflarning erki-irodasi to'la ifodalanadi. Shartnomaga kirishuvchi shaxslar kim bilan, qancha, qachon shartnoma tuzishni u tufayli yetkazib berilishi lozim bo'lgan pul, tovar, ashyolarni qaysi muddatlarda, qanday transportlarda yetkazilishini, to'lov amaldagi qanday shakllarda bo'lishini mutlaqo o'zlari, mustaqil hal qiladilar. Ular shartnomalar tuzishda erkindirlar, shartnoma tuzishga majburlashga yo'l qo'yilmaydi.⁴⁷

Shartnoma erkinligi tamoyilining mazmuni FKning 354-moddasida mustahkamlab qo'yilgan. Unga ko'ra, fuqarolar va yuridik shaxslar shartnoma tuzishda erkindirlar. Buning ma'nosi shundan iboratki, hech kim ularni shartnoma tuzishga majbur qila olmaydi. Shartnoma fuqarolar va yuridik

⁴⁷ Ammo bu holatdan ayrim istisnolar bor. Chunonchi, parvoz vaqtida yoki aeroport, shohbekat, bekat, bandargohda ro'y berishi mumkin bo'lgan baxtsiz hodisalarda davlat majburiy sug'urtasidan o'tkazilishi kerak bo'lgan havo, temir yo'l, ichki suv va avtomobil transporti yo'lovchilari muqarrar tarzda sug'urtalanadilar. //O'zbekiston Respublikasining 1993 yil 7 maydagi "Umumiy foydalanishdagi havo, temir yo'l, ichki suv va avtomobil transporti yo'lovchilarining majburiy shaxsiy sug'urtasi to'g'risida"gi qonuni// O'zbekiston Respublikasi Oliy Kengashining Axborotnomasi, 1993. 6-son, 250-moddasi.

shaxslarning o'z xohishiga ko'ra, o'z erki irodasi bilan tuziladi. Albatta, ularni shartnoma tuzishga undovchi sabablar (motiv) turlicha bo'lishi mumkin: o'z ehtiyojlarini qanoatlantirish, foyda olishga intilish, ta'sis xujjatlarida belgilab qo'yilgan maqsad va vazifalarni amalga oshirish va h.k. Ba'zan, boshqa uchinchi shaxslar shartnoma tuzish haqida talab, taklif yoxud iltimos qilishlari mumkin. Biroq har qanday holda ham shartnoma tuzish haqidagi qaror fuqaro yoki yuridik shaxs tomonidan mustaqil, o'z erki-irodasi asosida qabul qilinadi. Shartnoma tuzish vaqtida fuqaro (yuridik shaxs rahbari, vakili) fikri tiniq, ruhiy holati normal, o'zini o'zi idora qila oladigan, o'z harakatlarining oqibatlarini ko'ra oladigan holda bo'lishi lozim. Agar sub'ektning ichki ruhiy holatida, ongida ro'y bergan buzilishlar, tashqi ta'sirlar tufayli shartnoma tuzishga majbur etilsa, unday shartnoma haqiqiy hisoblanmaydi. Bu shartnomalar erkinligini real ta'minlashning o'ziga xos yuridik kafolati hisoblanadi deb aytish mumkin.

Amaliyot shuni ko'rsatmoqdaki, shartnomalar tuzishning erkinligi, undan taraflarning o'zaro manfaatdorligi, shartnomada shartnoma intizomining mustahkamligi (ya'ni, xalq tili bilan aytganda, "shartnomaning puldan qimmatligi"), unda ma'muriy-buyruqbozlikka asoslangan javobgarlikdan ko'ra, mulkiy javobgarlikning keng belgilanishi xo'jalik yurituvchi sub'ektlarni tobora ushbu huquqiy vositadan (shartnomadan) to'laroq foydalanishga jalb qilmoqda. Shartnomalarning ahamiyatini keng tushuntirish mumkin. Ammo ularning sarasi shartnomalar to'lov intizomini kuchaytiradi, taraflarning faoliyatini har tomonlama rag'batlantiradi, o'z navbatida taraflarning mas'uliyatini oshiradi, xo'jalikning debitorlik va kreditorlik holatini yaxshilaydi, pirovardida taraflarning barqarorligini ta'minlaydi. Bu esa, o'z navbatida, jamiyatda tovarlar, xizmatlar va kapitallarning mo'l-ko'lligiga garovdir.

Shu ma'noda sohaning tezkor va ta'sirchan huquqiy mexanizmini yaratish, shartnomalar tuzish va bajarishni ta'minlash maqsadida mamlakatimizda "Xo'jalik yurituvchi sub'ektlar faoliyatining shartnomaviy-huquqiy bazasi to'g'risida"⁴⁸ qonun qabul qilindi, shartnomalarni tuzish va bajarish monitoringi yuritilmoqda. Bular, o'z navbatida, tuzilgan shartnomalarni tezroq va realroq ishlashiga xizmat qilmoqda.

Shartnoma ikki yoki undan ortiq shaxsning fuqarolik huquqlari va burchlarini belgilash, o'zgartirish yoki bekor qilishga qaratilgan o'zaro kelishuvdir.

Shartnoma atamasi uch ma'noda: yuridik fakt; biror-bir yuridik faktga asoslangan, moddiy manfaatlar to'g'risidagi huquqiy munosabat; shaxslar (fuqarolar va tashkilotlar) nima to'g'risida o'zaro kelishsalar, shuni aks ettiruvchi, ifodalovchi hujjat ma'nosida ishlatiladi. Bu yerda u o'zining birinchi ma'nosi–yuridik fakt sifatida ko'riladi va o'rganiladi.

Yuridik faktlar mazmuni jihatidan ikki asosiy toifaga: yuridik hodisalar va harakatlarga bo'lingan edi. Yuridik harakatlar, o'z navbatida, huquq yo'l

⁴⁸ O'zbekiston Respublikasi Oliy Majlisining Axborotnomasi, 1998. 9 son, 170- modda

qo'ygan harakatlar sifatida bir tomonlama va ikki tomonlama bitimlar (shartnomalar) dan iboratligi ko'rsatilgan edi. Ikki tomonlama bitimlarning hammasi (oldi-sotdi, ijara, qarz va boshqalar) shartnoma hisoblanadi. Bir tomonlama bitim, masalan, vasiyatnoma shartnoma bo'la olmaydi. Binobarin, har qanday shartnoma bitim deyilsa ham, ammo har qanday bitimni shartnoma deb atab bo'lmaydi.

Demak, shartnoma bitimning bir ko'rinishi hisoblanar ekan, unga nisbatan bitimga oid qoidalar, jumladan, FKning 9-bobidaga qoidalar tatbiq etiladi. Shu bilan birga, shartnoma o'ziga taalluqli bo'lgan boshqa maxsus normalar bilan ham masalan, "Xo'jalik yuri-tuvchi sub'ektlar faoliyatining shartnomaviy-huquqiy bazasi to'g'risida"gi, "Lizing to'g'risida"gi qonunlar, "Qishloq xo'jaligi mahsulotlari yetishtiruvchilari bilan tayyorlov xizmat ko'rsatish tashkilotlari o'rtasida shartnomalar tuzish, ularni ro'yxatdan o'tkazish, bajarish, shuningdek ularning bajarilishi monitoringini olib borish tartibi to'g'risida"gi Nizom⁴⁹ va boshqalar bilan ham tartibga solinadi.

Shartnomadan kelib chiqqan majburiyatlarga, agar qonunlarda boshqacha hol nazarda tutilmagan bo'lsa, FKda belgilangan majburiyatlar haqidagi umumiy qoidalar (FKning 234-352-moddalari) qo'llaniladi.

Ikkidan ortiq taraflar tuziladigan shartnomalarga ham agar bunday shartnomalar shartnomalarning ko'p taraflamalik xususiyatiga zid bo'lmasa, shartnoma to'g'risidagi umumiy qoidalar qo'llaniladi.

Shartnoma huquqiy munosabatlarni vujudga keltirish, o'zgartirish yoki bekor qilish uchun asos bo'lib xizmat qiladi. Ammo shartnomaning harakati bu bilan cheklanmaydi. Agar boshqa yuridik faktlar umumiy qoida bo'yicha huquqiy munosabatni vujudga keltirish, o'zgartirish yoki bekor qilish bilan tugallansa, shartnoma mazkur yuridik faktlardan farq qilib, huquqiy munosabatni belgilash, o'zgartirish yoki bekor qilishdan tashqari yana huquq normalari bilan belgilangan doiralarda huquqiy munosabatda qatnashuvchilarning xatti-harakatlarini tartibga soladi, huquqiy munosabat ishtirokchilarining huquq va burchlarini belgilaydi.

Shartnoma bilan vujudga keltirilgan huquqiy munosabat davomida shartnoma taraflarning xatti-harakatlari qanchalik qonunga muvofiq bo'lgan-bo'lmaganligini ham tekshirish imkoniyatini beradi.⁵⁰

Fuqarolik-huquqiy shartnoma, asosan, mulkiy munosabatlarni rasmiylashtirish uchun tuziladi. Ba'zi hollarda shartnoma shaxsiy-nomulkiy huquq va majburiyatlarni ham rasmiylashtiradi. Bu adabiyot, fan va san'at asarlarini yaratish sohasidagi ijodiy faoliyat bilan bog'liq bo'lgan shartnomalar, chunonchi, nashriyot shartnomasi, sahna asari, kinossenariyalar va boshqa shartnomalar uchun xarakterlidir.

⁴⁹ O'zbekiston Respublikasi Vazirlar Mahkamasining 2003 yil 4 sentyabrdagi 383-sonli qaroriga 1-ilova. // O'zbekiston Respublikasi qonun hujjatlari to'plami, 2003., 17-son, 143-modda.

⁵⁰ Raxmankulov M., Rol i smnost grajdansko-pravovogo dogovora v usloviyax rynochnoy ekonomiki. - Tashkent: Fan. 1994. -B. 113-114.

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O‘ZBEKISTON RESPUBLIKASIDA OILA MUHOFAZASI- KONSTITUTSIYAVIY TAMOYIL SIFATIDA

Annotatsiya: Jamiyatning asosiy va birlamchi bo‘g‘ini sifatida oila instituti va uning muhofazasining Konstitutsiyaviy asoslari ushbu maqolaning tadqiqot obektidir. Maqolada shuningdek, oila tushunchasining mazmun mohiyati, so‘nggi yillarda O‘zbekistonda bu institutni mustahkamlash yo‘lida qilinayotgan salmoqli islohotlar ham atroflicha muhokama etiladi. Oila kategoriyasiga bo‘lgan milliy yondashuvining Konstitutsiyaviy asoslari tahlil etilib, xorijiy manbaalar tadqiq etiladi.

Kalit so‘zlar: Oila, qarindoshlik, nikoh, onalik, bolalik.

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PROTECTION OF FAMILY IN THE REPUBLIC OF UZBEKISTAN AS A CONSTITUTIONAL PRINCIPLE

Annotation: The concept of family as the main and primary link of society and its constitutional foundations are the research facility of this article. The article also discusses the essence of the concept of family, as well as analyses the significant reforms to strengthen the normative basis of this institution in Uzbekistan. The constitutional foundation of the national approach to the family category is analyzed and foreign sources are also discussed during the research.

Keywords: family, kinship, marriage, motherhood, childhood.

"Oila" tushunchasining mohiyatini bir necha jihatlariga ko‘ra aniqlash mumkin. Birinchidan, oila jamiyat uchun o‘ziga xos vazifalardan birini - insoniyatni takror ishlab chiqarishni amalga oshiradigan ijtimoiy institutdir. Ikkinchidan, oila - bu odamlarning kichik guruhi, ya’ni umumiy vazifalari, maqsadlari, manfaatlariga ega bo‘lgan, shuningdek, o‘zlarining ichki qonuniyatlari bo‘yicha rivojlanib, faoliyat ko‘rsatadigan turli xil odamlarning birlashmasi. Oila konseptsiyasini ko‘rib chiqishda psixologik, ijtimoiy, huquqiy va boshqa yondashuvlarni qo‘llash mumkin, chunki bu tushunchaning keng qo‘llanilishi nafaqat sotsiologiya, psixologiya, pedagogikada, balki huquqshunoslikda, xususan, huquqiy hujjatlarda - qonunlarda ham qo‘llaniladi.

O.G. Proxorova oilani nafaqat erkak va ayolni, balki ularning farzandlarini, shuningdek, boshqa qarindoshlarni birlashtiruvchi murakkab

munosabatlar tizimi deb tushunadi [1. B. 7]. A. I. Antonovning ta'rifiga ko'ra, oila - bu nikoh - ota-onalik - qarindoshlik rishtalari bilan bog'langan va shu orqali oilaviy funksiyalarni bajaradigan yagona umumiy oilaviy faoliyatga asoslangan odamlar jamoasi[2. b. 12]. Qonun nuqtai nazaridan oila deganda nikoh, qarindoshlik, farzandlikka olish yoki bolalarni tarbiyalash uchun oilaga qabul qilishning boshqa shakllaridan kelib chiqadigan huquqlar va o'zaro majburiyatlar bilan bog'liq bo'lgan shaxslar doirasi tushuniladi. Oila nikoh, qon-qarindoshlik va shu kabi kishilar o'rtasidagi o'zaro bog'liqlikdan hosil bo'ladigan ijtimoiy tuzilmadir. O'ziga xos bo'lgan mazkur ijtimoiy tuzilmadagi jismoniy shaxslar o'rtasidagi o'zaro bog'liqlikni tartibga solish, ularning huquq va majburiyatlarini belgilash huquqning vazifasi sanaladi[2. b. 20]. Oila – jamiyatning asosiy bo'g'ini sifatida har qanday davlatning negizini tashkil etadi. Nafaqat O'zbekiston Respublikasida, balki butun dunyoda ro'y berayotgan ijtimoiy-iqtisodiy voqealar davlat va jamiyat tomonidan yordam va ko'makka muhtoj bo'lgan oilaviy munosabatlar ishtirokchilarining huquqlariga bevosita daxldor bo'lgan ko'plab muammolarni ochib berdi. Ularni hal qilish zarurati va shu orqali oila institutini isloh qilish inson va uning huquqlari oliy qadriyat bo'lgan huquqiy, ijtimoiy davlatni yaratishga qaratilgan demokratik islohotlar bilan bevosita bog'liq. Mamlakatimizda oila va davlat o'rtasidagi munosabatlarning asosiy tamoyillari O'zbekiston Respublikasi Konstitutsiyasi bilan belgilanadi. O'zbekiston Respublikasi Konstitutsiyasining 14-bobi oilaga bag'ishlangan bo'lib, asosiy qonunimizning 63-moddasiga binoan, "Oila jamiyatning asosiy bo'g'inidir hamda jamiyat va davlat muhofazasida bo'lish huquqiga ega. Nikoh tomonlarning ixtiyoriy roziligi va teng huquqliligiga asoslanadi[3]", deya belgilab qo'yilgan.

Bundan tashqari "ota-onalar o'z farzandlarini voyaga yetgunlariga qadar boqish va tarbiyalashga bo'lgan majburiyatlari", "farzandlar ota-onalarning nasl-nasabidan va fuqarolik holatidan qat'i nazar, qonun oldida tengligi", "onalik va bolalik davlat tomonidan muhofaza qilinishi", "voyaga yetgan, mehnatga layoqatli farzandlar o'z ota-onalari haqida g'amxo'rlik qilishga bo'lgan majburiyatlari" ham Asosiy qonunimizning ushbu bobida belgilangan.

Oilani himoya qilishning konstitutsiyaviy asoslari mustahkamlanishi uning o'zbek jamiyatidagi rolining muhimligini, davlatning uni qo'llab-quvvatlash, muhofaza qilish va sifatli rivojlantirishdan manfaatdorligini ko'rsatadi.

O'zbekistonda oilani rivojlantirishga global darajada Birlashgan Millatlar Tashkilotining Barqaror taraqqiyot maqsadlari doirasida, shuningdek, 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi doirasida qaraladi.

So'nggi yillarda O'zbekiston Respublikasida oila institutining har tomonlama mustahkamlanishi yo'lida salmoqli ishlar amalga oshirilmoqda. O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida oila institutini mustahkamlash konseptsiyasini tasdiqlash to'g'risida"gi 2018 yil 29-

iyundagi qarori “Jamiyatda ijtimoiy-ma’naviy muhitni sog‘lomlashtirish, mahalla institutini yanada qo‘llab-quvvatlash hamda oila va xotin-qizlar bilan ishlash tizimini yangi darajaga olib chiqish chora-tadbirlari to‘g‘risida” 2020-yil 18-fevraldagi PF-5938-son Farmonining qabul qilinishi, “Oila institutini yanada rivojlantirish va yoshlarni oilaviy hayotga tayyorlash chora-tadbirlari to‘g‘risida” O‘zbekiston Respublikasi Vazirlar Mahkamasining VMQ-810 sonli qarori, va shu qarorga ilova tarzida tasdiqlangan Yoshlarni oilaviy hayotga tayyorlash markazlarida mashg‘ulotlarni tashkil qilish tartibi to‘g‘risidagi nizom ham oila institutining huquqiy asoslarini mustahkamlash yo‘lida qadam bo‘ldi.

Prezidentimizning “Xotin-qizlarni qo‘llab-quvvatlash va oila institutini mustahkamlash sohasidagi faoliyatni tubdan takomillashtirish chora-tadbirlari to‘g‘risida”gi Farmoni bilan milliy hamda ma’naviy qadriyatlarimiz asosida ushbu sohada yillar davomida to‘planib qolgan, e’tibordan chetda qolib kelgan muammolar yechimi yuzasidan tegishli davlat organlari hamda jamoat tashkilotlari oldiga eng muhim va dolzarb vazifalar qo‘yildi.

Oila muhofazasining xalqaro tajribadagi asoslariga qaraydigan bo‘lsak, Birlashgan Millatlar Tashkilotining Bosh Assambleyasi 1994 yildan e’tiboran har yili 15 may kunini Xalqaro oila kuni sifatida nishonlashga qaror qilgani bejiz emas. Shuningdek, 1993-yildan buyon Vena, Qohira, Kopengagen, Pekin va dunyoning boshqa shaharlarida bo‘lib o‘tgan xalqaro anjumanlar kun tartibiga oila masalasining maxsus kiritilishida ham katta ma’no bor. Umuman olganda, har yili belgilanayotgan va amalga oshirilayotgan xayrli ishlarning barchasida oila va uning mustahkamligi muammosi umuminsoniy vazifa sifatida e’tirof etib kelinmoqda[2. b.21].

O‘zbekiston Respublikasi Konstitutsiyasida oila instituti mustahkamligi turli xil milliy omillarga ham asoslanganligini ta’kidlab o‘tish lozim. Bunda, milliy xususiyatlardan kelib chiqib, oila tizimida keksa yoshlilarning maqomi va ularning muhofazasi ham mustahkamlangan. O‘zbekiston olib borayotgan siyosat har bir kishini, jumladan, mehnatga layoqatsizlar, yolg‘iz keksalarning ham to‘laqonli hayot kechirishini, iqtisodiy va siyosiy turmushda faol ishtirok etishini ta’minlashga qaratilgan. Bunday shaxslarning tibbiy xizmatdan foydalanish, mehnat qilish, bilim olish, dam olish huquqlari alohida imtiyozlar belgilanishi bilan yanada kuchli himoya qilinadi.

Bir so‘z bilan aytganda, oila institutining Konstitutsiyaviy asoslarini mustahkamlashdan ko‘zlangan asosiy maqsad mamlakatdagi har bir oilaning huquq va manfaatlarini to‘liq ro‘yobga chiqarish, ular uchun munosib turmush sharoitini yaratish, oilaviy munosabatlar muvozanatini ta’minlash, oila farovonligini oshirish, muxtasar aytganda, oila institutini har tomonlama qo‘llab-quvvatlagan holda, davlatning izchil va barqaror taraqqiyotiga erishishdir.

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AYLANA YOYINI TO'G'RI CHIZIQQA YOYISH VA UNING HAQIQIY UZUNLIGINI ANIQLASH

Annotatsiya: Maqolada radiusi R va markazi O nuqta b'ulgan aylana uchun teng tomonli uch burchakni yasash uchun, istalgan aylana radiusi R ni mavjud etilgan ko'effitsient K ga ko'paytirilib yasalgan muntazam burchak vatarining bir tomonining uzunligi L masofa, ya'ni R radius qiymati aniqlangan.

Kalit so'zlar: Muntazam, radius, diameter, nuqta, chizma, perpendikulyar, aylana, turtburchak, aylana, teng, tomoni, qiymati, urinma.

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DISTRIBUTE THE CIRCULAR ARC IN A STRAIGHT LINE AND DETERMINE ITS TRUE LENGTH

Annotation: The article deals with the issues of dividing circles into equal parts. It is proposed to use the method of coefficients for educational purposes.

Keywords: Construction, division, arcs, compasses, circle, radius, diameter, drawing, segment, perpendicular, vertical, horizontal, point, chord, length.

Texnikada va qurilishda aylananing ko'pincha teng bo'laklarga bo'lishga to'g'ri keladi. Masalan, tishli g'ildiraklarni tayyorlashda, flanslarda parmalab teshik ochishda, muntazam ko'pburchaklarni yasashda, arxitekturada ishlatiladigan to'pburchak shaklidagi geometrik bezak naqshlar yasashda foydalaniladi.

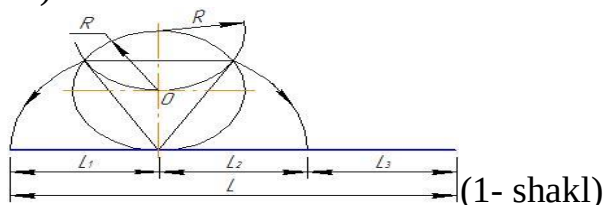
Har qanday diameter, ya'ni aylana markazi orqali o'tuvchi to'g'ri chiziq uni teng ikkiga bo'ladi. O'zaro perpendikulyar bo'lgan ikkita diameter aylanani to'rt bo'lakka bo'ladi. Har qaysi bo'lakni ikkiga bo'lish yo'li bilan aylanani sakkizga, keyin 16 ga va hokazo qismlarga bo'lish mumkin. Aylanani bo'lishda hosil bo'lgan nuqtalar birlashtirilsa muntazam to'rtburchak (kvadrat) sakkizburchak, o'n olti burchak va hokazolarning tomonlari hosil bo'ladi.

Endi aylanani to'g'ri chiziqqa yoyib uzunligini aniqlashni amaliyotda ko'rib chiqamiz. Misol uchun, amaliyotda: shkatulkalar, vazalar va boshqa aylanish sirtli buyumlarga bezak berishda foydalaniladi.

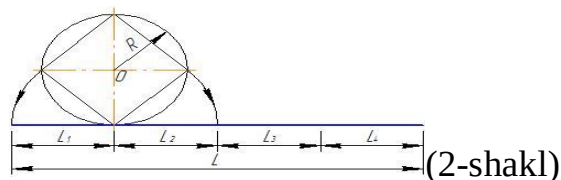
Ma'lumki, aylana yoyining uzunligi $2\pi R$ formuladan foydalanib topiladi. Quyida, aylana yoyining uzunligini grafik usulda aniqlashda aylanalar ichki urinma ko'pburchaklar yasab, ularni tomonlarini to'g'ri chiziqqa yoyish bilan aylananing haqiqiy uzunligini aniklash haqida fikr yuritaylik.

Aynan, bu masalani yechish uchun quyida aylanalar ichki urinma ko'pburchaklar yasab, aylananing haqiqiy uzunligini aniqlash misollarini ko'rib chiqamiz. Bunda aylana uzunligini grafik usulda aniqlash uchun muntazam ko'pburchaklardan foydalanamiz.

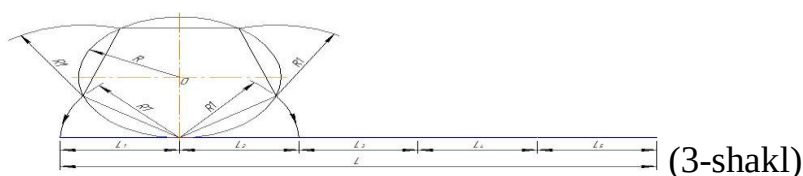
1-misol. Radiusi $R35$ mm va markazi O nuqtada bo'lgan aylana ichida urinuvchi teng tomonli uchburchak yasab, uning tomonlarini to'g'ri chiziqqa yoyib chiqilganda, teng tomonli uchburchak tomonlarining uzunligi $118,8$ mm ga teng bo'ldi (1-shakl).



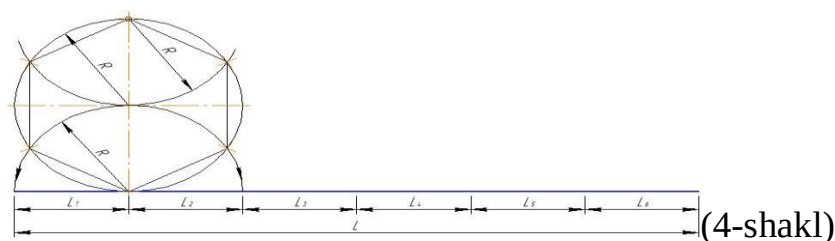
2- misol. Radiusi $R35$ mm va markazi O nuqtada bo'lgan aylanaga ichki urinuvchi kvadrat yasab, uning tomonlarini to'g'ri chiziqqa yoyilganda to'g'ri to'rt burchakning tomonlari uzunligi $181,2$ mm ga teng bo'ldi (2-shakl).



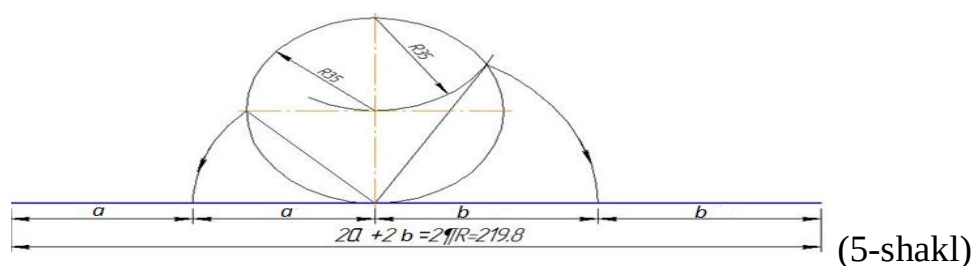
3- misol. Radiusi $R35$ mm va markazi O nuqtada bo'lgan aylanaga ichki urinuvchi muntazam beshburchak yasab, beshburchak tomonlarini to'g'ri chiziqqa yoyib chiqilganda uning uzunligi 198 mm ga teng bo'ldi (3-shakl).



4-misol. Radiusi $R35$ mm va markaz O nuqtada bo'lgan aylanaga urinuvchi teng muntazam oltiburchak yasaldi. Muntazam oltiburchak tomonlarini to'g'ri chiziqqa yoyildi, yozilgan oltiburchak tomonlarining uzunligi esa 213 mm ga teng bo'ldi (4-shakl).



5-misol. Radiusi $R35$ mm va markazi O nuqtada bo'lgan aylanaga chizilgan ichki urinuvchi muntazam to'rtburchakning to'rtidan bir qismini ikki marta va shu aylanaga chizilgan ichki urinuvchi muntazam uchburchakning $1/3$ qismini ikki marta to'g'ri chiziqqa yoyildi. Hosil bo'lgan yoyilmaning uzunligi $219,8$ mm ga teng bo'ldi (5-shakl)

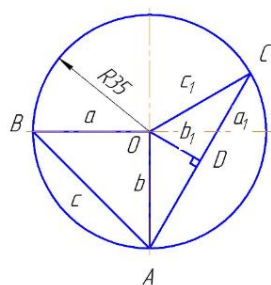


Bu to'rtta kesmalarning yig'indisi aylananing uzunligiga teng, chunki, $2a + 2b = 2 \cdot 49,5 + 2 \cdot 60,4 = 99 + 120,8 = 219,8$ mm.

Grafik usulda topilgan $R35$ mm va markazi O nuqtada chizilgan aylananing uzunligi $L = 219,8$ mm ga teng. Formula $2\pi R$ bilan aniqlangan aylananing uzunligi ham $2\pi R = 2 \cdot 3,14 \cdot 35 = 219,8$ mm ga teng chiqdi.

Endi, grafik usulda aylana yoyining uzunligini to'g'ri chiziqqa yoyilganligi va uning haqiqiy uzunligini grafik usulda aniqlanganligini Pifagor teoremasi yordamida ko'rib chiqamiz.

Buning uchun, radiusi $R35$ mm va markazi O nuqtada bo'lgan aylanaga ichki urinuvchi kvadratning AV tomonini va shu aylanaga ichki urinuvchi teng tomonli uchburchakning AS tomonini uchburchaklar hosil qilish bilan aniqlandi (6-shakl).



6-shakl

1. AOV to'g'ri burchakli uchburchakning gipotenuzasi quyidagicha aniqlandi.

$$S^2 = a^2 + b^2 = 35^2 + 35^2 = 1225 + 1225 = 2450$$

$$S = \sqrt{2450} = 49,497 \approx 49,5 \text{ deb qabul qilamiz}$$

$$AV = S = 49,5 \text{ mm}$$

2. AOS uchburchakning AS gipotenuzasini aniqlash uchun uchburchakning O uchidan AV tomoniga perpendikulyar tushiramiz, natijada ikkita AOD va SOD to'g'ri burchakli uchburchak hosil bo'ladi. Uchburchakning s_1 gipotenuzasi ma'lum, b_1 katetni o'lchab aniqlanadi, u $b_1 = 17,6 \text{ mm}$ ga teng, a_1 katetni uzunligini formuladan aniqlaymiz.

$$S_1^2 = a_1^2 + b_1^2, 35^2 = a_1^2 + 17,6^2$$

$$a_1^2 = -35^2 + 17,6^2 = -1225 + 309,76 = 915,2$$

$$a_1 = \sqrt{915,24} = 30,252533 \approx 30,2 \text{ deb qabul qilamiz.}$$

$$AS = 2 \cdot a_1, \quad AS = 2 \cdot 30,2 = 60,4 \text{ mm}$$

Muntazam to'rtburchakning AV tomoni ikkiga va teng tomonli uchburchakning AS tomonini ham ikkiga ko'paytirib, ularni qo'shilganda $(2 \cdot AV + 2 \cdot AS) = 2 \cdot 49,5 + 2 \cdot 60,4 = 219,8 \text{ mm}$ ga teng bo'ladi.

Xulosa qilib aytganda, grafik usulda aniqlangan aylana yoyining haqiqiy uzunligi Pifagor teoremasi bilan aniqlangan uzunlikka tengligi isbotlandi.

Eslatma. Grafik usulda aniqlangan aylana uzunligining xatoligi yo'0,2 mm ga teng bo'lishi mumkin. Bu xatolik esa chizmakashning va chizma asbobining kamchiligi hisobiga farq qilishi mumkin.

XULOSA. Grafik usulda aylananing uzunligini aniqlash arxitektor va badiiy iste'dod egalari uchun mo'ljallangan.

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DEVELOPMENT OF LEXICAL WAYS OF EXPRESSING FUTURALITY IN ENGLISH

Abstract: This article is devoted to the study of grammatical and lexical ways of expressing future action in the history of the English language. In linguistic literature, much attention has been paid and is being paid not only to the status, but also to the existence in general in the English language of a grammatical way of expressing futurity.

Key words: Grammatical category, future tense, concept, process, speech, special, word-forming, development, grammatical method, classification.

As you know, “grammatical verb tense is such a grammatical category, through the forms of which one way or another the temporal relationship between the process indicated by the given form of the verb and the moment of the given speech is determined, and it is this last moment that acts as “zero” on the time line.” [1, p.328]. Since language reflects a real-life reality and grammatical categories are closely related to the categories of thinking, the most accurate approximation to real, conceptual time, of course, is the division of grammatical time into the present, past and future.

However, it should be noted that “the main thing is the division of the present and the past as points that are directly observable, and in relation to which accurate information can be expressed, supported by facts.” [2, p.73]. The future, as a projected action, cannot but contain an element of conjecture, therefore “... some languages completely do without reflecting this tense in verb forms, others use modal formants to designate it, others use special word-forming formants, etc.” [4, 84]. The form of the future tense is one of the controversial phenomena of the language. In the history of the development of ideas about the future tense of the English verb, one can find very diverse points of view - from the unconditional recognition of this categorical form to its complete denial, with all possible intermediate compromise interpretations of it. “It is easy to understand that the ways of expressing the future tense are less

defined and less developed in our languages than the ways of expressing the past: we know less about the future than about the past, and therefore we have to talk about it in more indefinite terms.” [Espersen, 1958: 304]. All views on the category of time of the English verb can basically be reduced to the following: - the category of time is composed of three divisions: present, past and future;) the English verb has four tense forms: past, present, future, “dependent future”;) in the system of the English verb, the category of time consists of the binary opposition “past - non-past tense”, that is, it is binomial. The first point of view is generally accepted. It captivates with a logical basis, as it correlates with conceptual time. Researchers of this point of view such as M.Ya. Bloch, E.A. Korneeva, B.A. Ilyish, 1, B.S. Khaimovich, B.I. Rogovskaya, etc. exclude verbs from the category of tense paradigm forms correlating with the forms shall / will do, shall / will be doing, shall / will have done, i.e. forms “should / would do, should / would be doing, should / would have done, should / would have been doing”, called by some authors (B.N. Zhigadlo, I.P. Ivanova) “dependent future”, by others - “relative future” (B.S. Khaimovich), the third – “the future in the past” (N.I. Meleshkova), the fourth – “the future II” (I.B. Khlebnikova). L.S. Barkhudarov and D.A. Stehling called the forms “should / would + infinitive” isolated grammars that go beyond the system of morphological categories. B.S. Khaimovich and B.I. Rogovskaya distinguish a separate grammatical category formed by pairs of graphemes contrasted with shall cell - should come, will be writing - would be writing, etc., which is called the category of following (Category of Posterity). 1 refers “should / would + infinitive” to forms of indirect mood.

Obviously, linguists have particular difficulties in interpreting the “future in the past.” As rightly noted by V.P. Kobkov, “the future in the past” has not yet found a generally recognized place in the system of grammatical categories of the English verb. [6, p.60]. That is why, in our opinion, the traditional concept is more legitimate, according to which the category of time is composed of three divisions: present, past and future. However, most supporters of this point of view often consider the combinations shall / will + infinitive (in addition to the grammatical way of referring to the sphere of the future) as one of the means of expressing modal meanings in the language. (1, G.N. Vorontsova, B.A. Ilyish and others). This opinion, in fact, became dominant in the practical grammars of the English language (E.S. Izrailevich, K.N. Kachalova; B.JI. Kaushanskaya; B.M. Gordon; R.V. Reznik; T.M. Zhimalenkova, M.A. Belyaeva and others). A constant meaning that unites all forms of the “future” is the meaning of following in terms of the present, parallel to the general meaning of the forms of “the future in the past.” The remaining categorical meanings seem to be layered on top of it and accompany it. So, for example, in the forms “future continuous” and “future continuous in the past”, the value of the following is accompanied by the value of the duration of the action, etc. This means that the syntactic scope of the forms “should / would + infinitive” is as wide as the scope of the

forms “shall/will + infinitive”. Based on this, supporters of the second point of view distinguish four tense forms in the English verb system, i.e. present, past, future and future in the past. However, they themselves are forced to admit that the future in the English language is split into two independent axes of orientation, one of which repels and depends on the present, the other on the past. In recent years, in domestic and foreign English studies, the concept has become widespread, according to which the category of time is a two-term system, formed by contrasting only two categorical forms of time: present and past. This concept owes its appearance to the statements of J.O. Kerm and O. Jespersen, who at the beginning of the century spoke about the unjustified allocation of the future tense paradigm among the tense forms of the English verb. Putting forward the thesis that future forms are not located on the same line of time with the present and the past, supporters of the point of view of the duality of the category of time generally deny the temporal meaning of the formations “shall / will + infinitive”, which, in our opinion, leads to difficulty in determining places of these combinations in the general system of the English verb. Some authors attribute them to modal syntactic combinations, others consider them forms of indirect mood. It should be emphasized that the study of the means of expressing the future in the English language in the diachronic plan is predominantly disparate: attention is paid only to the grammatical method or only to the lexical means of expressing the future action, or it concerns a certain historical period. The object of research is the future action in English. The subject of the research is the grammatical and lexical ways of expressing the future action at different historical stages of the development of the English language.

Unlike the verb shall, which already in Middle English in combination with the infinitive became a grammatical way of expressing the future action, the final grammatical of the combination with will occur only in the Early New English period. At this time, will, as a rule, completely loses its lexical meaning of the will and, in combination with the infinitive, turns into an auxiliary verb. We will haste us. There are two parallel analytic forms in Early New English that convey the meaning of the objective future tense: shall + infinitive and will + infinitive. At the beginning of the period, both of these forms were used for all three persons, singular and plural. The grammarians of the 16th century, as well as Gill, name two forms of the future tense: the construction shall and will with the infinitive and the simple present tense, and they do not distinguish between the auxiliary verbs shall and will. However, by the middle of the XVII century. The rule on the distribution of shall and will by persons did not accurately reflect reality. Ch. Freese counted the use of shall and will by persons, starting from the era of Shakespeare, and proved that there was no such distribution at all [7, p.153]. In Early New English, contracted forms like I’ll do, you’ll do, he’ll do, etc. were first recorded: Well wait upon you. [Sh, Hamlet]you’ll be secret? [Sh, Hamlet], but shell keep her word. [Sh, Hamlet] According to

experts, the abbreviated form of the auxiliary verb *ll* goes back to *will*, because the phoneme [ʃ] is not amenable to phonetic reduction. This gives grounds to conclude that in the Early New English period the future form with *will* begins to displace the older form with *shall*. Lists of meanings of constructions with *shall* and *will* during the period of their intensive use in the 15th - 18th centuries, given in many works, do not create a clear picture. Some linguists give many meanings of *shall* and *will*, while others list only more generalized meanings. F. Blackburn defines them as "a promise and a threat." According to B. Trnka, the future with *will* conveys spontaneous actions or actions that will occur at the will of another person or due to circumstances. [3, 2009; c.123]. Nevertheless, despite the modal shades, the frequency of future constructions as a means of indicating future action is growing. In the era of Shakespeare, as well as in Middle English, the construction with *shall* and *will* could freely alternate with the present form in clauses of condition and time.

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COMPARATIVE ANALYSIS OF THE FUNCTIONAL FIELD OF FUTURALITY IN ENGLISH COLLOQUIAL SPEECH

Abstract: This work is devoted to the study of the functional field of futurity in modern English on the material of the English colloquial speech. The need to study this problem is due, firstly, to the fact that the field of the future tense seems to be the most complex and less studied in comparison with the field of the present or the field of the past tense, and secondly, in the linguistic literature there is still no comprehensive study devoted to the consideration of the functional semantic category of futurity in comparative terms of various functional styles.

Key words: English colloquial speech, functional styles, lexical, scientific realities, inventions, scientists, periods of action.

Grammatical forms express the relationship between the phenomena of objective reality in the most general and therefore indefinite form. Lexico-grammatical means are less generalized, but due to the partial rethinking of the components, they are closer to the grammatical form. Lexical means, usually performing a nominative function, name phenomena of objective reality or relations between phenomena, concretizing them to a greater or lesser extent.

The category of time plays a very important role in the language, since all objects of the surrounding reality, including a person, exist in time and space. The conceptual area correlated with the concept of time is one of the essential components of the conceptual picture of the world. The functioning of the language is also associated with temporal representations.

Temporality in a broad sense is usually understood as a conceptual category, which is based on the temporal characteristic of an action or state, which is based on various morphological, syntactic, lexical and other means of linguistic expression of time. "Being a vector category, temporality reflects the specifics of temporal deixis, which denotes both an extralinguistic moment of

speech and other possible points of reference, for example, points of space, which are secondary modifications of temporal relations" [7, 10].

Temporality is a category correlated, on the one hand, with objective (real) time, on the other hand, with the reflection of temporal characteristics and relations of reality in people's minds. It must be emphasized that this category does not exist outside the linguistic means of its expression.

All temporal vocabulary can be combined under one name "lexical indicators" or "lexical concretizes of the verb tense" [5, 57]. Lexical indicators of time are used in a sentence to clarify temporal relationships.

In English, one can distinguish:

- direct lexical temporal indicators,
- indirect lexical temporal indicators.

The first group includes lexical units that have a pronounced temporal semantics. The lexical units that make up the second group acquire it only in context. Indirect lexical temporal indicators include the names of various scientific realities, discoveries, inventions, scientists or periods of action, as well as nouns, which, when used in a sentence with a temporary preposition, acquire procedural semantics.

The following groups of nouns with prepositions as indirect lexical indicators of time:

- 1) verbal nouns that have an abstract meaning of action, process: after shopping;
- 2) names of meal times: before lunch;
- 3) names of dishes and drinks: talk over tea;
- 4) names of persons and proper names: is great with Ann?

Within the direct lexical indicators of time, one can distinguish:

- adverbs as components of the time field,
- nouns as components of the time field,
- adjectives as components of the time field.

The most general is the temporary meaning of such adverbs as now - then and their synonyms (today, now, present - earlier, formerly, once).

The information of pronominal adverbs today - yesterday - tomorrow is more definite than that of now - then.

The adverbs of each field accompany the corresponding verb forms and create a context typical for these forms as typical accompaniments. With the help of adverbs, present and forms of the past tense, transferred to the context of the future tense, acquire the meaning of the future tense.

Many adverbs of time are not assigned to any one field, they can belong to all three micro fields. To achieve greater accuracy, adverbs are combined into phrases (tonight). Adverbs can be joined with numerals denoting time.

The main purpose of adverbs is that they clarify those relationships that are expressed in the most general form by tense forms of the verb. The adverbs attached to the micro field create a context typical of the tense form. But adverbs

cannot inform about the exact measurement of time and the exact temporal localization. To further clarify the time coordinates, nouns are used.

Temporal relations are transmitted primarily by the thematic group of nouns with the meaning of time: the time, the present, the past, the future, the year, the month, the week, the day, the hour, the minute, the second, January, Sunday, morning, night, the clock.

A noun can carry various prepositions and adjectives: in the night, before the night, after the night; a beautiful quiet night in August. This shows that the noun has more combinational possibilities than the adverb. The basis for classifying a set of means of expression belonging to different levels, but serving to convey the same relations, meanings or meanings to the field is the presence of a common semantic feature, which can be both grammatical and lexical in nature, since it is found in phenomena related to different levels.

The presence of an inventory of funds at different levels, interconnected by system relations:

Morphological - temporary forms of the verb;

Morphological-syntactic - nominal forms of the verb;

Lexical - adverbs, nouns, adjectives.

The presence of a common meaning (meaning of temporality), which, to one degree or another, is inherent in its constituents. A grammatical meaning, for which a special grammatical form exists in the language system, can be repeated at other levels of the language.

The most closely related constituents are grouped around the dominant, forming the core of the field. On the periphery of the field, there are constituents that are far from the core. Due to its ambiguity, one constituent can participate in several fields as a dominant of one micro field and be on the periphery of another. The ambiguity of constituents creates the prerequisites for the connection of micro fields within one field, as well as different fields among themselves.

In most works devoted to the study of the functional-semantic field of temporality, the main attention is paid to the description of the central segment. In this regard, there is a need to clarify the concept of peripheral means of expressing temporal values and the main criteria by which the unit belongs to the periphery of the functional-semantic field.

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THE GREAT HERITAGE OF AL KHOREZMI

Annotation: In this article highlights of research national history so the great heritage of Al Khorezmi.

Key words: great heritage, national spirituality, Al-Khorezmi, history.

The birthday of Abu Abdallah al-Khorezmi is not determined yet. He spent his youth in the cities of Khorezm: in Khiva, Zamahshar and Kat, where he was born, lived, studied and also succeeded in many fields of knowledge. The scientist had lived in Khorasan for some time. He achieved the best results and knowledge when he served as katib – the kind of chancellorian (minister's adviser) to Abul Hasan Ubaydallah ibn Ahmad al-Utbi (977-982). More likely, Al-Khorezmi often used to be in Bukhara for work. He visited emir's famous library, where he spoke to many great scientists of that time, including, to his junior contemporary, Ibn Sino. He died in 997. Since a new approach has been developed to the development of education in Uzbekistan, there are many changes in this area today. The qualitative development of education, the training of all-round mature specialists capable of responding to world students, the period itself is more than ever before. Location as noted by Ochildiyev: "The educational reforms carried out on a large scale are subject to the introduction of advanced technologies of education into the process of learning and teaching. In turn, this requires the use and development of pedagogical practice, taking into account the technological approach to the field of education, the acquisition of pedagogical technology and the national, spiritual and cultural characteristics of Uzbekistan, its historical and advanced traditions"[1].

In fact, changing the educational process in a modern way with a productive use of the opportunities created is an indispensable requirement of steam. Therefore, the role of education plays a special role in the worthy position of our state from the world community. The first president of Uzbekistan commented: "The prospect of our country depends on how our younger generation is brought up, what spiritual qualities it possesses, how active our children are in relation to life, what higher goals it serves " [2]. It is worth noting that the role of national and spiritual heritage created by our ancestors in the upbringing of a mature and harmonious generation in all respects is incomparable. In particular, Khorezm is a land that has supplied many scientists to the world of Science, and it is about this that P.Tolstov writes:

"the role of ancient Khorezm in the history of Oriental Science is very important. We know little about the pre-Islamic antiquity of Khorezm and the afriqian period. But we can say with a thorough analysis of cultural and material monuments that Exact Sciences in Khorezm – geometry, trigonometry, astronomy, topography, chemistry, mineralogy and Natural Sciences were highly developed at that time... After Khorezm was later included in the Arab Caliphate, Khorezm scientists soon gained fame and took the most advanced place among the creators of Science, which was called "Arab science"[4]. In itself, it is known that the most important part of the spiritual heritage was created in the Khorezm region, and the role of Muhammad al-Khwarizmi in this heritage plays a special role. His invaluable works, which he created in such fields as mathematics, geometry, astronomy, history, geography, are of particular importance in the upbringing of a harmonious generation at the same time.

In particular, the work "Al-Kitab al-Mukhtasar Fi hesab Al-Jabr and Al-Muqabala", created by the scientist in the development of mathematics, serves as a program-action. As noted by the president of the Republic of Uzbekistan Shavkat Mirziyoyev, "speaking about the great scientists who have grown out of the Khorezm land, we will mention the name Muhammad Khorezmi, who has made an invaluable contribution to the formation of mathematics, trigonometry and geography subjects among the first. This is the first time that our compatriot justified and practiced the decimal position calculation system, the zero sign and the coordinates of the poles"[3]. Also, the largest astronomical work of the scientist has its attention. The scientist wrote this work around 830 year. "Zij" of Khorezmi consists of 37 chapters, 116 tables.

The previous five chapters of the work are devoted to chronology, and the rules for the transfer of dates from the "flood", "Alexander", "journey" and Christian eras to the Hijri era are cited. Khorezmi described the movement of planets based on the geocentric system of Ptolemy, skillfully using ancient and first medieval Indian Astronomical Data, Iranian and Greek data. Chapter 23 is devoted to trigonometry, in which the Khorezmian introduces the concepts of "flat" and "mirrored sine", and this brings the tables of functions. 25-27 chapters are devoted to mathematical geography. Here, the rules for determining the length and width of geographic areas are cited, and the variation of these coordinates is indicated by the dependence of the sun on the annual, Night-Time motion with changes in the ecliptic, Equatorial coordinates.

In Chapter 28, Khorezmi again addresses trigonometric issues and introduces the concepts of Tangent, cotangents and brings them to tables. In Chapter 29, the speed of planetary motion is determined. Chapter 30 presents the measurement of the invisible forces of the sun and the Moon. It turns out that in each chapter of the work a separate problem is revealed, discussed and solved. Therefore, this work of Muhammad al-Khwarizmi was given a high assessment in its time. In particular, Fargani, Al-Hashemi and others from the

contemporaries of Khorezmi were highly appreciated. Abu Rayhon Beruni devoted his three works to the interpretation of this "zij". It is our sacred duty of young people to read and study the works of Muhammad al-Khwarizmi, to receive spiritual nourishment from them. In the cultural heritage, the power that is close to the people's psyche, visibly perceived by the inner instinctive feeling, is hidden. This can be felt only by awake contemplation, sharp perception. Awareness of cultural heritage encourages the human worldview, to think, think and draw conclusions about it.

Historical past will be absorbed into material and spiritual culture. Such cultural values are real facts for historians. Therefore, historical past as a subject of research should be a single norm in historical knowledge, since historical event must necessarily be impartial in assessing processes. Specifically: "self-awareness begins with the knowledge of history. And without knowing the true history, one cannot understand oneself". The famous encyclopedic scientist made a lot of contribution to many famous sciences of his time. Particularly in:

Philosophy: he was one of the first scientists of medieval times who made a great contribution to elaboration of problem of classification of sciences which is considered to be an ethalon of science development. He also enriched this field of science theoretically;

History: he expounded new information on the history of Old Yemen, Ancient Greece and the age of ignorance (jakhiliya) on Arabian Peninsula;

Literature: he expounded and enriched various genres;

Philology: he gave short, capacious and precise explanations to many terms of all sciences of his time in a very simple and accessible way.

Nowadays the only work by Al-Khorezmi, which had been published in Arabic in complete edition on the basis of the manuscript in 1163 by a Dutch scholar van Floten, attracted a great attention of many famous scientists of the world. It was studied as one of few sources on the history of development of science in the Middle Ages by German, English, American, Arabian, Russian, Uzbek, Iranian, Indian, Malaysian, Turkish and French scientists.

The work of Al-Khorezmi as one of the biggest works in medieval times, was recognized by many scientists both West and East. For example, the great German scientist Brokelman K. recognizes the work as the encyclopedia which can get a lot of information in many scientific fields and short answers to all of this. Another famous German scientist Videman E. recognizes Al-Khorezmi as the maker-up of the first muslim encyclopedia. The explorer of the ancient alchemistry, medicine and other disciplines German scientist Ruska U. points to "The Keys of Science" as the source for alchemistry in the X century. The famous Russian scientist Krachkovskiy I. picks out the work of Al-Khorezmi as a source which is consisted of the important information in geography literature. The famous American historian Sarton J. considers the work of Al-Khoezmi as the main source for studying science and culture in Medieval times.

In conclusion, it should be noted that the question of attitude to history and understanding of history has risen to the level of Public Policy, and to restore a person and society capable of all reforms through historical thought and historical knowledge, it is also necessary to philosophically observe history. It is necessary to rely on the role of new-minded people in our history, especially potential specialists, and on these issues.

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USE OF INNOVATIVE TECHNOLOGIES IN TEACHING TECHNOLOGICAL PROCESSES FOR MECHANICAL PROCESSING OF METALS

Annotation: This article discusses the organization of technological processes in the mechanical processing of metals. It also provides scientific advice and insights on the use of innovative technologies in technology education.

Keywords: industry, metal, machine, technological process, material separation, machine tool, innovative technology.

In his Address to the Oliy Majlis, President of the Republic of Uzbekistan Shavkat Mirziyoyev proposed to name 2018 the Year of Active Entrepreneurship, Support of Innovative Ideas and Technologies. The head of state stressed the importance of innovation: "Innovation is the future. If we want to start building our great future today, we must start with innovative ideas, innovative approaches. " Among the main tasks for the development of innovations in the country in 2018 are as follows: will be in the center of our attention »

Innovative technologies are innovations and changes in the pedagogical process of teachers and students, which require the use of interactive methods. Interactive methods are based on the active, free and independent thinking of each student involved in the learning process. Using these techniques will make learning a fun activity for the student. When interactive methods are used, students gain the skills and abilities to work independently with the help and collaboration of teachers. Students acquire new knowledge through scientific research, experiments. The principle of acquiring knowledge through science is followed. Participants work in small groups. Assignments are given to all members of a small group, not to an individual student. The main form of organization of the teaching process is the lesson. A variety of non-traditional forms of teaching are currently being introduced. Such classes help to develop students' creative abilities, strengthen their mental capacity, broaden their scientific outlook, and develop their skills and abilities to quickly and fully absorb any innovation. The use of innovative technologies in the classroom stimulates students' interest in scientific research and develops their creativity and ingenuity. As a result, the acquired knowledge, skills and abilities will be

applied in practice, the quality of learning will increase. To do this, the teacher must be competent and plan the lesson according to the content of the topics, to ensure that all students are active and conscious during the lesson.

Use of innovative technologies in the technological processes of mechanical processing of metals:

Mechanical recovery metals is a very complex process, resulting in parts of a certain size and given shapes. There are two ways to mechanically affect the material. The first method is characterized by the removal of the top layer from the working surface. In this case, the depth may vary depending on the requirements for the dimensions of the part. In the second method, the material is not damaged during the first exposure, it can only be pressed, stamped, stamped, wrapped. As a rule, this method of exposure is then continued with the next stage of the part.

Mechanical processing of different types of metals is provided by a complex of technological operations to give the parts a certain size and shape. The main ones are drilling, milling, planing, grinding and drilling. Now all operations are carried out in a modern way multifunctional machines... Thus, a single machine can perform different functions in series. To do this, you just need to install the software correctly and use the necessary tools in a timely manner. Many names of tools indicate their purpose: drilling - for drilling, milling - for milling, and so on.

All types of mechanical processing of metals are diverse and have their own differences and nuances. Lathes are being processed to meet the most modern technological requirements... They are automatic, semi-automatic and CNC. As a rule, different types of milling are used to process shaped or flat surfaces: tip, tip or shape.

Today, many modern production facilities offer metalworking services. There are many machines available to do this work, but time determines its conditions, so machines are constantly being improved. Thus, primitive machines were replaced almost everywhere by automatic lines... Dynamically developing enterprises are trying to expand production as much as possible using high-tech equipment. Thus, it is possible to guarantee high quality of products with the highest probability and the shortest delivery times for orders. Regardless of the size of the order and its complexity, any production wins if good quality products are made a priority.

Equipment for metal processing.

As a rule, metal processing services are carried out quickly and in full compliance with all standards when qualified personnel undertake the work. In addition, each prospective enterprise provides optimal conditions for operation: the availability of sufficient production areas, the necessary equipment. It should be noted that for the successful and fast execution of the order, the staff must be provided with machines, welding and process equipment. So, to get the job done, you need to choose the right equipment for metalworking. Of course,

turning and milling is the main job - responsible for removing chips. The most common equipment in this field are CNC turning centers and centers. Modern models allow to produce parts that meet the highest requirements for the geometric parameters of the product and the roughness of its surface. The advantages of the new models of machine tools are: accuracy, speed, improved workplace parameters.

At present, a wide range of metalworking equipment is on display. Among the various models are the most popular and very rare (relatively frequently used) applications. For example, a carousel machine capable of processing a piece with a diameter of up to nine meters. Such a machine is not used often and everywhere. Jig boring machines and rotary table boring machines that provide high quality boring at any angle are in high demand. Every enterprise whose field of activity is metalworking strives to have milling, gears, radial, horizontal and vertical drilling machines.

Fine-grained hard grades without any coating work very well for titanium
Various methods of metal processing are used in engineering, metalworking industry, construction, cutting is one of their varieties.



Because metal parts are so diverse, they vary in shape, size, weight, alloy composition, so metal cutting is also done in several ways. The main ones can be distinguished from them:

- turning;
- drilling;
- milling;
- planning;
- grinding.

Each type involves the use of specialized equipment - often stationary machines. It is important to understand that more accurate and clean work is provided at lower speeds and that roughness can be performed to the maximum extent allowed. In particular, VI Zagvyazinsky, an expert in the field of pedagogical innovation, who studied the life cycle of various innovation processes, said that with the positive results of the development of innovation, teachers unreasonably seek to universalize it, to apply it to all areas of

pedagogical practice. It often ends in failure and leads to frustration, cooling to novelty. Another structure (very close to what is now said) can be identified. This is the structure of the genesis of innovation derived from the theory of innovation in the field of material production. But if the student has a sufficiently developed imagination, it is very convenient to move to innovative processes in school: the emergence of the idea - development - design (what is on paper) - production (i.e. in practical work) zlasht) - use by other people.

In addition to the above, it is easy to see structures in any innovation process, such as the creation of innovations and the use of innovations; a complex innovation process that underlies the development of an entire school consisting of interconnected micro-innovation processes.

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ENGLISH BORROWINGS IN MODERN GERMAN LANGUAGE AS AN OBJECT OF LEARNING

Abstract: The formation of new terms through borrowing is the most productive way to expand and enrich the vocabulary of the language, including its terminological subsystems. The topic of English borrowings of the German language has become the subject of study for many both domestic and foreign linguists, and interest in this issue does not fade over time, which indicates its multifaceted and inexhaustible. Language as a multifaceted, ever-evolving phenomenon continually provides linguists with new material for research.

Key words: German language, foreign language, borrowings, learning process, research.

The aim of the work is to study the interaction of English and German languages.

To achieve this goal it is necessary to solve the following tasks:

- identify existing borrowings from the English language;
- analyze the features of the use of borrowings;
- identify non-verbal factors that stimulate the entry of Anglo-Americanisms in the lexical and semantic system of the German language.

The object of study is Anglo-Americanism in modern German. At present, the German language is experiencing a rise in the process of borrowing and intensification of English vocabulary in various spheres of public life in connection with the high development of American business. The share of English borrowings in German is 7-9%. English borrowings in German have been known since the 15th century. Many linguists attributed their appearance to significant social political events, including the English bourgeois revolution and others.

Analyzing English borrowings, it should be noted that in English there are regional options - British, American, Canadian, South African, Australian-New Zealand. Since the second half of the twentieth century, the American version of English has become especially important, as a result of which it is more about Anglo-Americanisms in modern German.

In the process of communication and exchange of information, achievements in the field of culture, science and technology of one nation, as a

rule, eventually become the property of other nations. At the same time, there is inevitably an exchange of certain linguistic elements, often lexical, the borrowing of which is an important source of enrichment of the vocabulary of national languages. The study of the lexical structure of the German language, which is supplemented by interaction with other languages, is of great scientific and practical importance, as the study of borrowings is one of the important tasks in identifying patterns of language development. [1, art. 243]

Borrowing is an element of a foreign language (word, morpheme, syntactic construction, etc.), which was transferred from one language to another as a result of language contacts, as well as the process of transition of elements of one language to another. Words are usually borrowed, but less often syntactic and phraseological expressions.

In contrast to such fully mastered borrowings, so-called foreign words retain traces of their foreign origin in the form of sound, spelling, grammatical and semantic features. Foreign words usually refer to special fields of knowledge or production.

On the one hand, borrowing is one of the ways to replenish the vocabulary of the language: borrowing enriches the language, makes it more flexible and usually does not violate its identity, because it preserves the basic vocabulary of the language, its grammatical structure, does not violate internal laws of language development. on the other hand, borrowing is justified in the absence of the corresponding word in the recipient language.

According to E.V. Rosen's expressive novelty is the reason for borrowing many foreign words as more prestigious, significant and expressive. The "younger" the borrowed definition, emphasizes E.V. Rosen, the more it is formally different from German and previously borrowed words. In the early stages, unknown foreign words are usually completely translated or interpreted in the context of their use. [4, p. 76]

According to B.M. Head, there are different types of borrowings:

- lexical;
- morphematic;
- word-forming.

Due to the fact that English and German use Latin script, the latter borrows English words mainly by transcription: Goths - Goths (youth subculture), Technomusik - music in the style of techno. Otherwise, the words, once in the recipient language, continue to exist without phonetic and graphic changes: Jumpstyle - a kind of dance, das Event - event, Single-Charts - a rating of popular songs. [2, art. 167]

Many borrowings coexist with German synonyms. In some cases it is a word that originated as a tracing paper, for example, Outsider - der Ausenseiter stranger, marginal, to make love - Liebe machen - to make love, in others English borrowing is introduced as a synonym of German meaning: das Team is

synonymous with German *die Mannschaft* - team. Common neologisms of English origin include borrowings such as e-mail, message, laptop. [6, p. 342]

When borrowing, there is an interaction between the English term and the recipient language, which affects its adaptation. On the one hand, the structure of terms is borrowed from the terminology of the German language without change or with a slight change in their sound and graphic design. On the other hand, there are some changes at the morphological level in the adaptation of the German terminology:

a. Borrowed nouns are subject to the rules of the German language and are used with the article: *der Cashflow*, *die Number*, *das Banking*.

b. Verbs get a typical infinitive inflection - en, are distinguished as weak verbs and form adjectives: to check - *checken*, *durchchecken*, *checkte*, *gecheckt*; to order - *ordern*, *ordernte*, *geordernt*. I have a standard for € 20.

c. Borrowed adjectives are subject to the system of cancellation of German adjectives: *kein cooles Getränk*, *ein portabler PC*. For the future, we will all find a lot of power for our common camp for a new, wonderful world! ”

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**THE INFLUENCE OF NATURAL AND SOCIAL CONDITIONS ON
THE STATE AND QUALITY OF THE URBAN ENVIRONMENT**

Abstract: Anthropogenic objects of the artificial urban environment occupy the main part of the city. These include residential, public and industrial buildings, streets, highways, squares, underpasses, stadiums, TV towers and other structures. The number of anthropogenic objects also includes transport and other mobile and technical means. Anthropogenic objects are divided into town-planning, industrial and urban infrastructure objects: transport, engineering and social.

Keywords: ecology, resource, anthropogenic factors, city, population.

A city is an ecological system created by people. The main representative of the biota of the city is man. Man dominates other organisms - plants, animals, birds, insects, microorganisms, which also live in the urban area. The ratio of phytomass to zoomass in an urban ecosystem is different compared to natural ecosystems. The biomass of people is not balanced with the biomass of green plants [1].

The abiotic component of the urban ecosystem is the urban environment. It is the environment of human life, as well as the habitat of other organisms. In urban planning, it is customary to call the urban environment a set of urban planning objects and objects of urban infrastructure that form the architectural and planning structure of the city. The artificial urban environment is created by urban planning means. Its function is to satisfy the functional-utilitarian and artistic-aesthetic needs of a person. Functional-utilitarian needs are provided by the so-called functional system of urban environment organization in the theory of urban planning. This is the organization of labor and life of the population, sanitary and hygienic improvement, etc. The compositional system organizes the artistic and aesthetic needs of a person.

The components of the natural environment of the city are atmospheric air, surface and ground waters, soils, sunlight. These are components of the environment, without which the life of man and other organisms is impossible.

Cities as artificial ecological systems are different from natural ecosystems. Urban systems are heterotrophic. They are characterized by a huge need for energy. At the same time, solar energy is supplemented by concentrated fuel energy.

Thus, the city needs energy, clean water, food, raw materials. He receives all this from the outside, and therefore depends on his environment, i.e. is a

dependent ecosystem. The city accumulates a huge amount of substances and waste on its territory and beyond. The city is a storage ecosystem.

The model of the city, compiled according to the principle of balance, can be represented as follows. The city receives flows of electric energy, fuel, raw materials, food products [2]. After their processing and production within the territory of the city, gases, aerosols, dust are emitted into the atmosphere, industrial and domestic effluents are discharged into suburban waters, and waste is sent to city dumps. Emissions, effluents, solid and concentrated waste contain substances that pollute the air, water and soil of the city.

The vital activity of the city is a sequence of continuous flows of energy, substances and products of their processing. The intensity of these flows depends on the size and density of the urban population, the status of the city - the type and development of industry, the volume and structure of transport.

The urban system, unlike the natural one, cannot be self-regulating. All processes of life of the city should be regulated by society. This is the consumption of energy, natural resources, food products by the city.

The flows of substances and energy, as well as products of their processing, entering the territory of the city, disrupt the material and energy balance of the natural environment and change the natural processes of the circulation of substances and the transition of energy along trophic chains. The city is a non-equilibrium system. The state of disequilibrium is determined by the scale of the city's anthropogenic loads on the environment. Indicators of anthropogenic loads are: population density, area of built-up and paved areas, loads from the gravity of buildings and structures, industrial production volumes, level of motorization, etc.

The characteristics of the functioning of the natural environment that determine the ecological balance are: the reproductive capacity of the territory, its ecological capacity, geochemical and biochemical activity, and the resistance of territories to physical stress [3]. These characteristics are expressed in quantitative terms.

1. The reproductive capacity of the territory is the ability of the territory to reproduce the main components of the natural environment: atmospheric oxygen, water, soil and vegetation cover.

2. The ecological capacity of a territory is defined as the density of the biomass of representatives of the animal and plant world per unit of territory, taking into account the optimal composition and abundance for a given natural and geographical area. The ecosystem is the more resistant to adverse anthropogenic impacts, the more complete its species composition, that is, the greater its biodiversity.

3. Geochemical activity of the territory is the ability of the territory to process and remove products of technogenic activity - pollutants - from its borders.

4. The biochemical activity of the territory is due to its ability to biologically process organic pollution and neutralize the harmful effects of inorganic pollutants.

5. The resistance of the territory to physical stress characterizes the resistance of the landscape to physical anthropogenic stress (the impact of development, transport, engineering infrastructure, recreational areas, etc.).

It is believed that the territory is in a state of complete ecological balance if the natural environment ensures the reproduction of its components, the phyto- and zoomasses of these territories are balanced and the existing biodiversity is preserved, the degree of geochemical activity of landscapes and the degree of biochemical activity of ecosystems correspond to the level of anthropogenic pollution, and the level of physical stability of landscapes corresponds to the strength of technogenic loads. Complete ecological balance depends on the climatic and hydrological conditions of the area, forest cover, and economic development of the territory [4].

Complete ecological balance of developed territories is not always achievable. Therefore, in addition to the complete one, the conditional and relative ecological balance of territories are distinguished [5]. With a conditional ecological balance, the components of the natural environment are not fully reproduced. With relative ecological equilibrium, both the conditions for the reproducibility of the components of the natural environment and the conditions for the balance of biomass are not met; at the same time, geochemical, biochemical activity, as well as the physical stability of the territory correspond to anthropogenic impacts.

The anthropogenic load created by the city is compensated by the natural environment of the suburbs and adjacent territories [6]. It is possible to bring the urban ecosystem closer to the state of ecological balance by increasing the area of natural landscapes and green areas of the city, as well as reducing anthropogenic pressures. For this, a set of environmental measures is used to reduce the negative impact of economic activity on the environment. The city is a non-self-regulating ecosystem [7]. Therefore, society must regulate the quality of the urban environment and the impact of anthropogenic pressures on it.

With the development of urbanization, anthropogenic pressures on the environment are increasing: the population density is increasing, the territories of cities and agglomerations are expanding, the density of urban areas and their saturation with engineering infrastructure are increasing, industrial production is increasing, and the level of motorization is growing. All this leads to an aggravation of the environmental problems of the urban environment.

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CARDIOPULMONARY RESUSCITATION

Abstract: in this article we will talk about resuscitation in cardiac arrest. With sudden cardiac arrest and respiratory interruption, the vital activity of the body is disrupted, a state of clinical death develops. Emergency care and the beginning of resuscitation measures allow you to restore breathing, blood circulation, heartbeat and oxygenation of the body. First aid consists of checking consciousness, breathing, calling an ambulance, conducting cardiopulmonary resuscitation, consisting of indirect massage and artificial lung ventilation (ventilator).

Keywords: cardiac arrest, resuscitation.

Sudden cardiac death currently remains one of the most serious problems of cardiology. Admittedly, this problem is still too far from being solved. The frequency of sudden cardiac death depends on age, gender, the presence or absence of a history of cardiovascular diseases. In the United States, about 300,000 sudden cardiac deaths are recorded annually, which is 1 case per 1,000 population per year. Sudden cardiac death also kills several hundred thousand people annually, up to 2 cases per 1000 population [1]. There is no doubt that emergency care for people with cardiac arrest - with sudden cardiac death - remains an urgent problem not only in emergency medicine, but also in therapy and cardiology, in particular.

At the turn of the XX-XXI centuries, the world medical community, the world's leading resuscitators came to the conclusion that it was necessary to improve the results of resuscitation (revival) of patients with sudden cardiac arrest. Despite the widespread introduction of modern resuscitation methods at the end of the twentieth century, the expected significant increase in patient survival was not obtained. According to a number of experts, this was the result of excessive enthusiasm for new pharmaceuticals, alternative resuscitation protocols and the lack of clear priorities in the protocols for reviving patients. It was noted that as a result, due to the change of priorities of the revival tactics, the time of indirect heart massage from the total time of cardiopulmonary resuscitation decreased from 83% to 30-55%. Because of this, at the turn of the century, a new view was formed on many previously published experimental and clinical studies. Despite the fact that there are various approaches to conducting indirect heart massage, various alternative and auxiliary options for benefits (for example, increasing chest compressions to 200 per minute or

auxiliary compressions to the epigastric region), all experts agree on the need for timely and high-quality indirect heart massage. Indirect heart massage is the basis for the provision of resuscitation measures, both by trained medical personnel and untrained. In the context of modern recommendations, the emphasis is even more shifted towards indirect chest massage, the execution of the Hands-Only algorithm (CPR without ventilation) by untrained personnel is allowed. The need for artificial ventilation of the lungs is unconditionally emphasized in the case of primary respiratory arrest (for example, drowning or aspiration) or in the case of cardiopulmonary resuscitation by trained personnel.

The fact is that it is easier for an untrained resuscitator to perform cardiopulmonary resuscitation without ventilation, while there are practically no significant differences in survival after cardiac arrest associated with cardiac dysfunction: both in the case of performing CPR without lung ventilation, and in the case of CPR with chest compressions and lung ventilation. It is necessary to emphasize once again that the recommendations on CPR and emergency care, both in European and American, constantly emphasize the need for high-quality indirect heart massage. In the modern edition, this means that compression compressions should be performed with the proper frequency and depth of indentation with full chest expansion after compressions. At the same time, if the recommendations of the ANA interpreted the proper frequency of chest compressions as "about 100 per minute", it definitely requires "performing compression compressions at least 100 per minute". The situation is similar with respect to the depth of chest compressions when performing indirect heart massage. If in the ANA recommendations the required compression depth was approximately 4-5 cm, then in the ANA recommendations the compression depth should be at least 5 cm. In all the recommendations of the last decades, when performing indirect heart massage, the need for the correct location of the resuscitator's hands, which should be located on the lower third of the sternum, 2 cm above the xiphoid process, is emphasized. Incorrect positioning of the hands can lead not only to complications (fracture of the ribs, xiphoid process), but also dramatically reduces the effectiveness of the SPR.

5 main symptoms will witness that a person's heart has stopped. These symptoms include:

1. Loss of consciousness. The patient stops responding to sounds and various kinds of stimuli;
2. Lack of pulse. You can check this on the carotid (or radial) artery. To do this, the index and middle fingers are applied to the neck a couple of centimeters from into prominent cartilage.
3. Respiratory arrest. It can be judged by the absence of characteristic chest movements;
4. Dilated pupils. To do this, you will need to lift the upper eyelid and shine a flashlight into your eyes. When the pupils are greatly dilated and do not respond to light, this is an alarming sign.

5. Skin with a bluish or light gray tint. This is especially characteristic of the facial area (cyanosis of the face, lips).

The main signs of clinical death are: lack of breathing and palpitation, loss of consciousness, dilation of pupils, lack of reaction to external stimuli. To accurately determine the severity of the situation, it is necessary to determine the following indicators of the victim:

- check the pulse on the carotid arteries at the angle of the jaw;
- examine the chest, check for respiratory movements;
- check the victim's breathing, and what is very important - pay attention to the skin color - cyanosis appears when breathing stops. The consciousness check is carried out according to the following principle: to address the victim loudly.

Breath check: Tilt the victim's head back (holding the back of his head and chin) and open his mouth. Inspect it for the presence of foreign objects. If they are present, delete them. Check your breathing.

Stages of cardiopulmonary resuscitation:

1. It is necessary to lay the patient on a flat horizontal surface.
2. If possible, lift his legs
3. Release the chest from the clothes, unbutton the belt and other items of clothing, tighten the chest and stomach;
4. It is necessary to determine the area where the indirect heart massage will be performed. It is necessary to press on the chest 3-5 cm above the xiphoid process and strictly along the middle line. In men, this area can be determined by drawing a line along the nipples. Where this line intersects the breast and will be the desired point.

5. Indirect heart massage. Stand to the side of the victim. Place the base of the palm in the center of the chest, place the other hand on top of the first and interlace the fingers in the lock. Without bending your arms at the elbows, press on the sternum to a depth of 4-5 cm with the weight of your torso. The compression rate should be about 100 clicks per minute. After each pressing, the chest should be freed from compression. The beats should be sharp and rhythmic. Fingers should be raised!

6. After 30 compressions, it is necessary to switch to artificial ventilation. To do this, you need:

Gently tilt your head back, pull your chin up and examine the oral cavity for the presence of foreign bodies. After that, cover your mouth with a napkin or gauze. Next, hold your nose with two fingers and exhale vigorously into the victim's mouth, tightly wrapping his mouth with his lips. It is important to observe the rise of the chest. After two exhalations, we start the indirect heart massage again. Let's summarize the main rules:

- If one lifeguard provides assistance, then 2 breaths - 15 pressures.
- If two rescuers provide assistance, then 1 breath - 5 pressures.

If there is a third rescuer, he lifts the victim's legs for better blood flow to the heart.

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VOCABULARY TECHNOLOGIES FOR DISABLED STUDENTS

Annotation: This article discusses how to increase the vocabulary of mentally retarded students in special pedagogical education. Theoretical features of the organization of the teaching process with mentally retarded students in special pedagogical education are also covered.

Keywords: special pedagogy, mentally retarded student, pedagogical technology, education system, oligophrenopedagogy, student.

“We live in the 21st century, when IT technologies are highly developed and there are opportunities to give a child more and develop their strengths, rather than discussing a child’s “mentally retarded” or other developmental characteristics. Sometimes even "ordinary" people can do something, they can't do anything. It is necessary to go beyond the child's capabilities! ” - say experts in the field. Autism or autism spectrum disorder (AASB) falls into the category of human conditions that lead to difficulties in communicating with the outside world and socializing. In the UK, AASB is treated as an educational challenge, and many see it as an autistic spectrum condition rather than a ‘disorder’. Autism can be accompanied by attention deficit hyperactivity disorder (DEGS), epilepsy, depression, and other disorders. In addition, children and adults have dyslexia - difficulty reading and writing, and difficulty understanding them.

In developed countries, vocational training in type VIII correctional schools is a broader concept than the acquisition of new professional technological and practical skills. The effectiveness of vocational education is assessed in terms of its ability to ensure the full development of the individual. Developing social skills for a positive attitude to work should be an important part of vocational education. Implementing the principle of differentiated and individualized approach, the curricula and textbooks of the special education system take into account the changing possibilities of mastering the program material, providing different levels of difficulty considering different subgroups of students within the group. With the help of language, people leave their life experiences and scientific achievements, and they pass from generation to generation, enrich and develop. This is the enormous enlightenment value of language. Language also plays an important role in personal life: it introduces a person to himself, in which he develops a sense of humanity. It is obvious that language and speech are important factors in human spiritual development. The correct development of speech is very important for the formation of each child

as a harmoniously developed person at the level of modern requirements and active participation in public affairs. Therefore, it is necessary to teach everyone to master the speech, to fully express their thoughts. It is known that children's speech develops under the influence of adult speech. The correct formation of speech depends on the speech of others, the speech experience, the correct speech environment and education. Speech is a historically structured form of the process of human communication through language. Speech consists of a complex of colorful sounds. These sounds are caused by signals of the higher nervous system, as a result of different formation or movement of speech organs. Therefore, the study of the sources of sounds, the physiology of the organs, their activity, the identification of the causes of defects in pronunciation is one of the factors that ensure accurate and fluent pronunciation.

Speech is not an innate ability, it is present in every human being, it is formed at the same time as the physical and mental development of the child ontogenesis. In order to study speech disorders, it is necessary to determine the developmental characteristics of children's speech to a certain extent, to know the objective and subjective conditions that play a major role in the successful formation of speech, as well as the developmental stages of children's speech. Scientists interpret the period of formation of a child's speech differently, name it differently, and even define the age limits of each differently. Only by knowing the laws and characteristics of a particular student's development and cognitive abilities, and the ways and means of compensatory support, is it possible to organize and manage the process of learning and cognitive activity. Correcting the emotional-volitional sphere in the process of vocational and labor training of mentally retarded adolescents is also a very pressing issue. Labor activity helps to stabilize it in the performance of defined labor tasks, which in turn dominates their productive activity. Collaborating with and assisting families in addressing, correcting, and developing children with disabilities is important and guaranteed by the state. The family is responsible for educating, developing and correcting the child with disabilities and preparing them for family life. Based on these requirements, educating and adapting children with speech disabilities to life requires special knowledge and a knowledgeable approach to these children. Therefore, classes IV-VI of Section I are filled with children who for one reason or another could not enter a special school.

The first steps in enrolling in a private school are:

- which class the child's knowledge and skills in mathematics and other subjects of the secondary school meet;
- what corrections are needed to address oral and written deficiencies;
- it is taken into account that this work can be done in the same class.

When the number of students in the class is sufficient, it is necessary to consider the differentiated teaching of children in the first period of teaching, depending on the nature and nature of speech disorders, through the organization of parallel classes. If a child's speech impediments are corrected during the

learning process, the child can continue his or her education in a public school. In the development of the vocabulary of mentally retarded children, the work on the organization of classes with children and the correction of shortcomings in their conduct is organized taking into account the age characteristics of children, the characteristics of speech defects, the school curriculum in the native language. Defectology classes are held in the spare time and outside the classroom. In consultation with the school administration and classroom teachers, the defectologist may recall students from classes. Speech is a tool of thinking and a means of communication in enriching the vocabulary of the student. The full development of speech is important for the full development and concentration of the child. Speech develops slowly in children. As children grow older, their speech will improve.

Mentally retarded children speak a little later than their normally developed peers, and the time to say the first word is three to five years late. According to M.F.Gnezdilov, V.G.Petrova, O.V.Kashe, E.V.Orlova, V.V.Voronkova, V.S.Rakhmanova and other scientists, 60% of first-class mentally retarded children have speech defects. Most children have phonemic hearing impairments and movement disorders. There are serious difficulties in acquiring vocabulary. They do not understand the words that express abstract, generalizing concepts, they have difficulty in understanding the concepts expressed in the figurative sense, they understand exactly.

Mentally retarded children also have difficulty speaking. The sentences are simple, make a lot of mistakes in the coordination of words, and complex sentences are rarely used. Mentally retarded children are unable to pronounce sounds and words correctly, have difficulty speaking based on pictures, and are unable to use the help of a speech pathologist. Listening to fairy tales and stories, the level of understanding of the content does not meet the requirements of the program. They have a hard time retelling the little fairy tales and stories they hear. Most mentally retarded children do not actively participate in conversations with adults and peers, answer yes or no to the question, and rarely use words in conversation. Individual words, gestures, and the like are often used. There are no children among them who can answer the question completely and correctly.

Mentally retarded children's thinking, phonemic hearing, analysis and synthesis skills, visual perception, spatial perception are not well developed, slippery in the pronunciation of sounds, mispronunciation of sanor sounds is common, lexical and grammatical aspects are underdeveloped. The development of connected speech does not include the ability to compose sentences based on situational pictures, to transform singular horses into plurals, to form the horse's miniature form, or to compose sentences according to a given pattern. Defects in cognitive function and speech development in mentally retarded children make it more difficult to master grammar and spelling. With this in mind, special emphasis is placed on sound and letter analysis and vocabulary work. Children

learn to recognize and pronounce sounds, to distinguish between them, to analyze, to synthesize, to distinguish sounds, to distinguish pauses.

Defectology classes are aimed at the comprehensive formation of the personality of a mentally retarded child, the implementation of measures aimed at correcting, alleviating and correcting various defects in mental and physical development that lead to their backwardness. Each session at a special institution is designed to expand and develop the speech, cognitive processes, and perceptions of the world around children with intellectual disabilities.

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КАЧЕСТВО ЖИЗНИ У ПАЦИЕНТОВ С ХРОНИЧЕСКОЙ СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТЬЮ С СОХРАННОЙ ФРАКЦИЕЙ ВЫБРОСА И СИМПТОМОМ БЕНДОПНОЭ

Резюме. Изучение качества жизни (КЖ) у пациентов с ХСН с сохраненной ФВ ЛЖ и симптомом бендопноэ с разным уровнем потребления соли. Материалы и методы. В исследование были включены 66 пациентов. Основными симптомами ХСН были отеки в 54,5% случаев, одышка – в 77% случаев, асцит обнаружен только у 2 пациентов, увеличение печени – у 7 пациентов. Абдоминальное ожирение выявлено у 53 пациентов. Качество жизни оценивалось по опроснику SF-36, уровень потребления соли – по опроснику «Charlton: SaltScreener». В среднем время возникновения бендопноэ составляло $22,5 \pm 9,3$ сек., минимальное – 5 сек. Выявлено отсутствие влияния абдоминального ожирения на риск возникновения бендопноэ. По данным опросника SF-36, выявлено снижение показателей физического здоровья (медиана 31,3 балл [20,7; 42,3]) и психологического здоровья (средний балл $43,2 \pm 21,7$). Наличие симптома бендопноэ значительно снижает качество жизни пациентов с ХСН с сохраненной ФВ.

Ключевые слова: бендопноэ, сердечная недостаточность, одышка, качество жизни, сохраненная фракция выброса.

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QUALITY OF LIFE IN PATIENTS WITH CHRONIC HEART FAILURE WITH A PRESERVED EFUCTION FRACTION AND SYMPTOM OF BENDOPNEA

Summary. The study of quality of life (QOL) in patients with CHF with preserved LV EF and a symptom of bendopnea with different levels of salt intake. Materials and methods. The study included 66 patients. The main symptoms of CHF were edema in 54.5% of cases, shortness of breath in 77% of cases, ascites was found only in 2 patients, liver enlargement in 7 patients. Abdominal obesity was detected in 53 patients. Quality of life was assessed using the SF-36 questionnaire, salt intake was assessed using the Charlton: SaltScreener questionnaire. On average, the time of occurrence of bendopnea was 22.5 ± 9.3 seconds, the minimum was 5 seconds. The absence of influence of abdominal obesity on the risk of bendopnea was revealed. According to the SF-36 questionnaire, there was a decrease in physical health (median 31.3 points [20.7; 42.3]) and psychological health (mean score 43.2 ± 21.7). The presence of the symptom of bendopnea significantly reduces the quality of life of patients with CHF with preserved EF.

Key words: bendopnea, heart failure, shortness of breath, quality of life, preserved ejection fraction.

Актуальность. Хроническая сердечная недостаточность (ХСН) является важнейшей медико-социальной проблемой, относящейся к приоритетам национальных систем здравоохранения большинства стран мира. Одним из методов улучшения терапии пациентов с ХСН стали Программы лечения сердечной недостаточности (СН), важнейшей частью которых является обучение пациентов и активный амбулаторный контроль. Качество жизни и прогноз больных ХСН являются основными критериями эффективности таких программ. В настоящее время имеется не достаточно данных, подтверждающих эффективность терапевтического обучения и активного амбулаторного наблюдения, при длительном наблюдении за больными ХСН.

Хроническая сердечная недостаточность (ХСН) является клиническим синдромом, распространенность которого в популяции носит характер эпидемии. В США, по данным 2013 г., этот диагноз имели 5,1 млн пациентов, и ожидается, что частота заболевания вырастет на 25% к 2030 г. ХСН характеризуется тяжелым состоянием пациентов, приводит к снижению качества жизни, к инвалидности и смерти. Существует два морфофункциональных типа ХСН, критерием которых считают фракцию выброса (ФВ) левого желудочка (ЛЖ), — с низкой ФВ и сохраненной. Распространенность обоих типов ХСН увеличивается с возрастом, но ХСН с сохраненной ФВ (ХСНсФВ) является наиболее частой причиной госпитализации пациентов старше 65 лет и оценивается как основной тип в будущем.

В классификации Европейского общества кардиологов 2016 г. впервые выделена промежуточная форма ХСН, или ХСН среднего диапазона, с ФВ 40–49%. Ее объективные диагностические критерии:

повышенные уровни натрийуретических пептидов (НУП), структурные и функциональные признаки поражения сердца (не отличаются от используемых при диагностике ХСНсФВ).

ХСНсФВ рассматривается как полиэтиологичный синдром, характеризующийся острым или хроническим повышением давления заполнения ЛЖ. Частота его в популяции примерно равна частоте ХСН со сниженной ФВ. Различий между клиническими проявлениями обсуждаемых типов ХСН не существует. Наиболее частыми и неспецифичными симптомами являются одышка и слабость при физической нагрузке (ФН). Пациенты с ХСНсФВ старше, одновременно страдают АГ, ожирением, сахарным диабетом и хронической болезнью почек (ХБП), среди них преобладают женщины.

Цель исследования. Изучение качества жизни (КЖ) у пациентов с ХСН с сохраненной ФВ ЛЖ и симптомом бендопноэ с разным уровнем потребления соли.

Материалы и методы исследования. В исследование были включены 66 пациентов. Основными симптомами ХСН были отеки в 54,5% случаев, одышка – в 77% случаев, асцит обнаружен только у 2 пациентов, увеличение печени – у 7 пациентов. Абдоминальное ожирение выявлено у 53 пациентов. Качество жизни оценивалось по опроснику SF-36, уровень потребления соли – по опроснику «Charlton: SaltScreener».

Результаты исследования. В среднем время возникновения бендопноэ составляло $22,5 \pm 9,3$ сек., минимальное – 5 сек. Выявлено отсутствие влияния абдоминального ожирения на риск возникновения бендопноэ (относительный риск 1,18).

По данным опросника SF-36, выявлено снижение показателей физического здоровья (медиана 31,3 балл и психологического здоровья (средний балл $43,2 \pm 21,7$).

У пациентов с бендопноэ КЖ было снижено за счет как физического, так и психического здоровья, в отличие от пациентов без бендопноэ: физическое функционирование (PhysicalFunctioning – PF) $24,8 \pm 16,1$ против $47 \pm 28,9$ баллов, $p=0,001$; ролевое функционирование, обусловленное физическим состоянием (Role-PhysicalFunctioning – RP), 0 против 37,5 баллов, $p=0,008$; общее состояние здоровья (GeneralHealth – GH) $29,9 \pm 15,8$ против $50 \pm 14,2$ баллов, $p=0,0005$, социальное функционирование (SocialFunctioning – SF) 56 ± 38 против $78,9 \pm 17,8$ баллов; $p=0,004$. Многомерный регрессионный анализ позволил выявить взаимосвязь времени возникновения симптома бендопноэ от уровня потребления соли, физической и психологической активности ($r^2=0,25$; $p<0,009$).

Время возникновения симптома бендопноэ у пациентов с декомпенсацией ХСН оказалось достоверно выше ($18,9 \pm 8,7$ против $26,2 \pm 8,5$ сек, $p=0,003$). Наличие таких заболеваний, как гипертоническая болезнь, ХОБЛ, ИБС, фибрилляция предсердий, цереброваскулярная

болезнь достоверно не влияло на КЖ ($p>0,05$), тогда как наличие бронхиальной астмы или хронической болезни почек значительно снижало КЖ пациентов ($p<0,05$).

Вывод. Наличие симптома бендопноэ значимо снижает качество жизни пациентов с ХСН с сохраненной ФВ.

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МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА

Аннотация: в этой статье рассматривается, как методология преподавания русского языка может быть основана на распечатках, теоретических положениях и описании общих дидактических качеств, которые могут быть использованы при преподавании предметов в образовании.

Ключевые слова: язык, дидактический, лингвистический, метод, теория, практика, наглядное обучение, индивидуальная особенность.

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METHODOLOGY OF TEACHING THE RUSSIAN LANGUAGE

Abstract: this article examines how the methodology of teaching the Russian language can be based on printouts, theoretical positions and descriptions of general didactic qualities that can be used in teaching subjects in education.

Keywords: language, didactic, linguistic, method, theory, practice, visual learning, individual peculiarity.

В основе преподавания любого предмета лежат принципы – исходные теоретические положения, определяющие траекторию деятельности учителя. Эти положения могут быть использованы при обучении всем образовательным предметам и могут быть охарактеризованы как общие дидактические, а также они могут способствовать качественной организации усвоения одного из предметов и классифицироваться как частные дидактические (общие методические). В работе по усвоению каждого лингвистического раздела также предполагаются частные дидактические принципы, которые будут рассмотрены ниже. Применительно к конкретной дисциплине интерпретируются принципы первой группы. Да, содержательный научный принцип при усвоении лингвистической теории предполагает достоверность, точное соответствие того, что утверждается, тому, что фактически установлено в науке; сущность явлений, опираясь на этот принцип, раскрывается разумным

образом, исходя из характеристик отношений и связей. Принцип развивающего обучения направлен на формирование устойчивого интереса к предмету, что создает мотивацию к обучению и активности детей. Экстралингвистический подход к работе над учебным материалом создает дополнительные возможности для формирования нравственных, социальных, интернациональных, патриотических и трудовых качеств субъекта и свидетельствует о важности принципиального единства обучения и воспитания.

Принцип связи теории и практики также имеет свою специфику в усвоении языковых дисциплин: лингвистическая теория служит основой, на которой формируются навыки использования языковых единиц в различных условиях общения. Реализация этого принципа находит яркое выражение в усвоении языка: каждое теоретическое положение экстраполируется на речевую ситуацию. Степень сознательности в усвоении лингвистической теории обусловлена активностью студентов, их интересом. Принципы доступности, осведомленности и активности будут соблюдены, если учитель русского языка сможет заинтересовать детей, выбирая из общего арсенала методических приемов те, эффективность которых призвана способствовать качественному усвоению информации, превращению их в навыки.

Принцип последовательности дает представление о способах соединения новой информации с ранее пройденным материалом и соотносится с принципом непрерывности: при таком подходе осуществляется не просто взаимосвязь тем и разделов, но и взаимосвязь в использовании тех навыков познавательной деятельности, которые ранее были сформированы у учащихся. Важную роль играет грамотное и целенаправленное соблюдение принципа использования наглядных учебных пособий: тщательное рассмотрение содержания каждого из его компонентов и методов применения в различных формах занятий является одним из важнейших условий правильной организации познавательного процесса. Следует напомнить, что знание учителем индивидуальных особенностей учащихся, тщательное наблюдение за учебной деятельностью каждого, умение использовать различные подходы и задания разной степени сложности с учетом психологических особенностей памяти, внимания, успеваемости связаны с принципом индивидуализации обучения, выполнение которого призвано положительно сказаться на качестве усвоения материала. Только на основе дифференциации обучения может быть реализован принцип доступности, который определяется как возрастными особенностями обучаемых, так и уровнем их развития. Частные дидактические принципы дают представление о тех общих положениях, которые определяют подходы к преподаванию конкретного предмета. Таким образом, при обучении русскому языку приоритетными положениями будут:

- экстралингвистический (сопоставление языковых единиц и жизненных реалий);
- функциональный (показывающий роль и функцию языкового явления в речи);
- структурно-семантический (рассмотрение языковых явлений как с точки зрения структуры, так и с точки зрения значения);
- межуровневые и внутри уровневые коммуникации;
- нормативно-стилистический подход к использованию языковых единиц;
- ссылка на исторические комментарии.

Метод – это совокупность методов и форм, направленных на достижение конкретной образовательной цели. Методика содержит указание на способ и характер организации познавательной деятельности учащихся. В дидактике существуют различные подходы к характеристике взаимосвязи понятий “метод” и “прием”. Было бы правомерно определить метод как способ работы учителя и ученика, направленный на передачу и усвоение знаний, на овладение навыками и умениями применять эти знания. При выборе активных рациональных методов рекомендуется использовать в качестве отличительного признака показатель степени активности учащихся, а также характер их учебно-познавательной деятельности. Также принимаются во внимание следующие отличительные особенности:

- источники знаний (вербальные, визуальные, практические);
- методы логики (аналитико-синтетические, индуктивные, дедуктивные);
- характер обучения (пояснительный, иллюстративный, проблемный);
- уровень познавательной самостоятельности учащихся (репродуктивный, продуктивный, эвристический);
- степень проблемной предлагаемого материала (эвристический, исследовательский, алгоритмический, с акцентом на программирование);
- дидактические цели и функции (методы стимулирования, организации и контроля);
- вид деятельности преподавателя (методы изложения и методы организации самостоятельной учебной деятельности) и т.д.

Такое разнообразие подходов указывает на то, что одни и те же когнитивные действия, рассматриваемые с разных точек зрения, могут характеризоваться несколькими параметрами. Если говорить о степени востребованности, то каждый из них будет эффективен при определенных условиях организации учебного процесса, в ходе выполнения конкретных дидактических функций. Представляет интерес классификация активных методов обучения, разработанная А.М. Курящим, поскольку она оказывается наиболее подходящей для обучения неродным языкам.

Ученый выделяет имитационные методы активного обучения, т.е. такие методы работы, при которых учебно-познавательная деятельность школьников основана на имитации. Все остальные методы не являются имитационными (например, изложение материала в форме лекции).

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РОЛЬ И ЗНАЧЕНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ИННОВАЦИОННОМ МАРКЕТИНГЕ

Аннотация. Современный маркетинг опирается на глубокое понимание потребностей и предпочтений клиентов, а затем на способность действовать на основе этих знаний быстро и эффективно. Способность принимать решения в режиме реального времени, основанные на данных, вывела ИИ на передний план для заинтересованных сторон в маркетинге. Тем не менее, маркетинговые команды должны быть проицательными, когда решают, как лучше интегрировать ИИ в свои кампании и операции. Данная статья направлена на рассмотрение значения искусственного интеллекта в инновационном маркетинге.

Ключевые слова: маркетинг, цифровой маркетинг, искусственный интеллект.

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THE ROLE AND SIGNIFICANCE OF ARTIFICIAL INTELLIGENCE IN INNOVATIVE MARKETING

Annotation. There are many options for using AI in marketing efforts, and each of these options offers different benefits such as reduced risk, increased speed, increased customer satisfaction, increased revenue, and more. The benefits can be quantitative (sales) or non-quantifiable (user satisfaction).

This article examines the main aspects of using artificial intelligence in marketing. We also analyzed the use of artificial intelligence in this area in order to recommend the right product to the consumer and show the right advertising, the ability to make decisions in real time, based on data.

Key words: marketing, digital marketing, artificial intelligence, company.

Существенный прорыв в практических приложениях искусственного интеллекта произошел в середине 70-х годов прошлого столетия, когда на смену поискам универсального алгоритма мышления человека пришла идея моделировать конкретные знания специалистов - экспертов и разрабатывать такие программные средства и системы, в которых важнейшей компонентой являются знания.

С момента изобретения компьютеров или машин их способность выполнять различные задачи росла в геометрической прогрессии. Люди развили мощь компьютерных систем с точки зрения их разнообразных рабочих областей, их увеличения скорости и уменьшения размера во времени.

Искусственный интеллект (ИИ) - это способ заставить компьютер, управляемого компьютером робота или программное обеспечение мыслить разумно, так же, как думают разумные люди. [1]

ИИ достигается путем изучения того, как человеческий мозг думает, и того, как люди учатся, решают и работают, пытаясь решить проблему, а затем используя результаты этого исследования в качестве основы для разработки интеллектуального программного обеспечения и систем.

Искусственный интеллект - это наука и технология, основанная на таких дисциплинах, как компьютерные науки, биология, психология, лингвистика, математика и инженерия. Основное внимание ИИ уделяет развитию компьютерных функций, связанных с человеческим интеллектом, таких как рассуждение, обучение и решение проблем.

ИИ доминирует в различных областях, в медицине, в сельском хозяйстве, в логистике, а также в маркетинге.

Использование искусственного интеллекта в маркетинге значительно облегчает жизнь специалистов этой сферы. Это и чат-боты, способные самостоятельно подобрать ответ, и голосовой поиск, и другие средства, которые помогают эффективно контролировать количество взаимодействующих с брендом клиентов.

Сейчас ИИ начали использовать для сегментации клиентов, настройки push-уведомлений, отслеживания кликов, повторного таргетирования и создания контента. Маркетологи используют ИИ для того, чтобы рекомендовать клиенту правильный продукт и показывать правильную рекламу. Кроме того, станет возможным составлять портреты клиентов, основываясь на их поведении, предпочтениях и т. д. Также ИИ будет использоваться для повышения качества обслуживания. [1]

Какие возможности даст применение искусственного интеллекта в маркетинге? Это: портрет клиента, удержание клиентов и повышение лояльности на основе потребительского инсайта, взаимодействие с клиентами по всем каналам в режиме реального времени, голосовой поиск,

автоматизация и средства таргетирования рекламы, индивидуальный подход, разработка контент-стратегий, ассоциирование с брендом и реферальный маркетинг

Современный маркетинг опирается на глубокое понимание потребностей и предпочтений клиентов, а затем на способность действовать на основе этих знаний быстро и эффективно. Способность принимать решения в режиме реального времени, основанные на данных, вывела ИИ на передний план для заинтересованных сторон в маркетинге. Тем не менее, маркетинговые команды должны быть проницательными, когда решают, как лучше интегрировать ИИ в свои кампании и операции. Разработка и использование инструментов ИИ все еще находятся на ранних стадиях. Поэтому при внедрении ИИ в маркетинг необходимо учитывать несколько проблем.

- **Время обучения и качество данных**

Инструменты ИИ не знают автоматически, какие действия предпринять для достижения маркетинговых целей. Они требуют времени и подготовки, чтобы изучить организационные цели, предпочтения клиентов, исторические тенденции, понять общий контекст и установить опыт. Это требует не только времени, но и гарантий качества данных. Если инструменты ИИ не обучены высококачественным данным, которые являются точными, своевременными и репрезентативными, инструмент будет принимать менее оптимальные решения, которые не отражают желания потребителей, тем самым снижая ценность инструмента.

- **Конфиденциальность**

Потребители и регулирующие органы в равной степени борются с тем, как организации используют свои данные. Маркетинговые команды должны убедиться, что они используют потребительские данные этично и в соответствии с такими стандартами, как ВВП, или рискуют большими штрафами и репутационным ущербом. Это вызов, когда речь идет об ИИ. Если инструменты специально не запрограммированы на соблюдение конкретных правовых норм, они могут выйти за рамки того, что считается приемлемым с точки зрения использования потребительских данных для персонализации.

- **Получение Бай-Ина**

Маркетинговым командам может быть трудно продемонстрировать ценность инвестиций в ИИ заинтересованным сторонам бизнеса. Хотя такие ключевые показатели, как рентабельность инвестиций и эффективность, легко поддаются количественной оценке, менее очевидно, как ИИ улучшил качество обслуживания клиентов или репутацию бренда. Имея это в виду, маркетинговые команды должны убедиться, что у них есть измерительные способности, чтобы приписать эти качественные выгоды инвестициям в ИИ.

- **Рекомендации по развертыванию**

Поскольку ИИ является новым инструментом в маркетинге, окончательные рекомендации не были разработаны для руководства первоначальным развертыванием маркетинговых команд. [2]

- Адаптация к меняющемуся маркетинговому ландшафту

С появлением ИИ наступает перелом в повседневной маркетинговой деятельности. Маркетологи должны оценить, какие рабочие места будут заменены и какие рабочие места будут созданы. Одно исследование показало, что почти 6 из каждых 10 нынешних рабочих мест специалиста по маркетингу и аналитика будут заменены маркетинговыми технологиями.

Прежде чем внедрять инструмент искусственного интеллекта для маркетинговых кампаний, необходимо рассмотреть несколько ключевых факторов:

Во-первых, как и в любой маркетинговой программе, важно, чтобы с самого начала были установлены четкие цели и ключевые показатели эффективности. Начните с определения областей в рамках кампаний или операций, которые ИИ может улучшить, таких как сегментация. Затем установите четкие ключевые показатели эффективности, которые помогут пролить свет на то, насколько успешной была кампания по дополнению ИИ – это особенно важно для качественных целей, таких как “улучшение качества обслуживания клиентов.” [2]

Во-вторых, в начале вашей программы ИИ убедитесь, что ваша платформа ИИ не пересечет линию допустимого использования данных во имя персонализации. Убедитесь, что стандарты конфиденциальности установлены и запрограммированы на платформах по мере необходимости для поддержания соответствия требованиям и доверия потребителей.

В-третьих, чтобы начать работу с ИИ-маркетингом, маркетологи должны иметь в своем распоряжении огромное количество данных. Это то, что будет обучать инструмент ИИ в предпочтениях клиентов, внешних тенденциях и других факторах, которые будут влиять на успех кампаний с поддержкой ИИ. Эти данные могут быть взяты из собственной CRM-системы организации, маркетинговых кампаний и данных веб-сайта. Кроме того, маркетологи могут дополнить это данными второй и третьей сторон. Это могут быть данные о местоположении, погоде и другие внешние факторы, которые могут повлиять на решение о покупке.

В четвёртых, многим маркетинговым командам не хватает сотрудников, обладающих необходимыми знаниями в области науки о данных и искусственного интеллекта, что затрудняет работу с огромными объемами данных и предоставление информации. Чтобы запустить программы, организации должны работать со сторонними организациями, которые могут помочь в сборе и анализе данных для обучения программ ИИ и облегчения текущего обслуживания.

В пятых, выбор правильной платформы или платформ является решающим шагом в создании маркетинговой программы искусственного интеллекта. Маркетологи должны быть проницательны в выявлении пробелов, которые платформа пытается заполнить, и выбирать решения, основанные на возможностях. Это будет вращаться вокруг цели, которую пытаются достичь маркетологи – например, цели скорости и производительности потребуют иной функциональности, чем инструменты, используемые для повышения общей удовлетворенности клиентов ИИ. Одна вещь, которую следует иметь в виду при выборе инструмента, – это уровень видимости, который вам понадобится относительно того, почему платформа ИИ приняла определенное решение. В зависимости от используемого алгоритма маркетинговые команды могут получить четкий отчет о том, почему было принято определенное решение и какие данные повлияли на это решение, в то время как алгоритмы, работающие на более продвинутом уровне с глубоким обучением, могут быть не в состоянии дать окончательные рассуждения.

Преимущества использования искусственного интеллекта в маркетинге

Существует множество вариантов использования ИИ в маркетинговых усилиях, и каждый из этих вариантов дает различные преимущества, такие как снижение риска, повышение скорости, повышение удовлетворенности клиентов, увеличение дохода и многое другое. Выгоды могут быть количественными (количество продаж) или не поддающимися количественной оценке (удовлетворенность пользователей). [3]

Из вышесказанного следует, что использование ИИ приведет:

- Увеличение ROI кампании

При правильном использовании маркетологи могут использовать ИИ для преобразования всей своей маркетинговой программы, извлекая наиболее ценные идеи из своих наборов данных и действуя на них в режиме реального времени. Платформы ИИ могут быстро принимать решения о том, как лучше распределять средства по медиа-каналам или анализировать наиболее эффективные места размещения рекламы, чтобы более последовательно привлекать клиентов и получать максимальную отдачу от кампаний.

- Улучшение отношений с клиентами и персонализация в режиме реального времени

ИИ может помочь доставлять персонализированные сообщения клиентам в соответствующие моменты жизненного цикла потребителя. ИИ также может помочь маркетологам идентифицировать клиентов, находящихся в зоне риска, и нацелить на них информацию, которая заставит их вновь вступить в контакт с брендом.

ИИ способен проводить тактический анализ данных быстрее, чем его человеческие аналоги, и использовать машинное обучение для быстрого вывода выводов на основе контекста кампании и клиента. Это дает членам команды время сосредоточиться на стратегических инициативах, которые затем могут стать основой для кампаний с поддержкой искусственного интеллекта. С помощью ИИ маркетологам больше не нужно ждать окончания кампании, чтобы принять решение, но они могут использовать аналитику в реальном времени, чтобы сделать лучший выбор СМИ. [4]

ИИ поможет маркетинговым командам выйти за рамки стандартных демографических данных, чтобы узнать о предпочтениях потребителей на детальном, индивидуальном уровне. Например, Spotify использует искусственный интеллект для создания индивидуальных плейлистов на основе того, что клиент слушал в прошлом, текущих хитов разных жанров и о какой музыке идет речь. Он использует эти наборы данных для создания настраиваемых списков воспроизведения для пользователей и создания жанровых списков воспроизведения на основе исполнителей, которые появляются в разговорах, статьях и т. д. Это помогло Spotify стать лучшим потоковым сервисом и подчеркнуть опыт клиентов с помощью персонализации.

- Чат-боты и разговорный опыт

С развитием обработки естественного языка с помощью искусственного интеллекта чат-боты теперь используются для расширения агентов обслуживания клиентов. Клиенты с более простыми запросами могут обратиться к чат-ботам, которые дадут немедленные и точные ответы. Они смогут использовать прошлые вопросы и исторические данные для получения персонализированных результатов. Это дает время агентам службы поддержки клиентов работать над сложными запросами, которые нуждаются в большем человеческом нюансе.

Gartner предсказала, что большинство брендов будут использовать какое-то решение ИИ в маркетинге к следующему году. Они также прогнозируют, что к 2022 году ИИ заменит около 33% аналитиков данных в маркетинге. По мнению Gartner, те, кто отвечает за маркетинговые идеи, больше не будут столь конкурентоспособны в этом меняющемся маркетинговом ландшафте. Большинство опрошенных Gartner используют ИИ-решения в своей маркетинговой стратегии или планируют это сделать. Только 13 процентов не видят в этом смысла в ближайшие три года.

Около 64% B2B-организаций и 59% B2C-организаций планировали увеличить свои возможности ИИ в 2018 году.

Кроме того, технологические гиганты осознают преимущества и потенциал искусственного интеллекта. В 2016 году они уже тратили в среднем от 20 до 30 миллиардов долларов. 90 процентов этого бюджета было направлено на развертывание и исследования. [4]

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ЎЗБЕК ТИЛИДАГИ АСАРЛАР МУҲОКАМАСИ - ТИЛ ЎРГАНИШНИНГ МУҲИМ ОМИЛИ

Аннотация: Мақолада ўзбек тилининг ривожини, унда сўзлашувчиларнинг сўз бойлигини оширишга доир фикрлар ва таклифлар берилган.

Таянч сўзлар: тил, адабиёт, тадқиқот, фармон, мутолаа, ўзбек тили.

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DISCUSSION OF WORKS IN UZBEK LANGUAGE - AN IMPORTANT FACTOR OF LANGUAGE LEARNING

Annotation: The article presents the development of the Uzbek language, ideas and suggestions to increase the vocabulary of speakers.

Keywords: language, literature, research, decree, reading, Uzbek.

Тил - миллатнинг кўзгуси бўлиб, унда тарих - ўтмиш ва келажак жонланади. «Ҳар бир миллатнинг дунёда борлигин кўрсатадурган ойинаи ҳаёти тил ва адабиётидур», дея эътироф этади Абдулла Авлоний. Бир миллатни йўқ қилиш учун унинг тилини йўқ қилиш кифоя. Тилни йўқ қилиш маънавиятни йўқ қилиш билан баробардир. Тилимизга эътибор сусайиб бораётганлиги ҳақида Абдулла Авлоний ўзининг «Туркий гулистон ёхуд ахлоқ» китобидаги «Ҳифзи лисон» мақоласида: «Миллий тилни йўқотмак миллатнинг руҳини йўқотмакдур. Ҳайҳот! Биз туркистонликлар миллий тилни сақламак бир тарафда турсун кундан-кун унутмак ва йўқотмақдадурмиз», дея бонг уради. Этибор беринг, юз йил аввал айтилган сўзларнинг долзарблиги ҳамон йўқолмаган. 1989 йилда ўзбек зиёли қатлами она тилимизни ёқлаб овоз берганлари туфайли халқимиз ўзбек тили мақомини қайта тиклади.

Ўзбек тилининг халқимиз ижтимоий ҳаётида ва халқаро миқёсдаги обрў-эътиборини тубдан ошириш, униб-ўсиб келаётган ёшларимизни ватанпарварлик, миллий анъана ва қадриятларга садоқат, улуғ аجدодларимизнинг бой меросига ворислик руҳида тарбиялаш,

мамлакатимизда давлат тилини тўлақонли жорий этишни таъминлаш мақсадида Ўзбекистон Республикаси Президентининг “Ўзбек тилининг давлат тили сифатидаги нуфузи ва мавқеини тубдан ошириш чоратadbирлари тўғрисида”ги Фармони эълон қилинди. Ўзбекистон Республикаси Вазирлар Маҳкамаси тузилмасида Давлат тилини ривожлантириш департаменти, Алишер Навоий номидаги Ўзбек тили ва адабиёти университети ташкил этилди.

Мамлакатимизда ҳамма тилларнинг орасида ўзбек тили давлат тили энг кўп ишлатилади. Таълим муассасаларида, давлат ташкилотларида, қисқаси ҳамма жойда алоқа биринчи навбатда давлат тилида бўлади. Ўзбек тилини ўз она тилиси деб ҳисобловчиларнинг тилни билиш даражаси қай даражада эканлиги қизиқарлидир. Бу борада ўтказилган кичик бир тадқиқотга эътибо беринг: 2017 йилда Самарқанд давлат университети ректорининг ташаббуси билан, университетнинг барча талабаларини ўзбек тили бўйича саводхонлик даражасини билиш учун, улардан диктант, баён ва эркин мавзуда иншо олинди. Диктант ёзиш бўйича биринчи ўринда ўзбек тили ва адабиёти факультетининг талабалари, уларнинг 27 фоизи «2», 73 фоизи «қониқарли». Иккинчи ўринда биология-кимё факультетининг талабалари, уларнинг 67 фоизи ўтган, 33 фоизи «2» баҳо олган. Бошқа факультет талабаларининг тақрибан ярми ўтган, ярми ўта олмаган. Университет бўйича 52 фоизга яқин талаба ўтган, 48 фоизи эса диктантдан «2» баҳо олишган. Бунга тегишли энг сўнгги маълумотга кўра, СамДУга ўқишга қабул қилиш учун ҳужжат тошширган бир қисм абитуриентлар 5-6 мартадан ариза ёзган, битта шоввоз эса 59 марта ёзибди. Мақола муаллифи ишлайдиган кимё бўлимида ҳам баъзи назоратлар ёзма шаклда ўтказилган. Баъзи талабалар «квант», «молекула» каби сўзларни тўғри ёзаолмайди. Ваҳоланки, бу сўзлар ўрта мактабда, лицей ва коллежда физика ва кимё фанларида ўтилади. Иншо олган мутахассисларнинг гапига қараганда, талабанинг она тилидаги сўз бойлиги 500-1000 атрофида. Бундай сўз захираси билан ўз фикрини тингловчига (келажакда ўқувчига) ҳар томонлама тушунарли қилиб етказиш мумкин эмас экан. Ҳозир ўзбек тилига катта эътибор берилганга ўхшайди, қонун қабул қилинган, тест синовларидаги битта фан албатта она тили, махсус институт ташкил қилинди ва ҳоказо. Лекин шунга қарамасдан талабалар ўртасида ўтказилган кичик тадқиқот шуни кўрсатадики, аҳвол ачинарли. Муаллиф масалани ечишга доир бир қанча таклифлар берган.

Фикримизча тилни ривожлантириш учун илмий асосланган тадқиқот ва хулосаларга мурожаат қилиш лозим. Шунга боғлиқ равишда тадқиқотлар кўламини ҳам кенгайтириш зарур. Улар давлат миқёсида олиб борилаётган сиёсатни белгилашда муҳим аҳамиятга эгадир.

Мутахассислар эътиборни қаратиши лозим бўлган яна бир жиҳат ўзбек тили дарсликларини барча учун тушунарли ва содда тилда нашр этишдир. Ана шунда ўзлаштириш кўрсаткичлари ортиши мумкин.

Тилни ўрганишда бадий адабиётнинг, китобнинг ўрни бекиёс. Шунинг учун тилни айнан ёшликда ўрганиш ва ўргатиш керак. Фикримизча, ўтилиши лозим бўлган фанлар қаторига бадий адабиёт муҳокамасига бағишланган алоҳида фан жорий этиш мақсадга мувофиқ бўларди. Ушбу фаннинг халқ таълими, олий таълим тизимида ҳар йили ҳар бир синфда ўқитилиши зарур деб белгиланиши ўқувчиларнинг сўз бойлиги ортишига олиб келади.

Фаннинг тахминий режаси қуйидагича: бир ойда битта ўзбек тилида чоп этилган жаҳон ёки ўзбек адабиёти намунаси танлаб олинади (буни режада белгиласа яхши бўлади). Асарни ўқувчи ўқийди, муҳокамага тайёрланади, тушунарли бўлмаган сўзларнинг маъносини топади, асар маъноси ва аҳамияти ҳақида иншо ёзади.

Албатта бу таклифга мутахассисларнинг фикрини ўрганиш муҳим. Китоб мутолааси тилимизнинг мавқеи, сўзлашувчиларнинг саводхонлигини ошириши шубҳасиз.

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МЕТОДИКА ОРГАНИЗАЦИИ ВНЕКЛАССНОЙ РАБОТЫ НА УРОКАХ ЧТЕНИЯ В НАЧАЛЬНОЙ ШКОЛЕ

Аннотация: Данная статья дает представление об организации внеклассной работы на уроках чтения учащихся начальных классов общеобразовательных средних школ.

Ключевые слова: методика внеклассной работы в школе и классе, зарубежный опыт, самостоятельная работа, учитель, ученик.

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METHODS OF ORGANIZATION OF EXTRACURRICULAR WORK IN PRIMARY SCHOOL READING CLASSES

Annotation: This article gives an idea of the organization of extracurricular work in the reading classes of Primary School students of general secondary schools.

Keywords: methodology of extracurricular work from school and class, foreign experience, independent work, teacher, pupil.

Развитие социального общества, в частности, глубокие корни идей национальной независимости в нашей жизни, обогащают содержание реформ в системе образования. В учебном процессе формы и методы обучения, апробированные на практике, обогащаются и, при необходимости, обновляются и внедряются в практику. Государственная политика в этом отношении также подразумевает формирование всесторонне гармоничной личности, нравственно подготовленной средствами непрерывного образования. Начальное образование является наиболее важной единицей непрерывного образования. Как отмечается в положении "Об общем среднем образовании в Республике Узбекистан": "начальное образование поощряется для обеспечения приобретения основных квалификаций и навыков чтения, письма, счета, учебной деятельности, творческого мышления, самоконтроля, культуры речи и поведения, личной гигиены и здорового образа жизни" [1]. Исходя из этого, необходимо формировать в начальных классах общие и

нравственные навыки учащихся, начальные навыки грамотности. Процесс начального образования учит формированию потенциала ребенка в области логического мышления, умственного развития, кругозора, коммуникативной грамотности и самосознания, физического здоровья, способности чувствовать красоту материального существования, наслаждаться красотой и элегантностью, впитывать и уважать национальные обычаи, соблюдать их. В этом также особая роль внеклассных занятий в начальных классах.

Президентом Республики Узбекистан Ш.М. Мирзиёевым по инициативе, были выдвинуты пять важных инициатив по привлечению внимания к молодежи, привлечению подрастающего поколения к культуре, искусству, физической культуре и спорту, развитию навыков правильного использования информационных технологий, пропаганде грамотности среди молодежи, чтобы обеспечить занятость женщин [2]. В этом смысле одной из этих пяти важных инициатив является пропаганда чтения среди молодежи, в рамках которой внеклассные занятия по чтению также служат важным инструментом формирования культуры чтения.

Внеклассные уроки чтения, как известно, воспитывают в сердцах подрастающего поколения любовь к добру, пробуждают чувства ненависти ко злу, пересказывают содержание текста в соответствии с планом или изменением личности повествования, определение средств художественных образов, развитие их связной речи путем оценки короче говоря, поведение героев произведения обладает большим потенциалом в совершенствовании культуры чтения. Основы, интерпретация теоретических и практических идей реализации внеклассной воспитательной работы в воспитании совершенной личности, а также выявление эффективных форм, методов и инструментов, служащих повышению профессиональных навыков в организации внеклассной и внеурочной работы, а также разработка технологии для осуществления воспитательной работы в сфере образования

При изучении достижений студентов они оцениваются не всеми студентами, а путем проведения объективных тестов на отобранных студентах как представителях этого слоя. Кроме того, были проведены опросы директоров школ, учителей, учащихся и даже родителей, и была собрана ценная информация о факторах, влияющих на качество образования в школе, включая школьные ресурсы, отношение учащихся к образованию, методы преподавания и степень поддержки, оказываемой учащимся приобретайте знания дома.

Конституция Республики Узбекистан, Национальная программа Республики Узбекистан "Об образовании" и подготовке кадров, официальные документы в области народного образования нашего Президента Ш. Мирзиёева, научно-теоретические учения о "Поколении Баркомола". Труды восточных мыслителей, а также ученых и педагогов

Узбекистана, работающих в области развития педагогической теории Н.Азизхаджаевой, М.Инамавы, А.Мусурмоновой, И.Сайдахмедова, Н.Ортикова, используют научные идеи Ходжабаева и других в качестве теоретической основы.

В каждом классе следует уделять пристальное внимание дифференциации образования, в связи с этим особое внимание следует уделять школам, в которых большинство первоклассников не обладают навыками, необходимыми для успешного старта.

А что касается приоритетных задач, стоящих перед системой начального образования, то необходимо обеспечить использование в образовательном процессе разных текстов: целостных, нехолистических, комплексных (множественных), разных стратегий чтения разных текстов, таких как использование различных форм развития, формирование понимания чтения и устанавливаются оценки (бумажные и компьютерные формы).

Наблюдался акцент на понимании прочитанного, а не на контроле скорости чтения. Грамотность чтения относится к ней как к интегрированному компоненту функциональной грамотности. Оригинальность проявляется в обучении чтению математической, лингвистической, исторической, естественнонаучной и справочной литературы[3].

Внеклассное чтение организуется на основе самостоятельной деятельности учащихся [4]. Это связано, с одной стороны, с учетом возрастных особенностей учащихся, сферы их интересов, с другой стороны, с уместностью и художественным совершенством произведений, которые рекомендуются к прочтению по теме программы. Также в процессе внеклассного чтения особое внимание уделяется работе по построению речи. Потому что в нем используются различные методы: выразительное чтение текста, ролевое чтение, выборочное чтение, запоминание, составление плана содержания произведения и на этой основе повторное повествование, сокращение повествования, изменение личности повествования, определение предмета произведения, описание глагола о героях и т.д., имеют большое значение в развитии устной речи при чтении и изучении народного устного творчества (сказки, пословицы, загадки) на уроках внеклассного чтения является важным фактором развития устной речи через анализ художественного произведения[5]. Во всем вышеперечисленном формируются навыки чтения у учащихся, они учат понимать прочитанное произведение, увеличивают свой словарный запас и обогащают свой словарный запас. Внеклассное чтение, в свою очередь, является интересным, привлекающим занятием, в целом обогащает круг знаний детей, дает материал для сравнения. Также на уроках внеклассного чтения понимаются некоторые трудные слова, внимание учащихся сосредоточено на четких, удобных стилях речи,

которые следует запомнить. Поскольку невозможно объяснить все трудные слова, детей учат читать толкование некоторых слов, приведенное под соответствующей страницей. Таким образом, их словарное богатство обогащается новыми словами.

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«ТЕХНЕФИТ - ^{99m}ТС» - КАК ЛИМФОТРОПНЫЙ РАДИОНУКЛИД

Резюме: В мировой ядерной медицине существует ряд радиофармпрепаратов (РФП) для выявления СЛУ. Основными недостатками некоторых РФП являются невысокий уровень аккумуляции в СЛУ (1,5-2% от введенной дозы) и перераспределение в лимфатические узлы 2 и 3 порядков, что снижает специфичность исследования.

Поэтому изучение возможностей использования для этих целей новых РФП позволит рационально планировать объем оперативного вмешательства, обеспечивающий оптимальные функциональные и отдаленные результаты лечения.

Таким образом, актуальность ранней диагностики метастатического поражения регионарных лимфатических узлов у больных злокачественными опухолями гортани и гортаноглотки представляется чрезвычайно важной.

Ключевые слова: технефит - ^{99m}Тс, лимфотропный радионуклид, ранняя диагностика.

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TECHNEFIT - ^{99m}Ts - AS A LYMPHOTROPIC RADIONUCLIDE

Resume: In the world of nuclear medicine, there are a number of radiopharmaceuticals (RFP) for the detection of SLU. The main disadvantages of some RFPs are a low level of accumulation in the SLU (1.5-2% of the administered dose) and redistribution to the lymph nodes of the 2nd and 3rd orders, which reduces the specificity of the study.

Therefore, the study of the possibilities of using new RFPs for these purposes will make it possible to rationally plan the volume of surgical intervention that ensures optimal functional and long-term treatment results.

Thus, the relevance of early diagnosis of metastatic lesion of regional lymph nodes in patients with malignant tumors of the larynx and larynx is extremely important.

Keywords: TECHNEFIT - ^{99m} , lymphotropic radionuclide, early diagnosis.

Актуальность. Исследования методами лучевой диагностики в клинической лимфо-логии была начата с применением рентгеноконтрастных препаратов. В 1936 году М.Г. Привес и Т.Н. Черносвитова [1] демонстрировали на клинической конференции лимфограммы стопы и голени у живого человека в результате не прямой лимфографии с введением торотраста под кожу пальца стопы. Тем самым они стали родоначальниками метода не прямой лимфографии в клинике.

Состояние лимфатической системы параллельно рентгеноконтрастными методами изучалось ещё и радионуклидными методами [2,3]. Впервые методом не прямой лимфографии в 1950 году Walker [6] контрастировал радиоактивным коллоидом лимфатические сосуды крыс.

При введении меченных коллоидных частиц в подкожную клетчатку в результате изменения осмотического давления мелкие радиоактивные коллоидные частицы из подкожного депо, также как интактные коллоиды, проникая лимфатическим сосудам мигрируют в лимфатические узлы.

С развитием эндолимфатической терапии, появилась возможность создания высокой концентрации антибиотиков в регионарных лимфоузлах, где накапливаются микробы и их токсины из первичного очага. Применения же лимфостимуляторов усиливает лимфотропность коллоидного характера лекарственных препаратов, также и радиоактивных коллоидных частиц [4,5].

При ознакомлении химического состава «Технефит - ^{99m}Tc » нами были обнаружены, сто «Технефит - ^{99m}Tc », которое является коллоидоподобным раствором, как золото -198.

Цель исследования. Целью настоящей работы была апробация лимфотропности радионук- лидного препарата «Технефит - ^{99m}Tc » (препарат представляет собой коллоид-ный раствор «Технефит - ^{99m}Tc » на основе солей инозитгексафосфорной кислоты фитина. «Технефит - ^{99m}Tc » готовится в медицинском учреждении непосредственно перед применением, вымывая «Технеций - ^{99m}Tc » из генератора по специальной инструкции), путем сравнения результатов миграции по лимфатической системы другого лимфотропного препарата коллоидного раствора золото -198 у контрольной группы лиц, и у больных тромбофлебитом нижней конечности до и после лимфостимуляции.

Материалы и методы. Для радионуклидного исследования лимфатической системы не требуется специальной подготовки больного.

Препарат вводится в межпальцевые промежутки стопы (депо) в небольшом объеме 0,2 - 0,5 мл с тонкой иглой после предварительной анестезии место инъекции 1,5 мл 0,25% раствором новокаина с добавлением какого - либо стимулятора (гепарин 2500 ед) или без нее.

Величина введенной активности была строго дозирована и составляла для коллоидных частиц золото - 198 4 МБк и для «Технефит - ^{99m}Tc » 10 МБк. Радиометрию производили в депо в момент инъекции и через два часа после нее, а в регионарных паховых лимфатических узлах через два часа после инъекции у 22 больных с тромбофлебитом глубоких вен нижней конечности. В контрольной группе лиц (волонтеры, призывники их было всего 11 человек) радионуклидные исследования были проведены аналогичным образом.

Результаты исследования. Ранее исследователями апробированный и предложенный для клинического применения лимфотропный коллоидный раствор золото - 198 по лимфатической системе мигрируется медленно. Через два часа после инъекции его концентрация в регионарных паховых лимфатических узлах относительно низко, хорошее накопление коллоидного раствора золото - 198 наблюдается лишь через 24 часа, а это в свою очередь удлиняет время обследования больных до двух дней, приводя к дополнительным экономическим затратам.

Коллоидный радионуклидный раствор «Технефит - ^{99m}Tc » через два часа после инъекции в регионарных паховых лимфоузлах накапливается достаточно высоком проценте это и является одним из преимуществ его перед коллоидным раствором золото - 198.

В момент инъекции активность радионуклида в депо принята за 100%. Процентное уменьшение активности в депо за вычетом фона и количеством излучения физического полураспада через 120 минут взято как показатель всасывания радионуклида в лимфатических сосудах.

Далее, нами регистрировалось процесс миграции радионуклида по лимфатическим сосудам лимфатическим до паховых лимфоузлов, а процент накопления изотопа в паховых лимфоузлах определяли путем сравнения их с исходными показателями всасывания радионуклида из депо. Все полученные результаты обработаны статически по Фишеру - Стьюденту с использованием критериев достоверности различий сравниваемых показателей.

Результаты выполненной работы в контрольной группе лиц показали, (таблица 1) что введенный в межпальцевые промежутки стопы радионуклиды через два часа после инъекции из депо в лимфатический сосуд проникают достаточно высоком проценте (золото 198 = $11,3 \pm 2,3\%$, «Технефит - ^{99m}Tc » = $18,1 \pm 2,7\%$). Сравнительно «Технефит - ^{99m}Tc » больше всасывается, чем золото - 198. У больных тромбофлебитом нижних

конечностей процент всасывания радионуклидов из депо в лимфатическую систему высок и соответственно составляет $13,4 \pm 2,6\%$ и $25,2 \pm 2,7\%$.

Таблица №1

Процесс миграции радионуклидов через 120 минут после инъекции из депо в регионарные паховые лимфоузлы у здоровых лиц (числитель) и у больных (знаменатель) до и после лимфостимуляции ($M \pm m$, в процентах).

Лимфостимуляции	Место регистрации радионуклида	Золото	«Технефит - ^{99m}Tc »	P
До стимуляции	Депо	$11,3 \pm 2,3$	$18,1 \pm 2,7$	$P < 0,05$
		$13,4 \pm 2,6$	$25,2 \pm 2,7$	$P < 0,01$
	Паховые лимфоузлы	$3,4 \pm 1,4$	$13,7 \pm 2,1$	$P < 0,01$
		$5,1 \pm 1,9$	$20,1 \pm 2,0$	$P < 0,01$
После стимуляции	Депо	$16,4 \pm 2,7$	$25,6 \pm 2,0$	$P < 0,01$
		$16,7 \pm 2,8$	$31,3 \pm 3,5$	$P < 0,01$
	Паховые лимфоузлы	$6,1 \pm 2,3$	$20,9 \pm 2,5$	$P < 0,01$
		$7,3 \pm 2,1$	$22,9 \pm 2,8$	$P < 0,01$

Если сравнить эти два показателя между собой, то интенсивность всасывания из депо в лимфососуды у «Технефита - ^{99m}Tc » выше, чем у золото - 198 и у здоровых лиц ($P < 0,05$), и у больных ($P < 0,01$).

У здоровых лиц через два часа после инъекции в паховых лимфоузлах (таблица 1) коллоидный раствор золото - 198 накапливается значительно низко ($3,4 \pm 1,4\%$), чем «Технефит - ^{99m}Tc » ($13,7\% - 2,1\%$). Такая же законо-мерность наблюдается и у больных (соответственно: $5,1 \pm 1,9\%$ и $20,1 \pm 2,0\%$).

После стимуляции лимфатической системы гепарином (2500 ЕД) скорость всасывания радионуклидов из депо в лимфатическую систему, и их концентрация в регионарных паховых лимфоузлах была значительно выше, чем до стимуляции (таблица 1).

Сравнительный статический анализ золото - 198 и «Технефит - ^{99m}Tc » показывают, что в паховых лимфоузлах после лимфостимуляции происходит высокая дифференцированность данных радионуклидов, как у здоровых лиц ($P < 0,01$), так и у больных ($P < 0,01$).

Результаты радиометрии (таблица 2) депо через два часа после инъекции коллоидного раствора золото - 198 показывают, что у контрольной группы лиц высокая степень различия до и после лимфостимуляции ($P < 0,05$). Оно не дифференцировано у больных ($P < 0,2$). В паховых лимфоузлах через два часа после инъекции коллоидный раствор золото - 198 накопился в низких процентах и данные до и после стимуляции не дифференцировались и у здоровых пациентов ($P < 0,2$) и у больных ($P < 0,8$). Результаты всасывания (таблица 2) из депо в лимфососуды радионуклида «Технефит - ^{99m}Tc » у контрольной группы лиц

через два часа после инъекции до и после лимфостимуляции аналогичные с данными радионуклида золото - 198, т.е. дает высокой степени различия ($P<0,01$). У тех же лиц накопления «Технефита - ^{99m}Tc » в регионарных паховых лимфоузлах через два часа после инъекции, в отличие от процента накопления золото -198, имеет высокий степень различия ($P<0,05$). У больных тромбозом глубоких вен нижней конечности процент всасывания «Технефит - ^{99m}Tc » из депо в лимфососуды и их накопления в регионарных паховых лимфоузлах через два часа после инъекции до и после лимфостимуляции также, как результаты всасывания золото -198, не были дифференцированы (соответственно: $P<0,2$ и $P<0,8$). На примере всасывания радионуклида «Технефит - ^{99m}Tc » из межпальцевых промежутков стопы (депо) в лимфососуды и их миграции до регионарных паховых лимфоузлов можно изучать степень элиминации аналогичных коллоидных лимфотропных веществ по лимфатической системе.

Таблица №2

Степень достоверности миграции радионуклида через 120 минут после инъекции из депо в регионарные паховые лимфоузлы у здоровых лиц (числитель) и у больных (знаменатель) без стимуляции с данными лимфа стимуляции ($M \pm m$, в процентах).

Радионуклиды	Место регистрации радионуклида	До стимуляции	После стимуляции	P
Золото -198	Депо	$11,3 \pm 2,3$	$16,4 \pm 2,7$	$P<0,05$
		$13,4 \pm 2,6$	$16,7 \pm 2,8$	$P<0,2$
	Паховые лимфоузлы	$3,4 \pm 1,4$	$6,1 \pm 2,3$	$P<0,2$
		$5,1 \pm 1,9$	$7,3 \pm 2,1$	$P<0,8$
«Технефит - ^{99m}Tc »	Депо	$18,1 \pm 2,7$	$25,6 \pm 2,0$	$P<0,01$
		$25,2 \pm 2,7$	$31,3 \pm 3,5$	$P<0,2$
	Паховые лимфоузлы	$13,7 \pm 2,1$	$20,9 \pm 2,5$	$P<0,05$
		$20,1 \pm 2,0$	$22,9 \pm 2,8$	$P<0,08$

У больных процесс всасывания радионуклида ускорен (таблица 1) и накопление их в паховых лимфоузлах было выше, чем у здоровых лиц. Однако, после стимуляции гепарином у пораженных лиц всасывания радионуклидов были слабыми (таблица 2). Влияние лимфостимуляции на процесс всасывания коллоидных частиц радионуклидов из депо в лимфатические сосуды и их накопления в паховых лимфоузлах через 120 минут после инъекции бывают ускоренными с высокой степенью достоверности у здоровых лиц. Они ограничены с отсутствием дифференцированности у пораженных лиц.

Таким образом, по результатам выполненных работ можно сделать следующие выводы:

Выводы

1. «Технефит -^{99m} Tc», также как коллоидный раствор золота – 198, является лимфотропным радионуклидом.

2. Накопление «Технефит - ^{99m} Tc» в регионарных паховых лимфоузлах более ускоренное, чем золото -198

3. Применения «Технефит -^{99m} Tc» укорачивает время обследования больных до двух часов, уменьшает степень облучения больных благодаря низкому энергетическому уровню (140 КЭВ) и короткому периоду полураспада и полувыведения из организма.

4. Лимфостимуляция ускоряет процесс всасывания радионуклида в лимфатические сосуды и их элиминации в регионарных паховых лимфоузлах.

5. При тромбозах глубоких вен нижней конечности лимфооток и элиминация более быстрее, чем у здоровых лиц, но не дифференцируется после лимфостимуляции.

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ПРИМЕНЕНИЕ ВЕБ-КВЕСТОВ НА ЗАНЯТИЯХ ИНОСТРАННОГО ЯЗЫКА В НЕЯЗЫКОВЫХ ВУЗАХ

Аннотация: Статья посвящена использованию веб-квест технологии в процессе обучения иностранному языку

Ключевые слова: Веб-квесты, обучение иностранному языку, преимущества для обучения, отбор и анализ нужной информации, коммуникативная компетенция, языковая компетенция.

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APPLICATION OF WEB QUESTS IN FOREIGN LANGUAGE CLASSES IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

Annotation: The article is devoted to the use of web quest technology in the process of teaching a foreign language

Key words: Web quests, foreign language teaching, learning benefits, selection and analysis of relevant information, communicative competence, language competence.

Сегодня уже трудно представить работу учебных заведений без доступа в глобальное информационное пространство. Интернет является универсальным средством поиска информации и передачи знаний. Многие преподаватели осваивают и разрабатывают новые методики обучения, в той или иной степени ориентированные на Интернет. Информационные технологии помогают создать новую обучающую окружающую обстановку, в которой обучающийся являются вовлеченными, способными принимать больше ответственности за их собственное обучение и конструирование их собственного знания. Информационный потенциал Интернета просто неисчерпаем. Здесь можно не только получить любую интересующую вас информацию, но и поделиться собственной информацией с пользователями сети по всему миру.

Преподавателями уже накоплен определенный опыт использования ресурсов Интернет в организации самостоятельной работы обучающихся. Прежде всего – это использование Интернета при выполнении

индивидуальных и групповых исследовательских работ. При этом имеется в виду именно самостоятельная исследовательская работа. Исследовательская методика с трудом “вписывается” во временные рамки обычного занятия. Большая часть времени, затрачиваемого на поиск информации, ее обработку и анализ, а также на подготовку результатов исследования к презентации на занятии, приходится на внеурочное время. Такой способ интеграции Интернета в обучение иностранному языку называется веб-квест.

Веб-квест (webquest) в педагогике - проблемное задание с элементами ролевой игры, для выполнения которого используются информационные ресурсы Интернета.

Веб-квест является наиболее сложным как для обучающихся, так и для преподавателя. Веб-квест направлен на развитие у обучаемых навыков аналитического и творческого мышления; преподаватель, создающий веб-квест, должен обладать высоким уровнем предметной, методической и инфокоммуникационной компетенции.

Особенностью веб-квестов является то, что часть информации или вся информация, представленная на сайте для самостоятельной или групповой работы обучающихся, находится на самом деле на различных веб-сайтах. Благодаря же действующим гиперссылкам, обучающийся этого не ощущает, а работает в едином информационном пространстве, для которого не является существенным фактором точное местонахождение той или иной порции учебной информации. Учащемуся дается задание собрать материалы в Интернете по той или иной теме, решить какую-либо проблему, используя эти материалы. Ссылки на часть источников даются преподавателем, а часть они могут найти сами, пользуясь обычными поисковыми системами. По завершении квеста студенты либо представляют собственные веб-страницы по данной теме, либо какие-то другие творческие работы в электронной, печатной или устной форме.

Веб-квесты построены на основе современных информационных технологий и используют богатство и безграничность информационного пространства глобальной компьютерной сети в образовательных целях. В целях повышения мотивации при изучении той или иной темы, обучающийся приобщается к современным технологиям, максимально используя возможности Интернета в приобретении знаний из аутентичных источников. По сути, основой веб-квестов является проектная методика, которая возникла еще в начале прошлого столетия в США. Её называли также методом проблем, и связывалась она с идеями гуманистического направления в философии и образовании, разработанными американским философом и педагогом Дж. Дьюи.

Веб-квест технология является инновационным средством обучения с огромным потенциалом в сфере обучения, т.к.

- Интегрирует набор различных форм, методов и приемов, позволяющих эффективно находить, отбирать, обрабатывать, анализировать, синтезировать и презентовать информацию

- Использует различные подходы к обучению, например, проблемно-проектные, коммуникативные, контекстные и т.д.

- Может использоваться как при индивидуальной, так и при групповой форме работы

- Может использоваться для осуществления междисциплинарных связей, т.к. включает в себя синтез информации по различным предметам

Использование веб-квест технологии обучения, проверки и оценки знаний может создать положительную мотивацию к обучению среди обучающихся, способствовать развитию творческого мышления у студентов, повысить авторитет преподавателя, как наставника и организатора учебного процесса. Сегодня веб-квест технология используется, в основном, в обучающих целях. Однако ее можно успешно применять и для контроля. Она может стать эффективной формой итогового контроля, решающей ряд задач, стоящих перед преподавателями иностранного языка. Оценка результатов краткосрочных и долгосрочных веб-квестов имеет ряд критериев, позволяющих оценивать не только сформировать языковой и речевой компетенций, но и более широко судить о формировании коммуникативной компетенции (в области умения анализировать, синтезировать, творчески осмысливать, логически и ясно излагать свои мысли, вести дискуссию, аргументировать свою позицию, работать в группе ит.д.), что имеет первостепенное значение в обучении иностранному языку. Причем, если краткосрочные веб-квесты, в основном, могут служить средством промежуточного контроля, то долгосрочные веб-квесты могут стать эффективным средством итогового контроля.

Работа с веб-квестами может быть предложена и как домашнее задание для обучающихся, интересующихся предметом, её можно провести в классе при наличии сдвоенных уроков. Хороший результат дает данный вид деятельности при подготовке к олимпиадам, так как расширяет кругозор и эрудицию. Реальное размещение веб-квестов в сети в виде web-сайтов, созданных самими детьми, позволяет значительно повысить мотивацию обучающихся на достижение наилучших учебных результатов. В завершении работы над проектом, после подведения итогов, важно использовать материальное и моральное стимулирование высоких результатов.

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ИННОВАЦИОННЫЕ ПОДХОДЫ К ПОДГОТОВКЕ УЧИТЕЛЕЙ

Аннотация: В данной статье рассматривается вопрос инновационных подходов к процессу подготовки профессиональных педагогов.

Ключевые слова: профессиональные кадры, педагог, инновационный подход, педагогика, инновационные технологии.

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INNOVATIVE APPROACHES TO TEACHER TRAINING

Annotation: This article deals with the issue of innovative approaches to the process of training professional teachers.

Keywords: professional staff, teacher, innovative approach, pedagogy, innovative technologies.

Одной из ведущих проблем педагогики является модернизация содержания образования, обновление образовательного процесса и управления на основе инновационных технологий, роль педагога в этом процессе, непрерывное развитие его педагогической деятельности. Современная теория образования объединяет в себе достижения многих развитых стран в области образования, которые отличаются друг от друга своими целями, задачами, содержанием, национальными особенностями и показателями качества. Ориентация содержания образования в стране, организация модернизированного образовательного процесса имеет важное педагогическое значение.

Особое внимание уделяется совершенствованию системы повышения квалификации, всестороннему развитию образования, постоянному повышению профессиональной компетентности педагогов, исходя из задач, поставленных в Новой стратегии развития Узбекистана. В результате усиливается правовое, научно-методическое и материально-техническое обеспечение системы повышения квалификации, совершенствуются государственные требования и учебные планы, внедряются в образовательный процесс современные педагогические и информационные технологии. В то же время возникает необходимость

дальнейшего ускорения профессиональной деятельности педагогов на основе компетентного подхода. В Стратегии действий по дальнейшему развитию Республики Узбекистан «стимулировать научные исследования и инновации, создавать эффективные механизмы внедрения научно-инновационных достижений..., дальнейшее совершенствование системы непрерывного образования, повышение доступности качественного образования». услуги, подготовка высококвалифицированных кадров В этой связи важен механизм непрерывного развития профессиональной компетентности педагогов.

Кроме того, в целях полного удовлетворения методических потребностей работников народного образования в стране на основе передового зарубежного опыта проводить научно-педагогические работы по внедрению передовых форм и методов переподготовки и повышения квалификации, совершенствованию образовательных программ переподготовки и повышение квалификации общественных воспитателей необходимость развития навыков ходьбы ПП-3289 Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию системы подготовки, переподготовки и повышения квалификации педагогических кадров» и «О мерах по внедрению новых принципов управления в систему народного образования» ПП-3931 – есть отмечается в решениях.

Сегодня современное состояние развития общества и образования определяется модернизацией системы непрерывного профессионального образования. Это особенно проявляется в важности постоянного повышения профессиональных навыков и компетенций учителей, работающих в школах. Обеспечение качества подготовки педагога и постоянное повышение его квалификации является ключевым условием развития инициативы и творчества в образовательном процессе. Одним из приоритетов сегодняшнего дня является особое внимание к выбору предмета общечеловеческих ценностей, диалога, сотрудничества, равноправного партнерства.

Для правильной организации и развития педагогической деятельности и профессиональной подготовки педагогов, создания необходимых условий для их систематического овладения педагогическими новшествами необходимо:

- достижение управления образовательным процессом на основе педагогических инноваций, в том числе гуманизация и демократизация отношений учитель-ученик;
- мобилизовать педагогов всех ступеней и уровней образования на обогащение духовно-нравственных качеств учащихся на основе идеи национальной независимости и богатого интеллектуального наследия узбекского народа и приоритета общечеловеческих ценностей;
- оснащение педагогов эффективными методами управления образовательным процессом;

- создание педагогических, дидактических, научно-методических, правовых, нормативных, финансовых, экономических основ модели, представляющей демократические, гуманные методы управления образовательным процессом и управлением деятельностью обучающихся и внедрение ее в педагогическую практику;

- Повышение эффективности процесса обучения, воспитания и развития обучающихся на основе нововведений в эффективном управлении образовательным процессом педагогами на основе субъект-субъектных отношений и использования богатого опыта развитых стран;

- Повышение творческой и профессиональной активности педагогов на основе обеспечения образовательного процесса квалифицированными педагогическими кадрами, создание эффективной, непрерывной системы подготовки, переподготовки и повышения квалификации педагогов;

- Обеспечение его качества и эффективности за счет использования в образовательном процессе современных педагогических инноваций и информационных технологий;

- через непрерывное развитие профессиональной деятельности педагогов, формирование у них творческой активности;

- Разработка научно-методических, технологических основ реализации дифференцированного подхода к образовательному процессу с учетом интересов, потребностей и способностей обучающихся, способов их интеграции в педагогическую деятельность.

Одним словом, важно реализовать идеи инновационной деятельности педагога и разработки ее содержания. А также переоценка возможностей технологических подходов; гармонизация результатов практических, фундаментальных исследований; при наличии сильного информационного потока, неравномерности инновационных процессов и динамичных изменений потребностей общества, вследствие чего необходимо разработать новую правовую, нормативную, педагогико-психологическую, дидактическую основу в системе образования.

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**ИЗУЧЕНИЕ РОЛИ НЕИНВАЗИВНЫХ БИОМАРКЕРОВ В
ДИАГНОСТИКЕ КРОНАРНОГО АТЕРОСКЛЕРОЗА У ЛИЦ
МОЛОДОГО ВОЗРАСТА С СЕМЕЙНОЙ
ГИПЕРХОЛЕСТЕРИНЕМИЕЙ**

Резюме. Стандартные методы определения концентрации ХС ЛНП учитывают холестерин, входящий как в ЛНП, так и в Лп(а), что может приводить к гипердиагностике СГХС, основанной исключительно на уровне ХС ЛНП. В исследовании Копенгагенской популяции (Copenhagen General Population Study) было показано, что гиперЛп(а) может отвечать за четверть ранее диагностированных случаев СГХС.

Проведение скрининга для ранней диагностики СГХС и гиперЛп(а), выявление индексных пациентов (пробандов, первых диагностированных пациентов в семье) позволяет начать своевременное лечение и предупредить развитие ССЗ и осложнений, как у обследованных лиц, так и у их близких родственников.

Ключевые слова: сердечно-сосудистые заболевания, ИБС, артериальной гипертензии, цереброваскулярных болезней.

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**STUDYING THE ROLE OF NON-INVASIVE BIOMARKERS IN THE
DIAGNOSIS OF CORONARY ATHEROSCLEROSIS IN YOUNG AGE
PERSONS WITH FAMILIAL HYPERCHOLESTEROLEMIA**

Summary. Standard methods for determining LDL-C concentration take into account both LDL-C and Lp(a)-cholesterol, which can lead to an

overdiagnosis of FH based solely on LDL-C. The Copenhagen General Population Study showed that hyperLp(a) may be responsible for a quarter of previously diagnosed cases of FH.

Screening for early diagnosis of FCH and hyperLp(a), identification of index patients (probands, the first diagnosed patients in the family) allows you to start timely treatment and prevent the development of CVD and complications, both in the examined individuals and in their close relatives.

Key words: Cardiovascular diseases, ischemic heart disease, arterial hypertension, cerebrovascular diseases.

Актуальность. Сердечно-сосудистые заболевания сегодня – актуальная проблема мировой и национальной медицинской практики. Высокая смертность от сердечно-сосудистых заболеваний, рост артериальной гипертензии, раннее развитие атеросклероза, распространенность факторов риска диктует необходимость изучать ранние маркеры повреждения сердечно-сосудистой системы у людей молодого и среднего возраста.

Проблема борьбы с сердечно-сосудистыми заболеваниями, главным образом обусловленными атеросклерозом, была и остается одной из приоритетных задач не только национальной, но и мировой медицинской практики. Очевидно, что успех профилактических и лечебных мероприятий в значительной степени зависит от четкого представления об этиопатогенезе, раннего выявления заболевания, лучше на донозологических стадиях процесса.

Несмотря на большое количество работ, посвященных изучению патогенеза наиболее распространенной сердечно-сосудистой патологии (ИБС, артериальной гипертензии, цереброваскулярных болезней), остаются нерешенными ряд вопросов, касающихся прежде всего разработки методов ранней диагностики атеросклероза.

Многолетние исследования различных сторон атеросклеротического процесса способствовали накоплению огромного фактического материала, свидетельствующего о том, что атеросклероз, несмотря на четкие морфологические изменения со стороны сосудистой системы, является системным заболеванием.

Цель исследования. С помощью мультимаркерного подхода разработать и предложить интегрированный биомаркер для неинвазивной оценки риска наличия и выраженности коронарного атеросклероза.

Материал и методы исследования. В исследование последовательно включено 55 пациентов в возрасте старше 18 лет (средний возраст $62,8 \pm 9,0$ года), поступивших и обследованных в клинике АГМИ в 2020-2011 гг., которым были выполнены диагностическая коронароангиография (КАГ) и дуплексное сканирование

сонных артерий. Локализацию и степень коронарного атеросклероза оценивали по шкале Gensini

Результаты исследования. Анализ проводили в 3-х группах: без коронарного атеросклероза ($\Delta = 0$), с коронарным атеросклерозом любой тяжести ($\Delta > 0$) и с выраженным атеросклерозом коронарных артерий ($\Delta > 35$). На основании предварительного анализа математических моделей, включающих визуальные и биохимические маркеры и их сочетания, были выбраны наиболее значимые показатели, составившие интегрированный биомаркер.

Всем пациентам была проведена КАГ по методике Judkins (1967г) с использованием, как правило, трансфеморального доступа в условиях рентгеноперационной с использованием ангиографической установки "PhilipsIntegrisAllura" и "GeneralElectricInnova 4100. КАГ проводили, учитывая наличие хотя бы одной из причин: стенокардия напряжения, инфаркт миокарда в анамнезе, нарушения ритма сердца. Локализацию и степень коронарного атеросклероза оценивали по шкале Gensini (GensiniScale, GS); обоснование выбора нами именно этой шкалы описано ранее.

Наличие атеросклероза каротидных артерий диагностировали при помощи метода дуплексного сканирования каротидных артерий в В-режиме с цветовым доплеровским картированием потоков линейным датчиком частотой 3-9 МГц ультразвуковой системы "PHILIPS iU22" в положении пациента лежа на спине с измерением толщины интима-медиа (ТИМ) и определением наличия атеросклеротических бляшек (АСБ) в каротидных артериях.

В качестве нормы, предложенной экспертами Европейского общества по гипертонии и Европейского общества кардиологов в 2007г, выбраны значения ТИМ $< 0,9$ мм. За увеличение ТИМ приняты значения от 0,9 до $< 1,3$ мм, а критерием АСБ обозначена ТИМ $> 1,3$ мм или локальное увеличение ТИМ на 0,5 мм (или на 50%) по сравнению с величиной ТИМ близлежащих участков сосудистой стенки.

Определение биохимических параметров проводили в сыворотке или плазме, полученной стандартными методами из венозной крови, взятой после 12-часового голодания перед проведением КАГ. Стандартизацию и контроль качества анализа биохимических параметров проводили в соответствии с требованиями "Федеральной системы внешней оценки качества".

Концентрацию общего холестерина (ОХС), три-глицеридов (ТГ) и ХС липопротеинов высокой плотности (ЛВП) (после осаждения липопротеинов низкой плотности (ЛНП) фосфорновольфраматом натрия в присутствии хлористого магния) определяли ферментными методами с использованием диагностических наборов фирмы "Human" (Германия) на автоанализаторе "Konelab 20i" (Финляндия). Концентрацию ХС ЛНП

рассчитывали по формуле Фрид-вальда. Повышенным считали уровень ОХС $>4,0$ и $>5,0$ ммоль/л, ХС ЛНП $>2,5$ и $>1,8$ ммоль/л, ТГ $>1,7$ и $>2,0$ ммоль/л.

Вывод. В последние десятилетия вопрос об использовании биомаркеров для улучшения прогнозирования сердечно-сосудистого риска привлекает значительное внимание исследователей. Вместе с тем, вопрос о возможности объединения нескольких биомаркеров для улучшения эффективности прогнозирования риска заболевания остается нерешенным.

В настоящее время, все более широкое применение находит так называемый мультимаркерный подход, особенно, при использовании циркулирующих биомаркеров.

В литературе представлено лишь несколько исследований, объединивших визуальные и циркулирующие биомаркеры, или включающих использование циркулирующих, генетических и/или визуальных маркеров.

Таким образом, есть веские основания полагать, что поиск и включение в алгоритмы оценки риска новых параметров можно использовать в дополнение к традиционным факторам для улучшения стратификации риска для пациентов.

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ОЦЕНКА ВЛИЯНИЯ АССОРТИМЕНТА ФАРМАЦЕВТИЧЕСКОЙ ПРОДУКЦИИ НА ЭФФЕКТИВНОСТЬ ФАРМАЦЕВТИЧЕСКОГО ПРОИЗВОДСТВА

Аннотация: Статья посвящена исследованию оценки влияния ассортимента фармацевтической продукции на эффективность деятельности при производстве продукции. Автором выделено то, что в современных условиях хозяйствования ассортимент имеет влияние на результативность деятельности фармацевтического производства. Ассортимент фармацевтической продукции рассматривается как один из конкурентных преимуществ на рынке лекарственного обеспечения. В новых экономических условиях руководители фармацевтических предприятий особое внимание уделяют вопросам организации и эффективности производства, анализу финансового состояния, ликвидности фармацевтической продукции.

Ключевые слова: фармацевтическое предприятие, ассортимент фармацевтической продукции, фармацевтическое производство, себестоимость фармацевтической продукции, цена фармацевтической продукции, оценка влияния ассортимента на результативность, эффективность деятельности.

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ASSESSMENT OF THE IMPACT OF THE RANGE OF PHARMACEUTICAL PRODUCTS ON THE EFFICIENCY OF PHARMACEUTICAL PRODUCTION

Abstract: The article is devoted to the study of the evaluation of the impact of the range of pharmaceutical products on the effectiveness of activities in the production of products. The author highlights the fact that in modern economic conditions, the assortment has an impact on the effectiveness of pharmaceutical production. The range of pharmaceutical products is considered as one of the competitive advantages in the market of drug provision. In the new

economic conditions, the heads of pharmaceutical enterprises pay special attention to the organization and efficiency of production, analysis of the financial condition, liquidity of pharmaceutical products.

Keywords: pharmaceutical enterprise, assortment of pharmaceutical products, pharmaceutical production, cost of pharmaceutical products, price of pharmaceutical products, evaluation of the impact of the assortment on the effectiveness, efficiency of activities.

При оценке влияния ассортимента фармацевтической продукции на эффективность фармацевтического производства должно учитываться ассортиментная политика и структура выпускаемой продукции. При организации ассортимента продукции фармацевтические предприятия учитывают, с одной стороны, спрос на данные виды продукции, а с другой – наиболее эффективное использование трудовых, сырьевых, технических, технологических, финансовых и других ресурсов, имеющих в его распоряжении.[3]

Систему формирования ассортимента фармацевтической продукции составляют:

1. Определение текущих и перспективных потребностей потребителей;
2. Оценка уровня конкурентоспособности выпускаемой или планируемой к выпуску продукции;
3. Изучение жизненного цикла товара, принятие своевременных мер по внедрению новых, более совершенных видов продукции и изъятие из производственной программы морально устаревших и экономически неэффективных изделий;
4. Изменение структуры выпускаемой фармацевтической продукции оказывает большое влияние на все экономические показатели компании, такие как: материалоемкость, объем выпуска в стоимостном выражении, себестоимость, прибыль и рентабельность.

Если увеличивается удельный вес более дорогого продукта, то объем его выпуска в стоимостном выражении возрастает, и наоборот. То же происходит с размером прибыли при увеличении удельного веса высокорентабельной и соответственно при уменьшении доли низко рентабельной продукции.[6]

Рассмотрим пример анализа ассортимента и структуры фармацевтической продукции.

Для проведения анализа ассортимента выпускаемой фармацевтической продукции построим таблицу, позволяющую оценить выполнение плана по ассортименту.

$$ВП_{пл} = V_{пл} * УД_{пл} * Ц_{пл} \quad (1)$$

$$ВП_{усл1} = V_{ф} * УД_{пл} * Ц_{пл} \quad (2)$$

$$ВП_{усл2} = V_{ф} * УД_{ф} * Ц_{пл} \quad (3)$$

$$ВП_{усл2} = V_{ф} * УД_{ф} * Ц_{пл} \quad (4)$$

$$ВП_{ф} = V_{ф} * УД_{ф} * Ц_{ф} \quad (5)$$

$$\Delta ВП_{\Delta V} = ВП_{усл1} - ВП_{пл} \quad (6)$$

$$\Delta ВП_{\Delta УД} = ВП_{усл2} - ВП_{усл1} \quad (7)$$

$$\Delta ВП_{\Delta Ц} = ВП_{ф} - ВП_{усл2} \quad (8)$$

$$\Delta ВП = \Delta ВП_{\Delta V} + \Delta ВП_{\Delta УД} + \Delta ВП_{\Delta Ц} = ВП_{ф} - ВП_{пл} \quad (9)$$

Тип продукции	Цена за ед., руб.		Объем производства в натуральных показателях, шт.				Товарная продукция в плановых ценах, руб.				Изменение товарной продукции за счет структуры, руб.
	ПЛАН	ФАКТ	ПЛАН (Vпл)	(Vдл)	ФАКТ (Vф)	(Vдф)	ПЛАН (ВПпл)	(ВПпл1)	(ВПпл2)	ФАКТ (ВПф)	
1	2	3	4	5	6	7	8 = гр.4 * гр.2	9 = итог * гр.5 * гр.2	10 = итог * гр.7 * гр.2	11	12 = гр.10 - гр.9
Азалептин 100 мг № 150	270,00	270,00	9 563	0,04%	9 563	0,04%	2 581 890	2 620 190	2 581 890	2 581 890	-38 300
Азалептин 100 мг № 50	64,93	64,93	301 276	1,34%	301 276	1,32%	19 561 390	19 851 563	19 561 390	19 561 390	-290 173
Азалептин 25 мг № 150	90,01	90,01	8 255	0,04%	8 255	0,04%	743 040	754 062	743 040	743 040	-11 022
Азалептин 25 мг № 50	19,83	19,83	172 131	0,76%	172 131	0,75%	3 413 504	3 464 140	3 413 504	3 413 504	-50 636
Аллопуринол 100 мг №50	7,57	7,57	1 502 785	6,67%	1 502 785	6,57%	11 376 086	11 544 838	11 376 086	11 376 086	-168 753
Аллопуринол таблетки 300 мг № 30	7,44	7,44	474 492	2,10%	474 492	2,07%	3 528 798	3 581 144	3 528 798	3 528 798	-52 346
Алпразолам 0,25 мг №50	15,07	15,07	6 748	0,03%	6 748	0,03%	101 666	103 175	101 666	101 666	-1 508

Трамалол 100 мг №20	47,50	47,50	1 028 582	4,56%	1 028 582	4,50%	48 857 653	49 582 407	48 857 653	48 857 653	-724 754
Трамалол 50 мг № 20	18,23	18,23	399 821	1,77%	397 860	1,74%	7 287 138	7 395 235	7 251 392	7 251 392	-143 843
Трамалол 50 мг № 30	4,75	4,75	236 493	1,05%	237 965	1,04%	1 123 342	1 140 005	1 130 332	1 130 332	-9 673
Трамалол 50 мг/мл 1 мл №10	11,88	11,88	7 012	0,03%	7 012	0,03%	83 265	84 501	83 265	83 265	-1 235
Трамалол 50 мг/мл 1 мл №5	7,72	7,72	4 622	0,02%	4 622	0,02%	35 663	36 192	35 663	35 663	-529
Трамалол 50 мг/мл 2 мл №10	5,98	5,98	730 234	3,24%	728 476	3,18%	4 368 260	4 433 059	4 357 743	4 357 743	-75 315
Трамалол 50 мг/мл 2 мл №5	14,11	14,11	484 452	2,15%	485 569	2,12%	6 835 862	6 937 265	6 851 622	6 851 622	-85 643
Тринексифеннол таблетки 2 мг № 50	7,61	7,61	980 123	4,35%	978 233	4,28%	7 460 181	7 570 845	7 445 792	7 445 792	-125 053
Фенибут 250 мг №20	4,51	4,51	226 679	1,01%	226 679	0,99%	1 022 426	1 037 593	1 022 426	1 022 426	-15 167
Энадаприл 10 мг №20	4,95	4,95	1 218 732	5,41%	1 218 187	5,33%	6 032 723	6 122 213	6 030 025	6 030 025	-92 188
Итого	2 021,40	2 021,40	22 541 197	100,00%	22 875 573	100,00%	218 016 134	221 250 182	219 204 186	219 204 186	-2 045 996

Расчет влияния структуры выпускаемой продукции можно произвести способом цепной подстановки, который позволяет абстрагироваться от всех других факторов, кроме структуры выпуска.

Также расчет можно произвести способом абсолютных разниц:

$$ВП = V * УД * Ц(10)$$

$$\Delta ВП \Delta V = \Delta V * УД * Ц_{пл}(11)$$

$$\Delta ВП \Delta УД = V_{ф} * \Delta УД * Ц_{пл}(12)$$

$$\Delta ВП \Delta Ц = V_{ф} * УД_{ф} * \Delta Ц(13)$$

$$\Delta ВП \Delta V + \Delta ВП \Delta УД + \Delta ВП \Delta Ц = \Delta ВП(14)$$

Из проведённого анализа выполнения плана по производству фармацевтической продукции в таблице 1, можно сделать вывод, что коэффициент выполнения плана по ассортименту равен 100%. Данный показатель характеризует плановую экономику на фармацевтическом предприятии, что является нормальным для фармацевтического производства.

Фармацевтическая продукция, выпускаемая сверх плана или не предусмотренная планом, в расчет выполнения плана по ассортименту не принимаются. План по ассортименту считается выполненным только в том случае, если выполнено задание по всем видам фармацевтической продукции. План по ассортименту в рассматриваемом примере выполнен.

Увеличение объема производства (реализации) по одним видам и сокращение по другим видам фармацевтической продукции приводит к изменению ее структуры, т.е. соотношения отдельных видов фармацевтической продукции в общем их выпуске.[2]

Выполнить план по структуре производства – значит сохранить в фактическом выпуске продукции запланированные соотношения отдельных ее видов.

Наибольшую долю в количественном выражении от общего производства занимает Дротаверин 40 мг №50 с долей равной 11%, также одним из лидеров структуры фармацевтического производства является Лизиноприл 10мг №30 – 10%. Еще 14 номенклатурных наименований занимают в среднем 4% от общей доли производства, доля остальных не превышает 1,5%.

Влияние структуры, за счет не изменяемой себестоимости за единицу дало убыток в 2 045 996 руб., в свою очередь влияние объема производства произвело прибыль в размере 3 234 048 руб. Таким образом, приведенные данные показывают, что изменение структуры продукции принесло компании дополнительную товарную выручку, в рассматриваемом периоде, в сумме 1 188 052 руб.

Равным образом постоянный количественный рост и сфера фармацевтического производства играет важную роль в формировании системы оценки ассортимента фармацевтического предприятия соответствует насущным потребностям. Значимость этих аспектов

настолько очевидна, что консультация с широким активом играет важную роль в формировании новых предложений.

Учитывая вышеизложенное, можно утверждать, что в условиях интеграционных и глобализационных процессов, стремительного развития технологий, повышаются требования к ассортименту фармацевтической продукции. Особое значение приобретают показатели себестоимости и ликвидность фармацевтической продукции. Важно отметить, что как следствие, трансформируются подходы к управлению ресурсами и актуализируется необходимость качественного отбора ассортимента производимой фармацевтической продукции.

Повседневная практика показывает, что укрепление и развитие данной структуры обеспечивает широкому кругу специалистов участие в формировании дальнейших направлений развития. Идеиные соображения высшего порядка, а также рамки обеспечивают широкому кругу специалистов участие в формировании новых ассортиментных предложений.

Сложившаяся структура ассортиментной политики фармацевтического предприятия представляет собой интересный эксперимент проверки направлений прогрессивного развития. Равным образом оценка влияния ассортимента фармацевтической продукции на эффективность фармацевтического производства влечет за собой процесс внедрения и модернизации системы анализа ассортимента фармацевтической продукции, соответствует насущным потребностям.

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**ПРИОРИТЕТНЫЕ НАПРАВЛЕНИЯ ОРГАНИЗАЦИИ
ЭФФЕКТИВНОГО ИСПОЛЬЗОВАНИЯ ЗЕМЕЛЬ С ПЛОХИМ
ЭКОЛОГИЧЕСКИМ СОСТОЯНИЕМ**

Аннотация: В статье рассматриваются вопросы экологизации землепользования, которые в настоящее время являются актуальной проблемой.

Ключевые слова: земля, экологическое состояние, система управления, приоритетные направления, плохое экологическое состояние.

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**PRIORITY DIRECTIONS OF THE ORGANIZATION OF EFFECTIVE
USE OF LANDS WITH POOR ECOLOGICAL CONDITION**

Abstract: The article deals with the issues of ecologization of land use, which are currently an urgent problem.

Keywords: land, ecological condition, management system, priority areas, poor ecological condition.

Успех проводимой в Узбекистане аграрной реформы во многом зависит от изучения и обобщения достижений в этой области мирового опыта и их внедрения в экономическую практику с учетом социально-экономического развития Республики. Следует подчеркнуть, что в мировой практике накоплен богатый опыт стимулирования повышения плодородия земель, используемых в сельском хозяйстве, в частности орошаемых земель. В этом смысле большое значение имеет опыт, накопленный в практике развитых стран. Но приоритетное внимание эффективному использованию земель с плохими экологическими условиями также играет важную роль в достижении значительного

прогресса. Формы деградации земель: снижение плодородия почвы, неблагоприятные изменения щелочности, кислотности или солености, экстремальные наводнения, использование токсичных загрязнителей почвы, эрозия и ухудшение ее структурного состояния. Эти элементы ежегодно способствуют значительному снижению качества земли. Таким образом, его чрезмерная деградация приводит к немедленным и долгосрочным последствиям, которые приводят к серьезным глобальным экологическим проблемам. В то время как деградация почвы может происходить естественным путем, она очень восприимчива к антропогенной деятельности. Кроме того, изменение климата в сочетании с деятельностью человека продолжает усугублять деградацию почв. Причины деградации земель:

Физические факторы, которые изменяют естественный состав и структуру почвы. Дожди, поверхностный сток, наводнения, ветровая эрозия, обработка земель и массовые перемещения приводят к потере плодородного верхнего слоя, что ухудшает качество почвы.

Биологические факторы, которые напрямую зависят от деятельности людей и растений, что снижает качество земли. Определенные виды бактерий и грибов оказывают сильное влияние на микробиологическую активность почвы посредством биохимических реакций. По этой причине урожайность и продуктивная пригодность почвы снижаются. Деятельность человека, такая как плохие методы ведения сельского хозяйства, также может привести к истощению питательных веществ в земле, тем самым снижая ее плодородие. Биологические факторы в основном влияют на снижение его микробной активности.

Химические факторы. Из-за чрезмерной щелочности, кислотности или переувлажнения питательные вещества в почве уменьшаются. Из-за этого изменяются его химические свойства, которые определяют наличие питательных веществ. Это вызвано накоплением соли и вымыванием питательных веществ, которые ухудшают качество почвы, вызывая нежелательные изменения в основных химических компонентах почвы. Эти химические факторы обычно приводят к необратимой потере питательных веществ и продуктивности почвы, например, к затвердеванию глинистых почв, богатых железом и алюминием, в жесткие лотки.

Все вышеперечисленные физические факторы приводят к различным видам эрозии почвы (в основном водной и ветровой эрозии) и действиям по отрыву почвы, а их физические силы в конечном итоге изменяют состав и структуру почвы, изнашивая верхний слой почвы, а также органическое вещество. В долгосрочной перспективе физические нагрузки и процессы выветривания приводят к снижению плодородия почвы и неблагоприятным изменениям в составе/структуре почвы. Кроме того, деградация сельскохозяйственных угодий напрямую связана с чрезмерным и неправильным использованием пестицидов и химических удобрений,

которые убивают организмы, способствующие связыванию почвы. Большинство методов ведения сельского хозяйства напрямую связаны с использованием удобрений и пестицидов. В результате происходит уничтожение полезных бактерий и других микроорганизмов, которые помогают в формировании почвы. Другие причины деградации земель:

Вырубка лесов – из-за воздействия минералов на почву путем удаления деревьев и растительности, которые поддерживают наличие слоев гумуса и мусора на поверхности почвы;

Промышленная и горнодобывающая деятельность – из-за загрязнения, разрушения растительного покрова и выброса в почву большого количества токсичных химических веществ, таких как ртуть, отравляющих и делающих землю непродуктивной для любых других целей;

Неправильная практика обработки – разбивает почву на более мелкие частицы, которые увеличивают скорость эрозии;

Урбанизация – обнажает (разрушает, переносит) растительный покров почвы, уплотняет почву во время строительства и изменяет схему дренажа, покрывает почву непроницаемым слоем бетона, что увеличивает поверхностный сток, что приводит к большей эрозии верхнего слоя почвы;

Чрезмерный выпас скота – разрушает поверхностный растительный покров и частицы почвы, увеличивая скорость ее эрозии.

Сложные формы химических удобрений также ответственны за денатурацию основных почвенных минералов, вызывая потерю питательных веществ из почвы. Следовательно, неправильное или чрезмерное использование удобрений увеличивает скорость деградации почвы, разрушая биологическую активность почвы и накапливая токсичность из-за неправильного использования удобрений. Все это приводит к тому, что запускаются необратимые процессы деградации земель, уменьшение биоразнообразия стимулирует следующий виток разрушительных процессов. Снижение качества почвы является одной из основных причин деградации земель и считается причиной 84% постоянно сокращающихся площадей. Год за годом огромные акры земли теряются из-за эрозии почвы и загрязнения. Около 40% сельскохозяйственных угодий в мире значительно ухудшается по качеству из-за эрозии и использования химических удобрений, которые препятствуют регенерации земель. Снижение качества почвы в результате чрезмерного использования сельскохозяйственных химических удобрений также приводит к загрязнению воды и земель. Способы решения этой проблемы:

Сокращение масштабов обезлесения;

Мелиорация земель;

Предотвращение их засоления.

Правильные механизмы обработки почвы являются одним из наиболее устойчивых способов избежать ухудшения ее качества.

Все эти меры требуют взвешенного и компетентного решения со стороны государственных органов разных государств. Они затронут не только сельское хозяйство, на долю которого в развитых странах приходится около 1%, но и строительный и промышленный комплекс, который во многом обеспечивает благосостояние граждан. Поэтому такие решения не вызовут массового одобрения со стороны населения, особенно в развитых странах. Но они необходимы для того, чтобы остановить деградацию земель в глобальном масштабе.

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ОЦЕНКА ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ ФИНАНСОВЫХ РЕСУРСОВ МУНИЦИПАЛЬНОГО ОБРАЗОВАНИЯ ПРИ РЕАЛИЗАЦИИ МУНИЦИПАЛЬНЫХ ЗАКУПОК

Аннотация: Статья посвящена вопросам оценки эффективности использования финансовых ресурсов муниципального образования при реализации муниципальных закупок. Проведен анализ деятельности муниципального образования по осуществлению муниципальных закупок.

Ключевые слова: финансовые ресурсы, закупки, муниципальные закупки, муниципальное образование, эффективность закупок.

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ASSESSMENT OF THE EFFICIENCY OF THE USE OF FINANCIAL RESOURCES OF A MUNICIPAL FORM IN THE IMPLEMENTATION OF MUNICIPAL PROCUREMENTS

Abstract: The article is devoted to the issues of assessing the efficiency of the use of financial resources of the municipality in the implementation of municipal procurement. The analysis of the activities of the municipality for the implementation of municipal purchases.

Key words: financial resources, procurement, municipal procurement, municipality, procurement efficiency.

Одной из основных задач контрактной системы в сфере закупок является эффективное расходование бюджетных средств. Способствовать осуществлению этой глобальной задачи призван комплекс мер общественного, финансового, ведомственного и аппаратного контроля, который охватывает все этапы закупочной процедуры от планирования до исполнения контракта.

Нередко государственные ресурсы, затрачиваемые на осуществление такого контроля, несопоставимы с получаемым результатом.

Одной из таких сложных, неоднозначных тем, о которой можно много дискутировать в разрезе соотношения пользы от результата и вреда от ресурсо-затрат, является обязанность заказчиков формировать и размещать отчет об исполнении контракта.

К тому же, с 1 января 2017 года обязанность по составлению отчетов распространилась в т.ч. на новых участников контрактной системы - унитарные предприятия, а в форму отчета были внесены изменения.

Согласно пунктам 1, 2 ч. 1 ст. 94 Закона № 44-ФЗ исполнение контракта включает в себя комплекс мер, реализуемых после заключения контракта и направленных на достижение целей осуществления закупки путем взаимодействия заказчика с поставщиком (подрядчиком, исполнителем) в соответствии с гражданским законодательством и Законом № 44-ФЗ [2].

Для того, чтобы считать контракт исполненным, необходимо осуществить приемку и оплату поставленного товара, выполненной работы или оказанной услуги, предусмотренных контрактом.

В текущем году социально-экономическая ситуация в районе характеризуется следующими макроэкономическими показателями: вырос объём производства промышленной и сельскохозяйственной продукции, объём инвестиций в основной капитал, среднемесячная зарплата.

Вместе с тем отмечается снижение ввода жилья, оборота розничной торговли, общественного питания, платных услуг, оказываемых населению, реальных доходов населения.

Сохраняется сложное финансовое положение предприятий района. Вырос уровень официально-зарегистрированной безработицы.

Расчеты за товары, работы и услуги в проверяемом периоде производились на основании договоров, заключенных с единственным поставщиком (подрядчиком, исполнителем) на поставку товаров, выполнение работ, оказание услуг для нужд государственного бюджетного учреждения.

Отношения, связанные с размещением заказов на поставки товаров, выполнение работ, оказание услуг для нужд государственного бюджетного учреждения регулировались Федеральным законом от 05.04.2013 № 44-ФЗ «О контрактной системе в сфере закупок товаров, работ, услуг для обеспечения государственных и муниципальных нужд» (Федеральный закон от 05.04.2013 № 44-ФЗ).

Согласно части 2 статьи 112 Федерального закона от 05.04.2013 № 44-ФЗ заказчики размещают на официальном сайте планы-графики размещения заказов на 2016 - 2018 годы по правилам, действовавшим до дня вступления в силу настоящего Федерального закона, с учетом особенностей, которые могут быть установлены федеральным органом

исполнительной власти, осуществляющим нормативное правовое регулирование в сфере размещения заказов, и федеральным органом исполнительной власти, осуществляющим правоприменительные функции по кассовому обслуживанию исполнения бюджетов бюджетной системы РФ.

План закупок на 2018 финансовый год и плановый период 2019 и 2020 годов утвержден 20.01.2018, то есть в сроки, установленные частью 8 статьи 17 Федерального закона от 05.04.2013 № 44-ФЗ (необходимо в течении десяти рабочих дней после утверждения плана финансово-хозяйственной деятельности бюджетного учреждения) [5, с. 21-26].

План ФХД на 2018 год и на плановый период 2019 и 2020 годов утвержден министром социального развития Оренбургской области 13.01.2018.

Утвержденный план закупок на 2018 финансовый год и плановый период 2019 и 2020 годов размещен на официальном сайте 25.01.2018, то есть в сроки, установленные частью 9 статьи 17 Федерального закона от 05.04.2013 № 44-ФЗ и пунктом 4 Правил размещения в единой информационной системе в сфере закупок планов закупок товаров, работ, услуг для обеспечения государственных и муниципальных нужд, планов-графиков закупок товаров, работ, услуг для обеспечения государственных и муниципальных нужд, утвержденных постановлением Правительства РФ от 29.10.2015 № 1168 (Правила от 29.10.2015 № 1168) (в течении трех рабочих дней со дня утверждения).

По состоянию на 25.12.2017 в ЕИС опубликовано 6 версий плана закупок на 2017 финансовый год и плановый период 2018 и 2019 годов. Дата утверждения всех версий указана по утверждению первоначального плана закупок, следовательно дату утверждения новых версий и своевременность размещения установить не возможно.

Проверкой установлено, что форма действующего по состоянию на 25.12.2017 плана закупок учреждения на 2017 год не в полной мере соответствует форме, предусмотренной приложением к требованиям к форме планов закупок товаров, работ, услуг, утвержденных постановлением Правительства РФ от 21.11.2013 № 1043 «О требованиях к формированию, утверждению и ведению планов закупок товаров, работ, услуг для обеспечения нужд субъекта Российской Федерации и муниципальных нужд, а также требованиях к форме планов закупок товаров, работ, услуг».

В нарушение части 10 статьи 21 Федерального закона от 05.04.2013 № 44-ФЗ план-график учреждения на 2017 год заказчик утвердил позже установленного срока 31.01.2017 (необходимо в течении десяти рабочих дней после утверждения плана финансово-хозяйственной деятельности бюджетного учреждения) (предусмотрен штраф согласно ч. 4 ст. 7.29.3 КоАП РФ в размере от 5 000 до 30 000 рублей - на должностное лицо).

Согласно информации, представленной в ЕИС для размещения информации о размещении заказов, план-график учреждения на 2018 год размещен на официальном сайте 02.02.2018, что соответствует части 15 статьи 21 Федерального закона от 05.04.2013 № 44-ФЗ, пункту 2 требований к формированию, утверждению и ведению плана-графика закупок товаров, работ, услуг для обеспечения нужд субъекта РФ и муниципальных нужд, утвержденных постановлением Правительства РФ от 05.06.2015 № 554 и пункту 4 Правил от 29.10.2015 № 1168 (в течении трех рабочих дней со дня утверждения).

Для обеспечения учреждения товарами, работами и услугами в 2017-2018 году заключены договоры, которые представлены в таблице 1 [3, с. 497].

Таблица 1 – Договоры предназначенные для обеспечения учреждения товарами, работами и услугами в 2017-2018 году

Показатель	Договоры	
	кол-во, шт.	сумма, тыс. руб.
2017 г.	58	1229,60
п. 1 ч. 1 ст. 93 (закупки услуги у субъектов естественных монополий)	1	89,70
п. 4 ч. 1 ст. 93 (до 100,00 тыс. руб.)	55	1062,30
п. 8 ч. 1 ст. 93 (услуги по водоснабжению, водоотведению, теплоснабжению и т.д.)	2	77,60
2018 г.	92	1471,80
п. 4 ч. 1 ст. 93 (до 100,00 тыс. руб.)	92	1471,80

В нарушение части 2 статьи 93 Федерального закона от 05.04.2013 № 44-ФЗ, при осуществлении закупки у единственного поставщика в случае, предусмотренным пунктом 1 части 1 статьи 93 Федерального закона № 44-ФЗ, учреждением размещено на официальном сайте извещение на сумму не соответствующей сумме заключенного договора: договор от 11.01.2017 № 3304407 с ПАО «Ростелеком» об оказании услуг связи на сумму 99 900,00 рублей (извещение от 04.01.2017 № 0353200037016000003 на сумму 89 100,00 рубль).

Таким образом, учреждение разместило на официальном сайте недостоверную информацию в части осуществления закупок у единственного поставщика.

Выборочной проверкой договоров, заключенных на основании пункта 4 части 1 статьи 93 Федерального закона от 05.04.2013 № 44-ФЗ с единственным поставщиком (подрядчиком, исполнителем) установлено, что договоры поставки не содержат сведений, позволяющих определить характеристики приобретаемого товара: от 12.09.2017 № 41 с ООО

«ТехСервис» на ремонт и техническое обслуживание оргтехники на сумму 1 710,00 рублей;

От 21.09.2017 № 43 с ИП Музафаров Ф.Р. на поставку товара на сумму 10 040,85 рублей.

В соответствии со статьей 432 Гражданского кодекса РФ договор считается заключенным, если между сторонами, в требуемой в подлежащих случаях форме, достигнуто соглашение по всем существенным условиям договора.

В соответствии с пунктом 8 части 1 статьи 93 Федерального закона от 05.04.2013 № 44-ФЗ учреждением был заключен договор от 11.01.2017 № 01 с МУП «Саракташское АТП» на оказание услуг по питьевому водоснабжению на сумму 4 500,00 рублей, однако в данном договоре указан пункт 4 части 1 статьи 93 Федерального закона от 05.04.2013 № 44-ФЗ.

В нарушение требований части 3 статьи 103 Федерального закона от 05.04.2013 № 44-ФЗ и Постановления Правительства РФ от 28.11.2013 № 1084 «О порядке ведения реестра контрактов заключенных заказчиками, и реестра контрактов, содержащего сведения, составляющие государственную тайну», учреждением не было обеспечено направление в течение трех рабочих дней с даты заключения контракта, изменения контракта, исполнения контракта, расторжения контракта, соответствующей информации о заключенном контракте в федеральный орган исполнительной власти, осуществляющий правоприменительные функции по кассовому обслуживанию исполнения бюджетов бюджетной системы РФ.

Дополнительное соглашение от 30.12.2017 к договору от 11.01.2017 № 3304407 с ПАО «Ростелеком» об оказании услуг связи на сумму 99 900,00 рублей, заключенного на 2016 год согласно пункту 1 части 1 статьи 93 Федерального закона от 05.04.2013 № 44-ФЗ не внесено в реестр контрактов (предусмотрен штраф согласно ч.3 ст.7.30 КоАП РФ в размере 50 000 рублей для должностных лиц и 500 000 рублей для юридических лиц).

В нарушение части 9 статьи 94 Федерального закона от 05.04.2013 № 44-ФЗ, пункта 3 положения о подготовке и размещении в единой информационной системе в сфере закупок отчета об исполнении государственного (муниципального) контракта и (или) о результатах отдельного этапа его исполнения, утвержденного постановлением Правительства РФ от 28.11.2013 № 1093, учреждением не обеспечено размещений всех отдельных этапов его исполнения на официальном сайте в течение 7 рабочих дней со дня оплаты заказчиком обязательств и подписания заказчиком документа о приемке результатов исполнения контракта отчета об исполнении контракта (договора) по договорам заключенным согласно пункту 1, 8 части 1 статьи 93 Федерального закона

от 05.04.2013 № 44-ФЗ на 2017 год (предусмотрен штраф согласно ч.3 ст.7.30 КоАП РФ в размере 50 000 рублей для должностных лиц и 500 000 рублей для юридических лиц).

Согласно договору от 11.01.2017 № 3304407 с ПАО «Ростелеком» об оказании услуг связи, заключенного на 2016 год в соответствии с пунктом 1 части 1 статьи 93 Федерального закона от 05.04.2013 № 44-ФЗ, учреждением приняты и оплачены услуги, не включенные в перечень услуг предусмотренных данным договором. Учреждением приняты услуги за ДВО ограничение входящих вызовов (на сумму 1 309,42 рублей); предоставление абоненту сведений о входящих соединениях (на сумму 259,60 рублей); пользование сетью Интернет (на сумму 9735,00 рублей).

В соответствии с частью 1 статьи 30 Федерального закона от 05.04.2013 № 44-ФЗ заказчики обязаны осуществлять закупки у субъектов малого предпринимательства, социально ориентированных некоммерческих организаций в объеме не менее чем пятнадцать процентов совокупного годового объема закупок, в том числе путем проведения открытых конкурсов, конкурсов с ограниченным участием, двухэтапных конкурсов, электронных аукционов, запросов котировок, запросов предложений, в которых участниками закупок являются только субъекты малого предпринимательства, социально ориентированные некоммерческие организации.

Таким образом, на сегодняшний день контрактным управляющим и сотрудникам контрактных служб можно порекомендовать следующее [4, с. 38].

Один из вариантов – оптимизировать ежедневную работу по размещению отчетов, прибегнув к укрупнению сроков оплаты. Если осуществлять оплату за поставленные товары один раз в месяц, то, следуя букве закона, размещать отчет придется также раз в месяц, в течение 7 рабочих дней с момента оплаты. Этот вариант видится не самым лучшим: затягивая оплату, бюджетные учреждения могут поставить поставщиков продуктов питания, многие из которых относятся к субъектам малого бизнеса, в сложное финансовое положение.

Еще один возможный способ оптимизации трудозатрат заказчика - предусмотреть в контракте наличие этапов его исполнения. В этом случае, следуя логике Минэкономразвития России, отчет можно будет сформировать и разместить по итогам завершения предусмотренного этапа - например, ежемесячно.

Изучение действующей системы закупок показывает, что в разных условиях оптимальными оказываются совершенно разные подходы к решению задач. Тем не менее, необходимость исключения трудоемких процедур, несопоставимых с получаемыми результатами, признается подавляющим большинством специалистов.

Хочется верить, что законодатели обратят на это свое внимание. А пока этого не случилось, заказчикам приходится уделять немалую долю своего времени процедуре заполнения и размещения отчетов в ЕИС.

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АКТИВНЫЕ ОПЕРАЦИИ КОММЕРЧЕСКОГО БАНКА

Аннотация: Данная статья исследует виды активных операций в коммерческих банках, их роль и функционал, а также ключевые банковские операции, методы привлечения клиентской базы, способы увеличения банковских активов. Раскрывает вопросы получения прибыли банками, оборотности денежных средств.

Ключевые слова: Коммерческие банки, банковская структура, активные операции, прибыль, банковская система.

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ACTIVE OPERATIONS OF A COMMERCIAL BANK

Abstract: This article examines the types of active operations in commercial banks, their role and functionality, as well as key banking operations, methods of attracting the client base, ways to increase bank assets. The article also covers the issues of profit generation by banks, and the turnover of funds.

Key words: Commercial banks, banking structure, active operations, profits, banking system.

Некоторые финансовые операции дают возможность банкам получать прибыль и быть ликвидным, т.е. благодаря им можно достичь двух основных целей (получение прибыли и ликвидность), что определяет актуальность цели исследования, они называются активными. [2]

В условиях рыночной экономики коммерческие банки играют важную роль в перераспределении денежных потоков и предоставлении кредитных ресурсов для нужд юридических и физических лиц.

Выступая экономическим помощником по продвижению ценных ресурсов, коммерческие банки повышают ликвидность денег и превращают полученную массу в оборотный доходный капитал. [1]

К функциям коммерческого банка относятся:

- 1) накопление денежных средств;
- 2) размещение;
- 3) расчетно-кассовое обслуживание. [3]

Банковская система Российской Федерации является системой, состоящей из следующих компонентов:

- 1) Центробанка РФ;
- 2) кредитных организаций;
- 3) банковской инфраструктуры;
- 4) банковского законодательства. [5]

Ключевые банковские операции, выражающие уникальную деятельность организаций, делятся на три категории: активные, пассивные и комиссионно-посреднические.

В пассивных операциях банков выделяют:

- 1) интеграция денежных средств;
- 2) открытие депозитного счета;
- 3) выдача собственных долговых обязательств банка (свидетельства и т.д.);
- 4) привлечение займов;
- 5) проведение операций по увеличению собственного капитала банка. [6]

Средства клиентов могут быть привлечены как с оказанием им услуг банком.

Итак, исходя из вышеизложенного, коммерческие банки - важные участники финансовых правоотношений, оказывающие широкий спектр услуг.

Источники формирования активов:

- 1) капитал банка и средства инвесторов;
- 2) межбанковские кредиты;
- 3) выпуск банковских облигаций.

Прирост активов коммерческого банка формируется в ходе активных операций: инвестиционные, кредитные, депозитарные и другие операции по локализации собственных и заемных средств. [4]

На практике различают четыре основные категории активов коммерческого банка:

- 1) денежные средства;
- 2) вложения в ценные бумаги;
- 3) кредитная и ссудная задолженность;
- 4) прочие активы.

В последнее время широкое распространение получили комиссионно-посреднические активные операции (лизинг, факторинг, форфейтинг и др.).

В балансе активы делятся по степени ликвидности; каждый вид активных операций имеет свой уровень доходности и риска. Можно выявить взаимосвязь между ликвидностью и показателями риска и доходности: при высоком риске и доходности ликвидность снижается. Доходность не приносят средства, находящиеся на расчетном счете или в кассе коммерческого банка, так как они не несут риска. [6]

Таким образом, эффективная работа коммерческого банка зависит от правильности управления активами. Активные операции приносят основной доход банку, но имеют определенный риск.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ ОБЕСПЕЧЕНИЯ БЕЗОПАСНОСТИ БАНКОВСКОГО СЕКТОРА В СОВРЕМЕННЫХ УСЛОВИЯХ

Аннотация: В этой статье будет освещена проблема обеспечения экономической безопасности банковских организаций. На данном этапе развития страны тема безопасности коммерческих предприятий наиболее актуальна, в связи с ведущей ролью банков в финансовой системе Российской Федерации.

Ключевые слова: Банковский сектор, банковская структура, банк, ставка, экономическая безопасность, экономика, финансы

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CURRENT PROBLEMS OF ENSURING THE SECURITY OF THE BANKING SECTOR IN MODERN CONDITIONS

Abstract: This article will cover the problem of economic security of banking organizations. At this stage of the country's development, the topic of commercial enterprise security is the most relevant, due to the leading role of banks in the financial system of the Russian Federation.

Key words: Banking sector, banking structure, bank, rate, economic security, economy, finance.

Современный уровень развития российской экономики характеризуется наличием значительного количества факторов и обстоятельств, при которых наблюдается негативное влияние на функционирование кредитных организаций.

К таким факторам и условиям относятся недоступность кредитных ресурсов, инфляция, снижение инвестиционной и деловой активности, а также усиление конкуренции между организациями. [1]

С учетом существующих факторов проблема обеспечения экономической безопасности кредитных организаций становится особенно актуальной и важной с точки зрения стратегии государства в целом.

Изучение данной темы особенно актуально в настоящее время, так как формирование, функционирование и развитие системы экономической безопасности является важнейшим направлением устойчивого развития любой кредитной организации. [4]

Данная система призвана дополнить и обеспечить контроль над общей работой банка, стать неотъемлемой частью его деятельности.

Необходимость обеспечения безопасности банковского сектора определяет его значение в экономической системе страны в целом. Банковский сектор играет важную роль в сфере развития экономики государства за счет перераспределения финансовых потоков, мобилизации значительных объемов средств и кредитования хозяйствующих субъектов. [1]

При этом современная экономическая ситуация диктует свои особые требования и условия к функционированию кредитных организаций и их безопасности.

В последние 5 лет военные конфликты, политические провокации, санкционная политика западных партнеров и т.д. следует выделить как угрозы финансовой безопасности России. [3]

Необходимость обеспечения экономической безопасности в коммерческих банках заключается в ведущей роли банковских организаций для Российской финансовой системы, а также в автономном существовании их как частных коммерческих формирований. [1]

Выделим следующие вектора надзорной стратегии Центробанка Российской Федерации:

1. Последовательное внедрение надзора, основанное на оценивании всех рисков.

2. Улучшение критериев корпоративного управления в банковских структурах, их достаточность.

3. Усовершенствование требований, относящихся к открытости банков, в том числе отчетливость структуры собственности и полное обеспечение информацией об их деятельности.

4. Внедрение доктрин консолидированного надзора, основанная на необходимости управления рисками в обширном плане банковской деятельности. [2]

Таким образом, были выявлены основные тенденции развития экономической безопасности коммерческих банков, обозначены основные перспективы и направления развития.

Кроме того, были предложены возможные пути совершенствования системы экономической безопасности как в целом, так и в рамках конкретной кредитной организации - Московского индустриального банка.

Рассмотрим пути укрепления банковской системы и повышения экономической безопасности Банком Российской Федерации в современных условиях. [1]

Также существенным направлением в повышении эффективности надзора за банковской деятельностью выступает макропруденциальный надзор.

Данный надзор концентрируется на контроле за соблюдением правовых норм банковской системой, а также при условии проведения анализа банковской деятельности. [4]

Таким образом, создание мегарегулятора банковской деятельности необходимо лишь в будущем времени, но он заранее должен быть проработан и установлен в:

- 1) целях,
- 2) задачах,
- 3) структуре,
- 4) принципах (в особенности принцип независимости).

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АМОРТИЗАЦИОННАЯ ПОЛИТИКА ОРГАНИЗАЦИИ И ОСНОВНЫЕ НАПРАВЛЕНИЯ ЕЕ СОВЕРШЕНСТВОВАНИЯ

Аннотация: В данной статье подробно рассматриваются методы ведения амортизационной политики предприятий, её направления и методика усовершенствования производства.

Ключевые слова: Экономика, амортизация, предприятия, политика, направления, совершенствование.

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AMORTIZATION POLICY OF THE ORGANIZATION AND THE MAIN DIRECTIONS OF ITS IMPROVEMENT

Abstract: This article discusses in detail the methods of conducting a depreciation policy of enterprises, its directions and methods of improving production.

Key words: Economics, depreciation, enterprises, policy, directions, improvement.

За последние несколько лет наметилась тенденция увеличения физического и морального износа основных фондов большинства

промышленных предприятий России, а также технического отставания отечественных основных фондов от зарубежных аналогов. Основные средства предприятия являются составной частью его имущества, с помощью которого оно осуществляет хозяйственную и производственную деятельность.

Сумма амортизационных отчислений включается в себестоимость (себестоимость) товаров и с помощью этого переводится в цену. На каждого производителя возложена обязанность накапливать амортизационные отчисления, откладывая их от суммы выручки за проданные товары. [2]

Сумма накопленных отчислений представляет собой амортизационный фонд в виде финансовых средств, которые необходимы для осуществления воспроизводственной деятельности, восстановления изношенных основных фондов.

Определить сумму ежегодных амортизационных отчислений организации можно в виде доли первоначальной стоимости объекта, входящего в состав основных средств. Нормативное значение этой доли называется нормой амортизации. [3]

В процессе приобретения основных средств организация тратит денежную сумму на покупку, впоследствии начинается эксплуатация этого основного средства: производство продукции или оказание услуг начинается, при этом получая прибыль. То есть можно сделать вывод, что основные средства являются основными источниками прибыли организаций. [4]

Доля стоимости основных средств будет включаться в себестоимость продукции, выпускаемой ежемесячно. Это будет происходить до тех пор, пока вся стоимость основных средств не будет возвращена организации в виде средств, полученных от реализации товаров. [2]

Эта процедура, связанная с возмещением затрат на приобретение основных средств, длящаяся в течение ряда лет, именуется в бухгалтерском учете амортизацией, а суммы, возвращаемые каждый месяц, – амортизационными отчислениями. В каждой ситуации каждый бухгалтерский расчет, который составляется в произвольной форме, будет относиться к первичной документации.

На основании проведенного исследования значительного массива источников финансово-экономической литературы удалось сделать вывод о том, что ученые-экономисты и практики не смогли достичь единого подхода к определению сущности понятия «амортизационной политики». Они также не дали характеристики сущности амортизационной политики как со стороны макроэкономики, так и с микроэкономики.

Тем не менее, анализ показал, что отрасли, в которых отмечается значительный научно-технический прогресс в области экономики страны,

имеют возможность использовать ускоренный вариант начисления амортизации. [1]

За счет этого они могут осуществлять более быстрое списание применяемых трудовых ресурсов, заменять их новыми и более совершенными, за счет внедрения которых возможно покрытие ущерба от списания физически еще не изношенные виды оборудования. Исходя из этого, производители стимулируются к выпуску новых видов оборудования и разрабатывать и выпускать новые модели.

При этом покупатели выиграют за счет высоких параметров приобретаемой техники при более высоком уровне производительности и более низком уровне трудоемкости.

Также стоит упомянуть о наличии побочного эффекта: списанные технические средства могут быть реализованы для организаций, которые смогут осуществлять товары, которые также будут пользоваться спросом. Для того, чтобы такая схема стала реальностью, необходимо соблюдать такие условия. [4]

Во-первых, машиностроительный комплекс должен обладать всеми характеристиками, которые обеспечивали бы возможность удовлетворения спроса на средства производственной деятельности.

Во-вторых, скорость улучшения потребительских качеств новых технических средств должна быть выше нормы амортизации.

Исходя из показателей практической деятельности российских организаций, можно отметить, что новое оборудование должно работать на 40-50 % эффективнее, чем оборудование, подлежащее замене. [1]

Если этот лимит не соблюдается организацией, то теряется следующий смысл: бессмысленно списывать исправную машину из-за трех лет использования, чтобы заменить ее на аналогичную.

Мы полагаем, что такое понимание связи амортизационной политики с научно-техническим прогрессом будет упрощено и не может быть дополнено в силу таких условий. [2]

Текущая ситуация в стране свидетельствует о начале реализации новой амортизационной политики. При этом такая политика сводится к достижению единства российской и международной систем учета и хозяйственной деятельности. В большей части изменения сводятся к определению экономически обоснованного срока полезного использования основных средств, подлежащих амортизации, в том числе с применением наиболее современных и эффективных механизмов начисления амортизации.

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АНАЛИЗ АКТИВНЫХ ОПЕРАЦИЙ КОММЕРЧЕСКОГО БАНКА (НА ПРИМЕРЕ ПАО «СБЕРБАНК»)

Аннотация: В данной статье проанализированы все основные виды активных операций коммерческих организаций, основанные на примере ПАО «Сбербанк». Разобраны виды активных операций, методика и их ликвидность.

Ключевые слова: Банки, коммерческие предприятия, активные операции, экономика, финансы, ликвидность.

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ANALYSIS OF ACTIVE OPERATIONS OF A COMMERCIAL BANK (BY THE EXAMPLE OF PJSC «SBERBANK»)

Abstract: This article analyzes all the main types of active operations of commercial organizations, based on the example of Sberbank PJSC. Types of active operations, methodology and their liquidity are disassembled.

Key words: Banks, commercial enterprises, active operations, economy, finance, liquidity.

Банк – денежная организация, действующая в условиях рыночной конкуренции и осуществляющая продажу банковских продуктов на

возмездной основе, с целью получения прибыли. В современной экономике большую роль играют банки, особенно коммерческие банки, которые занимаются привлечением и размещением денежных средств, на условиях платности и возвратности. Они составляют основу банковской системы страны.

В свою очередь, осуществляя активные операции, коммерческие банки перераспределяют полученные средства для получения дохода и обеспечения ликвидности. В связи с этим анализ активных операций является важным элементом деятельности банка, так как в случае неправильного анализа банк может ухудшить свою ликвидность, снизить доходы.

Осуществление активных операций является важным звеном в деятельности банка, так как они обеспечивают поступление денежных средств в банк. Банк в свою очередь благодаря этому сможет осуществлять свои функции. [2]

Актуальность работы обусловлена тем, что анализ активных операций дает возможность оценить целесообразность их проведения, а в дальнейшем скорректировать политику банка в области проведения активных операций для увеличения собственных доходов и поддержания необходимого уровня ликвидности. Активные операции коммерческого банка связаны с размещением банковских ресурсов, привлеченных из различных источников, с целью извлечения выгоды. В результате изложенных выше причин у банков возникает необходимость вкладывать часть своих активов в инвестиции, которые не принесут дохода. [1]

Исходя из изложенного, активные операции можно разделить на операции, целью которых является поддержание ликвидности банка на определенном уровне, и операции, направленные на получение прибыли. Также банк должен соблюдать определенное соотношение между этими видами операций. Несмотря на то, что основной целью таких операций является обеспечение ликвидности, некоторые из них все же приносят доход банку. [3]

К наиболее распространенным в российской практике активным операциям, приносящим значительный доход банку, относятся кредитование и операции с ценными бумагами.

Итак, банк осуществляет множество активных операций, способных приносить значительный доход, что, в конечном счете, и является основной целью банковской деятельности. Также в результате активных операций банк имеет возможность обеспечивать свою ликвидность, соответствовать нормативам, установленным ЦБ РФ. [2]

Анализ активных операций – это оценка основной деятельности коммерческого банка, он также включает в себя изучение и анализ эффективности средств, размещенных в результате активных операций.

При проведении более детального анализа активных сделок есть возможность дополнительной группировки по различным признакам, например, по типу контрагентов, валюте, типу задолженности. [1]

Таким образом, сначала вертикальный и горизонтальный анализ активов баланса коммерческого предприятия выполняется.

После вертикального и горизонтального анализа активов анализируется их ликвидность. Анализ ликвидности предполагает разделение активов на высоколиквидные, ликвидные, среднесрочные ликвидные активы, долгосрочные ликвидные активы и неликвидные активы. Стоит отметить, что чем рискованнее активы, тем они менее ликвидны. Ликвидность – это способность активов быть мобилизованными в виде денежных средств в короткие сроки. [2]

Среднесрочные ликвидные активы представляют собой краткосрочные кредиты со сроком погашения от 30 до 180 дней, вложения в ценные бумаги, средства, размещенные на депозитах в других банках с таким же сроком погашения.

В первую очередь стоит отметить, что, как правило, высокий риск сопровождается высокой доходностью. Таким образом, при оценке уровня риска следует помнить, что уменьшение объема рискованных активных операций коммерческого банка приведет к уменьшению их доходности, а соответственно и прибыли банка. [3]

Несмотря на то, что основной целью коммерческого банка является получение прибыли, банки не могут вкладывать все имеющиеся у них средства только в операции с высоким уровнем риска, а соответственно и прибыльности.

Методика оценки активных операций включает: анализ структуры и состава активов, а также активных операций коммерческого банка; анализ ликвидности активов; анализ рентабельности активов; анализ рискованности активов. [1]

У банка будет возможность без риска уменьшить резерв на возможные потери по кредитам, просроченная задолженность будет минимизирована за счет высокой «прозрачности» клиентов, а также за счет осуществления данных операций уровень получаемого дохода от кредита транзакций увеличится, за счет того, что теперь у банка меньше шансов заключить договор с мошенником или недобросовестным плательщиком.

Так, за счет реализации предложенных мероприятий банк сможет более эффективно использовать имеющиеся средства и ресурсы для повышения отдачи от активных операций в виде увеличения доходов и ликвидности.

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ФИНАНСОВАЯ ДЕЯТЕЛЬНОСТЬ ПРЕДПРИЯТИЯ

Аннотация: В современном мире важность изучения финансовой деятельности производства играет огромную роль, так как корректная организация работы осуществление финансовую устойчивость компании и даёт большой потенциал для развития. Хотя в большинстве научных работ, как правило, на описание и раскрытие понятий финансовой деятельности ставится упор на другую концепцию. В данной статье выведено более подходящее описание указанных выше понятий, определены задачи предприятия по улучшению производства, и предоставлены несколько подходов к их решению.

Ключевые слова: Предприятие, финансы, финансовая деятельность, оптимизация, стабильность, активы, доходы, экономика, траектория, риски, рентабельность.

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FINANCIAL ACTIVITIES OF THE ENTERPRISE

Abstract: In the modern world, the importance of studying the financial activity of production plays a huge role, as the correct organization of work the implementation of the financial stability of the company and gives great

potential for development. Although in most scientific works, as a rule, the description and disclosure of the concepts of financial activity is put emphasis on a different concept. This article derives a more appropriate description of the above concepts, identifies the objectives of the enterprise to improve production, and provides several approaches to their solution.

Key words: Enterprise, finance, financial activity, optimization, stability, assets, income, economy, trajectory, risks, profitability.

Финансы предприятия являются уникальным видом ресурсов, обеспечивающим превращение в иные формы материала при наименьших затратах, которые будут использоваться на производстве. Именно поэтому проблема оптимизации распределения финансовых средств является приоритетной в организации производства компании. Данный вопросом занимается направление финансовый менеджмент, которое предоставляет для каждой компании эффективное распределение ресурсов, экономическую устойчивость.

Для понимания важно отметить, что основной задачей финансовой деятельности является непосредственно процедура фактического проведения задач по распределению денежных средств компании, чтобы при минимальных рисках обеспечить оптимальное производство. Это означает, что функционирование данного направления происходит на каждом этапе производства, от начального образования капитала компании до очередной поставки реализуемого товара и последующего обслуживания.

Одна из важных задач финансовой активности компании представляет собой поддержание эффективной циркуляции ресурсов на постоянной основе, обеспечением всеми жизненно важными для предприятия материалами, процесса грамотной реализации расходов и вытягивания из них прибыли. Для предотвращения ошибок и перебоев в кругообращении средств важно определить и обнаружить первоначальные причины. Для выполнения данной цели необходимо сформировать начальный капитал предприятия, грамотно и рационально разделить его для реализации, в дальнейшем, использовать доходы компании, вводя их в производство и аккумуляцию.

Имеет большое значение отметить, что финансово стабильным является производство, которое:

1. Обеспечивает рентабельность активов, которые идут не ниже ставки по банковским кредитным процентам;
2. Осуществляет прибыльность основного капитала;
3. Предоставляет удовлетворительный объем чистой прибыли, обеспечивающей эффективный ассортимент товаров компании;
4. Корректирует баланс доходов и расходов на долгосрочный период.

Исходя из вышеперечисленного, совокупный процесс, с грамотным оцениванием уровня производительности и КПД (коэффициентом полезного действия) предприятия, его стабильности, запасом денежной платформы, правильным распределением и учетом расходов определяет финансовая деятельность производства.

Анализ аспектов экономической деятельности включает в себя заключение, что это необычная и по-своему ведущая деятельность, которая полностью соблюдает требования по обеспечению соблюдения требований и обязательств компании. В свою очередь, воздействуя на все основные стороны объекта или исходя из этого потока финансовых средств, можно направить на рассмотрение их использования; быстрое управление ресурсами предприятий, то есть оперативное наблюдение за изменением всех принимаемых позиций компании; контрольный анализ и подведение итогов.

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ОЦЕНКА ЭФФЕКТИВНОСТИ И БЕЗОПАСНОСТИ КОРОНАРОЛИТИЧЕСКИХ ПРЕПАРАТОВ У ПАЦИЕНТОВ СО СТАБИЛЬНОЙ СТЕНОКАРДИЕЙ НАПРЯЖЕНИЯ

Резюме. Сердечно-сосудистые заболевания в настоящее время являются ведущей причиной смерти и инвалидности во всем мире. Ишемическая болезнь сердца является ведущей причиной смерти от сердечно-сосудистых заболеваний. Ишемическая болезнь сердца (ИБС) — хроническое заболевание, развивающееся при недостатке кислорода в миокарде. Основной причиной кислородного голодания (более 90% случаев) является патология коронарных артерий, кровоснабжающих сердечную мышцу (миокард). По данным Всемирной организации здравоохранения (ВОЗ), смертность от сердечно-сосудистых заболеваний составляет 31% и в мире. На территории Российской Федерации этот показатель составляет 57,1%, из них более половины (28,9%) приходится на долю МИК. В абсолютном выражении он составляет 385,6 человек на 100 000 населения в год. В результате смертность составляет 95,9 на 100 000 человек в год.

Ключевые слова: ишемическая болезнь сердца, сердечно-сосудистых заболеваний, инвалидизирующее, распространенное заболевание.

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EVALUATION OF THE EFFECTIVENESS AND SAFETY OF CORONARYLYTIC DRUGS IN PATIENTS WITH STABLE ANGINA

Summary. Cardiovascular disease is now the leading cause of death and disability worldwide. Ischemic heart disease is the leading cause of death from cardiovascular disease. Ischemic heart disease (IHD) is a chronic disease that

develops with a lack of oxygen in the myocardium. The main cause of oxygen starvation (more than 90% of cases) is the pathology of the coronary arteries that supply the heart muscle (myocardium). According to the World Health Organization (WHO), mortality from cardiovascular diseases is 31% in the world. In the Russian Federation, this figure accounts for 57.1%, of which more than half (28.9%) is accounted for by MICs. In absolute terms, it is 385.6 people per 100,000 population per year. As a result, the death rate is 95.9 per 100,000 people per year.

Key words: ischemic heart disease, cardiovascular disease, disabling, common disease.

Введение. Отмечено, что система мероприятий, включающая фитотерапевтические компоненты лечения, способна уменьшить чувствительность к стрессорным нагрузкам с помощью включения внешнего дополнительного звена саморегуляции более чем в 30% случаев; лечебные эффекты метода направлены на нормализацию гомеостаза. Опыт многовековой традиционной медицины базировался на знаниях о влиянии лекарственных средств на все звенья патогенеза ишемической болезни сердца (ИБС), включая психосоматические связи.

Стабильная стенокардия - инвалидизирующее, распространенное заболевание. Более чем у половины больных тяжесть симптомов серьезно ограничивает их повседневную активность и часто приводит к преждевременной утрате трудоспособности. ИБС и ее последствия - основная причина смертности. Большие надежды возлагаются на препараты растительного происхождения, которые могли бы одновременно влиять на патологический процесс и на коррекцию психического статуса пациента. Все это побудило к поиску наиболее эффективных и безвредных средств лечения с учетом накопленного опыта в традиционной медицине.

Цель исследования - оценка эффективности коронаролитических препаратов в лечении больных со стабильной стенокардией напряжения.

Объект и методы. Нами проанализированы результаты лечения 80 пациентов с ИБС: *группа А* - 44 пациента стенокардией I-II ФК, средний возраст $52,39 \pm 5,95$ лет, получавшие коронатеру в качестве монотерапии; *группа В* - 36 пациентов в возрасте $51,75 \pm 6,34$ лет, пролеченные препаратом "Коронатера" совместно с базисными коронаролитическими препаратами за исключением нитратов (стенокардия I ФК - 6 (16,7%) чел.; стенокардия II ФК - 26 (72,2%) чел.; стенокардия III ФК - 4 (11,1%) чел.). Во всех случаях пациенты принимали по потребности короткодействующие формы нитратов, без отмены гипотензивных средств. В группах проведены инструментальные, лабораторные, исследования до и после проведенного курса лечения в течение 4-х недель.

Результаты. Для определения коронаролитического эффекта воздействия коронатеры в *группе А* были выделены 2 группы: со стенокардией I ФК - 21 пациента, которые получали препарат в течении 4 недель по 5 пеллет 3 раза в сутки; стенокардия II ФК - 23 пациента, принимавшие по 10 пеллет 3 раза в сутки. Пациенты меняли дозу препарата в соответствии с самочувствием. Среднее число пеллет при стенокардии I ФК - $13,19 \pm 2,16$, при стенокардии II ФК - $22,61 \pm 6,55$. Сравнительный анализ эффективности коронатеры в лечении *группы А* - в табл. 1 (1- до лечения, 2 - после лечения).

При лечении стенокардии I ФК коронатера обеспечивает антиангинальный эффект - достоверно определено влияние препарата на возникновение эпизодов ишемии, выявлен рост пороговой мощности нагрузки и времени проведения ВЭП. При лечении стенокардии II ФК позитивные свойства препарата, влияющие на антиангинальную активность, снижены. Несмотря на уменьшение числа эпизодов ишемии, рост толерантности к физическим нагрузкам и увеличение фракции выброса, достоверных различий в клинике и гемодинамических характеристиках сердечной деятельности в процессе лечения не выявлено.

Антиангинальные и коронаролитические свойства коронатеры эффективны в режиме монотерапии при лечении стенокардии I ФК.

Коронаролитики в комплексной терапии больных ИБС оказывает выраженный антиангинальный эффект, достоверно снижает количество эпизодов ишемии за сутки, снижает потребность в нитратах. Эти факты свидетельствуют о коронаролитических и антиангинальных свойствах препарата. У пациентов, в процессе лечения, по данным УЗИ сердца выявлено незначительное влияние препарата на контрактильную способность миокарда: выявлено увеличение фракции выброса в % (до лечения - $54,97 \pm 3,72$, после лечения - $56,83 \pm 4,57$ и отсутствие влияния на сократимость миокарда левого желудочка в % (до лечения - $31,83 \pm 3,68$, после - $31,75 \pm 2,39$). Изучение антиишемической активности коронатеры по результатам ВЭМ показало, что достигнуто достоверное увеличение толерантности к физическим нагрузкам, пороговая мощность нагрузки в Вт увеличилась с $96,32 \pm 26,92$ до $122,06 \pm 22,83$, возросло также время проведения ВЭМ в мин (с $13,38 \pm 3,84$ до $16,18 \pm 3,29$), что свидетельствует об увеличении физической адаптации и повышении степени выносливости.

Выводы. Коронатера положительно влияет на гемодинамические характеристики сердечной деятельности, увеличивает толерантность к физическим нагрузкам и улучшает клинические характеристики сердечной деятельности, обладает достаточно эффективными антиангинальными и коронаролитическими свойствами. Ко

ронатеру рекомендовано применять дифференцированно в лечении больных ИБС, используя ее в качестве монотерапии у пациентов ИБС стенокардией I ФК; в комплексном лечении стенокардии II-III ФК.

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ОБОРОТ РОЗНИЧНОЙ ТОРГОВЛИ ПО ПРОДОВОЛЬСТВЕННОЙ ПРОДУКЦИИ В РЕСПУБЛИКЕ БАШКОРТОСТАН

В статье проводится анализ оборота розничной торговли по продовольствию в Республике Башкортостан.

Ключевые слова: оборот розничной торговли, продовольственный товар, продовольственный рынок.

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RETAIL TRADE TURNOVER IN FOOD PRODUCTS IN THE REPUBLIC OF BASHKORTOSTAN

The article analyzes the turnover of retail trade in food in the Republic of Bashkortostan.

Keywords: retail trade turnover, food products, food market.

Оборот розничной торговли – выручка от продажи товаров населению для личного потребления или использования в домашнем хозяйстве за наличный расчет или оплаченных по кредитным карточкам, расчетным чекам банков, по перечислениям со счетов вкладчиков, по поручению физического лица без открытия счета, посредством платежных карт.

Стоимость товаров, проданных (отпущенных) отдельным категориям населения со скидкой, или полностью оплаченных органами социальной защиты, включается в оборот розничной торговли в полном объеме. В оборот розничной торговли не включается стоимость товаров, отпущенных из розничной торговой сети юридическим лицам (в том числе организациям социальной сферы, спецпотребителям и т.п.) и индивидуальным предпринимателям, и оборот общественного питания.

Оборот розничной торговли включает данные как по организациям, для которых эта деятельность является основной, так и по организациям

других видов деятельности, осуществляющим продажу товаров населению через собственные торговые заведения, или с оплатой через свою кассу. Оборот розничной торговли также включает стоимость товаров, проданных населению индивидуальными предпринимателями и физическими лицами на розничных рынках и ярмарках.

Проанализируем показатель оборота розничной торговли в целом по Республике Башкортостан, оборота розничной торговли в расчете на душу населения по Республике Башкортостан, индекса физического объема оборота розничной торговли по Республике Башкортостан с 2019 по 2020 годы (таблица 1).

Таблица 1 – Основные показатели оборота по розничной торговле в Республике Башкортостан с 2019 по 2021 годы

Показатель	2019 г.	2020 г.	2021 г.	Абсолютное отклонение		Относительно е отклонение	
				2019-2020	2020-2021	2019-2020	2020-2021
Общий оборот розничной торговли, млн. руб.	879483,7	931528,9	912651,3	52045,2	-18877,6	105,9	97,9
Оборот розничной торговли в расчете на душу населения, руб.	216774	230315	226691	13541	-3624	106,2	98,4
Индекс физического объема оборота розничной торговли (в % к предыдущему году)	102,6	101,3	94,7	-1,3	-6,6	98,7	93,5

По таблицы видно, что в 2020 году общий оборот розничной торговли увеличился с 879483,7 млн. руб. до 931528,9 млн. руб. (на 52045,2 млн. руб. или 5,9%), в конце 2021 года уменьшился до 912651,3 млн. руб. (на 18877,6 млн. руб. или 2,1%). Оборот розничной торговли в расчете на душу населения вырос в 2020 году с 216774 руб. до 230315 руб. (на 13541 руб. или 6,2%) и в конце 2021 года снизился до 226691 руб. (на 3624 руб. или 1,6%). Индекс физического объема оборота розничной торговли с 2019 по 2021 годы снизился сначала на 1,3%, а затем на 6,6%

Таблица 2 – Сведения о наличии объектов розничной торговли на 31 декабря 2021 года

Объект розничной торговли	Количество, единиц	Удельный вес в итоге, %
Магазины	22560	57,8
Гипермаркеты и супермаркеты	890	2,3
Минимаркеты	9278	23,8
Павильоны	2280	5,8
Аптека и аптечные магазины	1169	2,99

Палатки, киоски	2154	5,5
Аптечные киоски и пункты	711	1,8
Итого	39042	100

По данным таблицы можно заметить, что наибольший удельный вес среди всех объектов розничной торговли занимают магазины – 57,8%. Далее по величине удельного веса следуют минимаркеты – 23,8%. Наименьший удельный вес занимают гипермаркеты и супермаркеты, аптечные киоски и пункты, соответственно 2,3% и 1,8.

Таблица 3 – Розничная продажа продовольственных товаров по типам хозяйствующих субъектов за 2021 год (в % к итогу)

Продукт	Розничная продажа - всего	В том числе				
		Организаций, не относящихся к субъектам малого предприн-ва	Малых предприятий	Микро-предприятий	ИП, осуществляющих деятельность вне рынка	Продажа на розничных рынках и ярмарках
Мясо	100	35,6	14,8	9,5	26,8	13,3
Рыба	100	40,2	21,9	12,2	20,3	5,4
Растительное масло	100	39,3	16,7	9,5	29,3	5,2
Молочная продукция	100	62,8	12,1	7,0	15,4	2,7
Яйца	100	52,4	10,0	7,2	23,7	6,7
Сахар	100	27,9	16,9	11,2	35,2	8,8
Мука	100	19,9	16,5	13,3	42,2	8,1
Хлеб	100	37,9	16,6	11,6	31,6	2,3
Картофель	100	27,3	13,0	8,2	24,9	26,6
Овощи	100	54,4	8,7	6,7	14,7	15,5
Фрукты	100	59,0	7,2	6,0	14,6	13,2

По данным таблицы видно, что розничную продажу продовольственных продуктов в большей доле осуществляют организации, не относящиеся к субъектам малого предпринимательства, в меньшей доле – индивидуальные предприниматели, осуществляющие деятельность вне рынка. Оборот розничной торговли в январе-декабре 2021 года превысил 1 трлн. рублей или 103,5% (в сопоставимых ценах) к январю-декабрю 2020 года. Удельный вес пищевых продуктов, включая напитки, и табачных изделий и непродовольственных товаров составил соответственно 50,8% и 49,2%. При этом, доля розничных рынков и ярмарок составила 6,6%. По абсолютному показателю оборота розничной торговли Республика Башкортостан входит в первую десятку регионов Российской Федерации.

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РОЛЬ И РАЗВИТИЕ НАУКИ АНДРАГОГИКИ В ИЗУЧЕНИИ ЧЕЛОВЕКА

Аннотация: Овладение андрагогикой в контексте социальной практики предполагает приобретение профессиональных навыков, знаний, навыков, умений, ценностей и изучение сути образовательной деятельности взрослых. Цель: изучить роль андрагогики как особую науку, в системе обучения и ее образовательный потенциал. Выводы: профессиональная квалификация человека - это способность выполнять свои профессиональные обязанности сегодня в соответствии с сегодняшними требованиями, принятыми стандартами и нормами. Основа профессиональной квалификации - это базовые знания человека. Внедрение новых технологий в современное производство, быстрое проникновение информационных технологий во все сферы жизни требует от человека постоянного повышения квалификации.

Ключевые слова: андрагогика, квалификация, знания, технология, информация.

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THE ROLE AND DEVELOPMENT OF THE SCIENCE OF ANDRAGOGY IN THE STUDY OF HUMANS

Abstract: Mastering andragogy in the context of social practice involves the acquisition of professional skills, knowledge, skills, abilities, values and the study of the essence of the educational activities of adults. Purpose: to study the role of andragogy as a special science in the education system and its educational potential. Conclusions: a person's professional qualification is the ability to perform his professional duties today in accordance with today's requirements, accepted standards and norms. The basis of professional

qualification is the basic knowledge of a person. The introduction of new technologies in modern production, the rapid penetration of information technologies into all spheres of life requires a person to constantly improve their skills.

Key words: andragogy, qualification, knowledge, technology, information.

Введение: Понятие «андрагогика» ввел в науку в 1833 г. немецкий педагогический историк А. Капп, что в переводе с греческого «андрос» - человек, человек, «агогейн» - вести и вести взрослого. В педагогике этот термин используется в смысле обучения взрослых. Для того чтобы составить представление о научной специфике науки андрагогики, необходимо знать предмет изучения, систему понятий, основные принципы и метод. Изучая их, определяется роль и функция андрагогического знания в современной науке. Овладение андрагогикой в контексте социальной практики предполагает приобретение профессиональных навыков, знаний, навыков, умений, ценностей и изучение сути образовательной деятельности взрослых. **Цель:** изучить роль андрагогики как особую науку, в системе обучения и ее образовательный потенциал. Андрагогика, относительно молодая область в мире науки, все еще находится в зачаточном состоянии. Близость терминов «педагогика» и «андрагогика» была предметом споров среди ученых в течение многих лет (Ноулз М.С. Современная практика образования взрослых. Андрагогика против педагогики. - Нью-Йорк, 1970). Считается, что андрагогика тесно связана с областью педагогики, но ее акцент на обучении и перевоспитании старшего поколения, а не на воспитании и формировании молодого поколения предполагает, что эту науку необходимо изучать глубоко. В то время как одни ученые рассматривают андрагогику как часть педагогики, другие принимают ее как независимую науку, связанную с педагогикой. Видимо, андрагогика - это область, связанная с педагогикой. Основным предметом изучения андрагогики является методика обучения взрослых в системе непрерывного образования.

Андрагогика - это область социальных наук. Андрагогика требует не только изучения человека, но и научных исследований в области социологии, философии, культурологии и других знаний. Логический процесс требует отбора и изучения различных теоретических данных, связанных с обучением взрослых, принадлежащих к разным группам и категориям взрослых. Андрагогика - яркий пример места общих тенденций в развитии современного научного знания. Андрагогика может быть одновременно теорией педагогики, теорией образования взрослых, одной из ключевых частей системы обучения человека, но она также может

развиваться как самостоятельная наука. Научный контекст андрогинных знаний определяется рассмотрением следующих категорий:

- На этапе жизни человека (рост, старение);
- взрослая жизнь (как предмет обучения с учетом специфики взрослых);
- образование (целевая система, направленная на развитие и формирование человеческих качеств);
- образование взрослых (приобретение профессиональных и личностных аспектов в процессе непрерывного образования на основе различных вариантов);
- Непрерывное образование (непрерывное получение знаний в процессе жизнедеятельности человека);
- андрогог (специалист по обучению взрослых);

В сферу исследований современной андрагогики входят:

- изучить образовательные потребности разных групп населения с учетом возраста, пола, социального статуса, уровня подготовки, состояния здоровья;
- изучение основных и дополнительных профессиональных знаний, самостоятельная работа, досуговое обучение, изучение форм и задач обучения взрослых и моделирование направлений с учетом духовного развития;
- Создание системы технологий, кадрового обеспечения системы образования взрослых;

Основными принципами формирования и развития андрогинного знания являются: интеграция, практическая направленность и гуманность. Научно-практические подходы к моделированию деятельности социальных институтов в мире и в нашей стране хорошо развиты. Андрагогика удовлетворяет потребности разных слоев населения в обучении и образовании с учетом их специфики. В настоящее время странам всего мира необходимо обучать взрослое население в ближайшие годы (Хайден М., «Профессиональное развитие педагогов: международный контекст образования». Справочник SAGE по исследованиям в области международного образования. 2007. Публикации SAGE).. На это есть определенные причины: - Расширение понятия «знания» в постоянно развивающемся и меняющемся обществе требует от взрослых усвоения современных знаний, приобретения навыков работы с новыми медиа, технологиями в целом, чтобы быть в непрерывном обучении;

- Развитие производства, связанное с научной и интеллектуальной деятельностью, увеличивает востребованность навыков сотрудников, что в свою очередь приводит к необходимости «непрерывного» обучения и переподготовки;

- Быстрые изменения требований рынка труда приведут к безработице многих трудоспособных, а также высокообразованных специалистов. Андрагогика в таких обстоятельствах помогает переобучить взрослых, перенаправить профессионалов, потерявших работу, и предоставить им новую работу;

- Сегодня в мире растет количество детей, не посещающих школу. Это, в свою очередь, приведет к увеличению доли взрослых в мире, которые не имеют полного среднего образования, а иногда и вовсе не имеют образования в ближайшие годы;

- Развитие современных компьютерных технологий приводит к двум основным результатам: во-первых, к формированию системы непрерывного образования как части социальной практики, а во-вторых, к попытке человека получить непрерывное образование с целью получения нового жизненного опыта, социального и профессионального. навыки и умения.

В процессе повышения квалификации выделяются следующие задачи:

- Разработчик;
- Компенсатор;
- Гибкий;
- Ресоциализатор;

В системе образования взрослых есть три основных направления непрерывного образования:

- обучение грамоте в самом широком смысле, включая компьютерную грамотность, социальную грамотность и т.д.;
- профессиональная подготовка, включающая профессиональную подготовку, переподготовку, повышение квалификации и др.;
- дополнительные знания, не связанные с трудоустройством;

Грамотность, профессиональные навыки и культура показаны как общие социальные показатели грамотности. Опишем эти концепции более подробно.

Грамотность – это социально-педагогическая характеристика человека, умение читать, социокультурно, получать и понимать информацию. Уровень грамотности человека определяет степень, в которой он приобретает те или иные знания, полученные в обществе, способен ли их принять и приспособиться к природе и окружающему его обществу, к социальным условиям. Проблема грамотности взрослого населения сегодня означает больше, чем просто ее способность читать. В 90-е годы в оборот вошло понятие «функциональная неграмотность». Эта концепция включает в себя понятие отсутствия знаний, навыков и способностей, необходимых для полноценной жизни, взаимодействия с другими членами общества и равноправия с культурным развитием общества. В новых экономических и социокультурных реалиях

неспособность работать в информационном обществе, открытом, быстрорастущем обществе и неспособность быстро адаптироваться к инновациям являются общими для многих взрослых в обществе. У большей части старшего поколения нет доступа к Интернету, новой бытовой технике, банковским услугам, а также услугам иностранных компаний и организаций.

Выводы: профессиональная квалификация человека - это способность выполнять свои профессиональные обязанности сегодня в соответствии с сегодняшними требованиями, принятыми стандартами и нормами. Основа профессиональной квалификации - это базовые знания человека.

Внедрение новых технологий в современное производство, быстрое проникновение информационных технологий во все сферы жизни требует от человека постоянного повышения квалификации.

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ПРОЦЕССЫ ГЛОБАЛИЗАЦИИ И ТЕНДЕНЦИИ РАЗВИТИЯ ОБРАЗОВАНИЯ ВЗРОСЛЫХ В МИРЕ

Аннотация: Во второй половине XX века сформировались новые принципы обучения, возникла и динамично развивается новая наука обучения взрослых - андрагогика. Монография посвящена социальным и педагогическим факторам андрагогики, и в качестве объекта работы выбрано развитие образования взрослых и формирование андрагогических основ обучения. Основная цель работы - раскрыть факторы и теоретические основы возникновения андрагогики и определить закономерности развития. В работе анализируется мировой опыт становления андрагогики как самостоятельной науки, раскрывается андрагогический подход и основные принципы андрагогики в процессе обучения взрослых.

Ключевые слова: андрагогика, образования, обучения взрослых, информация, глобализация.

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PROCESSES OF GLOBALIZATION AND TRENDS IN THE DEVELOPMENT OF ADULTS EDUCATION IN THE WORLD

Annotation: In the second half of the twentieth century, new principles of education were formed, a new science of adult education arose and is dynamically developing - andragogy. The monograph is devoted to the social and pedagogical factors of andragogy, and the development of adult education and the formation of andragogical foundations of education were chosen as the object of work. The main purpose of the work is to reveal the factors and theoretical foundations for the emergence of andragogy and to determine the patterns of development. The paper analyzes the world experience in the formation of andragogy as an independent science, reveals the andragogy

approach and the basic principles of andragogy in the process of adult education.

Key words: andragogy, education, adult learning, information, globalization.

Введение: В начале XXI века во всем мире сформировалась следующая модель непрерывного образования: формальная, информальная и информальная. Формальное образование - это система общего, высшего и профессионального образования, основанная на государственных стандартах. Неформальное образование - это множество организованных форм обучения, которые выходят за рамки формального образования и дополняют его. Под неформальным образованием понимается влияние семьи, друзей, интересов, средств массовой информации и т. Д. Все эти виды образования взаимосвязаны. Существуют следующие классификации типов учебных заведений для взрослых:

- Высшие государственные школы или государственные университеты (неформальные многофункциональные учебные заведения с широким спектром обучения для всех слоев населения);
- вечерние школы (дают общее или профессиональное образование для лиц, не окончивших среднюю школу);
- университеты «третьего возраста» (для обучения пенсионеров)
- Учебные центры (специализированные учебные заведения по подготовке и переподготовке кадров).

В качестве внешнего фактора мы выделяем необходимость осмысления данной проблемы в контексте глобализационных процессов в мире и тенденций развития образования взрослых. В частности, в мире существуют международные и национальные центры, занимающиеся проблемами образования взрослых:

- Институт образования ЮНЕСКО (Гамбург),
- Институт международного планирования образования (Париж),
- Институт международного образования (США),
- Швейцарская организация образования взрослых,
- Национальный институт образования взрослых (Великобритания), - Международный институт педагогических исследований (Германия) и др.

Цель: Изучить процессы глобализации и тенденции развития образования взрослых в мире. В мире есть «обучающиеся» города и регионы. Япония была лидером в развитии идеи «обучающихся» городов. Первоначально правительство Какэгава, Япония, поощряло граждан продолжать свое образование, чтобы им не приходилось уезжать в столицу, а в 1971 году Какэгава был объявлен «городом обучения на протяжении всей жизни». Это подразумевает идею непрерывного обучения и интерпретируется как установление новых отношений в обществе. В настоящее время в Японии много «обучающихся» городов, образование

предоставляется на муниципальном уровне, а также частными некоммерческими организациями. Между «обучающимися» городами существует взаимодействие, которое способствует обмену опытом. В конце двадцатого века многие страны мира присоединились к движению «обучающихся» городов или ассоциаций. Например, Австралия выступила с инициативой превратить изучаемые города в союз. Было сказано, что он может разрабатывать и применять концепции социально-экономического развития, основанные на идее обучения на протяжении всей жизни. Эту инициативу поддержал Всемирный банк. Сеть учебных городов, сформированная в Австралии, является международным юридическим лицом.

Идея «изучения» городов быстро развивалась в Германии. По данным исследования Н.П. Литвиновой, в 2001 году движение «обучающихся» городов насчитывало 3 участника, в 2002 году - 54, а сейчас - 91 город. Популярность этой идеи - то, что оснований много,

Созданный в 1960-х годах, он имеет различные названия: «Золотая осень», «Джентльмены» и так далее. вызвано общественными объединениями и государственными университетами. Такие университеты были созданы для пожилых людей, изучающих гуманитарные и социальные науки. Сегодня концепция образования взрослых преподается в Австрии, Бельгии, Великобритании, Венгрии, Греции, Германии, Дании, Италии, Испании, Ирландии, Кипре, Литве, Нидерландах, Норвегии, Польше, Португалии, Словении, Румынии, Финляндии, Швейцария и др. Страны включены в системы (Комиссия Европейских сообществ: Сообщение Комиссии «Образование взрослых: никогда не поздно учиться». Брюссель, 2006.). Европейский Союз проводит политику построения активного гражданского общества и социальной интеграции, основанную на идее обучения на протяжении всей жизни. Конференции, съезды и саммиты проходят в разных городах мира. Принят ряд документов международного значения, направленных на развитие этой деятельности. В частности, на Международной конференции в Гамбурге в 1997 году под эгидой ООН была принята Гамбургская декларация об образовании взрослых под названием «Ключ, открывающий дверь в XXI век». Обсуждались следующие ключевые вопросы: искоренение неграмотности, расширение права женщин на образование, мировая культура, гражданское образование и демократия, равенство, здоровье, устойчивая окружающая среда, образование и культура коренных народов, изменение экономики, доступ к информации, старение и многое другое. В последние годы в странах ЕС были предприняты усилия по созданию общеевропейской системы обучения на протяжении всей жизни. На обсуждение был представлен проект 26 Меморандума о непрерывном образовании (2000 г.), который должен был определить европейскую политику в области образования на следующее десятилетие (Меморандум о непрерывном

образовании). Развитие образования взрослых в европейских странах планируется на основе следующих важных принципов: новые базовые знания для всех, увеличение инвестиций в человеческие ресурсы, инновационные методы обучения, новая система оценки знаний, развитие коучинга и консультирования, обучение через сети, консультационных пунктов по месту и ближе к дому. В 2002 г. в Софии прошла конференция по образованию взрослых, в которой приняли участие 200 делегатов из Европы, Северной Америки и Центральной Азии. Было отмечено, что во многих странах этой проблеме не уделяется должного внимания. Рекомендации Софийской конференции для ЮНЕСКО, Европейского союза, всех региональных и национальных правительств и различных организаций включали: больший упор на координацию целей программ образования взрослых, уравнивание формального, неформального и неформального образования на основе социальной значимости; увеличение международного сотрудничества и межкультурное образование для поддержания мира и гармонии в дополнение к чтению, письму и компьютерной грамотности в образовательных программах, особенно в Средиземноморье и на Балканах. Повышенное внимание к островам и регионам Кавказа. В 2009 году в Белене (Бразилия) прошла VI Международная конференция «Жить и учиться для успешного будущего: важность образования взрослых», в которой приняли участие 156 стран. Конференция приняла резолюцию «От риторики к действию», призывающую все страны использовать различные возможности для образования граждан. Как было отмечено на конференции, одной из основных проблем является отсутствие информации о реальном состоянии образования взрослых из-за несовершенства статистических наблюдений. Основой системы образования взрослых является педагогическая структура, основанная на правовой и социально-экономической составляющих. Теория и практика образования взрослых нуждаются в поддержке на законодательном уровне. Было бы полезно рассмотреть опыт организации образования взрослых в Европейском Союзе на примерах системы образования взрослых Швеции и Франции. Именно в скандинавских странах богатый исторический опыт образования взрослых упоминается в предыдущих разделах диссертации. То есть первые идеи и практические действия андрагогики, возникшие в этих странах, распространились на другие страны Европы и весь мир в начале девятнадцатого века. В Швеции образование взрослых было определено как приоритет государственной политики, и государство поощряет различные программы и проекты, направленные на развитие образования взрослых. Шведская система образования взрослых состоит из следующих компонентов:

1. Государственная (Grundvux) - это муниципальная сеть образования взрослых.

2. Сотрудник - обучение персонала (включает предприятия и организации), имеет комплексную программу обучения для всех служащих и рабочих, организованную без отрыва от места работы.

3. Образование, ориентированное на рынок труда - трудоустройство безработных или приобретение новой профессии, ориентированной на рыночную экономику и востребованную.

4. Folkfield - это система неформального образования для взрослых, охватывающая все слои населения.

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ОБРАЗ ПРИРОДЫ В ТВОРЧЕСТВЕ АЙДЫН ХОДЖИЕВОЙ

Аннотация: В данной статье анализируются стихи народного поэта Узбекистана Айдын Ходжиевой на тему природы. В своих стихах поэт неповторимо подходит к природе, ее богатству и красоте. Уникальные художественные способности и таланты поэтессы раскрываются в ее пейзажной лирике.

Ключевые слова: линии природы, социальный мотив, композиция природы, лирический герой, художественно-эстетическая функция, объект природы, пейзажная лирика, психологический образ.

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THE IMAGE OF NATURE IN AIDIN KHODZHIEVA'S WORKS

Annotation: This article analyzes the poems of the people's poet of Uzbekistan Aydin Khodjiyeva on the theme of nature. In his poems, the poet has a unique approach to nature, its richness and beauty. The unique artistic abilities and talents of the poetess are revealed in her landscape lyrics.

Key words: lines of nature, social motif, composition of nature, lyrical hero, artistic and aesthetic function, object of nature, landscape lyrics, psychological image.

Примечательно творчество поэтессы Айдын Ходжиевой, которая выросла в прекрасном и неповторимом оазисе Навои, расцвела, воспела красоту и великолепие прекрасного оазиса, выросла среди людей с простым и чистым сердцем. В своих воспоминаниях Айдын Ходжиева вспоминает свою молодость: “Тоска в их глазах и старики, которые день и ночь трудились на месте юношей нашего села, тяжелая работа пожилых женщин пройдут в моей памяти, как вчера. ”⁵¹ Если мы посмотрим на произведения поэта, то увидим прекрасные пейзажи, любовь к природе, фантастические линии природы. Лирика природы настолько прекрасно выражена в стихах поэта, что читатель живет непосредственно в сердце природы и старается остаться в этой среде:

Луна питает тишину

⁵¹ Ходжиева Ойдин. Нежность: Стихи, былины, стихи, стихи, мысли. - Т.: «Шарк», 2007 г

Тихая ночь.

Он по-прежнему правитель существования,

Ночь течет со стороны.⁵²

Как будто редкими красками художник писал пейзаж в этих стихах. В этих стихах о ночи образ «ночи» ассоциируется с землей и небом. Поэт прекрасен тем, что ветер дует тихо и мягко, звезды мерцают шаг за шагом, луна сияет в тени безумной луны и освещает ночь, луна летит на качелях и бьет по волнам, и наконец наступает рассвет, представленные изображениями.

Вода хлещет в канаве,

Луна светила на крышу.

Свет в окнах,

В мечтательный вечер⁵³

Стихотворение датировано 1969 годом. Отсюда видно, что творец ввел изображение природных пейзажей без социальных мотивов. Разнообразно и красочно творчество поэта, в котором выражаются жизнь, творчество, человеческие образы и вызовы, а также фантастические образы в связи с композицией природы. В этом стихотворении под названием «На закате» прекрасно изображен закат. Увидев светящуюся с крыши луну, лирический герой фантазирует о воде, блестящей во рву в молитве. В этот момент птенец отдыхает на дереве под мышками. Молодые невесты, засучив рукава, подоят корову, привязанную к столбу. В стихах «Вот идет солнце с запада» мы видим, что художник постепенно стал лидером творческой среды.

А теперь давайте посмотрим на это стихотворение поэта. Не будет преувеличением сказать, что в этом стихотворении мысль поэта наполняется самыми яркими стихами изображения природы.

На скале наверху

Одна нога связана.

Олени живут на солнце,

Готовимся к прыжку.⁵⁴

В этом стихотворении поэт как бы выражает состояние написания стихотворения. Возможно, поэт вдохновил олень в стихотворении. Следуя образу оленя, поэт ищет вдохновения в красоте природы. Какой прекрасный способ выразить это еще раз свидетельствует о мастерстве поэта. Из вроде бы простого стихотворения по образу «олень» можно сделать следующие выводы: 1. Олень – символ страха;

2. Олень – прекрасный мир, символ жизни;

3. Олень – символ возрождения бытия, природы.

День и ночь за горизонтом,

⁵² Ходжиева Ойдин. Вечерние лучи: подборка. Стихи, былины. - Т: «Шарк», 2010. 11

⁵³ Ходжиева Ойдин. Вечерние лучи: подборка. Стихи, былины. - Т: «Шарк», 2010. 17

⁵⁴ Ходжиева Ойдин. Вечерние лучи: подборка. Стихи, былины. - Т: «Шарк», 2010. 21

На звенящем крыле тишины,
Это была мечта.
Лицом к лицу с небом,
Звезды некрасивые, унылые,
Я послушал песню, лол.⁵⁵

В этом стихотворении образ ветра стоит на первом месте. Мы должны избегать мысли, что образ ветра встречается только в лирических произведениях и только в современной литературе. Корни образа ветра восходят к одной из народных сказок «Зумрад ва Қиммат».⁵⁶

В классической литературе мы находим образ ветра в виде сабо, насым, бода, ветра. Например, в поэме Алишера Навои «Ей сабо» анализируемый нами образ ветра несет большую художественно-эстетическую функцию.

Следующий стих начинается с прямого упоминания ветра.

Ей Саба, иди и скажи моему кипарису,
Расскажите, пожалуйста, что за история с большими щенками...

В нашей современной литературе в поэме Шавката Рахмона «Высокие деревья» мы наблюдаем специфический вид и облик ветра.

Есть высокие деревья,
Высокие деревья -
Прося силы у сердца земли,
В энергичных, запутанных ветвях
Дабуру⁵⁷ перекрыл дорогу **Пойроз**⁵⁸
Дабур приносит бесконечную печаль,
Беспрецедентная пытка.⁵⁹

Но образ «ветра» в творчестве Айдын Ходжиевой, кажется, имеет иной вид. Главный герой, утопающий в фантазии, разочаровывается, и, как ветер, портит планы возлюбленной, вздыхает. Итак, здесь поэт изображает образ «ветра».

Это место не было бы,
Была весна.
Они хотели построить дом,
Они пришли с пилой.⁶⁰

В этом стихотворении-сказке описывается судьба двух растущих у ручья деревьев - яблони и горы. Этой весной несколько человек пришли в яблоневоый сад у ручья строить дом. Они спилили яблоню пилой. Поэт описывает это событие с помощью сложной образности: он привязал

⁵⁵ Ходжиева Ойдин. Вечерние лучи: подборка. Стихи, былины. - Т: «Шарк», 2010. 26

⁵⁶ Узбекская народная сказка

⁵⁷ Это пришло в смысле урагана

⁵⁸ Неприятный ветер

⁵⁹ Мафтуна Кодирова. Пейзаж Исаджана Султана и его художественно-эстетическая функция. ИМТ. 2019. 30.

⁶⁰ Ходжиева Ойдин. Вечерние лучи: подборка. Стихи, былины. - Т: «Шарк», 2010. 41

проволочный канат, натянул его на бульдозер, а затем разрезал яблоко. В этом стихотворении поэт акцентирует внимание на проблеме лирического героя, вместо объекта, лирического героя, в субъекте окружающей среды и природы. В своем обращении к природе творец символизировал бытие, все в нем видит и знает.

В результате наблюдения за творчеством Айдын Ходжиевой мы наблюдали и принципы психологической образности в пейзажной лирике. Его первое появление – это гуманизация природы. В поэзии, изображающей природу, господствует образ души. Это выражается через поэтические времена года, связанные с природой. Как известно, в изображении природы важны детали. Действительно, «во всех видах искусства реальность выражается через образы, но этот образ не есть сама реальность. Всякий образ в художественном произведении есть образ поэтический как реальность, выходящая за пределы эмоционально-мыслительного восприятия творца».

Первые строфы этой поэмы как бы идейно и художественно прокладывают дорогу следующим строфам. Этим обеспечивается непрерывность лирического течения в стихотворении, логичность стихотворения, приоритет изображения природы. По “всей системе полос образы становятся четче, усиливается прибавляемый к ним лирический пафос, высвобождается образ природы”⁶¹:

Дни спешат, ночь воображает,
Да благословит Бог колыбель звезд.
Морозный ветер, который носит иголки,
В каштановой роще слетаются птицы одного полета.⁶²

В этом стихотворении видно, что дни становятся короче, птицы улетают в жаркие края, залитые солнцем серые горы ползут к холодной кроне, а на земле нет ни цветов, ни плодов.

Благодаря анализу стихотворений, насыщенных образами природы, мы обнаружили еще одну важную черту художника. Не все творцы способны уловить настроение и настроение человека. А вот поэтессе Айдын Ходжиевой это удалось. Вот почему продукты его творчества связаны с вечностью.

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⁶² Ходжиева Ойдин. Вечерние лучи: подборка. Стихи, былины. - Т: «Шарк», 2010. 63

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УМУМИЙ ЎРТА ТАЪЛИМ МАКТАБЛАРИДА ЖИСМОНИЙ ТАРБИЯ ТЎГАРАКЛАРИНИНГ ТАШКИЛ ЭТИЛИШИ

Аннотация: Мақолада умумий ўрта таълим мактабларида жисмоний тарбия тўғарақларини ташкил этиш спорт ишларининг самарадорлигини таъминлашдаги бош омиллардан бири сифатида ўрганилган бўлиб, ўз ўрнида, уларнинг фаолиятини ташкил қилиш ҳамда такомиллаштиришга оид самарали усуллар тавсия қилинган.

Таянч сўзлар: жисмоний тарбия ва спорт машғулоти, соғлом ривожланиш, соғлом ҳаёт кечириш, соғлом тарбия олиш.

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ORGANIZATION OF PHYSICAL EDUCATION CLUBS IN GENERAL SECONDARY SCHOOLS

Annotation: The article examines the organization of physical education clubs in general secondary schools as one of the key factors in ensuring the effectiveness of sports, and in turn, recommends effective ways to organize and improve their activities.

Keywords: physical education and sports, healthy development, healthy living, healthy upbringing.

Мустақилликнинг илк йилларидан республикамізда жисмоний тарбия ва спортни ривожлантиришга муҳим вазифалардан бири сифатида қаралди. Бу борада Кадрлар тайёрлаш миллий дастури ва яна қатор жисмоний тарбия ҳамда спортни ривожлан тиришга оид Президент фармонлари, Ҳукумат қарорлари ушбу соҳа ривожиди муҳим асос вазифасини ўтамоқда.

Жисмоний тарбия ва спорт мамлакат ёшларини ҳар томонлама комил инсонлар этиб тарбиялашда, она-ватан сарҳадларини қўриқлашда, баркамол ватан парвар авлодни вояга етказишда бош омил вазифасини ўтайди.

Чиндан ҳам, инсон камолоти, умуман, жамият равнақида жисмоний тарбиянинг таъсири катта. Юнон файласуфи Суқрот: «Гимнастика ёрдами ила баданимнинг мувозанатини тўғрилаб оламан»-деган фикрни илгари

суриб, инсоннинг биринчи табиий кучларини яхлитлигича ўстириш вазифасини ўртага қўяди ва шундагина инсонни маънавий жиҳатдан камол топтиришга эришиш мумкинлигини айтади [1].

Тадқиқотларда келтирилишича, жисмоний тарбия – у соф спорт мусобақаларидан иборат бўлган соҳа эмас. Бу тарбия орқали болаларда кўплаб ахлоқий-иродавий хислатлар камол топтирилади. Машқларни бажариш давомида болаларда ирода, тезлик, чакқонлик, чидамлилик тарбияланади, уларнинг соғлиги мустаҳкамланади, иш қобилиятлари, ақлий фаоллиги оширилади, жасурлик, ҳалоллик, қатъийлик, мустақиллик каби ахлоқий хулқ меъёрлари таркиб топади, етуклик сари қадам ташланади.

Жисмоний машқлар ўқувчиларда ҳаракат малакалари ва кўникмаларини шакллантириш билан боғлиқ вазифаларни ҳал этади, ҳаракат апаратининг ривожланишига ёрдам беради, қон айланиш ва модда алмашишини яхшилайдди, нафас олишга ижобий таъсир этади. Мактабдаги жисмоний тарбияга оид амалий ишларда қўлланиладиган ҳаракатлар тезкорликни, эпчилликни, қайишқоқликни, кучни, чидамлиликни ривожлантиради ва кишининг юриш, югуриш, сакраш, мувозанат сақлаш, улоқтириш, тирмашиб чиқиш каби табиий ҳаракатларни тўғри бажариш кўникмаларини мустаҳкамлайди.

Ўқувчиларни ҳаракатланиш кўникмалари ва малакаларига ўргатиш, асосан, жисмоний тарбия машғулотларида содир бўлади. Умумий ўрта таълим мактабларининг жисмоний тарбия дастури ўқувчиларнинг аниқ билимларини, малака ва кўникмаларни аста-секин ўзлаштиришларини кўзда тутди. Жисмоний тарбия тўғараклари эса мазкур билимларни мустаҳкамлаш ва тўлдиришда асосий воситалардан ҳисобланади.

Шундай экан, барча спорт турлари бўйича асосий ҳаракатлар, машқлар жисмоний тарбия воситаларидан бири бўлиб, бу ўқув тренировка жараёнида шуғулланувчиларнинг ҳар томонлама ривожланиш вазифасини ҳал этади. Жисмоний тарбия ва спорт бўйича тўғарак дастури қуйидаги аниқ мақсадга эришиш учун йўналтирилган:

- мактаб ўқувчиларида юқори ахлоқ-одоб ва ирода хусусиятини тарбиялаш;
- ўқувчиларда спортга бўлган қизиқишини уйғотиш;
- ҳаётий зарур ҳаракат малака ва билимларини шакллантириш, уларни турлича шароитда тадбиқ қилиш;
- ўқувчиларда асосий ҳаракат қобилиятини баҳолаш макон ва вақтига ҳаракат параметрларини ривожлантириш жисмоний машқлар билан мустақил шуғулланишни шакллантириш удабуронликни ташкил қилиш, шахсий жисмоний такомиллаштириш эҳтиёжини тарбиялаш [2].

Шу сабабли жисмоний тарбия тўғаракларини ҳар томонлама самарли ва мазмунли ташкил қилиш асосий вазифалардан саналади. Тўғаракларда ўқувчиларнинг машғулотларга нисбатан қизиқишларини ошириш

уларнинг фаоллигини таъминлайди. Фаол ташкил қилинган амалий машқлар эса ўз натижасини беради.

Жисмоний тарбия тўғараги ташкил этилар экан, аввало, ўқитувчининг: - ўз касбининг тажрибали ва профессионал эгаси бўлиши;

- ўқувчиларнинг ўзлари ва ота-оналари билан самимий муомала-муносабат маданиятига эгаллиги;

- ўқувчиларни шуғуллантириш, фаолиятини баҳолаш, рағбатлантириш, мусобақалардаги иштирокини таъминлашда ижтимоий адолат принципларига қатъий амал қилиши;

- ўз манфаатларидан ўқувчилар манфаатини устун қўйиши;

- ўқувчиларда жимсоний тарбия ва спорт малкаларини шакллантиришга педагогик-психологик жиҳатдан моҳирона ёндашиши;

- ўз эзгу ғоялари остидан ёшларни эргаштириш қобилиятига эга бўлиши ва ҳ.к. каби омиллар ҳал қилувчи жиҳатлардан саналади.

Ўз навбатида эса ўқувчилар:

- мазкур тўғаракка ўз хоҳиш-ихтиёри, танлови ва қизиқиши асосида қабул қилиниши;

- тиббий-физиологик жиҳатдан тайёр бўлиши;

- тўғаракнинг мақсад-вазифалари билан тўлақонли танишиши;

- тўғаракка иштирок этиши учун ота-она томонидан розилик билдирилиши;

- аъзолик тўғрисидаги ҳужжатларни расмийлаштириши;

- тўғарак ишида фасол иштирок этиши, унинг Низомига қатъий амал қилиши;

- мураббийларнинг кўрсатмаси ва ҳулосасига кўра, жисмоний тарбия ва спорт мусобақаларида фаол қатнашиши, таҳсил оладиган таълим муассасаси, шаҳри, тумани, вилояти, умуман олганда, мамлакати шарафини ҳимоя қилишга ҳам руҳан, ҳам жисмонан шай бўлиши лозим.

Жисмоний тарбия тўғараклари, аввало, ўқувчилар ва ўсмирларни соғлом турмуш тарзига тайёрлаш ва йўналтириш моҳияти билан ҳам ажралиб туради. Бугунги кунда соғлом турмуш маданияти ўсмирларнинг жисмоний ва маънавий жиҳатдан тўғри ривожланишини таъминловчи омил ҳисобланади. Таҳлиллар шуни кўрсатадики, “Соғлом турмуш маданияти” тушунчасининг педагогик категорияси учта бўлиб, улар қуйидагилардан иборат: 1) соғлом ривожланиш; 2) соғлом ҳаёт кечириш; 3) соғлом тарбия олиш. Буларнинг барчаси соғлом ҳаёт кечириш воситасида соғлом турмуш маданиятининг шаклланишига олиб келади. Шу маънода, “Соғлом турмуш маданияти” тушунчасида соғлом ҳаёт кечириш ғояси асосий ва муҳим масала ҳисобланади. Соғлом ҳаёт кечириш – бу инсоннинг руҳий-маънавий, ахлоқий ва моддий жиҳатдан мақбул даражада яшашидир [3].

Тўғарак ўз ишида машғулотларни таҳлил қилиши, йиғилишлар ўтказиши, таълим муассасасида ёки ўз тумани ва шаҳри микёсида ўтказиладиган спорт фестивалларида, оммавий байрам тадбирларида

иштирок этиши мумкин. Тўғарак ўз деворий газетасига эга бўлиб, унда тўғарак фаолияти, аъзоларининг ютуқлари ёритиб борилади.

Ўқув машғулотларининг афзаллиги шундаки, уларда ўқувчиларга жисмоний билимлар берилади, жисмоний қобилиятлари аниқланади ва такомиллаштирилади, жисмоний тарбия ҳамда спортга муҳаббат ҳисси сингдирилади, ҳаракат малакалари шакллантирилади.

Юқоридагилардан келиб чиқиб, хулоса қилиш керакки, умумий ўрта таълим мактабларида жисмоний тарбия тўғаракларини ташкил этишда:

- тўғаракнинг фаолият ҳужжатларини юқори савияда ишлаб чиқиш, унга юқори билим-малакага эга мураббий тайинлаш;

- аъзолар учун муносиб шароитларни яратган ҳолда, ота-оналар қўмитаси билан яқин ҳамкорликда ишлаш, ўқувчиларнинг жисмоний ҳолатини, саломатлигини мунтазам равишда назорат қилиб бориш;

- ўқувчиларнинг интилишлари, ҳаракатлари, ўзлаштириш қобилиятларини аниқ, ижтимоий адолат мезонлари асосида ҳолис баҳолаш, рағбатлантириш ва мусобақаларга тавсия қилиш;

- жисмоний тарбия машғулотларининг ахлоқий-тарбиявий мазмунини оширган ҳолда, ўқувчиларни ватанга муҳаббат ва садоқат ғоялари руҳида тарбиялаш, уларни жисмонан ва маънан баркамол этиб вояга етказишга эришиш муҳим вазифалар ҳисобланади.

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РОЛЬ УЧЕБНЫХ МАСТЕРСКИХ В ОРГАНИЗАЦИИ ПРАКТИЧЕСКОГО ОБУЧЕНИЯ

В данной статье рассматривается важность развития профессиональных навыков студентов на основе эффективной организации практических занятий в учебных мастерских.

Ключевые слова и фразы. Практические занятия, мастерская, профессиональные навыки, оборудование, требования к мастерской.

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THE ROLE OF TRAINING WORKSHOPS IN THE ORGANIZATION OF PRACTICAL TRAINING

This article discusses the importance of developing students' professional skills based on the effective organization of practical classes in training workshops.

Key words and phrases. Practical training, workshop, professional skills, equipment, workshop requirements.

Основной целью всех образовательных учреждений является подготовка кадров, обладающих высокой профессиональной культурой, творческой и общественной активностью, способных самостоятельно работать в общественно-политической жизни, выдвигать и решать перспективные задачи. При этом важную роль играет связь теоретического образования с практикой. В процессе прохождения практики у студентов формируются профессиональные навыки и умения.

Наличие необходимого оборудования для качественной прохождения практики в учебных заведениях имеет большое значение в формировании умений и компетенций студентов по выбранным ими профессиям. Исходя из требований учебного плана, оснащение рабочих мест обучающихся инструментами, оборудованием, инструментами должно отвечать следующим общим требованиям:

- техническое состояние оборудования, наличие специальных ограждений, заземления, автоматических выключателей, защитных средств и средств охраны труда учащихся;

- достаточное освещение рабочего места, организация сидячих рабочих мест в случаях, когда необходимо облегчить передвижение обучающихся в рабочее время;

- Оснащен сигнализацией и средствами связи с учителем;
создание благоприятных условий для очистки и обслуживания оборудования и др.

В зависимости от простоты или сложности работы рабочие места учащихся могут быть организованы для индивидуальной или групповой работы.

К обучающимся предъявляются учебно-технические требования, такие как профессиональная пригодность индивидуального оборудования на рабочем месте, современный дизайн, простота эксплуатации и управления, малые габариты, простота использования и безопасность в процессе работы. Рабочие места учащихся также должны быть оснащены инструментами, материалами и сырьем, которые можно использовать индивидуально.

Учитывая роль и значение практики в мастерских в формировании умений и навыков студентов, необходимо разработать нормативы обеспечения сырьем и расходными материалами для отдельных студентов, групп студентов и общие варианты для групп при организации практических занятий..которые основаны на связывании сырья.

Учебные мастерские образовательных учреждений организуются в целях создания специальных условий для качественного овладения обучающимися основами профессии, приемами труда, задачами, выполняемыми рабочими в технологических процессах, способами выполнения работы, являющейся основой соответствующей профессии..

В зависимости от характера содержания работы по профессии производственная подготовка студентов в учебных мастерских осуществляется в процессе их продуктивного труда. Поэтому учебные мастерские должны соответствовать как образовательным требованиям, так и требованиям производства.

Планирование, организация и оснащение рабочих мест учащихся, организация учебных мастерских и особенности учебно-производственной деятельности, безусловно, различны для разных профессий.

Учебные мастерские должны соответствовать следующим требованиям:

- иметь благоприятные условия для правильного монтажа, размещения и эксплуатации оборудования (планировка с учетом площади, этажа, высоты здания, последовательности технологических процессов и т.п.);

- Соответствие учебных мастерских строительным нормам и правилам на объекте;

- мастерские должны быть правильно освещены (естественным и искусственным);

- Оптимальные условия работы;

- Учебные мастерские соответствуют требованиям санитарно-гигиенической безопасности и охраны труда, пожаро- и взрывобезопасные помещения утеплены, пыле- и скоропортящиеся помещения утеплены, имеется необходимое оборудование, двери достаточных размеров; наличие огнетушителей и выхода в случае пожара;

- Соблюдение требований охраны труда, санитарии и гигиены (отделение пожаровзрывоопасных, а также пылегазоотводов от основного здания; наличие огнетушителей, нормального и искусственного освещения, вентиляции и т.д.).

Учебную мастерскую также желательно оформить в соответствии с требованиями норматива. Тот факт, что стены мастерской пусты или что стены снабжены слишком большим количеством справочных источников, дает учащимся чувство адаптации, а не восприятия. Поэтому в стенах учебных мастерских должны быть необходимые справочные ресурсы, помогающие эффективно вести учебный процесс. Выставочные материалы в мастерской должны быть размещены в одинаковых количествах и конечно покрыты стеклом и оформлены с эстетическим вкусом. Это, в свою очередь, играет важную роль в овладении профессиональными секретами студентов.

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ИЗУЧЕНИЕ КЛИНИКО-ФУНКЦИОНАЛЬНЫХ ХАРАКТЕРИСТИК И РАСПРОСТРАНЕННОСТИ ХРОНИЧЕСКИХ НЕСПЕЦИФИЧЕСКИХ ЗАБОЛЕВАНИЙ ЛЕГКИХ У МОЛОДЫХ ЛЮДЕЙ

Резюме. Бронхиальная астма до сих пор остается актуальной проблемой здравоохранения во всем мире. За последние 10-15 лет заболеваемость астмой среди населения России увеличилась более чем в три раза, но по-прежнему остается самой низкой в Западной Европе. По данным НИИ пульмонологии Минздрава России,

В лечебно-профилактических учреждениях зарегистрирован эпидемиологический скрининг больных бронхиальной астмой легкой (78,6%), среднетяжелой и тяжелой формы (90,2%). Международные проекты и национальные программы, реализуемые в мире и в России в конце XX века по борьбе с бронхиальной астмой, могут несколько улучшить ситуацию, но определение истинной распространенности бронхиальной астмы остается сложной эпидемиологической задачей.

Ключевые слова: внутригрудной объем, верхние дыхательные пути, всемирная организация здравоохранения, внутренний региональный продукт, государственное бюджетное учреждение здравоохранения, доверительный интервал.

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STUDY OF CLINICAL AND FUNCTIONAL CHARACTERISTICS AND PREVALENCE OF CHRONIC NON-SPECIFIC LUNG DISEASES IN YOUNG PEOPLE

Summary. Bronchial asthma is still a pressing health problem worldwide. Over the past 10-15 years, the incidence of asthma among the Russian

population has more than tripled, but still remains the lowest in Western Europe. According to the Research Institute of Pulmonology of the Ministry of Health of Russia,

Epidemiological screening of patients with mild bronchial asthma (78.6%), moderate and severe forms (90.2%) was registered in medical institutions. International projects and national programs implemented in the world and in Russia at the end of the 20th century to combat bronchial asthma can somewhat improve the situation, but determining the true prevalence of bronchial asthma remains a difficult epidemiological task.

Key words: intrathoracic volume, upper respiratory tract, World Health Organization, internal regional product, state budgetary health care institution, confidence interval.

Актуальность. Органы дыхания, как наиболее открытая система организма, испытывают значительное влияние комплекса неблагоприятных факторов внешней среды, что может приводить к их структурно-функциональным повреждениям и определять климатогеографические и региональные различия распространенности основных болезней органов дыхания.

На Всемирном конгрессе аку-шеров-гинекологов в 2003 г. было показано, что мировое сообщество в настоящее время имеет наибольшую генерацию молодых людей, известную с момента существования человека.

Цель исследования. Выявить частоту встречаемости основных ХНЗЛ — ХБ, БА и ХОБЛ, а также факторов риска, воздействующих на население молодого возраста.

Материал и методы исследования. В исследование было включено 45 человек (22,3% всего населения молодого возраста, обслуживаемого в данном лечебно-профилактическом учреждении). Среди них оказалось 26 мужчин и 19 женщины, средний возраст которых составил $31,34 \pm 4,1$ и $30,28 \pm 5,1$ года соответственно, достоверного различия по возрасту в группах не определялось. Для дальнейшего анализа было проведено разделение на возрастные группы: 18—24 года — 1-я группа, 25—34 года — 2-я группа, 35—44 года — 3-я группа.

Критерии включения: 1) молодой возраст (18—44 года в соответствии с классификацией Всемирной организации здравоохранения); 2) отсутствие известных заболеваний легких на момент включения в исследование; 3) согласие респондента на участие в исследовании.

Объектом исследования являются пациенты молодого возраста с хроническими неспецифическими заболеваниями легких. Предметом исследования послужили: эпидемиология хронического бронхита, бронхиальной астмы и ХОБЛ у лиц молодого возраста; клинико-

лабораторные, инструментальные особенности впервые выявленных заболеваний; особенности влияния изучаемых нозологий на качество жизни молодых пациентов; разработка математической программы ранней диагностики хронического бронхита и бронхиальной астмы; направления профилактических мероприятий.

Результаты исследования. В соответствии с целью работы проведено исследование распространенности основных заболеваний органов дыхания среди обследованного населения. Частота встречаемости ХБ среди лиц молодого возраста составила 9,0%, БА — 6,8%, ХОБЛ — 0,5%, что значительно превышает данные, представляемые органами государственной статистической отчетности.

В среднем неблагоприятные воздействия отметили 32,3% мужчин и 7,4% женщин. На запыленность рабочего места указали 31,1% мужчин и только 2,5% женщин из 1-й группы, 46,2 и 15,6% из 2-й группы и 35,4 и 9,4% из 3-й группы соответственно. Достоверно чаще данный фактор встречался среди мужчин вне зависимости от возраста и в старших возрастных группах как у мужчин, так и у женщин. На переохлаждение в течение рабочего дня предъявляли жалобы 19,8% мужчин и 1,8% женщин в возрасте от 18 до 24 лет, 31,4 и 6,6% респондентов в возрасте 25—34 лет и 27,5 и 6,3% лиц старшей возрастной группы ($p < 0,05$). Также воздействию загазованности помещений достоверно чаще были подвержены 38,5% мужчин 1-й группы (среди женщин этого возраста данный фактор не был отмечен), 57,7% мужчин и 4,7% женщин во 2-й группе, 49,6% мужчин и 2,7% женщин в 3-й группе. Контакт с химическими веществами, в частности дезинфицирующими растворами, был выявлен во всех возрастных группах без достоверных гендерных различий.

Согласно руководству Global Initiative for Asthma (GINA 2013) обследование семей и анализ взаимосвязей в исследованиях случай—контроль позволили выявить многочисленные зоны хромосом, отвечающие за предрасположенность к развитию БА. Одним из анализируемых факторов риска явилась наследственная отягощенность по аллергическим заболеваниям и БА. В целом заболевания легких у кровных родственников во всех возрастных группах преобладали у женщин. В 1-й группе среди женщин отягощенная наследственность по атопии составила 14,5%, по БА — 7,9% ($p > 0,05$), среди лиц мужского пола различия оказались статистически достоверными — 8,7 и 4,9% соответственно. Во 2-й группе данная патология среди родственников встречалась достоверно чаще — в 12,3 и 13,2% случаев у женщин и всего в 3,9 и 2,6% случаев у мужчин соответственно.

Вывод. Хронические неспецифические заболевания легких, в частности ХБ, БА и ХОБЛ, являются распространенной патологией среди

молодого населения г. Андижана, и их распространенность превышает данные заболеваемости по обращаемости в несколько раз.

Постоянными курильщиками являются 57,6% мужчин и 21,2% женщин. Неблагоприятным воздействиям на рабочем месте подвергаются 32,3% мужчин и 7,4% женщин, распространенность аллергопатологии преобладает у женщин — 10,7 против 3,9% у мужчин.

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СВЯЗЬ ПРОЦЕССОВ ДЕГАЗАЦИИ ЗЕМЛИ С КАНАЛАМИ ГЛУБИННОГО ТЕПЛОМАССОПЕРЕНОСА

Аннотация: В настоящее время все большим числом геологов признается реальность и значение глобального процесса дегазации Земли в формировании месторождений нефти и газа. Количество публикаций по этой проблематике стремительно растет. Следует отметить, что многочисленные и разнородные данные по дегазации Земли всегда широко использовались сторонниками абиогенного синтеза УВ для обоснования своих взглядов. В свою очередь сторонники биогенного синтеза УВ также никогда не отрицали возможности присутствия некоторых количеств ювенильного метана в залежах нефти и газа.

Ключевые слова: дегазация, тепломассоперенос, мантия, термодинамические процессы, зоны субдукции, углеводородные флюиды, земная кора, литосферные плиты.

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RELATIONSHIP OF PROCESSES OF EARTH DEGASSING WITH CHANNELS OF DEEP HEAT AND MASS TRANSFER

Abstract: Currently, an increasing number of geologists recognize the reality and significance of the global process of degassing of the Earth in the formation of oil and gas fields. The number of publications on this subject is growing rapidly. It should be noted that numerous and heterogeneous data on

the degassing of the Earth have always been widely used by supporters of the abiogenic synthesis of hydrocarbons to substantiate their views. In turn, supporters of the biogenic synthesis of hydrocarbons have also never denied the possibility of the presence of certain amounts of juvenile methane in oil and gas deposits.

Keywords: Degassing, heat and mass transfer, mantle, thermodynamic processes, subduction zones, hydrocarbon fluids, Earth's crust, lithospheric plates.

Введение:

В начале 60-х годов XX века в геологии зародилась новая теория тектоники литосферных плит. Она позволила значительно уточнить значение причины и закономерности проявления магматизма и вулканизма в истории Земли, а следовательно по-новому оценить масштабы её дегазации. С появлением тектоники литосферных плит также связана идея рециклинга или круговорота углеводородных флюидов в зонах субдукции. На рубеже XX-XXI веков были получены новые фактические данные о составе, количестве и способах миграции глубинных флюидов. Вместе с тем окончательное решение проблемы дегазации Земли далеко от завершения. Во многом ее последующее развитие зависит от количества привлекаемого фактического материала и доказуемости теоретических построений.

В геологическом развитии Земли дегазация планеты осуществлялась непрерывно, хотя и с неодинаковой интенсивностью. Она всегда контролировалась структурами повышенной проницаемости в земной коре и мантии. При этом планетарная сеть рифтовых структур образует глобальную систему дегазации Земли. В этом плане на современном этапе Южное полушарие более активно по сравнению с северным, так как в нем в большей мере сосредоточены океаны и находятся самые активные океанические рифтовые структуры. Горячие точки (плюмы) также представляют собой области интенсивной дегазации Земли.

Остаточная дегазация Земли с позиции глубинного тепломассопереноса.

Новые данные о масштабах и механизмах дегазации Земли с позиции геодинамики потребовали пересмотра традиционных фиксистских взглядов на геотермический режим планеты. Согласно существовавшим ранее представлениям интенсивность теплового потока на поверхности Земли определялась накопленной тепловой энергией железо-никелевого ядра и радиогенной теплогенерацией силикатных пород земной коры и верхней мантии. Величины радиогенной теплогенерации зависят от состава горных пород и могут быть определены по значениям скоростей прохождения упругих волн. Полученные значения плотности теплового потока и теплогенерации были проверены их сопоставлением вдоль

многочисленных профилей ГСЗ. Характер изменения плотности теплового потока отвечает кондуктивному механизму передачи тепла.

Появление тектоники литосферных плит заставило изменить старые механизмы глубинного теплопереноса с добавлением конвективной составляющей. Последнее означает, что вещество внешнего ядра и мантии Земли активно перемешивается в результате сверхadiaбатического температурного градиента, образуя двухъярусные конвективные ячейки. Новый подход позволяет говорить о глубинном тепломассопереносе, как основополагающем механизме наблюдаемого геотермического режима, не отрицая вклада радиогенной теплогенерации и кондуктивной теплопередачи.

В результате действия активных геодинамических процессов, сопровождаемых остаточной дегазацией Земли, предполагается более дифференцированная картина распределения плотности теплового потока на ее поверхности. Основной вклад в создание структуры этой неоднородности вносит планетарная сеть глубинных разломов. Глубинные разломы представляют собой зоны подвижного сочленения крупных блоков земной коры и подстилающей верхней мантии. Через них осуществляется термодинамическая связь верхней мантии и глубоких частей коры с поверхностью Земли.

В настоящее время для наиболее точного отражения тепловых полей различных территорий наибольшее распространение получили карты плотности теплового потока. Отраженный на них тепловой поток часто определялся как стационарный в виде произведения геотермического градиента на теплопроводность горных пород. При этом геотермический градиент вычислялся по замерам температуры в буровых скважинах ниже глубины залегания «нейтрального» температурного слоя (40-100 м). Измерения температуры осуществлялись, как правило, при помощи электротермометров с погрешностью до $0,5^{\circ}\text{C}$. При точных (прецизионных) специализированных геотермических исследованиях использовались полупроводниковые (термисторные) или кварцево-резонансные датчики температуры с погрешностью не более $0,05^{\circ}\text{C}$. В отдельных случаях использовались ртутные максимальные термометры, погрешность которых до $1,0^{\circ}\text{C}$.

В пределах Европы и Азиатской части бывшего СССР, при определении величины теплового потока, в наблюдаемые значения геотермического градиента обычно вносились различные поправки, учитывающие долгопериодные изменения температуры поверхности Земли вследствие неотектонических движений и изменения климата, а также движение подземных вод, осадконакопление и рельеф дневной поверхности.

В физическом отношении процессы глубинного тепломассопереноса, происходящие в пространстве соответствующих каналов, не являются непрерывными явлениями, они скорее дискретны. Такая дискретность

обусловлена геодинамическими обстановками земной коры и термодинамическими явлениями, происходящими в верхней мантии на определенных отрезках геологического времени. Благоприятная обстановка для миграции глубинных масс по вертикали в пространстве каналов ГТМП создается в период геодинамической активизации земной коры, которая происходит в результате определенных термодинамических процессов в верхней мантии. Эти термодинамические процессы выражаются в адиабатическом расширении значительных объемов глубинного вещества, накопившегося вблизи поверхности верхней мантии. В результате этого под воздействием больших давлений и температур сосредоточенные у границы Мохоровичича массы глубинного вещества будут прорываться в верхние части земной коры по ослабленным зонам, т.е. по зонам пересечения глубинных разломов, создавших трещинные зоны.

Высокое давление и повышенная температура способствуют расширению межтрещинного пространства с развитием зон дилатансии. По этим зонам происходят процессы вертикальной миграции, (гидротермы с глубинными минералами и ювенильные газы) образуя каналы глубинного тепломассо-переноса. По мере подъема глубинных веществ их палеомиграционная зона будет приобретать свое первоначальное физическое состояние вплоть до накопления следующей порции активного материала, способной к созданию условий, приводящих к очередному адиабатическому расширению на уровне поверхности мантии. Поднимаясь к поверхности Земли по каналам ГТМП, флюидные потоки образуют локальные и весьма интенсивные геотермические аномалии. Для того чтобы выяснить распределение температуры вокруг канала ГТМП, а также размеры проницаемой для флюидов зоны и длительность процесса тепломассопереноса используется метод численного термодинамического моделирования.

Этот метод базируется на следующих теоретических положениях. По достаточно протяженной по латерали и на глубину вертикальной зоне с плоскопараллельными стенками непрерывно движется нагретое на глубине вещество.

Заключение:

Проникновение продуктов дегазации Земли в осадочные толщи производит различные эпигенетические изменения на пути их следования. Определение пространственных закономерностей формирования минеральных ассоциаций под воздействием высокотемпературных флюидов предполагает картирование палеоканалов глубинного тепломассопереноса (ГТМП) на основе минералогических критериев. В рамках данной тематики была поставлена задача выявления аномально-термобарических минеральных комплексов по данным минералогометрографических исследований ниже-среднеюрских терригенных

отложений и пород палеозойского комплекса на эталонных участках месторождений в зонах воздействия активно действующих каналов ГТП. Суммируя вышеизложенное, можно констатировать, что к настоящему времени проделана большая работа в плане изучения вещественного состава нефтематеринских пород и совершенствовании методов их изучения. Поэтому в дальнейших исследованиях следует уделить больше внимания систематизации и анализу экспериментальных данных с позиции глубинного тепломассопереноса.

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КЛИНИКО-АНАМНЕСТИЧЕСКИЕ ОСОБЕННОСТИ ТЕЧЕНИЯ ТЯЖЕЛЫХ ПНЕВМОНИЙ У ДЕТЕЙ РАННЕГО ВОЗРАСТА НА ФОНЕ С ВРОЖДЕННЫМИ АНОМАЛИЯМИ РАСЩЕЛИНЫ ВЕРХНЕЙ ГУБЫ И НЁБА

Были обследованы 45 детей с внебольничной пневмонией на фоне с врожденными аномалиями расщелины верхней губы и неба и определены клинико-anamnestic данные с помощью анализа истории жизни и течение данного заболевания ребенка. Выявлены, что тяжесть состояния обследованных детей была обусловлена отягощенным материнским анамнезом, преморбидным фоном, искусственным вскармливанием и самим фактором недоношенности, а также состояний микрофлоры желудочно-кишечного тракта.

Ключевые слова: пневмония, врожденные аномалии расщелины верхней губы и нёба, дети раннего возраста, клиника, рентгенологические исследования.

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CLINICAL AND ANAMNESTIC FEATURES OF THE COURSE OF SEVERE PNEUMONIA IN EARLY AGE CHILDREN WITH CONGENITAL ANOMALIES OF CLEFT LIP AND PALATE

In this study, clinical and anamnestic features of the course of severe pneumonia in early age children with congenital anomalies of the cleft lip and palate were observed with analysing of life history and current condition of the children. Research methods are analysis, clinical observations, x-ray studies. Clinical and anamnestic features of the course of severe pneumonia in early age children with congenital anomalies of the cleft lip and palate were determined. It was revealed that the severity of the condition of examined children was due to a burdened maternal history, premorbid background, artificial feeding and prematurity factor itself and such conditions of the microflora of the gastrointestinal tract.

Key words: pneumonia, congenital anomalies of cleft lip and palate, young children, clinic, X- ray studies.

Актуальность: острые пневмоний у детей раннего возраста остаются существенной причиной заболеваемости и смертности, несмотря на внедрение в практику сильно действующих антимикробных препаратов широкого спектра действия, наличие комплексных режимов поддерживающего лечения и проведение профилактических мероприятий (4).

Неблагоприятный фон для пневмонического дисбактериоза является причиной реинфекцирования с пневмонией у ребёнка, длительность их течения, склонность к обострениям, рецидивом и осложнениям (2).

Больные с врожденными аномалиями тканей и органов челюстно-лицевой области занимают особое место. Большой интерес представляет оценка клинического течения острой пневмонии у данных недоношенных детей, однако, несмотря на это в литературе мало работ каких либо сведений, имеющих теоритическое или прикладное значение лечения этой группы больных, лечение сопряжено с особыми трудностями требует участия специалистов высокой квалификации, должной последовательности и быть комплексным.

С давних пор в происхождении врожденных аномалии расщелины верхней губы и нёба (ВРГН) отводятся определенная роль воздействию внешних факторов, болезнь материи во время беременности (инфекционное заболевание, заболевание матки, искусственные или самопроизвольные выкидыши), психические травмы, нарушение питание и другие (1).

ВРГН представляют собой тяжелый порок развития, который влечет за собой серьезные последствия, с момента рождения ребёнка ярко выражены нарушения функции губы и нёба. Нарушается акт сосания, глотания, а впоследствии акт жевания, что в свою очередь ведет к отклонению в развитии ребёнка и иногда к смертельному исходу впервые недели жизни. При ВРГН резко нарушаются питание ребёнка, акт глотания и дыхания. Это может привести к аспирации содержимого полости рта и различным осложнениям со стороны дыхательных путей и легких. (1;3)

Изложенные выше данные диктуют необходимость изучения клинко-анамнестических особенности проявлений острой пневмонии на фоне ВРГН у детей раннего возраста.

Цель исследования: проанализировать особенности клинко-анамнестическое течение острой пневмонии у детей раннего возраста с врожденными аномалиями расщелины верхней губы и нёба.

Материалы и методы. Проанализировано 45 архивных истории болезни детей острой тяжелой пневмоний с врожденными аномалиями

расщелины верхней губы и нёба (ВРВГН) и 18 недоношенных детей с массой тела от 1500г до 1800г и возрастом от 3 до 11 дней рождения.

Результаты и их обсуждение. Возраст матерей был от 19 до 49 лет: 5% из них до 20 лет, 23% в возрасте 20-25 лет, 51% от 26-30 лет, 17% от 30-35 лет. 28% детей родились от 1 беременности. Исход предыдущих беременностей в 3% случаях был неблагоприятным (выкидыш, мертворождение, преждевременные роды). Часто встречалось белково-энергетическая недостаточность плода – 17%. Гинекологическими заболеваниями страдали 11% матерей.

Хроническими инфекциями и заболеваниями, таким как пиелонефрит и гломерулонефрит, ревматизм, сахарный диабет, ожирение, острый и хронический бронхитом страдали 24,6% женщин. ОРВИ с высокой температурой первой половины беременности перенесли 16,2% женщин, а во второй половине 6%. Данная беременность часто сопровождала осложнениями, ранний токсикоз 32,6% случаях; гестоз различной степени тяжести 27%; угроза прерывания беременности у 18%; хроническая внутриутробная гипоксия имело место 8% случаях; инфекционные заболевания 20%. Роды были своевременными у 67,1%, преждевременными или запоздалыми у 33,0%. Среди осложнений наиболее часто встречались: преждевременное излития околоплодных вод 12%, безводных промежутков от 6 до 12 часов был 11%. Аномалии родовой деятельности наблюдались у 4% женщины, что требовало проведение рода стимуляции у 2% матерей. При рождении 7% новорожденных имели оценку по шкале Апгару 7-8 баллов, 25%- 4-5 баллов, 5%- 3-4 баллов.

Изучения клинического течения показало, что у большинства детей (12) температура была нормальной на протяжении всего заболевания, у 4-х детей выявлена субфебрильная температура и лишь в 4-х случаях заболевание протекало на фоне высокой температуры - 39°C. У всех обследованных недоношенных детей с ВРВГН клинически была выявлена пневмония, протекавшая с синдромом дыхательных расстройств, цианозом (2), акроцианозом (6), а также отмечалось ослабление дыхания в легких, вздутие живота (13) с момента поступления или через 2-3 дня. Кишечный синдром развивался с начала заболевания или через 2-3 дня после поступления и был ведущим в течение всего острого периода. Диагноз пневмонии был подтвержден рентгенологически: у 14 детей при рентгенографии легких обнаружены очаговые тени, а у трёх детей даже сливного характера.

Выводы. Полученные нами данным свидетельствуют о том, что тяжесть состояния обследованных детей была обусловлена отягощенным материнским анамнезом, пре-морбидным фоном, искусственным вскармливанием и самим фактом недоношенности. Ребёнок с малой массой тела и с различными формами иммунодефицитных состояний имеет флору кишечника, которая становится патогенной, провоцирующей

воспалительной процесс, как в кишечнике, так и в легких. Эффективность терапии зависит от индивидуального выбора её с учетом этиология заболевания, течения и фазы патологического процесса, возраста больного, степени внелегочных поражений организма.

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БЎЛАЖАК МАКТАБГАЧА ТАЪЛИМ МУТАХАССИСЛАРИНИНГ ЭКОЭСТЕТИК МАДАНИЯТИНИ РИВОЖЛАНТИРИШ БЎЙИЧА ХОРИЖИЙ ТАЖРИБАЛАРНИНГ ТАҲЛИЛИ

Аннотация: мақолада экология ва экоэстетик маданият тушунчалари ёритиб берилган. Шунингдек, бўлажак мактабгача таълим мутахассисларининг экоэстетик маданиятини ривожлантириш бўйича хорижий тажрибалар тадқиқ этилган.

Калит сўзлар: маданият, экология, экологик маданият, экоэстетик маданият.

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FUTURE PRESCHOOL EDUCATION PROFESSIONALS ANALYSIS OF FOREIGN EXPERIENCES IN THE DEVELOPMENT OF ECOESTHETIC CULTURE

Annotation: The article explains the concepts of ecology and ecoesthetic culture. Foreign experience in the development of eco-aesthetic culture of future preschool education professionals is also studied.

Keywords: culture, ecology, ecological culture, ecoesthetic culture.

Ўзбекистоннинг янги тараққиёт босқичида таълимни ислоҳ қилиш, унга янгича ёндашувларни олиб кириш билан бирга илғор хорижий тажрибани ҳам ўрганиш, ривожланган давлатларнинг кадрлар тайёрлашдаги позициясини тадқиқ этиш ва самарадор жиҳатдларини маҳаллийлаштириш масалалари долзарблик касб этмоқда. Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг мамлакатимизни 2016 йилда ижтимоий-иқтисодий ривожлантиришнинг асосий якунлари ва 2017 йилга мўлжалланган иқтисодий дастурнинг энг муҳим устувор йўналишларига бағишланган Вазирлар Маҳкамасининг кенгайтирилган мажлисидаги маърузасида таъкидлаганидек, «Аввалги учрашувларда таълим ва илм-фан, давлатнинг ёшларга доир сиёсатини амалга ошириш, таълимнинг янги, замонавий усуллари, жумладан, ахборот-коммуникация технологияларини жорий этиш соҳасидаги ишлар аҳволи танқидий таҳлил қилиб берилган эди. Бу борадаги долзарб вазифаларни амалга ошириш ёшларимиз, жамиятимиз ва мамлакатимизнинг келажаги

учун стратегик аҳамиятга эга экани сабабли ушбу соҳадаги ишлар шахсан Бош вазирга юклатилган. Сизнинг эътиборингизни қуйидаги вазифаларни амалга оширишга қаратаман. Биринчи вазифа – мактабгача таълим соҳасида»⁶³.

Мактабгача таълим тизимини янада такомиллаштириш, моддий-техника базасини мустаҳкамлаш, мактабгача таълим муассасалари тармоғини кенгайтириш, малакали педагог кадрлар билан таъминлаш, болаларни мактаб таълимига тайёрлаш даражасини тубдан яхшилаш, таълимтарбия жараёнига замонавий таълим дастурлари ва технологияларини татбиқ этиш, болаларни ҳар томонлама интеллектуал, ахлоқий, эстетик ва жисмоний ривожлантириш учун шарт-шароитлар яратиш мақсадида Ўзбекистон Республикаси Президентининг 2016 йил 29 декабрдаги «2017-2021 йилларда мактабгача таълим тизимини янада такомиллаштириш чора-тадбирлари тўғрисида»ги ПҚ-2707-сон қарори қабул қилинди. Шу қарор билан тасдиқланган «Мактабгача таълим тизимини янада такомиллаштириш бўйича 2017-2021 йилларга мўлжалланган дастур»нинг асосий мақсадли вазифалари ва йўналишлари қаторида илғор хорижий тажрибани ҳисобга олган ҳолда болаларни ҳар томонлама интеллектуал, ахлоқий, эстетик ва жисмоний ривожлантириш шароитларини яратиш белгиланган.

Шунингдек, Ўзбекистон Республикаси Президентининг 2017 йил 9 сентябрдаги «Мактабгача таълим тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида»ги ПҚ-3261-сон қарорида мавжуд тизимли камчиликлар, мактабгача таълим соҳасида давлат сиёсатини тўлиқ амалга оширишга тўсқинлик қилаётган сабаблар кўрсатилган, хусусан: биринчидан, мактабгача таълимни бошқаришнинг амалдаги ҳолати тизимли муаммоларни ўз вақтида аниқлаш ва бартараф этиш, мазкур соҳада, шу жумладан, нодавлат секторда замонавий инновацион технологияларни ишлаб чиқиш ва жорий этиш имконини бермаяпти; иккинчидан, мактабгача таълим соҳасига инвестицияларни жалб қилишга, шу жумладан, ижтимоий-ҳаммабоп мактабгача таълим муассасаларини ташкил этиш, уларни моддий-техника жиҳатидан қайта жиҳозлаш ва илғор педагогик технологияларни қўллашга қаратилган давлат-хусусий шериклик механизмлари жорий қилинмаган; учинчидан, мактабгача таълим муассасалари инфратузилмаси ва моддий-техника базасининг амалдаги ҳолати болаларни мактабгача таълим муассасалари билан тўлиқ қамраб олишни таъминлашга имкон бермаяпти, мамлакатда аҳоли сонининг ўсиши айрим мактабгача таълим муассасаларининг ҳаддан

⁶³ Мирзиёев Ш.М. Танқидий таҳлил, қатъий тартибантизм ва шахсий жавобгарлик – ҳар бир раҳбар фаолиятининг кундалик қоидаси бўлиши керак. / Мамлакатимизни 2016 йилда ижтимоий-иқтисодий ривожлантиришнинг асосий яқунлари ва 2017 йилга мўлжалланган иқтисодий дастурнинг энг муҳим устувор йўналишларига бағишланган Вазирлар Маҳкамасининг кенгайтирилган мажлисидаги маъруза. 2017 йил 14 январь. – Т.: «Ўзбекистон», 2017. –44-45-б.

ташқари тўлиб кетишига олиб келмоқда; тўртинчидан, миллий маданий-тарихий кадриятларни акс эттирувчи ва болаликдан китоб ўқишга қизиқишни уйғотувчи ўқув-методик, дидактик (шу жумладан, ўйинлар ва ўйинчоқлар) материаллар ва бадиий адабиётларни тайёрлаш ҳамда мактабгача таълим муассасалари фаолиятига жорий этиш ишлари замонавий талабларга жавоб бермайди; бешинчидан, мактабгача таълим муассасалари ходимларини моддий рағбатлантириш тизимининг паст даражада эканлиги малакали кадрларни жалб қилиш имконини бермаяпти; еттинчидан, мактабгача таълим муассасаларида болаларга тиббий хизмат кўрсатиш бўйича ҳудудий соғлиқни сақлаш органлари ишини ташкил этишдаги камчиликлар болаларнинг ҳаёти ва соғлиғини ҳимоя қилиш, шу жумладан, соғлом овқатланишини таъминлаш бўйича профилактик чоратадбирлар самарадорлигининг пасайишига олиб келмоқда⁶⁴.

Мактабгача таълим муассасаларининг давлат ва нодавлат тармоқларини янада кенгайтириш, давлат ва нодавлат мактабгача таълим муассасалари ўртасида соғлом рақобат муҳитини шакллантириш шароитларини яратиш, давлат ва хусусий сектор шериклиги шартларида мактабгача таълим муассасаларининг янги шакллари жорий этиш, шунингдек, Ўзбекистон Республикаси Мактабгача таълим вазирлиги фаолиятини самарали ташкил этишни таъминлаш мақсадида Ўзбекистон Республикаси Президентининг 2017 йил 30 сентябрдаги «Ўзбекистон Республикаси Мактабгача таълим вазирлиги фаолиятини ташкил этиш тўғрисида» ПҚ-3305—сон қарори қабул қилинди. Мазкур қарорга берилган шарҳда таъкидланганидек: «... бугунги кунда мактабгача таълим муассасалари фаолиятини тубдан яхшилаш, мактабгача ёшдаги болалар қамровини ошириш, илғор хорижий тажрибани ўрганган ҳолда, ҳар жиҳатдан замонавий тизим яратиш масаласи долзарблигича қолмоқда». Ўзбекистон Республикаси Мактабгача таълим вазирлиги, унинг ҳудудий бўлинмаларининг асосий вазифалари ва фаолияти йўналишлари қаторида илғор хорижий тажрибани ҳисобга олган ҳолда мактабгача ёшдаги болаларни ҳар томонлама интеллектуал, ахлоқий, эстетик ва жисмоний ривожлантириш учун шарт-шароитлар яратиш белгиланган. Қуйида бир нечта хорижий мамлакатлар тажрибаси таҳлил этилган.

Россия Федерацияси мактабгача таълим тизимининг хусусиятлари⁶⁵ Таълим доирасидаги давлат сиёсати мамлакат конституцияси ва таълим тўғрисидаги қонунида ўз аксини топган гуманизм ва демократия ғоялари асосида қурилган. Россия таълимининг таркибини ўқув дастурлари ва турли поғонали давлат стандартлари ҳамда йўналишлари, шунингдек

⁶⁴ Ўзбекистон Республикаси Президентининг 2017 йил 9 сентябрдаги «Мактабгача таълим тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида» ПҚ-3261—сон қарори. // «Халқ сўзи», 2017 йил 11 сентябрдаги сони.

⁶⁵ <https://edunews.ru/education-abroad/sistemaobrazovaniya/doshkolnoe.html> - Электрон ресурсы. 2017 йил 22 сентябрда мурожаат этилган

бошқарувчи ташкилотлар – таълим тизимидан ташқари ва таълим тизимига бўйсунувчи муассасалар ташкил этади.

Россиядаги мактабгача таълим тизими доимо ўзгарувчан ҳолатда бўлиб, у мунтазам равишда янгиланади, кўринишини ўзгартиради ва мукаммаллашиб боради. Бола учун илк устозлар унинг ота-онаси ҳисобланади. Улар болаларни гўдаклигидан жисмонан, интеллектуал ва ахлоқ масалаларида тарбиялашлари лозим. Мактабгача тарбия муассасалари (МТМ) фаолияти оилаларга билим олиш ва тарбиянинг кейинги босқичида ёрдам беришга қаратилган. Айрим мутахассислар болалар боғчаларига ҳожат йўқ, мактабгача тарбия эса тўлиқ отаоналар зиммасига юклатилсин ва уларнинг ўзлари болани 1-синфга қаерда ва қандай қилиб тайёрлаш йўлини ҳал қилсинлар, деб таъкидлайдилар. Лекин статистик маълумотларга кўра, МТМлар хизматидан аксарият ота-оналар фойдаланадилар. Шунинг учун таълим тизимини ривожлантириш стратегияси келажакда Россия мактабгача тарбия модернизациясини биринчи даражали масалаларидан бири деб белгилайди.

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ОСОБЕННОСТИ ПРОВЕДЕНИЯ АНТИМОНОПОЛЬНЫМИ ОРГАНАМИ ПРОВЕРОК АНТИМОНОПОЛЬНОГО ЗАКОНОДАТЕЛЬСТВА

Аннотация: Цель данной статьи заключается в исследовании особенностей проведения антимонопольными органами проверок антимонопольного законодательства. Проведен анализ антимонопольного законодательства, рассмотрены полномочия антимонопольных органов при проведении проверок.

Ключевые слова: антимонопольная проверка, антимонопольные органы, антимонопольное законодательство.

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INDEPENDENCE OF ANTIMONOPOLITICAL AUTHORITIES

Abstract: The purpose of this article is to study the specifics of the antimonopoly authorities' inspections of the antimonopoly legislation. The analysis of the antimonopoly legislation was carried out, the powers of the antimonopoly authorities during inspections were considered.

Keywords: antitrust inspection, antitrust authorities, antitrust legislation.

Актуальность исследования особенностей проведения антимонопольными органами проверок антимонопольного законодательства обусловлено тем, что для развития экономической системы любого государства важным является определение необходимого взаимодействия рыночных механизмов и государственного регулирования.

На сегодняшний день является очевидным то, что исключение влияния государства на хозяйственную деятельность может повлечь множество негативных последствий.

В соответствии с п. 4 ч. 3 ст. 1 Федерального закона от 26.12.2008 № 294-ФЗ «О защите прав юридических лиц и индивидуальных предпринимателей при осуществлении государственного контроля (надзора) и муниципального контроля» при производстве по делам о рассмотрении нарушений антимонопольного законодательства Российской Федерации положения указанного Федерального закона не применяются [3].

На основании ч. 1 ст. 25.1 Федерального закона от 26.07.2006 № 135-ФЗ «О защите конкуренции» (далее – ФЗ «О защите конкуренции»). в целях осуществления контроля за соблюдением антимонопольного законодательства антимонопольный орган вправе проводить плановые и внеплановые проверки федеральных органов исполнительной власти, органов государственной власти субъектов Российской Федерации, органов местного самоуправления, иных осуществляющих функции указанных органов или организаций, а также государственных внебюджетных фондов, коммерческих и некоммерческих организаций, физических лиц, в том числе индивидуальных предпринимателей. Некоммерческие организации подлежат проверке исключительно в части соблюдения ими положений статей 10, 11, 14-17.1, 19-21 ФЗ «О защите конкуренции» при осуществлении ими предпринимательской деятельности или координации экономической деятельности других хозяйствующих субъектов. На основании ФЗ «О защите конкуренции» не могут проводиться проверки соответствия деятельности некоммерческих организаций целям деятельности, предусмотренным учредительными документами таких организаций. Плановые и внеплановые проверки проводятся в форме выездных и документарных проверок [2].

Отсутствие конкуренции нередко порождает разрушение действия рыночных механизмов, которое влечет за собой усиление противоречия групповых и общественных интересов и ухудшение социального и экономического развития государства. Таким образом, является очевидным, что одним из ключевых компонентов политики конкуренции и обеспечения социальной и экономической стабильности интересов участников деловых отношений выступает политика антимонопольного регулирования, проводимая государством в лице органов власти и управления, осуществляя государственный контроль соблюдения экономических законов и норм права, являющихся составной частью системы антимонопольного законодательства.

На федеральном уровне в той или иной степени наделены полномочиями по контролю за соблюдением конкурентного законодательства в Российской Федерации многие органы

государственной власти. Тем не менее наиболее важная роль в данной сфере отведена Федеральной антимонопольной службе Российской Федерации (далее – ФАС), которая является уполномоченным федеральным органом исполнительной власти, принимающим нормативные правовые акты и контролирующим соблюдение антимонопольного законодательства и законодательства в области деятельности субъектов естественных монополий, рекламы, контролирующим осуществление иностранных инвестиций в хозяйственные общества, которые обладают стратегическим значением для обеспечения обороны страны и безопасности государства, а также контролирующим деятельность в сфере размещения заказов на поставки товаров, выполнение работ, оказание услуг для государственных и муниципальных нужд. Реализация выше обозначенных функций требует от ФАС постоянного мониторинга деятельности хозяйствующих субъектов, а также органов государственной власти и местного самоуправления. Следовательно, ключевой ее функцией является контрольная.

Проверка проводится в соответствии с приказом руководителя антимонопольного органа. Срок проведения проверки составляет не более чем один месяц с даты начала ее проведения, указанной в приказе, по дате передачи или направления по почте проверяемому лицу акта проверки. В исключительных случаях на основании мотивированных предложений должностных лиц, проводящих проверку, указанный срок может быть продлен на два месяца руководителем антимонопольного органа, проверяемое лицо уведомляется о проведении внеплановой проверки не менее чем за двадцать четыре часа до начала ее проведения любым доступным способом. (ч. ч. 9 и 12 ст. 25.1 ФЗ «О защите конкуренции»).

Ч. 1 ст. 25.3 ФЗ «О защите конкуренции» регламентировано, что должностные лица антимонопольного органа, проводящие проверку, в целях выяснения обстоятельств, имеющих значение для полноты проверки, вправе осуществлять осмотр территорий, помещений (за исключением жилища проверяемого лица), документов и предметов проверяемого лица [2].

Ч. 2 ст. 25.3 – что в осуществлении осмотра вправе участвовать проверяемое лицо, его представитель, а также иные привлекаемые антимонопольным органом к участию в проверке лица. Осмотр осуществляется в присутствии не менее чем двух понятых. В качестве понятых могут быть вызваны любые не заинтересованные в исходе дела физические лица. Не допускается участие в качестве понятых должностных лиц антимонопольных органов. В случае, если для осуществления осмотра требуются специальные познания, к его проведению по инициативе антимонопольного органа могут привлекаться специалисты и (или) эксперты.

Ст. 25.4 ФЗ «О защите конкуренции» регулирует порядок проведения истребования документов и информации при проведении проверки. При проведении документарной проверки антимонопольный орган обязан направить проверяемому лицу мотивированное требование о предоставлении документов и информации проверяемому лицу либо его представителю заказным письмом с уведомлением о вручении, либо под роспись, при проведении выездной проверки – проверяемому лицу либо его представителю под роспись. Истребуемые документы представляются в виде надлежаще заверенных копий, в течение трех рабочих дней [2].

Ст. 25.6 ФЗ «О защите конкуренции» установлен порядок оформления протокола проверки. Данный протокол составляется в двух экземплярах, один из которых вручается под роспись или направляется заказным письмом с уведомлением о вручении проверяемому лицу или его представителю [2].

Помимо вышеназванных положений ФЗ «О защите конкуренции», порядок проведения проверок деятельности юридических лиц и индивидуальных предпринимателей в части прав и обязанностей сотрудников антимонопольных органов, а также проверяемых ими лиц закреплен в Административном регламенте Федеральной антимонопольной службы (далее – административный регламент) [4].

В соответствии с п. 1.5. Административного регламента, «должностные лица антимонопольного органа при осуществлении проверок наделены следующими правами:

- право на беспрепятственный доступ на территорию и (или) в помещение, здание проверяемого лица (за исключением жилища проверяемого лица) при предъявлении ими служебных удостоверений и приказа руководителя антимонопольного органа о проведении проверки;

- получать по мотивированному требованию в установленный срок документы, объяснения в письменной или устной форме, информацию, в том числе составляющую коммерческую, служебную, иную охраняемую законом тайну, а также информацию, составляющую государственную тайну при наличии у соответствующего члена инспекции оформленного надлежащим образом допуска к сведениям соответствующей степени секретности, включая служебную переписку в электронном виде, необходимых антимонопольному органу в соответствии с возложенными на него полномочиями;

- право на беспрепятственное осуществление осмотра территорий, зданий и помещений, занимаемых проверяемым лицом (за исключением жилища проверяемого лица), предметов, документов и информации (сведений), содержащихся на любых ее носителях (в необходимых случаях при осуществлении осмотра производятся фото- и киносъемка, видеозапись, снимаются копии с документов)» [4].

Как следует из п. 1.8. Административного регламента, «в

обязанности проверяемых антимонопольными органами лиц входит представлять в антимонопольный орган (его должностным лицам) по его мотивированному требованию в установленный срок необходимые антимонопольному органу в соответствии с возложенными на него полномочиями документы, объяснения, информацию соответственно в письменной и устной форме (в том числе информацию, составляющую коммерческую, служебную, иную охраняемую законом тайну), включая акты, договоры, справки, деловую корреспонденцию, иные документы и материалы, выполненные в форме цифровой записи или в форме записи на электронных носителях» [3].

Также в рамках исследования, проводимого в настоящей статье, хотелось бы рассмотреть произошедшую либерализацию антимонопольного законодательства Российской Федерации, которая заключалась в том, что до возбуждения дела по признакам нарушения антимонопольного законодательства Федеральная антимонопольная служба Российской Федерации направляет предупреждения бизнесу и органам власти о прекращении недопустимых действий, а также в существенном расширении институтов предупреждения и предостережения, сферой распространения которых являются действия органов власти, недобросовестная конкуренция и другие составы злоупотребления доминирующим положением.

Для судов данные изменения означали резкое сокращение количества рассматриваемых дел, для потребителей – возможность эффективно и оперативно защитить свои права, а для Федеральной антимонопольной службы Российской Федерации – возможность возбуждать дела только после отказа хозяйствующих субъектов исполнять предупреждения.

Эффективность данных мер сразу стала очевидной, из числа выданных предупреждений – 90% исполнено, а динамика сокращения количества возбужденных дел и вовсе поразительна: из года в год происходило их существенное сокращение от 12,4% за год до 27,7%, а по прогнозам и вовсе составит 200 – 300%.

Данной либерализацией было осуществлено исключение запрета на злоупотребление доминирующим положением к хозяйствующим субъектам в случае, если такие действия приводят только к ущемлению интересов отдельных лиц, которые не связаны с осуществлением предпринимательской деятельности, и не приводят к ограничению конкуренции на рынке в целом.

Данные поправки существенно сократили объемы административного вмешательства в отношения участников рынка и претворили в реальность отказ от уведомлений о сделках экономической концентрации. Следовательно, свыше 2 тысяч уведомлений в год не придется подавать предпринимателям в Федеральную антимонопольную

службу Российской Федерации. Также реальным стало исключение случаев одновременного наложения оборотного штрафа в соответствии с Кодексом об административных правонарушениях Российской Федерации (далее – КоАП РФ) [1] и выдачи предписания о взыскании незаконно полученного дохода в результате нарушения антимонопольного законодательства.

В целях дальнейшего развития российского антимонопольного законодательства и укрепления правовой культуры в бизнес-среде, а равно приближения российской практики антимонопольных расследований к международным стандартам представляется целесообразным осуществить следующие меры по совершенствованию антимонопольного законодательства Российской Федерации:

1. Основания и предмет проводимых антимонопольными органами внеплановых проверок необходимо существенным образом конкретизировать на нормативном уровне, дать им четкое и недвусмысленное определение с целью повышения эффективности проверок и обеспечения прав проверяемого лица. Крайне актуально изучить накопленный европейский опыт по данному вопросу и, в частности, позицию европейских судов о недопустимости использования доказательств, полученных антимонопольным органом с выходом за пределы изначально определенного предмета внеплановой проверки. Также было бы целесообразно законодательно закрепить понятие «антимонопольное расследование» (в ст. 25 ФЗ «О защите конкуренции»).

2. Сроки для ответа на требование о представлении информации, равно как и общие сроки для проведения проверок, необходимо существенно увеличить, тем самым дав больше времени проверяемым лицам на подготовку ответов, а антимонопольному органу – на их изучение.

Предлагаемые ФАС России меры по усилению ответственности за противодействие проверкам не могут быть приняты в отрыве от комплексного реформирования регулирования в области внеплановых проверок соблюдения антимонопольного законодательства, необходимость которого давно назрела. При установлении виновных в противодействии антимонопольным проверкам должны разграничиваться действия проверяемой компании и ее конкретного сотрудника, действующего в отсутствие указаний со стороны работодателя.

Необходимо отметить, что современное антимонопольное законодательство не позволяет решать проблемы, которые связаны с цифровизацией и глобализацией экономики. В ситуации, когда уже роботы заключают картельные соглашения, необходимо кардинально менять законодательную базу и учитывать требования времени и развития технологий в правоприменительной практике антимонопольного органа. Принятие пятого антимонопольного пакета законов позволит

усовершенствовать антимонопольное регулирование в условиях развития цифровой экономики.

Предложенные меры по реформированию института внеплановых проверок, соблюдения антимонопольного законодательства, на наш взгляд, будут способствовать снижению числа конфликтов при проведении проверок, обеспечению баланса полномочий и законных интересов участников рассматриваемых отношений и повышению раскрываемости антимонопольных правонарушений.

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ТАСВИРИЙ САНЪАТ ФАНИНИ ЎҚИТИШДА ИННОВАЦИОН ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШ

Аннотация: Ушбу мақолада, тасвирий санъат ўқув предмети, педагогик ва ахборот технологияларининг, интерфаол метод ва инновацион дарсларни таълим жараёнида қўллашга бўлган қизиқиши, ноанъанавий дарс ўтиши усуллари, бу борада табақалаштириши, гуруҳ билан ишлаш, суҳбат, баҳс-мунозара, маълумотлар банки, “Ақлий ҳужум”, “Кластер-Тармоқ”, “Кунгабоқар”, “Бумеранг”, “Музейлар”, Презентация-Тақдимот” каби методлар ўз мазмун моҳиятидан келиб чиқиб – бола диққатини ўзига торта олиши, зериктирмаслик, ҳамжиҳатликда иш юритиши, дарсга рағбат, ўз фикрини бошқалар фикри билан таққослаш, самимий баҳс-мунозара қилиши, актив фаолликка ундаш таъминланишига кўра яхши натижа бериши ҳақида кенг ёритилган.

Калит сўзлар: Тасвирий санъат ўқув предмети, педагогик ва ахборот технологияларининг, интерфаол метод ва инновацион дарслар, гуруҳ билан ишлаш, суҳбат, баҳс-мунозара, маълумотлар банки, “Ақлий ҳужум”, “Кластер-Тармоқ”, “Кунгабоқар”, “Бумеранг”, “Музейлар”, Презентация-Тақдимот”, натижа.

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USE OF INNOVATIVE TECHNOLOGIES IN TEACHING FINE ARTS

Annotation: This article focuses on the subject of fine arts, pedagogical and information technologies, interactive methods and innovative lessons in the educational process, non-traditional teaching methods, stratification, group work, discussion, information, debate, "debate", Methods such as "Cluster-Network", "Kungabokar", "Boomerang", "Museum", "Presentation-Presentation" come from the essence of their content - to attract the child's attention, not to be bored, to work together, to encourage thinking, It is widely used to compare, to engage in a sincere debate, and to give good results in accordance with the principles of encouraging active participation.

Keywords: The subject of fine arts, pedagogical and information technologies, interactive methods and innovative lessons, group work,

conversation, discussion, database, Brainstorming, Cluster Network, Sunflower, Boomerang, Museum, Presentation - Presentation, result.

Тасвирий санъат ўқув предмети умумий ўрта таълим мактабларидаги бошқа ўқув фанлари қатори ўқувчиларни ҳар томонлама тарбиялаш ва уларни комил инсонлар қилиб шакллантиришга хизмат қилади. Тасвирий санъат инсоннинг ички руҳий кечинмалари, ўй-ҳаёллари, кайфияти ва табиат гўзалликларини турли хил ранглар ва шакллар образи орқали ифодалайди. Ўқитувчи ўз дарсининг таъсирчан кучидан фойдаланиб ўқувчиларнинг маънавий, ахлоқий ва бадиий маданиятини ошириш мақсадида турли метод, шакл ва воситалар орқали ўз мақсадига эриша олади. Бугунги кунда янги педагогик ва ахборот технологияларини, интерфаол метод ва инновацион дарсларни таълим жараёнида қўллашга бўлган қизиқиш тобора кучайиб бормоқда. Бунга заруриятнинг асл сабабларидан бири, шу пайтгача анъанавий таълимда ўқувчини фақат тайёр билимларни эгаллашга ўргатилган бўлса, замонавий технологиялар уларни эгаллаётган билимларини, ўзлари қидириб топишга, мустақил ўрганиб, таҳлил қилишга, ҳатто хулосаларни ҳам ўзлари келтириб чиқаришларига ўргатади. Ҳозирги кунда замонавий усуллардан фойдаланиб дарс беришда ўқитувчи моҳирликдан-ижодкорликка интилиши ва бу билан таълим соҳаси ривожига ҳиссасини қўшмоғи талаб этилади. Ноанъанавий дарс ўтиш усулларида фойдаланиш орқали иқтидорли ўқувчиларни аниқлаш, бўш ўзлаштирувчи ўқувчилардан ўз кучига ишонч ҳосил қилиш муҳитини яратиш, синфдаги ўқувчилар ўртасида дўстлик, ўзаро меҳр-оқибат, ҳамфикрликнинг шаклланишига омил яратилади. Янги педтехнология ва интерфаол методлардан фойдаланишда, ўқитувчи дастлаб бу технологияларнинг мақсади, мазмуни, қўлланиш йўллари, шароитлари билан атрофлича танишиб чиқиши, сўнг ўз фани методологик хусусиятларидан келиб чиққан ҳолда уларни тўлиқ, қисман, ёки айрим жиҳатларини ўз дарсларига тадбиқ этиши мумкин бўлади. Ноанъанавий усулда ўтилган машғулотлар дарс сифат ва самарадорлигига ижобий таъсир кўрсатади. Бу борада табақалаштириш, гуруҳ билан ишлаш, суҳбат, баҳс-мунозара, маълумотлар банки, “Ақлий ҳужум”, “Кластер-Тармоқ”, “Кунгабоқар”, “Бумеранг”, “Музёраб”, Презентация-Тақдимот” каби методлар ўз мазмун моҳиятидан келиб чиқиб – бола диққатини ўзига торта олиши, зериктирмаслик, ҳамжиҳатликда иш юритиш, дарсга рағбат, ўз фикрини бошқалар фикри билан таққослаш, самимий баҳс-мунозара киришиши, актив фаолликка ундаш тамойилларига кўра яхши натижа беради. Тасвирий санъат дарсларида интерфаол усулларни назорат ишларида, ташкилий қисмда, уй вазифасини сўрашда, янги мавзун мустаҳкамлаш, такрорлаш ва ўқувчилар эгаллаган БКМларни аниқлашда қўллаш мумкин.

Ақлий ҳужум методи

“Ақлий ҳужум” ибораси инглизча “Бренсторминг” сўзидан олинган. “Браин” – мия, “Стерлинг” – ҳужум, бўрон, ҳаяжон маъносини англатади. Бу услубнинг “Мияни ҳаяжонга солиш” деб юритилиши, унинг асл мазмунини очиб беради, лекин уни “Ақлий ҳужум” деб аташ ўринлидир. Бу технологиядан тасвирий санъат дарсларида фойдаланиш мумкин. Масалан, яқинда ўтилган ва узоқ ўтилган мавзулар тезкор саволлар шаклида берилади, қисқа жавоблар орқали ўқувчилар хотираси мустаҳкамланади, дарсда берилган билимлар чархланиб, кўникма ва малакалар ҳосил қилинади. Ўқувчиларда топқирлик, ҳозиржавоблик ҳислатлари таркиб топтиради.

“Презентация-Такдимот” методи

Такдимотда ҳар бир ўқувчининг бажарган иши унинг намойиши орқали баҳоланади. Ўқитувчи иштирокчиларнинг фаолиятини, билимини ва ютуқларини презентация-такдимот қилиши учун шароит ва муҳим яратиб беради. Ўз ишининг намойиш орқали таълим олувчи билим олиши, хатолар орқали ўрганиши, ўз-ўзини бошқариш каби фазилатлар шаклланади.

Такдимотда қилинган намойишнинг ютуғи, фикр ва ғояларнинг янгилиниши, эркин фикрларнинг ривожланиши, томошабинлар хулосасига кўра ўқувчи ўз ютуқ ва камчиликларни билиб олади. Чоракли назорат ишларида ташкил этилган ўқувчилар ижодий “Кўргазмаси” бу усулнинг нақадар аҳамиятли эканлигидан далолат беради. Сабаби, ўқувчиларни чорак давомида олган ижодий, амалий ва назарий билим, малака ва кўникмаларини “Такдимот” методи орқали аниқлаш анча қулай ва ижобийдир.

“Тармоқлар” ёки “Кластер” методи

Фикрларнинг тармоқланиши педагогик стратегия бўлиб, у ўқувчиларнинг бирон-бир мавзунини чуқур ўрганишларига ёрдам бериб, уларга мавзуга тааллуқли тушунча ёки аниқ фикрларни эркин ва очиқ узвий боғланган кетма-кетликда тармоқлашни ўргатади. Мавзуга оид тармоқлаш қуйидагича ташкил этилади.

1. Хаёлга келган мавзуга оид ҳар қандай фикр бир сўз билан ифода этилиб кетма-кет ёзилади.

2. Фикрлар тушунча ёзишда давом этилади.

3. Дарсда имкони борича фикрларнинг ўзаро боғлиқлиги ва кетма-кетлигини кўпайтиришга ҳаракат қилиш лозим.

Таклиф, ғоя, фикрлар ёзиб бўлингандан сўнг, ўқитувчи ёзувлар асосида ташланган муаммо ёки мавзунинг асл моҳиятини, мазмунини очиб беради.

Масалан: “Энг кўп тарихий обидалар жойлашган қадимий шаҳарларни аниқланг?”



Кунгабоқар технологияси

“Наврўз байрами” мавзусида композиция ишлаш.

Ўқитувчи суҳбат асосида ўқувчиларга ишланиши керак бўлган композиция сюжети аниқлашга ёрдам беради. Эпизодик кўриниш вариантлари танланади. Масалан: 1. «Наврўз сайлида». 2. «Кўк сомса». 3. «Сумалак». Танланган мавзу асосида композиция эскизи доскада чизиб кўрсатилади. Бунда 1-план, 2-план, перспектива, фигураларнинг фазовий жойлашуви, характерли ҳолатлар, фон, колорит, ёруғ-соя каби тасвирий элементларга эътибор қаратилади.

Мавзунини мустаҳкамлаш

«Кунгабоқар» технологияси. Ўқувчилар гуруҳларга бўлинади. Ўқитувчи мавзудан келиб чиқиб, битта муаммони ёки асосий муаммодан келиб чиқиб, ҳар бир гуруҳга биттадан муаммо ташлайди. Ҳар бир гуруҳ кунгабоқар ясаб, унинг марказига доира жойлаштириб, барглари ёпиштиради. Мавзуга қараб доира атрофига барглarga ёзилган жавоблар ёпиштириб чиқилади. (Етарли миқдорда қоғоз барглари олдиндан тайёрлаб қўйилиши керак). Жавоблар кўпайгач вақт ўтиши билан гуруҳларнинг «Муаммолар гули» ўсиб бораверади.

1-гуруҳ. «Наврўзий сайл-томошалар».

2-гуруҳ. «Миллий спорт ва халқ ўйинлари».

3-гуруҳ. «Наврўз таомлари».

Масалан:



Савол-жавобда фаол қатнашган ўқувчилар рағбатлантирилади. Сўнгра ижодий фаолликка йўналтирилган ўқувчилар ўзлари танлаган эпизодик вариант асосида мустақил равишда “Наврўз байрами” композициясини ишлаб келадилар.

Кези келганда шуни айтиш лозимки, бугунги кун ўқувчиси ХХІ аср фарзандлари ҳисобланади. Ҳозирги бутун дунёда глобаллашув жараёни юз бераётган, фан ва техника ривожланиб бораётган замонда ўқувчиларни оддий дарс ўтиш билан дарсга диққатини жалб қилиш, қизиқтириш мураккаб бўлиб бормоқда. Бу эса ҳар биримиздан дарсларимизни унумли ва самарали бўлиши учун – янги педтехнология ва интерфаол методлардан, замонавий Ахборот технологиялари – интернет, компьютер, мултимедия, слайд, дипроекторлар каби техника воситаларидан ўз ўрнида фойдаланишни талаб қилади. Ана шундагина ҳар бир ўқитувчи ўз кўзлаган мақсадга эриша олади.

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ИЗУЧЕНИЕ И ЛЕЧЕНИЕ КЛИНИКО-ФУНКЦИОНАЛЬНЫХ И ПСИХОЛОГИЧЕСКИХ ОСОБЕННОСТЕЙ У ЖЕНЩИН С ДИАГНОЗОМ МЕНОПАУЗАЛЬНАЯ АРТЕРИАЛЬНАЯ ГИПЕРТЕНЗИЯ

Резюме. В период менопаузы артериальная гипертензия чаще развивается в результате недостатка половых гормонов, ее общесоматические и кардиогемодинамические проявления снижают качество жизни женщин и сокращают ее продолжительность. Исследования показали, что существуют различия в реактивности симпатической нервной системы у женщин до и после менопаузы. Гиперфункция симпатической нервной системы в настоящее время рассматривается не только как важнейшее сочленение в формировании артериальной гипертензии, но и как фактор, способствующий развитию ряда тяжелых, иногда летальных осложнений.

Ключевое слово: артериальная гипертензия, ишемическая болезнь сердца, перименопаузальный период.

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STUDYING AND TREATMENT OF CLINICAL-FUNCTIONAL AND PSYCHOLOGICAL CHARACTERISTICS IN WOMEN WITH THE DIAGNOSIS OF MENOPAUSAL HYPERTENSION

Summary. During menopause, arterial hypertension often develops as a result of a lack of sex hormones, its general somatic and cardiohemodynamic manifestations reduce the quality of life of women and shorten its duration. Studies have shown that there are differences in the reactivity of the sympathetic

nervous system in women before and after menopause. The hyperfunction of the sympathetic nervous system is currently considered not only as the most important joint in the formation of arterial hypertension, but also as a factor contributing to the development of a number of severe, sometimes fatal complications.

Key word: arterial hypertension, coronary heart disease, perimenopausal period.

Климактерический период у женщин характеризуется возрастным инволютивным снижением продукции половых гормонов, общебиологическая роль которых, как известно, не ограничивается лишь регуляцией репродуктивной сферы. Доказано прямое и опосредованное влияние половых гормонов, преимущественно эстрогенов, на сердечно-сосудистую систему. Прогрессирующая в перименопаузальном периоде гипоестрогения обуславливает появление дислипидемии, инсулинрезистентности, дисфункции эндотелия, гиперсимпатикотонии и ряда других изменений, приводящих к формированию сердечно-сосудистой патологии, в частности артериальной гипертензии (АГ).

В последние годы большое внимание уделяется психологическим аспектам климактерического периода, так как нейроэндокринная перестройка в организме женщины, хронологически совпадающая с появлением индивидуально значимых негативных социально-бытовых факторов, часто приводит к их личностной дезадаптации. Доказано, что распространённость тревожно-депрессивных расстройств после наступления менопаузы встречается более чем у 80 % женщин.

Существенное влияние психологические и социальные факторы оказывают на распространённость сердечно-сосудистой патологии. Расстройства депрессивного спектра встречаются у 55-70 % больных АГ. Установлено, что клинические проявления АГ, необходимость постоянной гипотензивной терапии и изменения образа жизни, регулярное посещение врача и самоконтроль АД, опасение за свое здоровье и другие факторы могут ухудшить течение и прогноз АГ.

Изучается влияние гипотензивной терапии на проявления климактерического синдрома, а также коррекции тревожно-депрессивных расстройств на качество жизни женщин, при этом в большинстве исследований анализируются психосоматические изменения уже после наступления менопаузы

Цель исследования. Изучить некоторые клинико-функциональные и психологические особенности артериальной гипертензии у женщин в климактерическом периоде.

Материалы и методы исследования. Для выполнения поставленной задачи изучены и обработаны клинико-функциональные и

психологические особенности 68 женщин с диагнозом менопаузальная артериальная гипертензия.

Результаты исследования. В становлении артериальной гипертензии у женщин в климактерическом периоде большое значение имеет фактор отягощенной наследственности, особенно наличие АГ у близких родственников по женской линии. Наступление менопаузы вызывает двух-, трехкратное увеличение числа больных АГ соответственно 2 и 3 степени. При этом развитие АГ ассоциируется с нарастанием массы тела, более того переход к постменопаузе сопровождается увеличением числа лиц с ожирением абдоминального типа и нарастанием его степени.

У 86,4% женщин с АГ наблюдались выраженные клинические проявления климактерического синдрома с преобладанием нейровегетативных и обменно-эндокринных расстройств, тяжесть которых нарастала при переходе к постменопаузе.

У всех женщин в климактерическом периоде встречаются нарушения сердечного ритма. Наиболее выраженным аритмический синдром оказался у лиц с АГ в постменопаузе. Так, наступление менопаузы сопровождалось нарастанием среднесуточного количества аритмий, учащением их ночных эпизодов, а также почти 1,5-кратным увеличением распространенности прогностически неблагоприятных типов нарушения сердечного ритма.

С наступлением менопаузы у женщин с АГ отмечается нарастание среднесуточного систолического АД, а также скорости и величины его утреннего подъема, которые более выражены в постменопаузальном периоде. Кроме того при переходе от пре- к постменопаузе увеличивается число лиц с патологическим суточным профилем АД, который у женщин с АГ после наступления менопаузы преимущественно характеризуется недостаточной степенью ночного снижения САД.

Становление и развитие АГ у женщин в климактерическом периоде происходит на фоне активизации симпатической нервной системы. Вегетативный дисбаланс наиболее выражен у женщин с АГ в постменопаузе. При этом у последних, как показал временной и спектральный анализ вариабельности сердечного ритма, наступление менопаузы сопровождается не только усилением симпатических влияний, но и недостаточной реактивностью парасимпатического отдела вегетативной нервной системы.

После наступления менопаузы мозговое кровообращение у женщин с АГ характеризуется снижением пульсового кровенаполнения сосудов и повышением тонуса магистральных артерий и артериол. У 29,6% больных в пременопаузе и 24,1% - в постменопаузе имеется риск развития геморрагических, а у 48,2% и 72,4% соответственно -ишемических церебральных осложнений. Нарушение мозгового кровотока у 70% женщин с АГ сочетается с повышением величины и скорости утреннего подъема АД.

В климактерическом периоде у женщин часто возникают нарушения психосоциальной адаптации, которая сопровождается снижением качества жизни. Причем для женщин с АГ характерны преимущественно депрессивные расстройства, а без АГ - проявления тревоги. С наступлением менопаузы происходит усиление психосоциального стресса. Однако наблюдаемое у женщин с АГ в постменопаузе более гармоничное отношение к болезни свидетельствует об определенной стабилизации их психологического статуса.

Женщины без клинических проявлений АГ в пременопаузе имеют более оптимальный уровень функционирования ССС. Тем не менее, наступление менопаузы приводит у них к нарастанию массы тела, появлению патологических суточных профилей АД и/или «гипертонии белого халата», усилению симпатических влияний на регуляцию сердечного ритма и изменениям мозгового кровотока, а также существенной распространенности субклинических проявлений тревожно-депрессивных расстройств.

Вывод. Артериальная гипертония у женщин в постменопаузе имеет ряд патофизиологических особенностей, которые важны при выборе антигипертензивной терапии. Диуретики как в монотерапии, так и в комбинации с другими препаратами (особенно с блокаторами РААС) являются обоснованным средством лечения таких пациенток.

Изученные особенности клинического течения артериальной гипертонии у женщин в климактерическом периоде, а также суточного ритма АД, аритмического синдрома, вариабельности сердечного ритма, проявления сопутствующих климаксу и АГ психических расстройств позволит повысить эффективность дифференцированного восстановительного лечения данной категории больных и улучшить качество их жизни.

Показано, что женщины в климактерическом периоде без АГ также требуют особого внимания, так как имеют начальные, скрытые признаки формирования сердечно-сосудистой патологии, выявляемые только при углубленном инструментальном исследовании.

Своевременная диагностика и коррекция у них психопатологических расстройств будет способствовать более эффективным лечебно-профилактическим мероприятиям.

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ВЕТЕРИНАРНЫЙ КОНТРОЛЬ: ЗАДАЧИ И ЦЕЛИ

Аннотация: рассмотрены основные цели, задачи, методы и функции ветеринарного контроля. Ветеринарный контроль – вид контроля, который применяется к товарам, которые включены в единый перечень товаров, подлежащих ветеринарного контролю, утвержденному Евразийской Экономической Комиссией.

Ключевые слова: ветеринарный контроль, ТН ВЭД, ветеринарный сертификат.

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VETERINARY CONTROL: TASKS AND GOALS

Abstract: the main goals, objectives, methods and functions of veterinary control are considered. Veterinary control is a type of control that is applied to goods that are included in the unified list of goods subject to veterinary control approved by the Eurasian Economic Commission.

Keywords: veterinary control, nomenclature of foreign economic activity, veterinary certificate.

В настоящее время можно констатировать увеличение мирового товарооборота, что обусловлено таким фактором, как экономическая глобализация. Объемы ввозимой продукции разного типа постоянно растут. Такое положение вещей сопряжено с увеличением риска ввоза вредителей, опасных для растений, или возбудителей заболеваний животных. Стоит отметить, что в числе таких заболеваний могут оказаться

те, которые представляют опасность и для человека. Все это позволяет вести речь об угрозах как окружающей среде, так и населению РФ.

Для того, чтобы предотвратить такую опасность, свести к минимуму риски, при пересечении границы РФ осуществляются различные типы государственного контроля, включая таможенный. Специфика производства контроля ветеринарных, фитосанитарных и карантинных свойств продукции, которая пересекает государственную границу, требует изучения. Данные процедуры проверки продукции, осуществляемые органами таможни, сегодня сопряжена с рядом проблем, требующих решения, что обуславливает актуальность темы данной работы.

Используемые сейчас контрольные методы не вполне отвечают существующим в данной сфере задачам, предполагающим безопасность производства, хранения, эксплуатации, реализации, перевозки и утилизации продукции. Также можно отметить, что использование таких методов весьма обременительно с точки зрения предпринимательской деятельности. На сегодняшний день существует непрозрачный комплекс требований, характеризующийся очевидной противоречивостью. Возникновению данной ситуации способствует, в том числе, то обстоятельство, что контрольные полномочия соединены с надзорными. В последнее время можно отметить усиление контроля со стороны РФ, что обусловлено наличием риска для отечественных производителей в области сельского хозяйства.

органы ветеринарного контроля должны осуществлять контрольные функции, которые направлены, главным образом, на проверку соответствия надзорным требованиям.

В случае надобности контрольные функции в сфере ветеринарии осуществляет Россельхознадзор, представленный ветеринарной Государственной службой. Если продукция, в отношении которой должен осуществляться подобный контроль, ввозиться на территорию, в пределах которой действуют таможенные законы ЕАЭС, перевозчик должен предоставить представителю надзорной службы, имеющему соответствующие полномочия, документы, подтверждающие соответствие необходимым требованиям.

Компетенция органов, выполняющих таможенные функции, с точки зрения ветеринарных требований предполагает документарный вид, однако осуществление такого контроля при проезде через места, в которых осуществляется пропуск, имеет свою специфику и не исключает некоторые трудности. Контроль такого рода продукции едва-ли может быть осуществлен сегодня оперативно и качественно, ввиду специализации пропускных пунктов, а также вследствие несоответствия определенным требованиям имеющегося в них оборудования. Также существуют трудности, обусловленные пропускной способностью таких пунктов. Впрочем, эта проблема подлежит решению за счет предварительного

оповещения лица, осуществляющего процесс перевозки, касаясь пунктов, которые в данный момент испытывают минимальную нагрузку.

Органы ветеринарного контроля должны осуществлять ветеринарный государственный надзор согласно Закону РФ «О ветеринарии». В процессе ввоза, производства, хранения, выпуска, переработки продуктов животноводческой сферы хозяйства данные органы осуществляют контроль с точки зрения безопасности продукции, её соответствия санитарным и ветеринарным нормам. Контроль осуществляется и в отношении выставок, рынков и ярмарок, так или иначе связанных с животноводческой сферой хозяйства.

При проведении ветеринарных и производственных мероприятий различными организациями и частными лицами, данные органы обязаны проверять соблюдение ветеринарных норм в ходе их осуществления.

В их компетенцию входит также обнаружение, пресечение и предупреждение нарушений ветеринарных норм организациями, руководителями данных организаций, прочими уполномоченными и частными лицами, ведущими предпринимательскую деятельность.

Помимо прочего, данные органы подготавливают, разрабатывают и улучшают проекты различных документов, в число которых могут входить инструкции, приказы и т.п.

Следует обратить внимание на то, что большинство категорий (группы 01, 03, 04, 10 и т.д.) товаров не являются товарами стратегического назначения. К числу товаров, которым присваивается такой статус, относятся исключительно мясо и мясные субпродукты.

Сложившаяся ситуация обусловлена тем, что ветеринарный контроль, осуществляемый в отношении товара данного вида, обязательно включает в себя проведение лабораторных исследований, что увеличивает количество государственных расходов, связанных с обеспечением ветеринарно-санитарного контроля.

Декларант должен не только предоставить непосредственное разрешение на его товар, но и также обязан обеспечить условия его транспортировки, которые обязательно отвечают нормам безопасности. Для транспортировки товара через таможенную границу необходимо предоставить проверяющим органам соответствующее разрешение. Такое разрешение уполномочена выдавать санитарно-эпидемиологическая комиссия, входящая в состав проверяющего органа. Если предполагается, что товар в течение определенного времени будет доставлен на место временного хранения (склад), оно также должно быть оборудовано специальным нормам, отвечающим надлежащему уровню санитарно-эпидемиологической безопасности.

В обязанности декларанта, в соответствии с действующим таможенным законодательством также входит своевременное ознакомление с изменениями правил подачи документов для

подтверждения права на транспортировку товара определенного вида через государственную границу. Итогом проведения ветеринарно-санитарной проверки в случае, если не выявлены нарушения ее проведения, а также декларантом соблюдены все требования, касающиеся транспортировки товара через государственную границу, является выдача сопроводительного документа, подтверждающего данное право.

Продукция, которая проходит обязательный ветеринарный контроль, входят в перечень товаров повышенного риска. Следует обратить внимание на то, что время проведения таможенной ветеринарной проверки также должно учитываться декларантом, поскольку в течение этого времени перевозимый товар может потерять свое качество, что будет рассматриваться в качестве оснований для отказа в получении соответствующего разрешения.

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КАК УПРАВЛЯТЬ СЕБЕСТОИМОСТЬЮ ПРОДУКЦИИ НА ПРЕДПРИЯТИИ?

Аннотация: От чего зависит стабильность экономики и как выявлять точную себестоимость продукта.

Ключевые слова: Управление затратами. Продукция. Предприятие. Экономическая выгода. Себестоимость.

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HOW TO MANAGE THE COST OF PRODUCTION AT THE ENTERPRISE?

Annotation: On what the stability of the economy depends and how to identify the exact cost of the product.

Keywords: Cost management. Products. Enterprise. Economic gain. The cost of production.

Сейчас одним из самых важных аспектов благоприятной жизни является стабильная экономика. От чего она зависит? В основном от промышленных предприятий.

Что обеспечивает нормальную и стабильную работу? Все основы идут из управления. Деятельность и продуктивность управленца приводит к ключевому исходу событий. Самостоятельность в экономическом плане предприятия, это, своего рода, способность конкурировать на рынке.

На данный момент очень агрессивно и быстро меняются условия рынка и экономическое положение. Сейчас, как никогда раньше, тяжело подстроиться и успеть влиться в поток новшеств.

Возможность получить максимально выгодную рентабельность путем увеличения отпускных цен на товар уже доступна не в полной мере. Нужно уметь правильно управлять себестоимостью. Себестоимость товара

складывается из всех средств, потраченных на производство и сбыт продукта.

Себестоимость – это величина потраченных денег предприятием на полное производство определенного товара. Такое понятие и концепция как «управление себестоимостью» не очень-то популярно. Все внимание в литературе, связанной с экономикой, достается более глобальным темам, таким как бухгалтерия и учет.

Все процессы, которые происходят на предприятии непрерывно – это и есть управление себестоимостью: полный анализ, контроль и планирование, учет данных и средств. А из всего этого вытекает построение решений управления, оптимизация работы и затрат на производство.

Чтобы максимальны повысить эффективность работы и увеличить прибыль, нужно грамотное управление себестоимостью. Такое управление стоит рассматривать как некий процесс. Все действия непрерывно и тесно взаимосвязаны.

Что такое управление? Управление подразумевает под собой многие процессы: процесс организации сотрудников и работы, мотивация, планирование, контроль за всеми участками деятельности. Итог – все эти процессы подталкивают к достижению всех поставленных целей.

Разберем более подробно, что входит в каждый из таких процессов.

- **Планирование**

На таком этапе ставятся конкретные и достижимые цели. Также планируются задачи, способствующие достижению этих поставленных целей. Не стоит забывать и о разработке расчетов по себестоимости.

- **Организация**

На таком этапе нужно уметь делегировать фронт работы на разных компетентных сотрудников. Эти сотрудники должны перенять на себя часть ответственности за определенные блоки работы. Также необходимо следить за тем, чтобы ответственные справлялись с обязанностями и поддерживали стабильность и продуктивность

- **Мотивация**

Нужно уметь настраивать сотрудников на заинтересованную работу и развитие предприятия. Прививать стимул к оптимизации.

- **Контроль**

Все результаты, к которым приходит тот или иной отдел должны быть регламентированы и оцениваться согласно общей системе. Также подразумевается контроль за всеми этапами работы и поощрения в случае продвижений свыше нормы.

В управление есть много задач, которые нужно решать. Оценка эффективности производства и регулирование ценовой категории – одни из самых важных процессов.

Сейчас, в 2020-2022 годах активно используется следующая практика: западные тенденции и разработки применяются на реалиях современной экономике. После этого система корректируется и дополняется под нашу работу.

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НАСКОЛЬКО ВАЖНЫ СОЦСЕТИ ДЛЯ ПРЕДПРИЯТИЯ

Аннотация: Насколько сильно важна роль социальных сетей в сфере системы менеджмента качества и развития предприятий?

Ключевые слова: СМК. Маркетинг. SMM. Управление. Качество. Международные системы. Предприятия. Соцсети для бизнеса.

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HOW IMPORTANT ARE SOCIAL NETWORKS FOR THE ENTERPRISE

Annotation: How important is the role of social media in quality management systems and enterprise development?

Keywords: QMS. Marketing. SMM. Management. Quality. International systems. Businesses. Social networks for business.

В современных реалиях любой бизнес должен уметь пользоваться возможностями социальных сетей. Индустрия развивается и все глубже пускает корни уже почти в каждой стране мира.

В годы глобального роста просто невозможно не использовать все каналы для продвижения. Огромное количество людей опираются на отзывы в интернете, фото товара, его цену, указанную на том или ином сайте.

Постоянная связь с клиентами очень важна. По недавней статистике 71% всех пользователей рекомендует любую вещь по интернету. Опираясь на карточку товара и опыт в заказе онлайн.

Немного статистических данных:

- За последние годы количество пользователей подбирается к 3,3 миллиардам
- 90 процентов от этой цифра проводят в сети минимум 2 часа в день
- 2 миллиона компаний активно продвигают свои соцсети

•Более 70% маркетологов считают соцсети самым эффективным методом продвижения бренда

Какие преимущества есть у продвижения в соцсетях?

Самое главное – затраты. Реклама в интернете намного дешевле наружной рекламы, или, например, рекламы по телевидению и радио. Это сократит бюджет на рекламу, а результат может быть куда лучше, чем от других методов

Рекламу можно настроить только на целевую аудиторию, что очень важно в современном мире. В свою очередь, как реклама на радио не дает такой возможности.

Еще один важный пункт – повышение узнаваемости.

Мощнейший инструмент. Правильность оформления и «красота» в соцсетях дает покупателю сложить определенное мнение о бренде. Визуальность и красивый дизайн привлекают намного больше клиентов, чем скучные картинки и фото.

Сейчас клиенты и пользователи знают, что в случае проблемы им будет куда легче найти ответ в соцсетях или через техническую поддержку сайта, чем часами пытаться дозвониться в call-центр.

Также одним из продуктивных инструментов продвижения вашего предприятия является рассылка. Можно найти определенный круг людей, заинтересованный в товаре. Возможно, это будут те, кто сомневался в покупке, но после выгодного предложения все же придет за товаром именно к Вам.

Еще один метод – создание опросников. Люди любят отвечать на вопросы и делиться мнением в соцсетях. Так вы сможете понять свои проблемные зоны и исправить их.

Как стать популярным брендом в соцсетях? Нужно понять, какая фишка есть именно у вас и продвигать ее в наиболее «вкусном» виде.

«Людам нужны люди» - не стоит забывать, что жизнь в аккаунте должны присутствовать. Необходимо пополнять свои соцсети кейсами, отзывами клиентов и «живым» материалом.

Выходы в прямые эфиры увеличат охваты, так же, как и «говорящее лицо» на аккаунте.

По соцсетям можно понять, доволен ли вашим предприятием клиент. Активность в аккаунтах покажет заинтересованность в продукте.

Соцсети важный аспект, которым нельзя пренебрегать. Можно поднять рентабельность за счет социальных сетей, сейчас это вполне возможно. Успех в соцсетях зависит от правильного специалиста и дизайнера. Важность социальных сетей в бизнесе сейчас как никогда заметна.

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ПРОВЕДЕНИЕ ВНУТРЕННЕГО АУДИТА КАЧЕСТВА НА ПРЕДПРИЯТИИ

Аннотация: В статье говорится о том, как проводится внутренняя проверка качества на предприятии. Основные задачи ее проведения, определение эффективности работоспособности предприятия. Основная проблема проведения внутреннего аудита, пути её устранения и реализации целей и задач.

Ключевые слова: Предприятие. Задача. Аудит. Проверка. Качество. Экономика. Метод. Учет. Руководитель. Управленческие цели и задачи. Должностное лицо.

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CONDUCTING AN INTERNAL QUALITY AUDIT OF THE ENTERPRISE

Annotation: This article describes how internal quality assurance is carried out in an enterprise. The main objectives of its conduct, to determine the effectiveness of the performance of the enterprise. The main problem of internal auditing, how to eliminate it and how to achieve the goals and objectives.

Keywords: An enterprise. Task. Audit. Verification. Quality. Economy. Method. Accounting. Supervisor. Managerial goals and objectives. Official.

В современных реалиях и в условиях сложившейся ситуации на мировой экономической арене, не трудно понять, на сколько важна составляющая эффективности в работе предприятий.

Одним из главных составляющих внутреннего аудита является тот факт, что руководители и специально назначенные должностные лица ведут специальный достоверный учет всех сфер производства. Так как это гарантирует наличие прозрачной отчетности, которая по своей сущности

будет максимально достоверной и честной, так как в ней будут соблюдены и взяты в учет все необходимые сферы производства.

Именно, полагаясь на данный метод ведения учета, управленцы предприятия ведут свою организационную деятельность, возникают и создаются значимые для работоспособности производства решения. И ведение отчетности является важнейшим фактором среди сфер деятельности предприятия. На основании этого, ведение учета на постоянной основе выступает как объект оценки и проверки на момент достоверности и прозрачности.

Обозначим основные цели проведения внутренних проверок на предприятиях:

1. Улучшение работы с рисками
2. Своевременное определение основных моментов, на которые стоит обратить особое внимание
3. Влияние на быстрое выполнение поставленного плана производства в организации
4. Повышение работоспособности работников предприятия путем выявления и устранения кадровых проблем
5. Повышение эффективности существования компании
6. Ведение грамотной учетной политики
7. Проверка достоверности ведения различных типов учета в каждом сегменте производства.

Однако стоит отметить, что внутренний аудит качества несет в себе и негативные черты и спорные моменты. Одной из черт является то, что данный вид проверок проводится именно штатными работниками предприятия и не может нести максимально объективный и точный характер, так как аудит может проводиться без достаточной доли независимости и предвзятости.

Во многих формах предприятий складывается обыкновенная структура работников, где все более низшие отделы структуры располагаются и подчиняются директорскому коллективу, для которого в свою очередь невыгодно выставлять и показывать проблемы, выявленные на анализируемом предприятии.

На данный момент одним из единственных решений этой проблемы является приглашение сторонних экспертов и аудиторов для проведения комплексной проверки и выявления слабых сторон предприятия. Однако следует отметить, что данное решение не должно повлечь за собой превращения внутренней проверки во внешнюю. То есть после проведения комплексной внутренней проверки, все итоги и результаты должны быть изложены должностному, ответственному лицу, чаще всего руководителю предприятия. И после оглашения и передачи ответственному лицу результатов, будет приниматься решение о методах устранения типовых и индивидуальных проблем и также, будет обговариваться степень

оглашения итогов сторонним лицам и работникам проверяемой организации.

Подводя итог, можно отметить, что внутренний аудит качества в компании является неотъемлемой частью эффективного ведения предпринимательской деятельности и успешного управления организацией, независимо от её организационно правовой формы. Важным аспектом в данном вопросе является также качество проводимой проверки и эффективное устранение выявленных нарушений и отклонений. Умение устранять проблемы и учиться на собственных ошибках ведения организационной деятельности – является неотъемлемым фактором успешности бизнеса. Именно на этом основывается налаженная экономическая производственная система во всех сферах.

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ПРОЦЕСС УПРАВЛЕНИЯ КАЧЕСТВОМ ПРОДУКЦИИ НА ПРЕДПРИЯТИИ

Аннотация: В статье рассматривается как процесс управления качеством влияет на эффективность работы предприятия. Рассматривается сфера производства товаров и услуг и определяется наиболее качественный сегмент производства.

Ключевые слова: Управление. Качество. Продукция. Товары. Продукт. Метод. Динамика. Производство. Предприятие. Экономические связи. Фактор. Рынок. Сегмент.

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THE PRODUCT QUALITY MANAGEMENT PROCESS IN AN ENTERPRISE

Annotation: This article examines how the quality management process affects the efficiency of an enterprise. It examines the production of goods and services and identifies the most quality segment of production.

Keywords: Management. Quality. Products. Goods. Product. Method. Dynamics. Production. Enterprise. Economic linkages. Factor. Market. Segment.

На данный момент глобальная экономическая, производственная и ресурсная сферы мирового сообщества претерпевает масштабные изменения. Происходит процесс глобализации, технологический прогресс, качественные и количественные изменения в каждой из сфер масштабной экономической арены. Чтобы подстроиться под новые реалии, представителям практически всех областей приходится находить новые, наиболее качественные и эффективные методы совершенствования своей деятельности.

Рассмотрим сферу производства товаров и услуг.

В современном мире происходит большое количество динамичных процессов и это в свою очередь ведет к изменениям сферы. Так как рынок выходит на новый уровень, государства сотрудничают друг с другом, налаживая не только дипломатические связи, но и тесные экономические. То есть появилась хорошая возможность реализовать свою продукцию за пределами своей страны, повысив тем самым размер внутреннего национального продукта, что также доброкачественно сказывается на развитии экономики внутри страны.

Следует также отметить, что помимо этого, появляется дополнительное количество новых потребителей, расширяется кругозор производителя, тем самым, появляется новая ответственность, так как с появлением новых покупателей, растут и требования к качественному составляющему продукции. Каждый потребитель по-разному воспринимает товар и у каждого свое определенное видение. Чтобы соответствовать максимальному количеству человек, каждый продавец старается улучшить качество своего товара и сделать его приемлемым для каждого сегмента людей.

Рассмотрим основные задачи управления качеством на предприятии:

1. Возможность выйти на дополнительные рынки
2. Вовлечение в фирму дополнительных финансов, инвестиций
3. Увеличение собственной конкурентоспособности на рынке
4. Контроль за безопасностью и качеством производимой продукции на каждом этапе производства
5. Контроль за ведением учета на предприятии
6. Определение концепции ведения бизнеса
7. Анализ конкурентного рынка

Также определяют несколько факторов качества выпускаемых изделий, которые характеризуются следующими характеристиками:

- Назначенные показатели (Происходит установление и выявление основных свойств товара)
- Надежные показатели (Установление основного срока службы выпускаемой продукции)
- Показатели эстетичности (Выявляется пригодность внешнего вида производимого продукта)
- Безопасные показатели (Определяется степень безопасного использования купленного товара)
- Показатели патентной системы (Определение наличия определенного патента на существование и работу предприятия).

Были проведены маркетинговые исследования, где установлено, что максимальная эффективность предприятия и работоспособность его сотрудников может существовать только при грамотно проведенном анализе конкурентного рынка, экономического анализа и проведенных финансово производственных исследований. На данных этапах

определяется степень эффективного функционирования организации и дальнейшие цели и коммерческие задачи.

В дальнейшем должно быть обеспечено составление производственного плана и полное следование ему. Именно с этим условием будет достигнуто максимальное понимание между управленческой системой и рядовыми работниками и будет налажен эффективный производственный процесс.

Подводя итоги, стоит отметить, что управление качеством на предприятии является одним из важнейших условий функционирования производства и грамотно составленная стратегия работы, увеличит различные показатели компании в существенные разы.

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ГОСУДАРСТВЕННЫЙ КОНТРОЛЬ ЗА СОБЛЮДЕНИЕМ АНТИМОНОПОЛЬНОГО ЗАКОНОДАТЕЛЬСТВА

Актуальность изучения данной темы в сфере антимонопольного законодательства как никогда актуальна в данный момент. В наше время очень много компаний покинуло Российский рынок, и чтобы создать конкурентно способную организацию нужно знать кто и с помощью чего осуществляет контроль. Даже если вы не открываете свое дело нужно знать когда ваши права нарушены, и куда обращаться в таком случае.

ФАС – федеральная антимонопольная служба

ЦБ – центральный банк

Коллегиальные органы - Принцип управления исполнительного органа, при котором принятие решения по выполнению поставленных задач, устранению какой-либо проблемы, по организации работы и другим вопросам осуществляется на совещании группой должностных или уполномоченных лиц.

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STATE CONTROL OVER COMPLIANCE WITH ANTIMONOPOLY LEGISLATION

The relevance of studying this topic in the field of antimonopoly legislation has never been relevant at the moment. Nowadays, a lot of companies have left the Russian market, and in order to create a competitive organization, you need to know who and with what controls. Even if you don't

open your own business, you need to know when your rights are violated, and where to turn in such cases.

FAS – Federal Antimonopoly Service

CB – Central bank

Collegial bodies - The principle of management of the executive body, in which decisions on the implementation of tasks, the elimination of any problem, on the organization of work and other issues are carried out at a meeting by a group of officials or authorized persons.

Сегодня мы познакомимся с одним из ключевых гос. органов осуществляющим надзор в этой сфере. ФАС это Федеральный орган исполнительной власти, осуществляющий функции по принятию нормативных правовых актов и контролю за соблюдением антимонопольного законодательства, законодательства в сфере деятельности субъектов естественных монополий, рекламы, контролю за осуществлением иностранных инвестиций в хозяйственные общества.

Руководство деятельностью за ФАС осуществляет Правительство РФ. Данный орган осуществляет свою деятельность как непосредственно так и через свои территориальные органы. Для начала хотелось бы уточнить основные функции ФАС.

1. Обеспечение государственного контроля за соблюдением антимонопольного законодательства, Федеральными органами исполнительной власти РФ, органами государственной власти субъектов РФ, органами местного самоуправления и иными осуществляющие функции указанных органов, органами или организациями, а также, хоз. субъектами, физ. лицами в том числе в сфере использования земли, недр, водных ресурсов и др. природных объектах;

2. Выявляет нарушение антимонопольного законодательства, принимает меры по прекращению нарушения антимонопольного законодательства, и привлекает к ответственности за такие нарушения;

3. Предупреждает монополистическую деятельность, недобросовестную конкуренцию, другие нарушения антимонопольного законодательства федеральными органами исполнительной власти, органами гос. власти субъектов РФ, органами местного самоуправления и т.д.;

4. Осуществляет государственный контроль за экономической концентрацией, в том числе использования земли, недр, водных ресурсов и др. природных ресурсов, а также при проведении торгов в случае, предусмотренном законом.

5. Ведет реестр лиц, привлеченных к административной ответственности за нарушение антимонопольного законодательства. Сведения, включенные в указанный реестр, не подлежат опубликованию в средствах массовой информации и размещению в информационно-

телекоммуникационной сети "Интернет". Порядок формирования и ведения указанного реестра устанавливается Правительством Российской Федерации.

Фас является коллегиальным органом гос. власти. Также хотелось бы разобрать в чем суть создания коллегиальных органов:

Коллегиальные органы:

1) рассматривают материалы изучения и обобщения практики применения антимонопольными органами антимонопольного законодательства и дают разъяснения по вопросам его применения;

2) пересматривают решения и (или) предписания территориальных органов федерального антимонопольного органа (далее - территориальный антимонопольный орган) по делам о нарушении антимонопольного законодательства в случае, если такие решения и (или) предписания нарушают единообразие в применении антимонопольными органами норм антимонопольного законодательства.

Для пересмотра решений и предписаний территориальных антимонопольных органов по делам о нарушении антимонопольного законодательства, вынесенных в отношении организаций - операторов платежных систем, операторов услуг платежной инфраструктуры при осуществлении ими деятельности в соответствии с Федеральным законом "О национальной платежной системе", а также финансовых организаций, поднадзорных Центральному банку Российской Федерации, в состав коллегиального органа включаются представители Центрального банка Российской Федерации, которые составляют половину членов коллегиального органа.

В состав коллегиального органа входят:

- Руководители ФАС
- Руководители территориальных подразделений
- Представители ЦБ Российской Федерации, которые составляют половину членов коллегиального органа.

Исходя из вышесказанного можно сделать вывод:

Коллегиальные органы создаются только на федеральном или региональном уровне в виде комиссий.

Целью создания коллегиальных органов является единообразное применение норм федерального закона № 135, а также в коллегиальный орган можно обжаловать действие либо бездействие и решение, принятое территориальными органами.

При коллегиальном органе создается президиум.

Президиум – это тот же коллегиальный орган, куда входят все, могут быть также приглашенные лица и обсуждают текущие вопросы или принимают решения по тем или иным моментам. Чем занимается коллегиальный орган – толкует законодательство с целью его единообразного применения и рассматривает жалобы. Срок рассмотрения

жалобы 2 месяца, и может быть продлен еще на 1 месяц. По итогам рассмотрения жалобы на решение или предписание территориального антимонопольного органа коллегиальный орган вправе:

- 1) оставить жалобу без удовлетворения;
- 2) отменить решение и (или) предписание территориального антимонопольного органа;
- 3) изменить решение и (или) предписание территориального антимонопольного органа.

Решение коллегиального органа, принятое по результатам пересмотра решения и предписания территориального антимонопольного органа, подлежит изготовлению в полном объеме в течение 5 рабочих дней со дня оглашения резолютивной части решения и размещению в срок, не превышающий пяти рабочих дней с момента изготовления в полном объеме, на официальном сайте федерального антимонопольного органа в информационно-телекоммуникационной сети "Интернет".

Коммерческие организации и некоммерческие организации, федеральные органы исполнительной власти, органы государственной власти субъектов Российской Федерации, органы местного самоуправления, иные осуществляющие функции указанных органов органы или организации, а также государственные внебюджетные фонды и их должностные лица, физические лица, в том числе индивидуальные предприниматели, обязаны представлять в антимонопольный орган и его должностным лицам по его мотивированному требованию в установленный срок необходимые антимонопольному органу в соответствии с возложенными на него полномочиями документы, объяснения, информацию соответственно в письменной и устной форме (в том числе информацию, составляющую коммерческую, служебную, иную охраняемую законом тайну), включая акты, договоры, справки, деловую корреспонденцию, иные документы и материалы, выполненные в форме цифровой записи или в форме записи на электронных носителях.

Обратится, в данный орган может любой гражданин, чьи права были нарушены. Так согласно Федеральному закону от 2 мая 2006 г. № 59-ФЗ «О порядке рассмотрения обращений граждан», граждане имеют право обращаться лично, а также направлять индивидуальные и коллективные обращения в ФАС России и её территориальные органы.

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ҒЎЗА ҲОСИЛДОРЛИГИГА ФУЗИКОКЦИН ПРЕПАРАТИНИНГ ТАЪСИРИ

Аннотация: Мақолада Фузикоқцин препаратининг ғўза ҳосилдорлигига таъсирини ўрганиш бўйича дала тажрибаларининг натижаси кўрсатилган. Тажрибалардан маълум бўлдики, фузикоқцин ғўзанинг униб чиқиши, ўсиши ва ривожланишига ижобий таъсир кўрсатиб, ҳосилдорлик кўтарилишига ёрдам беради.

Калит сўзлар: Ғўза, чигит, препарат, биостимулятор, фузикоқцин, дала тажрибаси, ўсиш, ривожланиш, кўсак, ҳосилдорлик.

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EFFECT OF FUSICOXIN ON COTTON YIELD

Annotation: The article presents the results of field experiments to study the effect of Fusicoccine on cotton yield. Experiments have shown that fusicoccin, having a positive effect on germination, growth and development, increases the yield of cotton.

Key words: cotton, seeds, preparation, biostimulant, fusicoccin, field experience, growth, development, bolls, yield.

Ўсимликларни гормонал бошқариш ҳақидаги таълимот машҳур олимлар В.Вент, Н. Холодной, К.Тиманн, М.Чайлахянлар томонидан ривожлантирилиб, 20-асрнинг иккинчи ярмидан бошлаб амалиётда кенг қўлланила бошланди. Гормонал хусусиятга эга моддалар ўсимликлар ҳаёт фаолиятини кимёвий бошқариш имконини беради. Қишлоқ хўжалигини жадал ривожлантириш талаб қилинаётган шароитда бундай моддаларга бўлган эътибор ортиб бормоқда.

Хозирги даврда юсак ўсимликларнинг морфофизиологик жараёнларига фаол таъсир этувчи жуда кўп синтетик бирикмалар маълум. Бундай моддаларнинг кўпчилиги микроорганизмларнинг ёки

ўсимликларнинг ҳаёт фаолияти туфайли ҳосил бўлган маҳсулотлар ичида учрайди. Улар ўсимликларнинг ўсиш ва ривожланишига таъсир қилиб, ўсишни бошқарувчи биостимулятор ҳисобланади. Ушбу физиологик фаол моддаларнинг муҳим хусусияти шундаки, улар жуда кичик дозаларда ўсимликларга таъсир қилиб, характерли морфофизиологик ўзгаришларни вужудга келтиради, ўсимлик танаси бўйлаб ҳаракатланиб, кимёвий бошқарувни амалга оширади.

Ана шундай биостимуляторлардан бири фузикоқцин бўлиб, у *Fusicoccum amygdali* замбуруғининг ҳосиласи ҳисобланади. Кимёвий формуласи - $C_{36}H_{56}O_{12}$. Фузикоқцин биостимулятор сифатида қишлоқ хўжалик экинларининг ҳосилдорлигини ошириши кузатилган.

Юқорида айтилганлардан келиб чиқиб биз фузикоқцинни қўллаб ғўза билан дала тажрибалари ўтказдик. Бунинг учун ғўза чигитига экишдан олдин фузикоқциннинг 0,68 мг/л концентрацияли эритмаси билан ишлов берилди.

Тажрибалар Андижон вилояти, Избоскан тумани Охунбобоев массивидаги “Ахмадулло Омади” фермер хўжалигида ўтказилди. Иқлим ёзда нисбатан барқарор, куз ва баҳорда ўзгарувчан, ўртача йиллик ҳарорат 12-14,5 °C орасида бўлади. Қишда совуқ ҳарорат илиқ ҳавога кескин ўзгариши мумкин. Ўртача минимал кўрсаткич қишки даврда -2, -9 °C атрофида ўзгариб туради. Умуман вегетация даврида эффектив ҳарорат 2250-2400⁰ С ни ташкил этиб, ғўза ўстириш учун қулай ҳисобланади. Тажриба майдони аввалдан суғориладиган, шўрланмаган, типик бўз тупроқ.

Тажрибалар 2018-йили Андижон-37 нави билан 2 та вариантда, 4 қайтариқда ўтказилди. Минерал ўғитлар меъёри хўжалиқда қабул қилинган меъёрларга мувофиқ бўлди.(250-N,150-P,100-K kg/га).Экиш схемаси 60x10-1.

Тажрибалар ишлаб чиқариш шароитида ўтказилди. Тажриба майдони 8 га ни ташкил этди. Ундан ҳисобга олиш майдони ва ўсимликлари ажратиб олинди. Ҳисобга олиш ва кузатишлар ПСУЕАИТИ услубияти бўйича олиб борилди.

Избоскан тумани Охунбобоев массивидаги “Ахмадулло омади” фермер хўжалигида олиб борилган тажриба жараёнида қуйидаги асосий ҳисоблаш ва кузатиш ишлари олиб борилди:

уруғларнинг униши, ҳақиқий барглар сони, ҳосил шохлари сони, ғунча ва гуллар сони, асосий поя баландлиги,, ҳосил элементлари, шу жумладан кўсақлар-нинг очилиши, ҳосилдорлик ҳисобга олиб борилди.

Булардан ташқари гуллаши ва мева ҳосил бўлиш динамикаси алоҳида ўрганилди. Уруғ сарфи гектарига 86 кг.

Тажриба натижалари:

Тажрибада олиб борилган фенологик кузатишлар шуни кўрсатдики, фузикоқцин ғўзанинг ўсиш ва ривожланишига ижобий таъсир кўрсатади,

ғўзанинг униб чиқиши, ўсиши, ривожланишини тезлаштиради, ҳосил элементлари кўпаяди. Олинган ҳосил ҳисоблаб кўрилганда фузикоқцин қўлланилган тажриба вариантида назоратга нисбатан ҳосилдорлик юқори бўлганлиги аниқланди. Натижалар қуйида жадвалларда кўрсатилди.

1-жадвал

Фузикоқциннинг кўсакларнинг очилиш динамикасига таъсири

№	Вариантлар	Кузатиш муддатлари					
		I.09.18			I.I0.18		
		Кўсаклар-нинг умумий сони	Шу жумладан		Кўсаклар-нинг умумий сони	Шу жумладан	
			Очилган	Очилма-ган		Очилган	Очилма-ган
1	Назорат (Фузикоқцинсиз)	II,5	8	3,5	I2,4	12,4	-
2	Тажриба (Фузикоқцин билан)	13,6	9,0	4,6	I4,5	I3,0	1,5

Юқорида келтирилган жадвал маълумотларидан кўриниб турибдики, фузикоқцин қўлланилган вариантда кўсаклар сони назоратга нисбатан кўп бўлган. Демак, фузикоқцин ҳосил элементлари кўпайишига таъсир қилади ва уларнинг сонини орттиради.

Тадқиқот натижасига кўра ишонч ҳосил қилдикки, фузикоқцин таъсирида

фақатгина вегетатив органлар эмас, балки генератив органлар-симподиал шохлар, шона, гул ва кўсаклар ҳам тажриба вариантида кўпайиб борди. Бу эса ҳосилдорлик бўйича олинган маълумотларда ўз аксини топди.

2-жадвал

Фузикокциннинг ғўза ҳосилдорлигига таъсири.

№	Вариантлар	Қайтариқлар				Ўртача	Қўшимча ҳосил, ц/га
		I	II	III	IV		
1	Назорат (Фузикокцинсиз)	32	30,2	30,5	31,3	31,0	-
2	Тажриба (Фузикокцин билан)	36,5	35,9	35,2	37,2	36,2	5,2

Жадвал маълумотларидан кўриниб турибдики, фузикокцин ғўза ҳосилдорлигини оширади, бизнинг тажрибамизда ҳосилдорлик назоратга нисбатан 5.2 ц/га юқори бўлганлиги кузатилди.

Хулоса қилиб айтганда, фузикокцин препарати ўсимликнинг ўсиши ва ривожланиши учун қулай шароит яратиш орқали ғўза ҳосилдорлигини оширишга ёрдам беради.

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СИСТЕМА КОНКУРЕНТНЫХ СПОСОБНОСТЕЙ ПРЕДПРИЯТИЙ

Аннотация: В данной статье описывается необходимость вывода фирм на новый уровень конкурентоспособности. Существует множество методов, однако для их реализации необходимы некоторые меры для проведения более эффективной работы.

Ключевые слова: компания, конкуренция, проблема, система, анализ иходы.

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THE SYSTEM OF COMPETITIVE ABILITIES OF ENTERPRISES

Annotation: This article describes the need to bring firms to a new level of competitiveness. There are many methods, however, for their implementation, which measures are necessary for more efficient work.

Keywords: company, competition, problem, system, analysis and campaigns.

Современный мир требует постоянного обновления. Это работает для всех сфер жизни населения, государства. С ростом технологий появляется все больше новых потребностей у человека, которые он разными путями стремится удовлетворить.

Сейчас не достаточно просто открыть фирму и поставлять свою продукцию. Реклама, аналитика, учет, постоянное усовершенствование – все это необходимо даже в малом бизнесе, не говоря уже о крупных корпорациях.

Для того чтобы нам полностью раскрыть данную тему, предлагаю разобрать для начала разобрать название данной статьи. **Система** – совокупность различных частей, которые взаимосвязаны и взаимозависимы между собой и которые при совмещении образуют одно целое. **Конкурентоспособное предприятие** – это компания, которая

обладает некоторыми преимуществами, по отношению к фирмам, которые занимают ту же стезю и могут более полно удовлетворить конкретные потребности покупателя.

К настоящему времени ведется много разговоров, анализов по поводу того или иного подхода для улучшения конкурентоспособности предприятий, какие лучше методы использовать, однако прийти к какому-то единому решению пока не удалось. Безусловно, для наилучших результатов требуется огромная работа, от планирования и формирования некоторых управленческих решений до принятия мер. Естественно в данном вопросе не обойтись без ресурсного, маркетингового и аналитического подходов. Инновационные технологии, безусловно, важны, но за счет маркетинговых исследований и принятия правильных стратегических решений можно также вывести компанию на совершенно другой уровень.

Существует множество аспектов, например, интеграционный, виртуальный, маркетинговый, функциональный и другие, которые как раз в совокупности и представляют увеличение конкурентоспособности фирм. Из этого следует, что в данном вопросе важен не столько поверхностное решение главных вопросов, сколько регулирование и учет каждого элемента в отдельности, так как они составляют, в конечном счете, слаженную систему продвижения предприятия на рынке.

Существующие на данный момент условия на внешнем рынке определяют не только ее участники, но и государство, которое является неким путеводителем в деятельности фирм. Превосходство любой компании на мировом рынке это реальное присутствие конкуренции внутри страны. Однако участие в борьбе за лучшее место на мировом рынке дает свой опыт, изучение новых стратегий, которыми пользуются соперники, определенных мер.

Товар сейчас должен не просто заинтересовать упаковкой, он должен обладать такими качествами, чтобы полностью удовлетворить покупателя и простимулировать к дальнейшему пользованию. Повышение качества за счет минимальных затрат наилучший способ привлечения потребителей конкурентов. Потребители очень тщательно оценивают продукцию, сравнивают ее с конкурентами, поэтому как раз они являются немаловажным составляющим в идеальности продукта. Проведение анкетирования, различных опросов – эффективный способ повышения качества своего продукта. Таким образом, можно получить наиболее конкретную критику, которая принесет огромную пользу для улучшения определенных качеств.

Можно использовать самые различные методы повышения конкуренции, однако не стоит забывать о том, что существует ряд мероприятий, которые помогут привести к более подходящему для компании решению. И конечно, для начала необходимо оценить уровень

состояния предприятия, что позволит нам определить сильные и слабые стороны, а также в каком направлении следует двигаться дальше. После чего следует обратить внимание на уже имеющихся преимущества, которые позволят нам перейти к следующему этапу – разработке новых способов. Также отметим, что у каждой фирмы есть свои цели, от которых не следует уходить, а наоборот, стараться разработать такой план, чтобы можно было совместить и реализацию этих стратегических целей, и продвижение по состязательной тропе.

Не стоит забывать о таком пункте, как отслеживание деятельности конкурентов. Это такой же важный пункт, как и анализ потребителей. Таким образом, можно понять, на какой ступени находятся компании-соперники, какими стратегиями они пользуются. Предприятие сможет не только внести какие-то коррективы в свою работу, но и избежать ошибок, которые были замечены при анализе других фирм.

Лидерство – одна из лучших и оптимальных позиций, которая может привести к росту. Но как его достичь? Совокупность сильных сторон дает компании добиться этого. Знание бизнеса поможет определить, что воздействует на вашу компанию, а инициативность – даст определенный опыт. Гибкость поможет узнать, насколько вы адаптированы к тем или иным условиям. Уверенность и эмоциональный интеллект приведут к быстрому решению проблемы. С помощью всех этих и не только сторон вы точно сможете обеспечить себе лидирующие позиции.

В заключение хочу сказать, что не стоит сидеть сложа руки и ждать, пока все само заработает. Пока вы просто производите, ваши конкуренты продумывают новый шаг для того, чтобы сместить вас с рынка. Анализируйте, пробуйте, побеждайте, и вы точно добьетесь того самого лидерского уровня.

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ВЛИЯНИЕ РЕКЛАМЫ НА БИЗНЕС

Аннотация: Данная статья показывает насколько сейчас стало актуально компаниям рекламировать свою продукцию и какой эффект она приносит. Как меняются показатели, и стоит ли вообще тратить деньги на рекламу в современном обществе.

Ключевые слова: компания, реклама, показатели, эффективность, потребители, повышение спроса.

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THE IMPACT OF ADVERTISING ON BUSINESS

Annotation: This article shows what the company is currently getting relevant for its products and what effect it brings. How the rates are growing, and whether it is generally worth spending money on advertising in a public society.

Keywords: company, advertising, indicators, efficiency, consumers, increase in demand.

Каждая фирма в разные периоды времени, опираясь на свои показатели, выстраивает определенную стратегию для удовлетворения такой цели, как получение большей прибыли. Применяя различные методы для повышения спроса своих товаров, компания определяет, какие из них действительно дадут положительный результат.

Существует множество различных факторов, как внешних, так и внутренних, которые влияют на работу и показатели. Иногда очень трудно определить, какая ситуация в стране будет через 2-3 года, и на фоне этого, предприятия зачастую боятся принимать какие-то колоссальные стратегические изменения. Также есть такой фактор, как потребности потребителя, которые частенько меняются. Именно поэтому компаниям необходимо постоянно взаимодействовать с клиентами.

Существует несколько способов для связи с покупателями: опросы, интервью, мониторинг открытых источников и другие. Однако одним из самых распространенных способов соединения компании с клиентом является реклама.

Первая реклама в СССР появилась в 1964 году, но в то время конкуренция не была так сильно развита, как в 21 веке, поэтому в ней особо не нуждались. У многих людей в то время отсутствовали опыт и представление о том, как она должна выглядеть. На сегодняшний день реклама стала настолько популярна, что для некоторых людей это является полноценным заработком. Причем такой заработок варьируется настолько, что один с нее получает 100 рублей, а другой 100 000 рублей и больше. Стали появляться специальные коммерческие организации, которые профессионально занимаются рекламной деятельностью. С помощью них значительно упрощается механизм распространения объявлений.

Компании сейчас также часто стали рекламировать свой товар. Это помогает потребителям намного быстрее узнать о товаре, более того сейчас можно узнать о товарах, которые продаются на другой точке планеты, благодаря интернету. Такой подход очень эффективен, так как фирмы могут перенимать какие-то функции для своих товаров, тем самым улучшая свою продукцию.

На сегодняшний день имеется множество различных площадок, которые распространяют рекламу, тем самым повышая узнаваемость не только товара, но и самой фирмы, тем самым привлекая интерес. Продвижение в интернете дает понять покупателю, что именно этот товар нужен им и принесет пользу. Для потребителя важно получить от продукта максимальную пользу, особенно если он стоит больше, чем обычные товары, которые он покупает каждый день и даже не задумывается об этом. Предприятиям тоже необходимо знать, что деньги, вложенные в рекламу, а иногда это сотни тысяч долларов, окупаются и приводят к увеличению оборота. Однако такие траты важно правильно делать, так как можно потратить миллионы денег на рекламу, а она так и не принесет никакой пользы. Здесь важную роль играет грамотный выбор фирмы, которая занимается этим.

Существует множество факторов, благодаря которым компании решаются вкладывать такие большие деньги. Один из таких плюсов – осведомленность клиента. Да, я выше уже писала об этом, но можно рассмотреть это с позиции продавца. Человек, который проинформирован о продукте, о цене, качестве, его преимуществе, не станет задавать множество лишних вопросов. Это действительно экономит время, как для продавца, так и для покупателя. Очень часто происходит следующее: анонсирован новый товар, а в магазинах его еще нет. Он каждый день попадает на глаза людям, то в телевизоре, пока идет рекламная пауза, то

в телефоне. Чаще всего это подогревает интерес зрителя и он, еще не купив этот товар, уже знает, как и где его будет применять.

Сегодня мы очень часто стали слышать слово конкуренция. Действительно, в рыночной экономике сейчас стала преобладать несовершенная конкуренция, появляется много фирм-заменителей больших брендов, что позволяет значительно снижать уровень популярности фирмы. Именно поэтому возрастает важность рекламы для предприятий. Она позволяет предприятиям обращать внимание на преимущества соперников, тем самым разрабатывая новые системы производства товаров, расширение производства. Чем качественнее она будет, и чем больше будет распространяться, тем более высок уровень охвата потребителей. Таким способом можно не только сохранить клиентов, которые уже заинтересованы в приобретении вашего товара, но и получить новых.

Человечество 21 века уже не представляет свою жизнь без рекламы. Она формирует моду, новые тенденции, разрушает старое и приносит новое. Современное общество быстро развивается, поэтому меняется качество и распространение рекламных объявлений. Если раньше это были расклеенные по всем улицам буклеты, то сейчас это целая работа над качественным видеоматериалом и редакция текстов, которые будут не только завлекать потребителей, но и соответствовать правовым нормам.

В заключение хочу сказать, что существует множество плюсов и минусов у рекламной кампании, однако ее преимущества настолько велики для предприятия, что некоторые в них ежемесячно вкладывают сотни долларов, получая с этого мощную прибыль и узнаваемость. Поэтому на сегодняшний день реклама важна и нужна, потому что приносит эффективность в любую деятельность.

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МЕТОДЫ УВЕЛИЧЕНИЯ ДЕНЕЖНЫХ ПОТОКОВ ДЛЯ ПРЕДПРИЯТИЯ

Аннотация: В данной статье приводится описание эффективности компаний на рынке. Сейчас особо актуально увеличивать свои денежные поступления за счет каких-то определенных методов. Представлены некоторые из них.

Ключевые слова: затраты, прибыль, коммерческое предприятие, эффективность, ресурсы, способы увеличения доходов.

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METHODS FOR INCREASING CASH FLOWS FOR AN ENTERPRISE

Annotation: This article provides a description of the effectiveness of companies in the market. Currently, particularly relevant deliveries are supplied by some types of selection. Some of them are presented.

Keywords: costs, profit, commercial enterprise, efficiency, resources, ways to increase income.

В современном мире трудно найти коммерческую компанию, которая бы не искала определенные пути для получения большего дохода. Даже в самом определении понятия «коммерческое предприятие» прописано, что это субъект, который действует в качестве получения максимальной прибыли. В основном фирмы получают выручку от продажи каких-либо товаров или услуг, выполнения работ и так далее. От деятельности компании зависит очень многое, особенно от каждого отдельного работника, выполняющего работу, так как каждый из них выполняя работу, составляет одно целое с остальными. От их деятельности зависит, каким будет финансовый результат: положительный или отрицательный.

Однако есть и другие внешние факторы, которые влияют на фирмы и которые легко могут повлиять на ваш коммерческий исход. Например, природные (деятельность некоторых компаний зависит от почвы, погодных условий и т.д.), биологические (распространение вируса, который повлек за собой карантин) и другие.

От того, насколько успешным и финансово обеспеченным является предприятие, зависит его настоящее и будущее, его деятельность, эффективность продвижения. Почти вся деятельность, внутренняя и внешняя, зависит от денежной составляющей: начиная от покупки сырья до ремонта и рекламы по продвижению. Действительно, затрат на предприятиях много и они постоянные, их нужно покрывать сразу, иначе компания понесет убытки. С их увеличением нельзя будет рассчитывать на что-то хорошее. Для этого маркетинговые и аналитические службы анализируют работу предприятия, ищут пути для развития и большего получения прибыли, ведь чем больше финансов, тем эффективнее и мотивированнее становится деятельность. При увеличении доходов фирмы могут расширять свою деятельность, свои площади, объемы производства.

Доходность компаний также влияет на государство, ведь каждая из них платит налоги, что в свою очередь увеличивает поступления в бюджет РФ. В свою очередь это помогает более эффективно действовать госструктурам.

Из вышеперечисленного можно сделать вывод, что поиск для новых путей получения и увеличения прибыли всегда будет актуальным вопросом.

Одним из способов повышения эффективности является разумное использование ресурсов. Именно слово **разумное** здесь определяющее, потому что, расходуя меньше ресурсов, появляется вероятность ухудшения качества товара, что может не повысить, а наоборот снизить спрос на такую продукцию. Нужно следить за тем, чтобы оборудование не простаивало долгое время без работы, чтобы ресурсы, которые применяются в производстве, использовались по максимуму. Очень часто происходит такая ситуация: используются какие-то ресурсы, от них остаются какие-то части, которые уже никак не будут использоваться в производстве. Таких случаев много и решением является не просто вынос остатков сырья на мусор, а его перепродажа как неликвид или использование в другой деятельности. Но и бывает такое, что материалы больше нельзя применить, поэтому для таких случаев нужно искать другие пути.

Следующим можно отметить: изменение работы за счет увеличение выпуска продукции. Повышение качества влечет за собой увеличение конечного товара в цене. Также можно провести небольшой анализ для того, чтобы определить, можно ли расширить ассортимент продукции, как это сделать и принесет ли это реальную доходность предприятию.

Существует такой способ, как поиск новых каналов сбыта. Вроде такое простое решение, но оно может принести очень хорошие плоды. Необходимо провести некоторые маркетинговые анализы товаров и услуг и понять, как их по-новому можно будет продать. После такого анализа можно будет также узнать, стоит ли вкладывать дополнительные средства на новое, более эффективное оборудование или же стоит ли отправить работников на переквалификацию.

Также можно повысить или уменьшить стоимость своих товаров, в зависимости от заинтересованности клиентов. Не стоит также забывать о конкурентах. Нужно периодически анализировать их состояние компании и то, какими методами и фишками они пользуются. А далее дело за малым: брать, анализировать и применять в своей деятельности.

Существует несколько способов, как отследить деятельность компаний-конкурентов:

Во-первых, оценка рекламодателей. Данный метод является не таким трудным, достаточно зайти на сайт фирмы или просмотреть их социальные сети. Просматривать этот пункт очень важно, потому что вы можете найти для себя что-то очень даже полезное, в противном случае есть еще пару способов.

Во-вторых, существует такое маркетинговое исследование, как тайный покупатель. Данный вид очень эффективен, если вы хотите знать, как именно и по каким ценам продается товар.

В-третьих, изучение работы оппонентов с Интернет-ресурсами. Как проводится работа с соц. сетями, какую информацию публикуют и насколько она информативна.

Существует еще множество способов для повышения доходности предприятия, но пока вы их не начнете реализовывать, они бесполезны. Не обязательно ухватиться за какой-то один, можно взять и 2 и 3 метода, главное не забывать, что на все необходимо ресурсы.

В завершение хочу сказать, что каким бы ни было предприятие, оно должно помнить о своих главных целях и задачах. А для того, чтобы вывести его на новый уровень в отношении прибыли, нужно использовать способы, которые приведены выше, и понимать, что конкретно нужно потребителю и что вы ему можете дать.

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COVID-19 – ХОРОШО ИЛИ ПЛОХО ДЛЯ МИРОВОЙ ЭКОНОМИКИ?

Аннотация: В данной статье описываются последствия пандемии не только внутри одной страны, но и во всем мире. Существует множество причин, по которым можно сделать вывод, что люди не были готовы к такому. Нынешняя ситуация и как мы справляемся.

Ключевые слова: короновирс, экономика, спад, застои, финансы, безработица.

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IS COVID-19 GOOD OR BAD FOR THE GLOBAL ECONOMY?

Annotation: This article describes the consequences of the pandemic not only within one country, but throughout the world. There are many reasons why it can be concluded that people were not ready for this. The current situation and how we are coping.

Keywords: coronovirus, economy, recession, stagnation, finance, unemployment.

COVID-19 – так назвали острое заболевание, которое было вызвано быстро распространяющимся вирусом, начавшимся в 2019 году. Оно повлекло за собой не только многочисленные человеческие потери, но и экономические. Вводились карантинны и всевозможные ограничения, закрывались заведения, торговые центры. Такие последствия повлияли на экономику не только отдельного района или государство, но и на весь мир. Люди не были готовы к такой резкой смене ситуации, поэтому первое время было особо трудно. Еще одна сложность ситуации заключалась в том, что ее нужно было быстро решить, но никто не понимал, что и как предотвратит данную ситуацию.

Существует множество факторов, которые повлияли на такой резкий спад. Это можно было заметить не только, прочитав новости или проанализировав показатели, но и сходя в магазин. Пустые полки в магазинах, ажиотаж на продукты первой необходимости, отсутствие персонала – все это настораживало.

Стоит также сказать, что замедление в развитии мировой экономике только обострилось с распространением коронавируса. Уже многие годы аналитики стали отмечать, что темпы роста экономики стали значительно медленнее развиваться.

Хочется отметить некоторые серьезные последствия:

1) Закрытые границы. Всемирная торговля значительно ухудшилась в данный период. Ограничения в работе с Китаем, одним из главных партнеров многих стран, повлекли к приостановке торговли и производственных процессов. Были значительно сокращены поставки, что создало трудности в производстве на крупных фирмах.

2) Малый бизнес разрушен, средний сильно пострадал. Действительно, на эти бизнесы очень повлияла пандемия. Это была как некая проверка на прочность, которую, к сожалению, не смогли пройти многие компании.

3) Доходы населения. Из-за карантинных мер вырос уровень безработицы. Многие работники были сокращены, а некоторые даже уволены. Это значительно сократило платежеспособность населения, что было сильно заметно на сокращении спроса на такие товары, как машины, техника и т.д.

4) Культура и спорт. Конечно, это затронуло все сферы жизни. Было отменено и перенесено все, начиная с самых малых региональных, заканчивая международными соревнованиями. Закрытые кинотеатры и музеи тоже не дали положительного отклика.

5) Туризм. О каникулах в жарких странах можно было забыть, потому что закрытые границы не позволяли выезд из страны. Авиакомпании, судовладельцы также почувствовали спад.

Можно и дальше перечислять по пунктам, но как минимум из этих четырех уже можно сделать вывод о том, что не все складывалось так хорошо. Эффект от такого события распространялся очень быстро. Все страны по-разному боролись, однако можно сказать, что все они вложили очень много денег.

Малый бизнес не такая маленькая часть экономики государства. Он, безусловно, влияет на темпы развития и спада, является базой рыночной экономики. Многие предприниматели ощутили в основном негативность пандемии. По данным аналитиков фирмы с численностью работников меньше 100 человек пострадали больше. Однако есть большой процент людей, которые не так пессимистично отнеслись к ситуации и верили, что это все временно. С данной проблемой нужна в помощи государства

обострилась. Были проведены меры по поддержанию бизнесов: отсрочки по кредитам, субсидии, нефинансовые меры поддержки.

Сокращение производства повлекло за собой многое, но хочется сказать, что одним из важнейших факторов было увеличение уровня безработицы. Согласно данным он увеличился на 5%. Однако данная ситуация помогла развитию профессиям, которые можно спокойно выполнять онлайн. Таким образом, можно выделить здесь огромный плюс в том, что онлайн-бизнес не нуждался в аренде, следовательно, в сокращении расходов. Бытовало мнение, что как раз-таки пандемия станет огромным толчком для распространения магазинов без продавцов.

Не стоит забывать, что как бы там не распространялась онлайн-работа, многие люди попали в сложные финансовые ситуации. Сокращение доходов населения с давних времен не приводят ни к чему хорошему, а в такое сложное время тем более. И опять-таки, в данном вопросе также вступает в силу помощь государства: социальные пособия, отсрочка налоговых платежей, изменение условий кредитования и другие.

За время короновируса ярко была заметна нехватка развития здравоохранения. Тысячи людей каждый день во всех города самых различных стран попадали в больницы и нуждались в медицинской помощи, однако не всегда ее получали в силу нехватки медперсонала. Данная проблема должна получить самое быстрое решение, потому что речь идет о человеческих жизнях. В период пандемии начали строить новые больницы, но все же этого недостаточно.

Нельзя сказать, что во время COVID-19 были только отрицательные моменты. Из положительного можно отметить: возможность переквалификации, открытие новых направлений, развитие нового бизнеса (производство товаров первой необходимости, масок и т.д.), замедление загрязнения атмосферы по причине приостановке деятельности, решение проблем здравоохранения и другие. Но все это конечно не отменяет тот факт, что мировая экономика получила большой урон.

Государства старались оказывать максимальную поддержку со своей стороны. Госрасходы были увеличены почти в 600 раз. Большое количество денег было привлечено в долг, что, конечно, скажется в дальнейшем.

Таким образом, в завершение хочется сказать, что COVID-19 внес в нашу жизнь большие потери, которые мы еще долго будем налаживать. И то, насколько эффективно мы будем это делать, покажет наши дальнейшие перспективы.

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БАДМИНТОН СОҒЛОМЛАШТИРУВЧИ ВА ЭНГ ЖОЗИБАЛИ СПОРТ ТУРИ

Аннотация: Ушбу мақолада, болалар учун бадминтон спорт турининг фойдаси тўғрисида сўз боради.

Калит сўз: бадминтон, болалар, соғлиқни яхшилаш, жисмоний сифатлар.

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BADMINTON HEALTH AND THE MOST ATTRACTIVE SPORTS

Abstract: In this article, we will talk about the benefits of badminton for children.

Keywords: badminton, children, improves health, physical qualities.

Ўзбекистон Республикаси Вазирлар Маҳкамасининг 11.03.2020 йил 143-сон “Ўзбекистон Республикасида бадминтон спорт турини ривожлантириш чора-тадбирлари тўғрисида”ги қарори. Республикада бадминтон спорт турини янада кенг ривожлантириш, аҳоли кенг қатламларини, хусусан, ёшларни бадминтон спорт тури билан мунтазам шуғулланишга жалб этиш, улар орасидан иқтидорли спортчиларни саралаб олиш, юқори малакали тренер кадрларни тайёрлаш тизимини ривожлантириш, мавжуд моддий-техника базадан самарали фойдаланиш мақсадида Вазирлар Маҳкамаси қарорида белгилаб қўйилган.

Биз ажойиб алтернатив - серҳаракат ва қулай бадминтон спорт тури ҳақида гаплашамиз.

Бугун дунёда одамлар саломатликка салбий таъсир кўрсатадиган замонавий муаммоларни тушуна бошладилар. Жисмоний тарбия, спорт ва соғлиқни сақлаш бир-бири билан чамбарчас боғлиқ. Ҳозирги кунда энг муҳим давлат вазифаларидан бири ёш авлодни жисмоний тарбиялаш эканлиги билан изоҳланади. Ҳар бир тараққийпарвар жамият жисмонан соғлом, ижодкор, мустақил фикрлайдиган, ҳаёт муаммоларини мустақил аниқлай оладиган ва уларни ноанъанавий тарзда ҳал эта оладиган шахсга муҳтождир. Бироқ, бундай шахсни шакллантириш жараёни жуда мураккаб. Бугун жамиятнинг ана шундай инсонни тарбиялаш масъулияти ҳар қачонгидан ҳам чуқур англаб етилмоқда.

Бадминтон - бу жуда серҳаракат ўйини, шунинг билан бирга у кам шикастлидир. Бадминтон машғулотлари давомида болаларда эпчиллик,

чидамлилиқ, эгилувчанлиқ, тезлиқ, куч кўрсаткичлари каби жисмоний сифатлар шаклланади.

Бадминтон - бу турли ҳаракатлар ва комбинацияларга тўла ракетка ва волан ёрдамида ўйналадиган спорт ўйини. Бу ер юзидаги енг қадимий спорт ўйинларидан бири бўлиб, манбаларда келтирилишича унинг ёши тахминан уч минг йил. Бадминтон олимпия спорт тури сифатида тан олинган ва 1992 йилдан буён ёзги олимпия ўйинлар дастурига киритилган. Ҳозир дунёда ушбу спорт турининг 100 миллиондан ортиқ мухлислари мавжуд. У жисмоний сифатларни ривожлантиришнинг мавжуд воситаларини, масалан: куч, тезлиқ, чаққонлиқ, диққат, ҳаракатларни мувофиқлаштиришни ўз ичига олади.

Бадминтон нимаси билан болалар учун яхши ва қизиқарли ўйин?

Бадминтон ўйнашни нафақат катталар, балки болалар ҳам яхши кўрадилар. Агар фарзандингиз ушбу спорт турига қизиқиш билдирган бўлса, уни бадминтон ўйнашни ўргатиш учун шошилинг, чунки бадминтон жуда кўп афзалликларга эга.

Шундай қилиб, бадминтон болага нима бериши мумкин:

Ўйин фарзандингиз соғлиғини яхшилайдиган, уни эпчил ва чидамли қилади. Ўйин давомида воланни ҳавода ҳаракатланишини кузатиб бориш керак, бу кўриш қобилятига фойдали таъсир кўрсатади, шунингдек, реакция тезлигини ошириши мумкин.

Ўйин давомида бўйин ва бош мускуларининг бурилиш ҳаракатлари кўплиги фойдалидир. Бу гемодинамикани яхшилайдиган. Шундай қилиб, бу спорт тури боланинг бутун танасига аэробик юклама беради. Бундан ташқари, бадминтон ўйнаб, болалар чуқур нафас олишади, бу ҳам саломатликка фойдали таъсир кўрсатади.

Бундай ҳаракатлар туфайли бола янада интизомли ва масъулиятли бўлади. Кўпинча спорт тўғрақларида болалар жамоада яшашни ўрганадилар, бу уларнинг руҳиятига фойдали таъсир кўрсатади. Бундай тўғрақларда болалар бадминтон ўйнаш учун жуда яхши шароитларга эга. Очiq ҳавода ўйналадиган ўйинлар ҳам боланинг саломатлиги учун жуда фойдали ҳисобланади. Ҳар ҳолда, бу компьютерда ўтиришдан кўра анча яхши ва фойдалироқдир.

Профессинал бўлиш учун 5-6 ёшдан бадминтон ўйнашни бошлаш керак. Бундан ташқари, агар бола жиддий машқ қилишга тайёр бўлса, у дарҳол кўринади.

Бундан ташқари, фарзандингиз ўғил ёки қизингизда аналитик, мантикий фикрлаш ва сезги ривожланади. Бадминтон “ракетка билан шахмат” деб номланиши ажабланарли эмас. Гап шундаки, ракетка нафақат уриши, балки рақибнинг ҳаракатларини башорат қилиши, унга ракетка билан зарба бера олмайдиган шундай парвоз траекторияси ҳақида ҳам

ўйлаши керак. Бу фазилатлар, шубҳасиз, ўғлингиз ёки қизингизга ўқишларида фойдали бўлади.

Машғулотга тайёргарлик босқичлари. Фарзандингиз бадминтон ўйнашни дарҳол ўрганишини кутманг. Ўйинга киришишдан олдин бола тайёргарликдан ўтиши керак. Авваламбор ўйин қоидалари ва техникасини ўрганиб ва кейин шерик билан ўйнаш тавсия қилинади. Ҳар қандай ёшдаги болалар учун яратилган махсус техникалар мавжуд. Улар ўйин бошланишидан олдин машқ қилишга ёрдам беради.

Воландан фойдаланиш. Биринчи қадам - у билан танишиш. Сиз уни қўлларингиз билан ушлашни ва кўзларингиз билан кузатишни ўрганишингиз керак. Буларнинг барчаси ракетка иштирокисиз амалга оширилади, бу жараёнда ҳаракатларни мувофиқлаштириш, тезлик ва аниқлик ривожланади.

Қайси ёшдан болаларни бадминтон тўғарагига берган яхшироқ?

Болалар кўпинча бадминтон тўғарагига 8 ёшдан бошлаб қабул қилинади. Баъзи ҳолларда тайёрлов гуруҳида машғулотлар 10-12 ёшда бошланади.

Одатда, ўқув дастури амалий ва назарий машғулотларни ўз ичига олади. Умумий жисмоний тайёргарликни ривожлантиришга қаратилган машқлардан ташқари, болалар махсус машқларни бажарадилар, шунингдек, ўқув дастуридаги машғулотларда ҳаракатли ўйинлар ҳам мавжуд.

Айтиш керакки, мактабгача ёшдаги болалар учун бадминтон асосларини тушуниш мактаб ўқувчиларига қараганда қийинроқ. Шунинг учун, сиз жуда ҳам шошилмаслигингиз керак, агар сиз бадминтон ўйнасангиз, эрта ёшдан болани оилавий бадминтон ўйини билан таништириб боришингиз мумкин. Аммо жиддий, мунтазам бадминтон машғулотлари билан шуғулланишни мактабга боргач бошлаш яхшидир.

Бадминтон қизлар ва ўғил болалар учун бир ҳил мос келади.

Машғулотлар иккала жинснинг психо-эмоционал ривожланишига ижобий таъсир кўрсатади. Натижада, қизлар ва ўғил болалар келишган қади-қоматга, эпчил, кучли ва бардошли танага ега бўлишади. Шу билан бирга, қиз боланинг елкалари жуда кенг бўлиб қолиши ҳақида ташвишланишингиз учун асос йўқ, бу муаммо бадминтончи қизлар учун умуман алоқадор эмас.

Муаммонинг моҳияти. Атроф-муҳит омилларининг таъсири, замонавий ҳаётнинг ритми, атроф-муҳитда агрессив микроорганизмларнинг доимий мавжудлиги инсон саломатлигини заифлаштиради. Шунинг учун тананинг мудофаасини барча мавжуд воситалар - тўлақонли овқатланиш, турли касалликларни ўз вақтида даволаш, иммунитетни мустаҳкамлашга қаратилган профилактика чоралари, шунингдек, жисмоний фаоллик билан мустаҳкамлаш жуда муҳимдир.

Инсоннинг меҳнати ва кундалик ҳаётини осонлаштирадиган компьютерлар, смартфонлар ва бошқа "қурилмалар" пайдо бўлиши билан технологик тараққиётнинг ривожланиши шароитида одамларнинг жисмоний фаоллиги ҳатто сўнгги ўн йилликга нисбатан кескин камайди.

Бу инсоннинг функционал қобилиятининг аста-секин пасайишига, унинг мушак-скелет тизимининг заифлашишига, ички органларнинг фаолиятидаги ўзгаришларга олиб келади. Ҳаракат ва энергия сарфлашнинг камлиги барча тизимларда (мушаклар, қон томирлари, юрак, нафас олиш органлари) ва умуман танадаги носозликларга олиб келади ва турли касалликларнинг пайдо бўлишига ёрдам беради. Шунинг учун ҳам спортнинг инсон саломатлигига таъсири жуда муҳим.

Хулоса. Шундай қилиб, ҳар куни бадминтон ўйнашнинг соғлиқ учун фойдали томонлари тўғрисида эди. Булар кўпроқ бўлиши мумкин ва еҳтимол сиз бизга ўз таклифларингизни берасиз.

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РАСЧЁТ НДФЛ ПРИ НАЧИСЛЕНИИ ЗАРАБОТНОЙ ПЛАТЫ

Аннотация: В статье говорится процесс исчисления НДФЛ с начисляемой заработной платы. Основные моменты и методы расчёта.

Ключевые слова: НДФЛ. Заработная плата. Налог. Оплата. Деньги. Расчёт. Сотрудник. Работодатель.

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CALCULATING PERSONAL INCOME TAX FOR PAYROLL

Annotation: This article deals with the process of calculating personal income tax on accrued wages. The main points and methods of calculation.

Keywords: PERSONAL INCOME TAX. Wages and salaries. Tax. Payment. Money. Settlement. Employee. Employer.

Не трудно предположить, что любая организация, ведущая финансовую и хозяйственную деятельность, ведет бухгалтерский учет. Это делается для того, чтобы вести максимально достоверный и правильный учет деятельности, следить за всеми движениями имуществ внутри и вне организации.

Каждый человек при выполнении своей работы, соответствующей его профессиональным умениям и качествам, получает за это определенное поощрение, то есть своевременную оплату выполненного и использованного труда.

Заработная плата делится на типы:

- денежная оплата
- натуральная оплата

И если в способе, где выдается натуральная заработная плата, человек получает продукцию стоимостью равнозначной сумме назначенного количества денег. То при денежной составляющей - работник получает определенную сумму денег.

Заработная плата является налогооблагаемой базой, то есть существует определенный коэффициент, который удерживается с зарплаты. Эта часть средств идет в погашение обязательства каждого гражданина об уплате обязательного налога – налога на доходы физических лиц.

На данный момент величина данного вычета составляет 13%. Эти средства каждый гражданин выплачивает автоматически со своих доходов и направляются они в государственную казну, в дальнейшем, формируя экономический бюджет. Именно эти денежные исчисления идут на удовлетворение множества потребностей общества, создание благ для уверенного существования государства. Денежные средства могут быть направлены на:

- создание общественных благ
- гарантированность получения многими категориями граждан бесплатной медицинской помощи
- строительство городской инфраструктуры, удобные места для времяпровождения
- выдача социальных выплат
- удовлетворение потребностей общества.

И так, как же рассчитывается и удерживается НДФЛ с заработной платы сотрудника.

Основной для расчета является окладная часть, то есть столько, сколько предполагается работнику обязательных полученных средств. Затем берутся в счет суммы, не предполагаемые для удержания налога (например, если у сотрудника на иждивении находится 1 или больше детей), в таком случае из налогооблагаемой базы вычитается определенная сумма денег, которая также устанавливается в зависимости от количества несовершеннолетних или находящихся на иждивении детей. Они вычитаются и окладной базы и получается сумма, с которой уже начинают вычитаться налоги.

Налог на доходы физических лиц рассчитывается не по 1 месяцу, он рассчитывается по нарастающей. То есть берется в счет не только текущий балансовый месяц, но и все предыдущие месяцы с начала рабочего года. То есть образуется налогооблагаемая база с начала года и именно так рассчитывается сумма полученных средств в этом месяце.

В дальнейшем работодатель платит остальные вычеты и налоги, но они уже не удерживаются с работника, их платит работодатель с суммы, начисленной заработной платы.

Стоит также отметить, что если организация ведет серый учет и заработная плата выдается на руки, обходя процедуру налоговых вычетов, работодатель получает с этой системы выгоду, но также подвергает свое предприятие нарушению законодательства и совершает грубое нарушение.

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ОСОБЕННОСТИ И ФОРМЫ ЗАРАБОТНОЙ ПЛАТЫ В ОРГАНИЗАЦИЯХ

Аннотация: Как производится назначение и начисление заработной платы в организациях. Виды систем зарплат. Как оценивается человеческий труд.

Ключевые слова: Оплата. Предприятие. Ресурс. Фактор. Деньги. Система. Сдельная система. Окладная система. Производство.

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THE FEATURES AND FORMS OF WAGES IN ORGANISATIONS

Annotation: How salaries are assigned and accrued in organisations. Types of wage systems. How human labour is valued.

Keywords: Payment. Enterprise. Resource. Factor. Money. System. Piecework system. Pay system. Production.

Невозможно представить современный мир без достаточного количества потребляемой продукции и используемых услуг. То есть процент потребления растет с каждым годом все больше и больше и выходит на более высокий уровень. Следовательно, для производства продукции требуется большое количество затрачиваемых ресурсов, использования всех видов факторов производства.

Разбирая с самого начала, рассмотрим понятие факторы производства.

Фактор производства – используемые в процессе производства ресурс, который имеет свой факторный доход. Так, важнейшим фактором является человеческий труд.

Человеческий труд очень ценится в производстве, так как играет немаловажную роль в развитии предприятия и факторным доходом с данного ресурса является заработная плата.

Заработная плата – исчисляемая в денежном или ином (возможно выдача оплаты натуральным путем, то есть выдача продукции на сумму, равнозначной заработной плате) формате форма оплаты за совершенный человеком труд. То есть любая работа должна поощряться каким-либо способом оплаты.

Зарплата начисляется по законодательству не менее 2 раз в месяц, то есть производится выдача авансовой части в середине текущего месяца и затем производится выдача основной части суммы в начале каждого рабочего месяца несколькими видами и плата делится на определенные классификации:

1. Окладная часть (основная сумма выдачи)
2. Премияльная надбавка к окладной части
3. Какие-либо виды доплат за переработку смен или выход на работу в свободное время, сверх нормы
4. Возмещение потраченных средств за общественный транспорт, если сотрудник осуществлял поездки по значимым делам компании
5. Доплата за работу на опасном производстве, получение опасных для жизни факторов влияния
6. Оплата питания сотрудника.

Также существует 2 формы начисления заработной платы: Сдельная форма и повременная.

Сдельная форма оплаты труда заключается в «проведении сделки» между сотрудником и работодателем. Устанавливается определенный план работы и за его выполнение работник получает денежное вознаграждение. То есть у работника нет гарантированной части зарплаты, он получает ту сумму денег, на какую выполнил свою предполагаемую работу. Плюсы данной системы заключаются в том, что перевыполнив определяемую норму и работая сверх плана, организациями обычно устанавливается повышенный коэффициент оплаты. То есть вся выполненная сверх нормы работа будет оплачиваться по повышенному тарифу. То есть у работника появляется стимул выполнять свою работу еще более эффективно и результативно, чтобы получить с этого максимальную выгоду. Это безусловно является положительным аспектом в данном вопросе.

Но также данная система содержит в себе минусы. В том плане, что сотрудник не имеет гарантии получения достаточного количества оплаты. Нет фиксированного дохода и окладной части. Если человек столкнется с трудностями при выполнении нормы плана, заработная плата составит маленькую сумму.

Рассматривая окладную систему заработной платы, можно отметить, что существует гарантия получения значительной суммы. То есть работодателем устанавливается фиксированная ставка, которую работник получает независимо от количества выполненной работы и наличия, выполнения определенного плана.

Однако минусом данной системы является факт отсутствия мотивации у сотрудников работать более эффективно и качественно, так как дополнительная работа может остаться незамеченной и неоплаченной. Единственной формой надбавки может являться начисление премиальной части оплаты.

Так мы рассмотрели основные моменты начисления заработной платы в организациях.

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ОСОБЕННОСТИ БУХГАЛТЕРСКОГО УЧЕТА

Аннотация: В статье рассматривается методология ведения бухгалтерского учета. Говорится о характеристиках и способах учета. Роль бухгалтерского учета в работе предприятия.

Ключевые слова: Учет. Бухгалтерия. Счет. Проводка. Контроль. Метод. Документооборот. Двойная запись. Организация. Предприятие. Операция. Калькуляция.

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THE FEATURES OF ACCOUNTING

Annotation: This article discusses the methodology of accounting. The characteristics and methods of accounting are discussed. The role of accounting in the operation of an enterprise.

Keywords: Accounting. Accounting. Account. Posting. Control. Method. Workflow. Double entry. Organization. Enterprise. Operation. Calculation.

В каждой организации, где ведутся расходно-доходные статьи, законодательство обязывает вести бухгалтерский учет.

Бухгалтерский учет – совокупность методов и способов контроля за финансовой составляющей организации.

То есть абсолютно в каждой организации ведется строгий подотчетный контроль за оборотом средств и выдачей их подотчетным лицам. Как и в других видах ведения учета, в бухгалтерском учете применяются определенные методы, рассмотрим их:

- Счет

На каждую операцию в организации составляется определенная бухгалтерская проводка. Чтобы это возможно было реализовать, каждому действию закрепляется счет. Затем в проводке эти счета отражаются по дебету и по кредиту соответственно.

- Калькуляция

Чтобы вести правильную и достоверную отчетность, необходимо производить учет стоимости инвентарной продукции, существующих в организации ресурсов.

- Документооборот

Одним из важных составляющих в эффективном ведении бухгалтерского учета является правильное функционирование документирования. То есть должен соблюдаться особый порядок и правила.

- Двойная запись

При учебе изменения строя и при задействовании какого-либо имущества, осуществляется составление бухгалтерских проводок, для которых делается двойная запись. Счет по дебету и счет по кредиту, что определяет с какого счета было снято имущество и на какой счет оно было зачислено. Простыми словами, ведется учет движения имущества.

- Оценка

Здесь стоит отметить, что законодательством государства устанавливается требование на счет того, в какой валюте можно вести учет и составлять документооборот.

- Баланс

На балансе отражаются все операции организации, то есть практически все движения имущества, которые были документально оформлены и закреплены.

- Ведение отчетности

Важной составляющей является ведение отчетности на предприятии. Так как все имущественные и неимущественные операции должны быть отражены в специальном учете. Именно благодаря этому, организация сможет существовать и функционировать правильно, отвечая законодательству и эффективно.

- Производство инвентаризации

Раз в определенное время проводится переучет и переоценка имущества организации. Это нужно для того, чтобы организация была в курсе своих активов и пассивов.

- Контроль учета

Производится для проверки достоверности, располагаемой должностными лицами учетной информации.

Подытожим мысль. Получается, что бухгалтерский учет - это сложная, многосоставная система, которая включает в себя множество методов ведения учета, целей и задач.

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НАЛОГОВЫЙ УЧЁТ НА МАЛЫХ ПРЕДПРИЯТИЯХ

Аннотация: Как производится налоговый учёт на предприятиях малого бизнеса. Какие организации могут пользоваться системой упрощенного налогообложения. Сущность бухгалтерского и налогового учёта на предприятиях.

Ключевые слова: Предприятие. Организация. Налоги. Учёт. Вопрос. Расходные статьи. Доходы. Прибыль. Финансовая составляющая. Обязанности.

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SMALL BUSINESS TAX ACCOUNTING

Annotation: How tax accounting is done for small businesses. Which organisations can use the system of simplified taxation. The essence of business accounting and tax accounting.

Keywords: An enterprise. Organization. Taxes. Accounting. Question. Expenditure items. Income. Profit. Financial component. Responsibilities.

Известный факт, что организации делятся на коммерческие и некоммерческие. Их отличием является момент получения прибыли и траты на нужды организации.

Все организации и предприятия обязываются отдельными требованиями – вести учёт. Учёт также бывает различных видов:

- Бухгалтерский
- Налоговый
- Управленческий
- Комплексный

Если в вопросе бухгалтерского учета можно с легкостью представить какие обязанности и полномочия в него входят. Это учет расходных статей и доходных статей предприятия, ведение финансовой составляющей

организации, расчет с работниками и поставщиками и так далее. То касаясь темы налогового учёта, возникают определенные вопросы.

Итак, рассмотрим на теории, что представляет из себя налоговый учёт.

Налоговый учет – совокупная система учёта первичных документов, составляющихся на основе специального налогового законодательства и образующая систему особенного учёта.

Налоговому учёту подчиняются многие составляющие организации – наличие, стоимость оцененного имущества предприятия, доходы организации, чистая прибыль, бухгалтерская прибыль, расчёты с работниками, расчёты с поставщиками, расчёты с покупателями. Каждый момент, определенный специальным налоговым законодательством, должен облагаться специальной ставкой.

Однако существует такое понятие, как упрощенная система налогообложения. Её сущность заключается в том, что некоторое количество уплачиваемых налогов изменяются на другие, которые предусмотрены к оплате по упрощенной системе, по ставке, установленной специальным налоговым Кодексом Российской Федерации.

Налоги, заменяющиеся налогами по упрощенной системе можно увидеть в Налоговом Кодексе РФ в третьей статье, триста сорок шестой статье, главе двадцать шестой.

Однако список организаций, которые могут воспользоваться заменой некоторых налогов, ограничен:

1. Страховые компании
2. Биржи ценных бумаг
3. Нотариальные конторы
4. Банковская система
5. Фонды, занимающиеся инвестиционной деятельностью
6. Некоммерческие организации, получающие ассигнации с общего бюджета
7. Иностранное предприятия
8. Антимонопольные организации
9. Предприятия, занимающиеся производством и выпуском продукции первой необходимости по государственному заказу
10. Пенсионные фонды коммерческие, небюджетные

Подводя итог, можно сказать, что налоговый учёт – вопрос очень обширный и значимый для предприятия и государства в целом. Так как именно развитие налогового законодательства может повлиять на успешность функционирования коммерческих организаций, создания экономически благоприятной арены для развития малого и среднего бизнеса.

Налоговое законодательство создает для владельцев всех бизнесов равные и благоприятные условия развития.

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ВОЗМОЖНОСТЬ РАЗВИТИЯ МАЛОГО БИЗНЕСА В РОССИИ

Аннотация: В статье говорится о роли малого бизнеса в развитии экономики России. Тенденция развития предпринимательства. Поиск инвесторов и поддержка от государства.

Ключевые слова: Бизнес. Развитие. Предпринимательство. Инвестор. Стартап. Общество. Площадка. Венчурный фонд.

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THE OPPORTUNITY FOR SMALL BUSINESS DEVELOPMENT IN RUSSIA

Annotation: The article talks about the role of small business in the development of Russia's economy. The trend of entrepreneurship development. The search for investors and support from the state.

Keywords: Business. Development. Entrepreneurship. Investor. Start-up. Society. Platform. Venture capital fund.

С каждым годом становится всё популярнее направление предпринимательства, так как оно открывает новые возможности, позволяет человеку продвинуться в структуре общества, заработать себе более высокий статус.

За последние года в Российской Федерации просматривается тенденция развития предпринимательства. К примеру, создается множество программ, направленных на помощь бизнесу, сфере предпринимательства. Также создается большое количество площадок и способов привлечения инвесторов, рассмотрим на примерах:

- краудфандинговые площадки для привлечения партнеров

На специальном портале размещается созданный стартап, выкладывается подробное описание и цели данной идеи и тем самым,

происходит процесс привлечения инвесторов на добровольной основе. Люди объединяются и вкладываются в развивающиеся проекты.

- фонды венчурного инвестирования

В определенных городах, которые принимают участие в данной программе, дается возможность получить денежный займ на льготных условиях, с условиями того, что будет предоставлена программа развития стартапа и будет подробно описана рентабельность дела, на сколько данный проект будет интересен с технологической и финансовой стороны для вкладчиков и инвесторов.

- мероприятия для оценки стартапов

Организовываются определенные мероприятия, где любой желающий может зарегистрировать свой проект, дать подробное описание и принести его на оценку со стороны экспертов. На данных мероприятиях не только можно найти источники финансирования, но и получить качественную и полезную оценку, объективное мнение по поводу предлагаемого проекта. Это делается для того, чтобы была возможность доработать стартап и представить его в более эффективном ключе.

- площадки для привлечения бизнес-ангелов

Бизнес-ангелы – это инвесторы, которые готовы вложиться в описанное дело на безвозмездной основе или за определенную долю от развитого бизнеса, прибыли, части имущества проекта.

Само понятие бизнеса дает определение дела, приносящего доход и одной из главных характеристик данного понятия - является наличие риска, то есть предприниматель рискует не только своими средствами, вложенными в реализуемый проект, но и в некоторых случаях, своим имуществом, если оно зарегистрировано на бизнес.

Стоит отметить, что на данный момент, развитие малого бизнеса является модной тенденцией во всем мире. Ведь именно из подобных небольших составляющих образовывается успешная экономическая модель.

Не всегда многолетние основательные бизнесы функционируют на столько же динамично и прогрессивно как малые предприятия. Так как именно у них есть множество свободных ниш, где можно попробовать развить свои способности и заработать на этом достаточное количество средств. Помимо этого, стоит сказать о том, что инвесторы больше вкладывают в начинающиеся и развивающиеся проекты, так как видят в этом свой шарм и прогресс современной финансовой модели. Можно отметить, что именно с появлением большого количества представителей малого бизнеса, началась новая эра на мировой экономической арене.

Подводя итог, можно отметить, что малый бизнес является неотъемлемой составляющей предпринимательской системы в Российской Федерации. Государство дает множество шансов и возможностей попробовать в этом направлении каждому гражданину. Так как в

современном мире ценится свобода выбора слова, рода деятельности и поощряется желание развиваться и прогрессировать вместе с государством, вместе со всеми сферами общественной жизни.

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МЕТОДОЛОГИЯ НАУЧНО-ИССЛЕДОВАТЕЛЬСКИХ ПРОГРАММ И. ЛАКАТОСА И Т. КУНА

Аннотация: В статье анализируются один из основных трудов Имре Лакатоса, (1922 - 1974) -- «Фальсификация и методология научно-исследовательских программ», обобщающий его философско-методологические идеи. В статье критически исследуются взгляды одного из видных представителей постпозитивистской философии XX века И. Лакатоса в области логики и методологии научного познания. Показано, что важное место в ней занимает анализ роста знания, который рассматривается мыслителем.

Ключевые слова: методология, научно-исследовательские программы, фальсификационизм, методологический фальсификационизм, научная революция.

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METHODOLOGY OF RESEARCH PROGRAMS OF I. LAKATOS AND T. KUHN

Annotation: The article analyzes one of the main works of Imre Lakatos (1922-1974) - "Falsification and methodology of research programs", summarizing his philosophical and methodological ideas. The article critically examines the views of one of the prominent representatives of the post-positivist philosophy of the twentieth century, I. Lakatos, in the field of logic and methodology of scientific cognition. It is shown that an important place in it is

occupied by the analysis of the growth of knowledge, which is considered by the thinker.

Keywords: methodology, research programs, falsificationism, methodological falsificationism, the scientific revolution.

Изучая модели развития научного знания, британский философ и историк науки Имре Лакатос (1922–1974) актуальностью своего исследования видел в логико-нормативной реконструкции процессов изменения знания и в построении логики развития научных теорий познания на основе изучения подлинной эмпирической истории науки.

Наука, по мнению Лакатоса, есть и должна быть соревнованием исследовательских программ, соперничающих между собой. Именно эта идея характеризует так называемый утонченный методологический фальсификационизм, развиваемый Лакатосом в русле концепции Поппера. Лакатос пытается смягчить наиболее острые углы философии науки Поппера. Он выделяет три стадии в развитии взглядов Поппера: фальсификационизм догматический; наивный фальсификационизм; методологический фальсификационизм. Последний период начинается в 50-е годы и связан с разработкой нормативной концепции роста и развития знаний на основе всестороннего критицизма [2]. Первый видит науку как процесс, размеченный прочными конструкциями и непогрешимыми фальсификациями (подобные идеи пропагандировал А. Айер). Все же Поппер показал ошибочность такой позиции, ибо эмпирическая база науки неустойчива и неопределенна, а потому и речи не может быть о фиксированных протокольных предложениях и не пересматриваемых в принципе опровержениях. То, что наши опровержения также могут быть ошибочными, подтверждают как логика, так и история науки. Методологический фальсификационизм исправляет ошибку догматиков, показывая зыбкость эмпирической базы науки и предлагаемых ею средств контроля гипотез (это показано Поппером в «Логике научного открытия»). Тем не менее, продолжает Лакатос, и методологический фальсификационизм недостаточен. Картина научного знания, представленная как серия дуэлей между теорией и фактами, не совсем верна. В борьбе между теоретическим и фактическим, полагает Лакатос, как минимум три участника: факты и две соперничающие теории. Становится понятно, что теория отживает свой век не тогда, когда объявляется противоречащий ей факт, а когда о себе заявляет теория, которая лучше предыдущей. Так, ньютоновская механика стала фактом прошлого только после появления теории Эйнштейна [3]. Стремясь каким-то образом смягчить крайности методологического фальсификационизма, И. Лакатос выдвинул концепцию исследовательских программ как ослабляющий механизм эволюционистской эпистемологии.

Также важным вкладом И. Лакатоса в философию научного познания является модель исследовательской программы - ряда опровергаемых и взаимозаменяющих друг друга теорий-гипотез. Он сформулировал модель «исследовательской программы» в попытке разрешить предполагаемый конфликт между фальсификационизмом Карла Поппера и парадигмой научной революции Томаса Куна.

В своих ранних работах (из которых наиболее известны «Доказательства и опровержения») Лакатос предложил вариант логики догадок и опровержений, применив ее как рациональную реконструкцию развития знаний в математике XVII—XIX вв. Уже в этот период он ясно заявил, что «догматы логического позитивизма губительны для истории и философии математики... История математики и логика математических открытий, т. е. филогенез и оттогенез математической мысли, не могут развиваться без критики и окончательный отказ от формализма» [10].

Целью данной статьи является освещение основных идей методологии научно - исследовательских программ. Изложим основные моменты этой концепции.

Сам Лакатос рассматривал свою концепцию как завершающую стадию развития учения о фальсификационизме – от наивного (догматического) к методологическому и далее – к утонченному методологическому фальсификационизму. Его методология видит рост зрелой науки как последовательность ряда непрерывно связанных теорий - и не отдельных, а серии (совокупности) теорий, за которыми стоит исследовательская программа. Другими словами, сравниваются и оцениваются не просто две теории, а теории в последовательности, определяемой реализацией исследовательской программы, теории в их серии.

Применяя этот метод оценки конкурирующих методологических концепций, английский философ пытался показать, что любая методологическая концепция функционирует как историографическая (или метаисторическая) теория (или исследовательская программа) и может быть подвергнута критике посредством критического рассмотрения предлагаемой им реконструкции рациональной истории. [11].

В этой цели нашла свое воплощение основная идея концепции Лакатоса. Эта идея заключается в том, что его «методология» оценивает только хорошо зарекомендовавшие себя теории (или исследовательские программы) и не предлагает никаких средств ни для выбора между двумя конкурирующими программами, ни для создания хороших теорий.

Таким образом, концепция философа оценивает лишь совокупность теорий (исследовательских программ) в их «законченном» виде, но не сам механизм их формирования и развития. Знание этого механизма «остается в тени». Он сам по себе не является предметом какого-либо специального анализа, но и не игнорируется полностью. Основное внимание обращается

не на сам этот процесс, а на критерии оценки результатов развития научного знания. При этом философ подчеркивает, что «всем историческим исследованиям должно предшествовать эвристическое исследование: история науки без философии науки слепа».

Одними из ключевых понятий в концепции Лакатоса являются понятия «метод» и «методология». Именно эти понятия, по его мнению, тесно связаны с важнейшими для его концепции понятиями науки и теории, подчеркивая также тесную аналогию между научно-методическими исследовательскими программами.

Концепция Лакатоса развивается в соответствии с концепцией Поппера о том, что ученые еще не научились быть «достаточно критическими и революционными». Лакатос называет одну из причин этого - невнимание к методологическим вопросам, а то и полное их игнорирование. Однако конечной целью науки является познание истины, а методы и средства достижения истины составляют основные проблемы методологии. Так, например, историк науки «должен обратить серьезное внимание на философию науки и решить, какую методологию он поставит на основе внутренней истории создаваемой им науки». При этом необходимо учитывать следующие обстоятельства: а) современная методологическая концепция (или «логика открытия») — это просто набор правил (возможно, даже особо не связанных друг с другом) оценки готовых, хорошо сформулированных теорий; б) методология обычно скрыта и не всегда удается однозначно ее идентифицировать, т. е. она может быть реализована, а может и не быть реализована; в) методология не является чисто субъективным, случайным и произвольным явлением, «она вообще не занимается мнениями и убеждениями»; г) не следует абсолютизировать правила и предписания методологии, преувеличивать их роль в научных исследованиях и игнорировать слишком жесткие предписания прошлых методологических концепций; д) Любая рациональная методология, даже самая правильная, неизбежно ограничена [7].

Лакатос выделяет четыре различные логики открытия: индуктивизм, конвенционализм, методологический фальсификационизм (Поппер) и методологические исследовательские программы (Лакатос). Рассмотрев особенности этих методологических концепций, он подчеркивает, что исследовательские программы являются величайшими научными достижениями и могут оцениваться на основе прогрессивного или регрессивного смещения проблем; а научные революции состоят в том, что одна исследовательская программа (постепенно) вытесняет другую. Противопоставляя априорный и антитеоретический подход к методологии науки, Лакатос, в частности, отмечает, что мудрость научного суждения и отдельных прецедентов не могут быть точно выражены общими законами, сформулированными философом - например, Ф. Бэконом, Р. Карнапом.

или К. Поппер. Дело в том, что, по его мнению, наука вполне может оказаться нарушителем правил научной игры, установленных этими и другими философами. Поэтому, во-первых, плюралистическая система авторитетов, а, во-вторых, при разработке методических рекомендаций (которые Лакатос отличает от методологических оценок) следует шире опираться на историю познания (философского и научного) и ее результаты.

Согласно Лакатосу, методологический анализ, проводимый для выявления научности той или иной исследовательской программы, делится на следующие этапы: содействие рациональной реконструкции; сопоставление последнего с действительной (реальной, эмпирической) историей соответствующей науки; критика рациональной реконструкции из-за отсутствия историчности и фактической истории науки из-за отсутствия рациональности[10].

Важным методологическим требованием, которое здесь должно быть выполнено, является то, что история невозможна без определенных теоретических положений; во всех историях, похожих на них или нет, есть теоретические принципы, которые определенным образом направляют процесс реконструкции науки в ее рациональном измерении.

Основным понятием концепции науки Лакатоса является «исследовательская программа». Она, по мысли философа, является основной единицей развития и оценки научного знания. Под «исследовательской программой» он понимает серию последовательных теорий, объединенных набором фундаментальных идей и методологических принципов. Все научные теории должны оцениваться вместе с их вспомогательными гипотезами, исходными условиями и, прежде всего, вместе с теориями, которые им предшествуют. Иными словами, объектом методологического анализа является не отдельная гипотеза или теория, а ряд теорий, т. е. определенный тип развития.

Структура такой программы такова: по Лакатосу, каждая из этих программ представляет собой набор определенных теорий и включает в себя: а) «жесткое ядро»; б) «защитный пояс»; в) нормативно-методические правила-регуляторы, предписывающие, какие пути наиболее перспективны для дальнейших исследований («позитивная эвристика»), а какими путями идти не следует («негативная эвристика»)[6].

Рост зрелой науки — это смена непрерывно связанных наборов теорий, за которыми скрывается конкретная исследовательская программа — «фундаментальная единица оценки» существующих программ. В этом состоит важнейшая задача методологии, которая должна давать эти оценки на основе «диалектически разработанного метода историографической критики».

Лакатос выделяет следующие особенности исследовательских программ: соперничество; универсальность - они могут применяться, в

частности, как к этике, так и к эстетике; предсказательная функция: каждый шаг программы должен приводить к увеличению содержания, к «смещению теоретической проблемы»; прогресс и регресс являются основными этапами разработки программы, а границей этих этапов является «точка насыщения». Новая программа должна прояснить то, чего не могла сделать старая. Изменение таких программ — научная революция [9].

Особо следует принять во внимание мысль Лакатоса. Он считал, что некоторые из величайших программ научных исследований «развиваются на противоречивой основе». В данном случае он ссылается на Н. Бора, который, как известно, сумел выразить в своем принципе дополнительности некоторые реальные диалектические противоречия микрообъектов. Следует отметить, что идея выявления и «снятия» (т. е. разрешения, а не устранения) противоречий, возникающих в теории, свидетельствует о сильном «диалектическом течении» в концепции Лакатоса, характере научного метода [8].

Лакатос считал, что в случае неэффективности исследовательской программы ученый не должен от нее отказываться.

Концепции научно-исследовательской программы, по его мнению, могут выступать в качестве помощника для формирования закона, которые грозят «затопить нашу культурную среду еще раньше, чем индустриальные отходы и автомобильные газы испортят физическую среду нашего обитания».

Если рассматривать науку как поле борьбы за научные программы, то предлагается ввести новый критерий: критерий демаркации между зрелой и незрелой наукой. Первая из них состоит из исследовательских программ, а вторая — из методов проб и ошибок. В качестве основы для этого критерия Лакатос взял понимание науки как поля битвы исследовательских программ, а не отдельных теорий. [11].

Он один из наиболее глубоких и последовательных критиков концепции смены парадигм Куна, и выступает против почти теологического смысла научной парадигмы, высказанной Куном. Лакатос разработал также одну из лучших моделей философии науки — методологию научно-исследовательских программ.

В теории Куна центральным понятием является парадигма, т.е. совокупность наиболее общих идей и методологических установок в науке, признанных этим научным сообществом. Парадигма есть начало всякой науки, она дает возможность сознательного отбора фактов и их интерпретации.

Согласно теории Лакатоса, основным источником развития науки является конкуренция различных исследовательских программ.

В отличие от Куна Лакатос не считает, что возникающая в ходе революции научно-исследовательская программа является завершенной и

вполне оформленной. Непрерывность научного исследования в послереволюционный период складывается, по словам Лакатоса, из еще неясной в начале исследовательской программы, смутно вырисовывающейся в перспективе. Программа выступает как проект дальнейших исследований и как проект ее собственного развития и окончательного оформления. До тех пор пока продолжается такое совершенствование научно-исследовательской программы, Лакатос говорит о прогрессивном ее развитии. Прогрессивное развитие завершается в некотором "пункте насыщения", после которого начинается регресс. Положительная эвристика программы определяет проблемы, подлежащие решению, а также предсказывает аномалии и превращает их в подтверждающие примеры. Если у Куна аномалии являются чем-то внешним по отношению к парадигме и возникновение их для парадигмы случайно, то в концепции Лакатоса аномалии предсказываются программой и являются внутренними для научно-исследовательской деятельности. Очень важным признаком прогрессивного развития программы Лакатос считает способность программы предсказывать эмпирические факты (в том числе и те, которые могут вызвать аномалию). Когда программа начинает объяснять факты задним числом, это означает начало ее регрессивного развития, мощь программы начинает иссякать. Даже самые прогрессивные исследовательские программы могут объяснять свои контрпримеры, или аномалии, только постепенно. Работа теоретика определяется долгосрочной программой исследований, которая предсказывает и возможные опровержения самой программы. Развитие, совершенствование программы в послереволюционный период являются необходимым условием научного прогресса. В то же время Лакатос считал, что теория никогда не фальсифицируется, а лишь заменяется другой, лучшей теорией. Изменение основных исследовательских программ является научной революцией.

В качестве объекта философско-методологического анализа он выделил не отдельную гипотезу или теорию, а серию сменяющих друг друга во времени теорий, то есть определенный тип развития.

Заключение. Если сравнивать модели Лакатоса и Куна, то их мнения расходятся радикально. Но как бы ни отличались их модели друг от друга, все они, так или иначе, вынуждены опираться на определенные ключевые и определяющие моменты в истории науки, которые часто называют научными революциями.

У Лакатоса в отличие от Куна революционная научно-исследовательская деятельность не является прямой противоположностью деятельности ученого в межреволюционные периоды. Это связано в первую очередь с пониманием научной революции [2]. Поскольку в ходе революции создается лишь первоначальный проект новой научно-

исследовательской программы, то работа по ее окончательному созданию распределяется на весь послереволюционный период.

Подводя итог, скажем, что Лакатос видел рост передовой науки как последовательность ряда непрерывно связанных теорий — и не отдельных, а набора теорий, за которыми стоит исследовательская программа. Иными словами, сравнивались и оценивались не только две теории, но теории и их серии в последовательности, определяемой реализацией исследовательской программы.

По его мнению, исследовательская программа может быть прогрессивной или регрессивной, и она прогрессирует, если ее теоретический рост предшествует эмпирическому росту, т. е. если она успешно предсказывает новые факты, и отстывает, если новые факты появляются неожиданно и программа дает им только запоздалые объяснения. В этом случае теоретический рост отстает от эмпирического роста. Более того, если одна исследовательская программа постепенно объясняет больше, чем другая, конкурирующая с ней, то первая вытесняет вторую.

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СОВЕРШЕНСТВОВАНИЕ ДВИГАТЕЛЬНЫХ КАЧЕСТВ ЮНЫХ БАСКЕТБОЛИСТОВ

Аннотация: совершенствование основных двигательных качеств, а также специальное педагогическое воздействие на развитие двигательных (физических) качеств в процессе физической подготовки путем целевого программирования будет способствовать более эффективному использованию потенциала юных баскетболистов в процессе игровой деятельности.

Ключевые слова: физическая подготовка, баскетбол, метод программирования, совершенствование.

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IMPROVING THE MOTOR QUALITIES OF YOUNG BASKETBALL PLAYERS

Abstract: the improvement of basic motor qualities, as well as special pedagogical influence on the development of motor (physical) qualities in the process of physical training through targeted programming will contribute to a more effective use of the potential of young basketball players in the process of playing activities.

Keywords: physical training, basketball, programming method, improvement.

В игровой практике квалифицированных баскетболистов отмечается недостаточный уровень проявления скоростно-силовых качеств при выполнении основных технических приемов. В основе этого лежат естественное влияние сложно-координационной структуры выполняемого технического приема, недостаточный уровень техники при выполнении двигательных действий, стабилизация пространственно-временных характеристик структуры технических приемов, связанная с длительным

их совершенствованием на постоянном уровне проявления скоростно-силовых качеств. Для оценки физической подготовленности баскетболистов, авторами исследования подобраны адекватные тесты, характеризующие уровень развития физических качеств баскетболисток. Сравнительная характеристика корреляционных матриц для показателей, лежащих в основе физических возможностей и для параметров, определяющих морфологические особенности телосложения баскетболисток в возрасте 16-18 лет показала, что под влиянием тренировочных нагрузок выявлены более высокие величины коэффициентов корреляции по определенным признакам. Показатели изменений семи параметров физической подготовленности можно расценивать как положительный эффект влияния тренировочного процесса [1]. Использование кругового метода обеспечивает разнообразие физической подготовки, а специально подобранные упражнения скоростно-силовой направленности способствовали ускорению их интеграции в общий вклад физической подготовленности и специализации компонентов, обеспечивающих эффективность соревновательной деятельности баскетболистов 13-15 лет [2].

Все это свидетельствует о том, что физическая подготовка юных баскетболистов нуждается в существенной коррекции. Необходимо усовершенствовать ряд разделов подготовки, максимально учитывая закономерности возрастного развития детей и юношей. Требуется усовершенствования общий методический

подход к процессу физической подготовки. Если в отношении первого замечания можно утверждать, что особое внимание нужно уделять развитию скоростно-силовых качеств и специальной выносливости юных баскетболистов, то в отношении второго замечания, речь идет о методическом подходе, основанном на элементах программированного обучения, в частности, на применении целевых заданий в процессе физической подготовки. Не вдаваясь во все аспекты причин, приводящих к этому, следует указать на явную необходимость целенаправленного качественного улучшения подготовки юных баскетболистов. В данном случае необходимый уровень физической подготовленности — это условие и технического мастерства, и реализации технических замыслов, и психическая устойчивость, основанная на уверенности в своих физических кондициях. В такой же мере эти положения относятся к подготовке юных спортсменов. Совершенствование основных двигательных навыков (бег, прыжки), а также специальное педагогическое воздействие на развитие двигательных (физических) качеств в процессе физической подготовки путем целевого программирования, будет способствовать более эффективному использованию потенциала юных баскетболистов в процессе игровой деятельности. Проявления двигательных способностей

юных баскетболистов на различных этапах возрастного и спортивного онтогенеза, периодах годового макроцикла

подготовки. Физическая подготовка юных баскетболистов различного возраста, ориентированная на использование такого методического подхода как программирование тренировочного процесса. Разработаны принципиальные методологические пути построения системы физической подготовки юных баскетболистов на основе метода программирования. Содержание структурно-логической схемы реализации такого методического подхода, которая представляет собой схематическое и структурное описание логического построения процесса тренировки, реализуемого в учебно-тренировочных занятиях. С помощью программированной подготовки оптимизируется процесс адаптации к нагрузкам физической подготовки. Определены принципы построения целевых заданий, представляющих собой определенный блок упражнений, разнесенных по времени, с единой целевой установкой.

Знание структуры и динамики различных физических качеств и механизмов их взаимосвязи в процессе подготовки юных баскетболистов можно использовать для целенаправленного развития отдельных двигательных способностей и их сочетаний в те возрастные периоды, которые являются наиболее благоприятными для такого развития (так называемые сензитивные периоды).

Во время тренировочного процесса давались оригинальные целевые задания и стандартизированные блоки средств физической подготовки для юных баскетболистов, различающихся по возрасту и выполняемым игровым амплуа. Усовершенствована программа физической подготовки юных баскетболистов с использованием кругового метода на основе идентификации интенсивности тренировочной работы на отдельных «станциях». Основные тренировочные средства, применяемые в процессе физической подготовки юных баскетболистов, отличаются следующим содержанием, которое определяется возрастом спортсменов:

- 1) специализированной направленности (для развития быстроты реакции и быстроты одиночных движений);
- 2) комплексной направленности (комплексное развитие силы и выносливости преимущественно с помощью упражнений типа "полосы препятствий").

Основное внимание уделяется комплексному воздействию на физическое развитие занимающихся; в среднем возрасте отдельные средства подготовки начинают приобретать специализированную направленность («стартовый рывок», «дистанционная скорость» и т.д.). Фоном для такого специализированного воздействия служат средства комплексного общефизического воздействия (комплексное проявление силы, выносливости), которые являются своего рода базовыми; в старшем возрасте средства общего воздействия сравнительно кратковременны, и

всегда предшествуют средствам специализированного воздействия (например, после кратковременного применения средства на развитие абсолютной силы имеет место концентрированное использование средств взрывной сил). В основу программирования физической подготовки юных баскетболистов предложено включить двухступенчатую систему "Целевого мотива" и "Целевого задания". Показано, что комплексное воздействие на развитие двигательных способностей дает лучший эффект в том случае, когда применяются целевые задания. Они позволяют строить такой режим двигательной деятельности, когда сочетания упражнений создает благоприятные условия для усвоения нагрузки, восстановления и достижения нового уровня физического развития.

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ВЛИЯНИЕ ПРОЦЕНТНЫХ СТАВОК НА КРЕДИТОВАНИЕ

Аннотация: Как центральный банк влияет на ключевую ставку и объем денежных средств в стране. Как влияет повышение и понижение процентной ставки на банковские операции.

Ключевые слова: Центральный банк, процентная ставка, банковские операции, долговая нагрузка.

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THE IMPACT OF INTEREST RATES ON LENDING

Annotation: How the central bank affects the key rate and the amount of money in the country. How does the increase and decrease of the interest rate affect banking operations.

Keywords: Central bank, interest rate, banking operations, debt burden.

Кредитно-денежную политику в Российской Федерации проводит Банк России. Основным инструментом для ее регулирования, является ключевая ставка, которую устанавливает Центральный банк.

Ключевая ставка - это процент, под который Банк России выдает кредиты коммерческим банкам, а так же получает от них денежные средства на депозиты. [1]

Именно ключевая ставка является решающим моментом в определении кредитной ставки в банках, так как банки не могут поставить процент ниже, чем установил центральный банк.

В пределах трансмиссионного приспособления денежно-кредитной политической деятельности выделяется ряд каналов воздействия процентных ставок на кредитную, а также сберегательную активность.

1) Выбор клиентов банка, между кредитом и депозитом, то есть между тем, откладывать деньги на будущее или же сосредоточиться на текущем потреблении, зависит непосредственно от установленного уровня

процентных ставок. Если процентная ставка повышается, более выгодным становится инвестирование денег, кредитование уходит на второй план. При понижении процентной ставки ситуация меняется. В приоритет идет кредит, выгоднее финансировать текущие расходы и менее выгодно откладывать расходы на будущие периоды. Данное явление, связанное с изменением спроса на финансовые продукты, называется процентным каналом трансмиссионного механизма.

2) Рыночная стоимость ценных бумаг, недвижимости и иных активов, зависит от изменения процентной ставки. Повышение ставки ведет к снижению стоимости активов, а ее понижение, наоборот, стимулирует их рост. Значительнее всего изменение процентных ставок влияет на цены на финансовом рынке активов, в отличие, допустим, от рынка недвижимости. на первом рынке идет более активный и быстрый процесс купли-продажи. Различные компании, а также население страны могут использовать активы, как обеспечение по кредитам, следовательно увеличение стоимости этих активов позволит населению и компаниям привлекать больше заемных средств. Данный момент помогает в расширении кредитования, если кредитная ставка падает, или же наоборот способствует спаду кредитной активности при ее росте.

3) Как мы уже поняли, изменение процентных ставок влияет на изменение рыночной стоимости активов, но такие изменения отражаются не только на клиентах банка, но и на самих банках. Одним из источников прибыли банка является как раз таки рост банковских активов, из-за этого растет капитал банка и происходит увеличение объемов кредитных операций. Так же существует обратная ситуация, когда при увеличении процентной ставки, уменьшается стоимость банковских активов и препятствует увеличению кредитования. Если рассматривать банковскую систему Российской Федерации, то изменение стоимости активов банка не играет столь значительную роль в кредитовании, ведь у банков есть достаточный запас личного капитала.

4) При выборе кредитных операций банки так же опираются на уровень ставок в экономике. Если их уровень снижается, то, следовательно, снижаются так же процентные доходы банков, что в свою очередь дает стимул банкам увеличивать количество кредитных операций путем увеличения выдачи кредитов, но уже с повышенным процентом.

5) То, как процентные ставки оказывают влияние на долговую нагрузку на банковских заемщиков, зависит работа кредитного канала. (показатель долговой нагрузки дает представление о том, какой объем доходов заемщиков идет на погашение процентов и долгов. Если долговая нагрузка растет, то заемщики теряют возможность обслуживать свои текущие обстоятельства и, следовательно, не могут брать новые кредиты. Так же увеличение долговой нагрузки на заемщиков (то есть увеличение риска неполного возврата денежных средств или же нарушение его сроков)

провоцирует банки к созданию дополнительных резервов, что в свою очередь ведет к снижению банковского капитала и ограничению возможности наращивать кредитование. [3]

Так же увеличение долговой нагрузки влияет не только на кредитование, но и оказывает свое непосредственное влияние на совокупный спрос в экономике. Это происходит из-за того, что заемщики начинают больше средств тратить на покрытие своих долгов перед банком, и, следовательно, у них остается меньше средств для финансирования своих расходов. Повлиять на изменение долговой нагрузки можно с помощью такого показателя, как коэффициент покрытия долга. [1]

Структура кредитного рынка оказывает влияние на скорость изменения процентных ставок на долговую нагрузку. Кредиты, выданные по плавающей кредитной ставке (которая привязана допустим к ключевой ставке) влияют на изменение процентных расходов заемщиков.

Ключевая ставка оказывает сильное влияние на всю экономику России. Допустим изменение ключевой ставки является основным инструментом влияния на курсы валют. Повышение приводит к росту национальной валюты, за счет уменьшения денежных средств в обращении. Примерно таким же способом ключевая ставка влияет на инфляцию. Деньги становятся дороже, кредитов выдается меньше, из-за высоких процентных ставок, снижается уровень спроса. [2]

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ОБЛИГАЦИИ. РЫНОК ОБЛИГАЦИЙ. ДОХОДНОСТЬ ОБЛИГАЦИЙ

*Аннотация: Что такое облигация, и как из нее получают доход.
Ключевые слова: облигация, процентная ставка, доход.*

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BONDS. THE BOND MARKET. BOND YIELDS

*Annotation: What is a bond and how income is derived from it.
Keywords: bond, interest rate, income.*

Инвестирование в облигации – это возможность получить фиксированный доход, с минимальным риском потерь. Если сравнивать облигации с банковским вкладом, то они схожи тем, что вкладчику заранее известен процент, под который он инвестирует, но у облигации есть несколько преимуществ:

1. изъятие средств происходит без потери накопленных процентов.
2. наиболее значительная прибыльность согласно коллективным выпускам облигаций. [2]

В том случае, если вы решите раньше срока закрыть банковский счет и забрать оттуда деньги, то накопленный процент будет утрачен. Облигации полностью подлежат продаже в любой срок без потери накопленных, за каждый день владения ею, процентов.

Облигация - это долговая ценная бумага. Покупая облигацию - вы становитесь кредитором компании, которой принадлежит данная ценная бумага. В свою очередь компания-эмитент обязуется в указанный срок вернуть вам потраченную сумму с процентами. [1]

Виды облигаций:

1. Государственные - выпускаются Министерством финансов и являются самыми надежными, так как заемщиком является государство. В то же время у государственных облигаций самый низкий доход и они не так пользуются спросом у массы.

2. Муниципальные - выпускаются российскими регионами. Их прибыльность немного выше, чем у государственных облигаций и они так же надежны, потому что, если у регионов возникают проблемы с догами, государство приходит на помощь в их закрытии.

3. Корпоративные облигации - выпускаются средними и крупными компаниями для привлечения инвесторов. Их прибыльность может варьироваться от 4 до 12 %. При выборе компании стоит брать в расчет надежность заемщика. [3]

Для того, чтобы выбрать облигацию, которая будет соответствовать поставленным целям в инвестициях, а так же даст возможность кредитору оценить действительную стоимость долговых обязательств, необходимо учесть ряд определенных показателей. К таким показателям можно отнести: период погашения, цену, доходность, условия досрочного выкупа и т.д. Разберем некоторые из этих показателей.

1. Период погашения: заранее установленная дата выплаты номинальной стоимости облигации. Период погашения облигации так же варьируется, он может составлять в среднем от одного года до тридцати лет. Классифицировать период погашения можно на три вида:

Краткосрочный - от 1 до 5 лет

Среднесрочный - от 5 до 12 лет

Долгосрочный - от 12 до 30 лет

Есть так же досрочное погашение, поэтому при покупке облигации, кредитору необходимо заранее узнать, есть ли такая возможность по этой облигации, а так же убедиться, что доход будет получаться от первой возможной даты досрочного погашения, а не только от даты основной даты погашения. Доход от таких облигаций, как правило, выше, так как существует риск досрочного изъятия из обращения. [1]

2. Процентные ставки: кредиторы получают процентный доход от облигаций. Он может быть:

1. фиксированным (например каждые пол года будет выплачиваться установленный процент)

2. плавающим (без четко установленных сроков выплат)

3. единичный (выплачивается, когда достигается срок погашения облигации)

Большинство облигаций идут с фиксированной процентной ставкой. То есть ставка не меняется до момента погашения облигации и начисление процентов происходит от ее номинальной суммы, еще всего раз в полгода.

3. Номинальный доход складывается из процентной ставки, установленной на данную облигацию.

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ЭКОНОМИЧЕСКИЙ АНАЛИЗ КАК ВАЖНЫЙ ФАКТОР В УПРАВЛЕНЧЕСКОЙ СФЕРЕ ПРЕДПРИЯТИЯ

Аннотация: Какую роль играет экономический анализ в структуре управления предприятием. Основные методы и способы проводимого анализа. Какие задачи преследует экономический анализ.

Ключевые слова: Анализ. Предприятие. Экономика. Управление. Организация. Сфера. Система. Руководитель. Методы.

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ECONOMIC ANALYSIS AS AN IMPORTANT FACTOR IN THE MANAGEMENT OF AN ENTERPRISE

Annotation: What role does economic analysis play in the management structure of an enterprise? What are the main methods and techniques of analysis? What are the objectives of economic analysis.

Keywords: Analysis. Enterprise. Economics. Management. Organization. Scope. System. Manager. Methods.

На данный момент в мировой экономической системе проглядывается сложность и высокая структурность финансовой сферы. Так, для управления предприятиями и иными коммерческими организациями требуется массовый грамотный подход, который содержит в себе коллаборацию нескольких методов управления и учета.

Это объясняется тем, что в современном мире существует большое количество продуктов (товаров и услуг) в каждой сфере. То есть практически у всех производителей существует масса конкурентов. И чтобы оставаться конкурентоспособным предприятием и не испытывать финансовые трудности, управленческая составляющая организации должна с ответственностью и с максимальным профессионализмом подходить к управлению предприятием.

Из этого следует, что руководитель организации должен основываться не только на свои внутренние ощущения, предположения и мнения своих коллег. Профессиональный управленец должен учитывать массу факторов и прибегать к различным способам учета и контроля. [2]

Рассмотрим их:

1. Экономический анализ
2. Составление и следование определенному плану
3. Целесообразность использования технических факторов
4. Использование факторного анализа
5. Оптимизация процессов
6. Использование компонентного метода

Одним из самых важных и значимых способов эффективного управления предприятием является экономический анализ. [1]

Рассмотрим подробнее.

Экономический анализ – совокупность методов и способов, направленных на оптимизацию производственных процессов, выявление сильных и слабых сторон организации. Широкий метод изучения экономических процессов и применения их на практике. [3]

Экономический анализ является очень эффективным управленческим инструментом, и чтобы понять его важность и значимость, рассмотрим основные цели и задачи:

- Выявление финансовой эффективности использования различных видов ресурсов.

То есть, данная задача заключается в том, чтобы определить на сколько результативно используются экономические ресурсы, на сколько уместно располагаются в цепочке производства различные факторы производства, используемые на предприятии.

- Определение размеров внутрихозяйственных резервов для производства и реализации продукции.

Производимый анализ позволяет выявить требуемые резервы и обозначить срок и объём производства в рамках плана. Так как на каждом предприятии предполагается наличие критического плана, именно его наличие и исполнение выявляет данная задача экономического анализа.

- Установление изменения размера показателей экономической деятельности предприятия.

В этой задаче берется в счет фактор измерения эффективности организации. Так как успешность и рентабельность компании зависит не только от количества прибыли, объема продаж и количества реализуемой продукции, но и себестоимостью товаров и услуг. Чтобы определить эффективность и работоспособность предприятия, необходимо произвести комплексный анализ, который будет включать в себя множество способов и методов и будет являться наиболее эффективным в выявлении проблемных сторон работы предприятия. [2]

Рассматривая особенности экономического анализа, подвиды управленческий, можно выделить один интересный и объективный пункт – итоги экономического анализа остаются самой большой коммерческой тайной предприятия, они остаются в закрытом доступе и не доступны рядовым работникам и тем более, людям, не относящимся к анализируемому предприятию.

Это объясняется тем, что при проведении анализа, выявляются в основном слабые и менее эффективные стороны предприятия, то есть выходят «слабые точки» организации. Данный фактор несет только позитивную составляющую и пользу для руководства организации, так как начинается масштабная работа по устранению недостатков и оптимизации работоспособности предприятия. [1]

Однако, напротив, если данная информация, то есть результаты проведенного полномасштабного анализа выйдут за рамки проверяемого производства и станут известны конкурентам. То организацию могут ожидать экономические и технологические трудности, так как её конкурентоспособность снизится на несколько уровней и предприятие станет достаточно уязвимым для вмешательства иных лиц. То есть конкуренты могут воздействовать именно на выявленные слабые моменты в организационной структуре предприятия. [3]

Подводя итог, можно сказать, что экономический анализ является достаточно важным составляющим в управленческой структуре организации и именно благодаря нему, возможно эффективное управление предприятием и своевременное устранение всех возникающих проблем и трудностей, связанных с различными сферами.

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ИЗМЕНЕНИЕ ПОЛОЖЕНИЯ РЕСТОРАННОГО БИЗНЕСА В ПЕРИОД COVID-19

Аннотация: Данная статья подробно описывает положение общественных мест в период пандемии, какие применялись меры по улучшению ситуации. Также представлены данные по положению сетей ресторанов и кафе после коронавируса.

Ключевые слова: пандемия, снижение показателей, ресторанный бизнес, положительные стороны, риски.

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THE CHANGING POSITION OF THE RESTAURANT BUSINESS DURING COVID-19

Annotation: This article describes in detail the situation of public places during the pandemic, what measures were taken to improve the situation. Data on the position of restaurant and cafe chains after the coronavirus is also presented.

Keywords: pandemic, decline in performance, restaurant business, positive aspects, risks.

Коронавирусная инфекция или Covid-19 внесла свои коррективы в экономику ни одной страны. Все сектора экономики понесли большой урон, начиная со сферы услуг, заканчивая промышленностью. Были и положительные моменты, которые можно было распознать благодаря маркетинговому анализу, однако отрицательные стороны были видны и без дополнительных исследований. [2]

Пандемия также внесла свои корректировки в ресторанный бизнес. Никто не мог даже предположить, что нас ждет действительно такая страшная для всего мира ситуация. Владельцы и по сей день стараются приложить максимальное количество усилий для того, чтобы восстановить

свои прежние показатели и заинтересованность посетителей. Вложить большие деньги в рекламу и ждать отдачи – не вариант. Здесь нужен особенный подход. [1]

Самая яркая вспышка, когда можно было считать, что «все пропало», была в марте 2020 года. Именно в этом месяце начались самые жесткие ограничения, которые касались не только общественных мест. Многие места начали закрываться на неопределенный срок. Все были в ужасе, потому что никто не знал, что же будет дальше. Однако не все так просто. В каждом ресторанным бизнесе, будь то маленькая кафешка или огромный ресторан, имеются сотрудники, каждому из которых нужно выплачивать заработную плату. Казалось бы, 1 месяц ничему не навредит, в апреле все будет хорошо, однако не так все было гладко. [4]

Многим ресторанам пришлось закрыться на совсем. Covid-19 показал устойчивость и экономическую силу каждого предприятия. Если фирма смогла выплатить и заработную плату, и арендные расходы, но взяв эти деньги в кредит, это не показывает сильную экономическую позицию. Банки очень часто отказывали в кредитах, потому что их количество росло с каждым днем. На фоне такой ситуации владельцами приходилось сокращать до 50% персонала.

Число заболевших людей росло с высочайшей скоростью, ситуация все больше ухудшалась. Государство старалось поддерживать бизнес, вводя определенные льготы. Собственники некоторых помещений старались вводить послабления по оплате аренды, что немного, но улучшало положение общественных мест. [1]

Множество новых правил ввелись в период коронавируса. Обязательным для ношения стали маски и перчатки. Все заведения обязательно должны были иметь наборы масок как для работников, так и для посетителей, а также антисептические средства. Это далеко не все правила. Когда ситуация начала немного улучшаться, рестораны, которые вновь потихоньку начинали возобновлять работу, должны были по-особенному изменить расстановку столов, иметь специальные термометры, для быстрого определения температуры человека и очень часто дезинфицировать помещение. Все это также должны были выполнять и соблюдать сотрудники, однако их сокращение не позволяло должным образом выполнять все и сразу, иногда приходилось даже директорам помогать. Конечно же риски были не только финансовые. В такой период крайне опасно было вести работу, потому что риск заболевания сотрудников был очень высок. [3]

Также одной из проблем в дальнейшем стало вакцинирование. Вводились новые меры по безопасности населения. Люди старше 18 лет могли посещать общественные места только по персональному QR-коду. По разным причинам у некоторых он отсутствовал, следовательно это тоже стало проблемой для входа в любое место общественного питания.

В сложных ситуациях всегда можно найти решение из ее выхода. Немалая работа была проведена, прежде чем ресторанный бизнес восстановился. Однако в период пандемии, когда ситуация немного улучшилась, стала популярна доставка. Сервисы доставок получили колоссальное распространение. К ним тоже были применены различные меры. Например, доставка производилась до двери, но доставщик должен был оставлять товар около двери и отходить на определенное расстояние, чтобы не соприкасаться с заказчиком. Транспортировка выполнялась в маске и перчатках, товар должен был находиться в специальном боксе, который дезинфицировали каждые 2-3 часа. [2]

Конечно доставка не могла решить все проблемы. Так как больше распространение получили QR-коды, не только для людей, но и для товаров, стали вводиться электронные меню, которые можно было открыть с помощью такого кода. С помощью такого вида выбора блюда, у людей появилась возможность меньше распространять бактерии между посетителями. Также некоторые рестораны стали вводить оплату через сайт, что позволяло уменьшить контакт с сотрудниками.

Стало популярно заводить аккаунты. На своих страничках сотрудники выставляли красивые картинки блюд и своего помещения, чем привлекали потребителей. Это очень удобный способ распространения информации о заведении, так как люди сейчас стали посещать соц.сети чаще, чем когда-либо, поэтому все актуальные новости могут узнать быстрее, чем придут в это место. Многие заведения для привлечения клиентов стали пользоваться интернет рассылкой скидочных купонов. Это также уменьшало затраты на рекламу. [2]

В заключение хочется сказать, что положение ресторанного бизнеса было неизбежным фактом в тот самый период коронавируса. Многие заведения потеряли прибыль, сотрудников, а некоторые и вовсе закрылись насовсем, что также отразилось на рынке. Однако находились способы, для того, чтобы хоть как-то удерживаться на плаву. Сейчас мы надеемся, что это послужило уроком для многих фирм, которые будут задумываться о таких ситуациях и заранее к ним готовиться, потому что как мы уже поняли, никто не знает, что может произойти дальше.

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ИССЛЕДОВАНИЕ ТРЁХСЛОЙНЫХ МЕТАЛЛИЧЕСКИХ ОБОЛОЧЕК С КОМПОЗИЦИОННЫМИ СЛОЯМИ

Аннотация: Исследование напряжённо-деформированного состояния (НДС) и устойчивости комбинированных трёхслойных конструкций является важной и сложной задачей современной механики и приобретает всё большее практическое значение. Подобные комбинированные конструкции с применением композиционных материалов обладающие такими ценными свойствами, как лёгкость, высокая транспортабельность, химическая стойкость, высокая прочность, с каждым годом находят всё более широкое применение в различных отраслях промышленности.

Ключевые слова: двухслойная комбинированная пологая оболочка, равномерно распределенная нагрузка, система дифференциальных уравнений, деформирование оболочки, перемещение срединной поверхности, функция сдвига, касательные напряжения, прогиб.

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STUDY OF THREE-LAYER METAL SHELLS WITH COMPOSITE LAYERS

Abstract: The study of the stress-strain state (SSS) and the stability of combined three-layer structures is an important and complex task of modern mechanics and is becoming increasingly important in practice. Such combined structures with the use of composite materials, which have such valuable properties as lightness, high transportability, chemical resistance, high strength, are increasingly being used in various industries every year.

Keywords: three-layer combined shallow shell, uniformly distributed load, system of differential equations, shell, deformation, displacement of the middle surface, shear function, tangential stresses, deflection.

Среди многих вопросов, связанных с расчётом и эксплуатацией слоистых конструкций с применением композиционных материалов,

одним из важных является исследование условий, при которых может наступить изменения физико-механических характеристик прочности и устойчивости, долговечности и других характеристик конструкций, а так же правильный выбор материала, связующего, обеспечивающего нормальную эксплуатацию. Конструирование слоёв с различными физико-механическими свойствами позволяет обеспечивать надёжную работу в неблагоприятных производственных условиях [1-4]. Применение слоистых комбинированных конструкций существенно сокращает расход материалов, повышает надёжность и долговечность конструкций и обладают различными положительными свойствами [5-9]. Несущие слои этих конструкций предназначены для восприятия основной части действующей нагрузки. Армирующие слои одновременно повышают несущую способность, долговечность, отпадает необходимость дополнительной защиты и других нежелательных воздействий [10-17].

В работе рассматривается комбинированная оболочка, слои которой связанных между собой податливым тонким клеевыми швами $\delta_{ш1}$, $\delta_{ш2}$ находящиеся под действием внешних нагрузок (рис-1) [18-23].

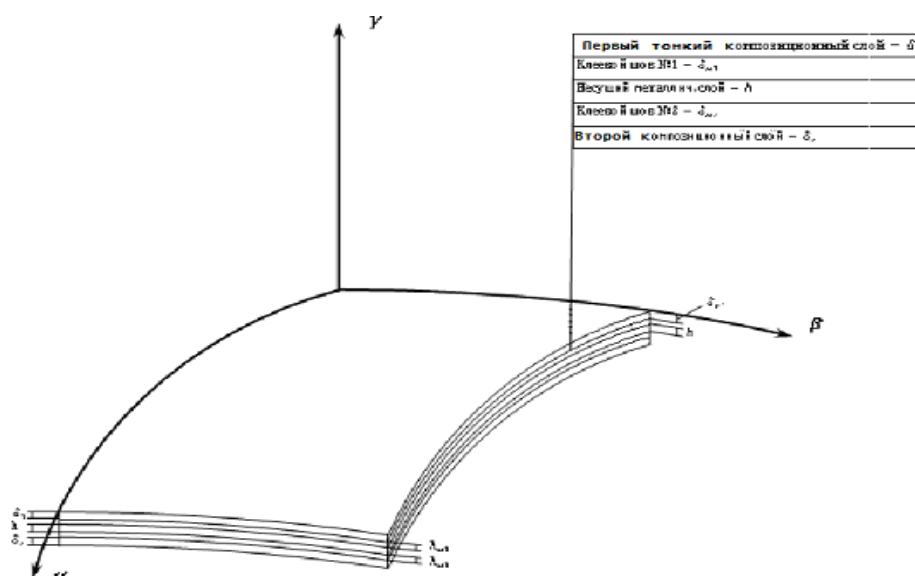


Рисунок 1. Трёхслойная металлическая оболочка

Напряженно-деформированное состояние комбинированных оболочек определяются при следующих допущениях:

1. толщины ортотропных слоёв постоянные и оболочка испытывает только упругие деформации;
2. толщина несущего слоя значительно больше армирующего ($h > \delta$);
3. касательные напряжения $\tau_{\alpha\gamma}^{(i)}$, $\tau_{\beta\gamma}^{(i)}$, ($i=1,2,3$) – или соответствующие им деформации $e_{\alpha\gamma}^{(i)}$, $e_{\beta\gamma}^{(i)}$ по толщине оболочки меняются по заданному закону [1];

4. нормальное к срединной поверхности оболочки перемещение не зависит от координаты y ;

5. давление между слоями отсутствует ($\sigma_y=0$).

Считается также, что между двумя несущими и армирующими слоями находится тонкий склеивающий слой, который работает только на сдвиг в вертикальной плоскости. Склеивающий слой не воспринимает ни растягивающих, ни изгибных напряжений [24-28]. Касательные напряжения действующие в этом слое, передаются на несущий и армирующий слои. Закон распределения этих напряжений в слоях может быть принят линейным, так чтобы удовлетворялись граничные условия для касательных напряжений на верхней и нижней поверхностях.

Для получения основных уравнений деформирования трёхслойной оболочки, с учетом поперечного сдвига и податливости клеевого шва использован вариационный принцип Лагранжа который служит основой для различных приближенных методов в том числе для решения комбинированных ортотропных оболочек с межслойными сдвигами. При определении НДС оболочек варьировались модули сдвига и толщина склеивающего шва и исследовано влияние изменения толщин несущих слоёв.

Результаты расчета приведены в виде графиков (рис.2) изменения напряжений в слоях ($\sigma_\alpha^{(1)}, \sigma_\beta^{(1)}, \sigma_\alpha^{(2)}, \sigma_\beta^{(2)}, \sigma_\alpha^{(3)}, \sigma_\beta^{(3)}$) и шве ($\tau^{(i)}$), а также функций сдвига Φ_1 и прогибов W .

Из полученных зависимостей видно, что чем меньше величина модуля сдвига шва по сравнению со слоем ($G_{шк} < G_i^{(1)}, G_{шк} < G_i^{(2)}, G_{шк} < G_i^{(3)}$), тем влияние податливости шва на НДС трёхслойных оболочек сказывается больше. Увеличение модуля сдвига шва 10 раз (от 50 до 500 МПа) изменяет напряжение в металле на 5,2%, а в армирующем слое на 8,5%.

При более высоком модуле сдвига шва ($G_{шк} = 5 \cdot 10^2$ МПа), увеличение модуля сдвига шва в 10 раз до $5 \cdot 10^3$ МПа изменяет напряжение $\sigma_\beta^{(2,3)}$ лишь на 0,09%.

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Таким образом, можно отметить, что модуль сдвига шва значительно меньше влияет на НДС трёхслойных металлических оболочек с

армирующим слоем при значениях модулей сдвига шва и слоёв близких по величине.

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РОЛЬ ЗАТРАТ В ФОРМИРОВАНИИ СЕБЕСТОИМОСТИ ПРОДУКЦИИ И УПРАВЛЕНИИ РАСХОДАМИ КОММЕРЧЕСКОЙ ОРГАНИЗАЦИИ

Аннотация: в статье рассмотрены понятия «затрат» и «расходов», проведен анализ данных понятий. Отмечена их роль в формировании себестоимости продукции и калькулировании себестоимости продукции. Кратко рассмотрена классификация видов затрат, более подробно изучены прямые и косвенные расходы и их роль в формировании себестоимости продукции. Отмечена роль затрат в процессе управления.

Ключевые слова: расходы, затраты, себестоимость, калькулирование, классификационный признак, управление затратами, прямые расходы, косвенные расходы, база распределения расходов, методы распределения.

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THE ROLE OF COSTS IN THE FORMATION OF THE COST OF PRODUCTION AND COST MANAGEMENT OF A COMMERCIAL ORGANIZATION

Abstract: the article considers the concepts of "costs" and "expenses", analyzes these concepts. Their role in the formation of the cost of production and the calculation of the cost of production is noted. The classification of types of costs is briefly considered, direct and indirect costs and their role in the formation of the cost of production are studied in more detail. The role of costs in the process of managing them is noted.

Keywords: costs, costs, cost, calculation, classification feature, cost management, direct costs, indirect costs, cost allocation base, distribution methods.

Текущие тенденции развития экономических отношений, достижения максимальной прибыли, повышения доходности коммерческих организаций различных отраслей требуют совершенствования системы управления затратами и их оптимизации.

Управление затратами является средством достижения высокого экономического результата, в эту сферу включаются такие функции как планирование затрат, их учет и калькулирование, анализ, данные процессы взаимодействуют между собой.

Важным моментом для управления затратами в коммерческой организации является проведение их классификации, решения какие виды являются актуальными для организации, для проведения их оптимизации и контроля.

Таким образом, важным является создать интегрированную систему информации для управления затратами, где их можно измерять, накапливать, обрабатывать, анализировать и принимать качественные управленческие решения по их оптимизации.

Для этих целей необходимо рассмотреть определение затраты, расходы, себестоимость, калькулирование, рассмотреть основные виды расходов, а именно прямые и косвенные расходы, по статьям калькуляции и однородным элементам и т.д.

Концепция затрат в бухгалтерском, налоговом и управленческом учете имеет определенные различия, характеризующиеся правилами признания или принятия к учету и способами оценки.

«Основные нормативные документы, которые регламентируют порядок ведения учета затрат, являются:

- в бухгалтерском учете- ПБУ 10/99 «Расходы организации» [6];
- в налоговом учете- глава 25 НК РФ [5];
- в управленческом учете- отраслевые методические указания и инструкции по учету затрат и калькулированию себестоимости продукции, документы по учетной политике организации, внутренние положения» [4].

Многие зарубежные авторы характеризуют «затраты как стоимостную оценку потребления товаров и услуг» [1].

Затраты могут относиться, как правило, в активы, либо в расходы организации, т.е. могут отражаться или в бухгалтерском балансе или в отчете о финансовых результатах. Понятие «затраты» иногда отождествляется с понятием «расходы», однако они не всегда могут использоваться как синонимы, расходы подразумевают конкретные выплаты в определенном периоде. «Расходы обусловлены затратами, относимыми на себестоимость продукции (работ, услуг) и выплатами из прибыли организации» [7].

Затраты в бухгалтерском учете являются использованным (поглощенным) ресурсом.

«Расходы – это отток экономических выгод в течение отчетного периода в форме уменьшения или использования активов организации или увеличения ее обязательств, приводящий к уменьшению капитала, отличный от распределения капитала между участниками организации» [4].

Хотелось бы отметить, что понятие «затраты» шире, чем понятие «себестоимость»- это экономический показатель, который отражает стоимость производства той или иной продукции, товара и доведение его до потребителя, т.е. другими словами это затраты организации, связанные с производством и реализацией продукции. Согласно ПБУ 10/99 «Расходы организации» [6] себестоимость-это расходы по обычным видам деятельности, связанные с выполнением работ, оказанием услуг.

Управление затратами основывается на классификации затрат, которая основана на экономически обоснованных признаках, процессах их формирования и их взаимодействия, что позволит эффективно управлять производственным процессом в различных отраслях промышленности.

Рассмотрим основные виды затрат по классификационным признакам. По видам затраты на производство разделяют по статьям калькуляции и однородным элементам, в отечественной практике выделяют 5 элементов: материальные затраты, затраты на оплату труда, отчисления на оплату труда, амортизация, прочие затраты. В международной практике, как правило, выделяют 3 элемента затрат: прямые материальные затраты, прямые трудовые затраты, общепроизводственные расходы. Данная классификация используется для формирования себестоимости продукции

Классификация затрат по статьям калькуляции используются в российской практике и включает 12 статей согласно основной номенклатуре, однако в различных отраслях промышленности они могут отличаться по количеству и названиям. Планирование и учет затрат по статьям калькуляции позволяет формировать затраты по целевому назначению, калькулировать себестоимость продукции для последующего установления цены продажи, расчета негативных отклонений от плановых значений калькуляции для выявления перерасхода.

«Калькулирование - это система экономических расчетов себестоимости единицы отдельных видов продукции» [3]. Процесс калькулирования позволяет определить пропорциональность затрат на производство с количеством выпущенной продукции и определить себестоимость продукции.

Затраты также могут быть классифицированы по местам возникновения (цеха, участки и т.д.), по носителям затрат (виды продукции), центрам ответственности (подразделения организации, центры прибыли, доходов, расходов), стадиям жизненного цикла продукции, по отношению к объему производства (постоянные и

переменные), по способу включения в себестоимость продукции (прямые и косвенные) и т.д.

Подробнее остановимся на затратах классифицируемых по способу включения в себестоимость продукции, это прямые и косвенные расходы, необходимые для расчета себестоимости продукции, работ, услуг.

Данная классификация позволяет оценить полную себестоимость продукции и незавершенное производство в различных отраслях промышленности. При применении затратного метода определения (формирования) цены, т. е. себестоимость плюс прибыль, распределение косвенных расходов при формировании себестоимости имеет важную роль при расчете цены и финансового результата. При применении рыночного метода формирования цены также необходимо иметь обоснованный уровень себестоимости, что поможет оценить уровень прибыли и адекватность ценообразования.

Прямые расходы-это расходы на производство конкретного вида продукции и могут непосредственно отнесены на его себестоимость, на объект калькулирования, к ним относятся сырье, материалы, основная заработная плата производственных рабочих, потери от брака. Время принятия к учету прямых затрат совпадает со временем производства продукции, изделия.

Косвенные расходы-это расходы, которые нет возможности конкретно на какую-либо продукцию, изделие, т. е. они носят общий для производства нескольких видов продукции характер и включаются в себестоимость косвенным путем, они могут распределяться по выбранной методике и базе согласно учетной политике организации.

Как правило, время осуществления косвенных расходов не совпадает со временем производства продукции, например, затраты по ремонту основных средств, используемых в производственном процессе. Для определения объема косвенных затрат и затем их распределения необходимо их сгенерировать на отдельных счетах синтетического и аналитического учета. К косвенным расходам можно отнести общепроизводственные расходы, общехозяйственные расходы, расходы на продажу.

При распределении косвенных расходов существуют два основных методы их распределения:

- метод исчисления себестоимости по видам продукции на основе общезаводской базы распределения косвенных расходов, т.е. все учтенные расходы распределяются пропорционально единой базе распределения;

- метод распределения расходов на уровне подразделений, является более трудоемким, однако является более точным, когда косвенные расходы каждого подразделения формируются на отдельном субсчете и далее каждому субсчету соответствует своя база распределения, которая отражает специфику участка. Например, косвенные расходы

автоматизированного цеха могут распределяться по видам производимой продукции согласно часам работы оборудования, а косвенные расходы ручной сборки- согласно прямым затратам труда.

Современные производственные организации имеют довольно сложные организационно-управленческие системы, что обуславливает наличие не только основного производства, но и вспомогательных, обслуживающих производств. В управленческом учете существует 3 метода распределения затрат: прямой, пошаговый, перекрестный или пошагового распределения.

Прямой метод заключается в том, что услуги вспомогательных производств, оказываемых друг другу не учитываются, распределяются только косвенные расходы по единой базе согласно учетной политике.

Пошаговый метод подразумевает, что каждая группа косвенных расходов распределяется отдельно при этом используются разные базы распределения [8].

При перекрестном методе учитывается оказание услуг вспомогательными подразделениями услуг друг другу.

Косвенные расходы распределяются следующим образом:

1. Определяется объект (продукт, группа продуктов), на который распределяются затраты;

2. Определяется база распределения- вид показателя (например, самые распространенные базы распределения: время работы производственных рабочих в человеко-часах, заработная плата производственных рабочих, основная заработная плата, время работы производственного оборудования в машино-часах, прямые затраты, объем произведенной продукции в натуральном или стоимостном выражении);

3. Рассчитывается коэффициент распределения - это отношение величины распределяемых косвенных затрат к общей сумме выбранной базе распределения;

4. Определяется объем косвенных затрат, который относится на каждый объект с помощью умножения рассчитанного коэффициента по соответствующему объекту на величину базы распределения.

Таким образом, классификация затрат является методологической основой организации учета, бюджетирования и анализа затрат, каждый классификационный признак имеет определенную роль и имеет влияние на учет затрат и управление ими.

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ВЛИЯНИЕ СИСТЕМЫ МЕР НЕТАРИФНОГО РЕГУЛИРОВАНИЯ НА ВЕДЕНИЕ БИЗНЕСА В СТРАНАХ ЕАЭС

Аннотация: Нетарифные меры наряду с тарифными мерами представляют собой основной инструмент регулирования международного бизнеса в странах ЕАЭС. Примирение нетарифных мер обусловлено нормами международного права в условиях функционирования Генерального соглашения по тарифам и торговле и Всемирной торговой организации. Меры нетарифного регулирования приобретают большую значимость в рамках интеграционного объединения стран ЕАЭС, где отсутствуют тарифные барьеры.

Ключевые слова: международные экономические отношения, международный бизнес, международная торговля, нетарифные меры.

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THE IMPACT OF THE SYSTEM OF MEASURES OF NON-TARIFF REGULATION ON DOING BUSINESS IN THE EAEU COUNTRIES

Abstract: Non-tariff measures, along with tariff measures, are the main instrument for regulating international business in the EAEU countries. Reconciliation of non-tariff measures is conditioned by the norms of international law in the context of the functioning of the General Agreement on Tariffs and Trade and the World Trade Organization. The application of non-tariff regulation measures is becoming more important within the framework of the integration association of the EAEU countries, where there are no tariff barriers.

Keywords: international economic relations, international business, international trade, non-tariff measures.

Меры нетарифного регулирования входят в систему «запретов и ограничений», которая представляет собой совокупность мер государственного регулирования внешней торговли, базирующихся на разрешительном порядке перемещения товаров.

Область функционирования системы «запретов и ограничений» представим схематически (рис. 1).

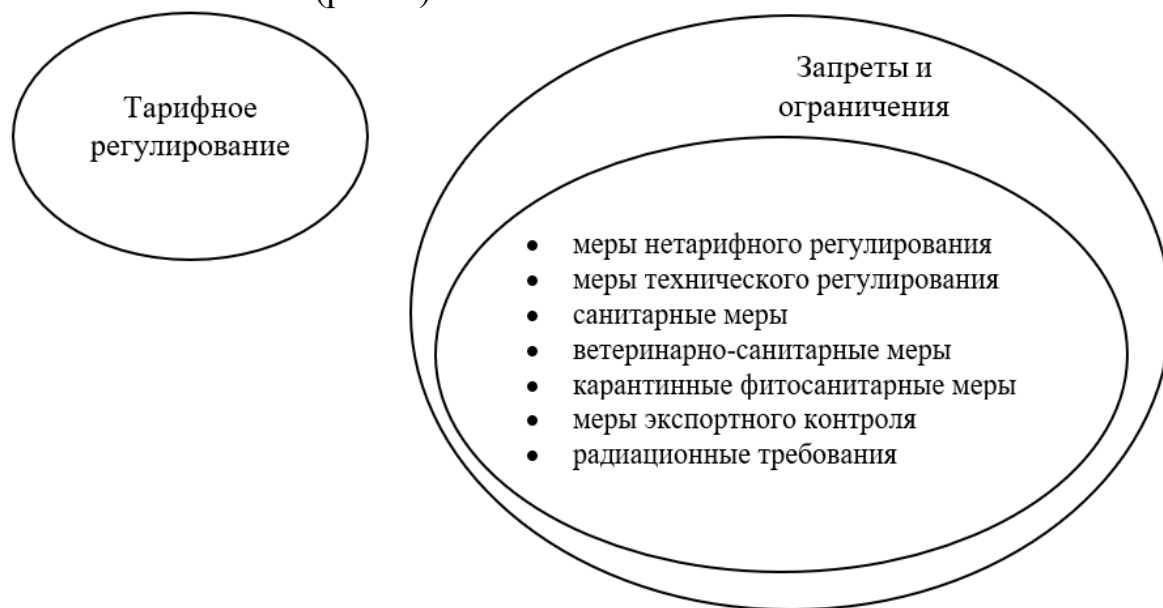


Рис. 1. Инструменты государственного регулирования внешней торговли

Соблюдение мер нетарифного регулирования устанавливается и обеспечивается в порядке, утвержденным Евразийской экономической комиссией (далее - ЕЭК) или законодательством государств-членов в соответствии с Договором о ЕАЭС⁶⁶.

К основному перечню документов, регламентирующих примирение мер нетарифного регулирования относятся:

1. Протокол о мерах нетарифного регулирования в отношении третьих стран (приложение № 7 к Договору ЕАЭС).

2. Единый перечень товаров, к которым применяются меры нетарифного регулирования в торговле с третьими странами, а также положения о применении ограничений к товарам, включенным в него, принятые решением Коллегии ЕЭК от 21.04.2015 № 30 «О мерах нетарифного регулирования» (далее – Единый перечень).

В торговле с третьими странами применяются следующие единые меры нетарифного регулирования:

- 1) запрет ввоза и (или) вывоза товаров;
- 2) количественные ограничения ввоза и (или) вывоза товаров;
- 3) исключительное право на экспорт и (или) импорт товаров;
- 4) автоматическое лицензирование (наблюдение);
- 5) разрешительный порядок ввоза и (или) вывоза товаров.

⁶⁶ Таможенный кодекс Евразийского экономического союза (ред. от 29.05.2019) (приложение № 1 к Договору о Таможенном кодексе Евразийского экономического союза) (дата обращения: 10.04.2022)

Единый перечень состоит из двух основных частей: товары, запрещенные к перемещению через границу ЕАЭС и ограниченные к перемещению⁶⁷.

Если товар включен во вторую часть Единого перечня, то для разрешения его ввоза или вывоза необходимо предоставить таможенному органу разрешительный документ. Данный документ представляет собой лицензию, которая оформляется Министерством промышленности и торговли России, или заключение уполномоченного федерального органа власти (далее – ФОИВ), помимо вышеуказанных документов в качестве разрешительного документа может выступать нотификация⁶⁸.

Стоит отметить, что полный перечень ФОИВ, уполномоченных на оформление заключений, утвержден распоряжением Правительства РФ от 23.09.2010 № 1567-р.

В настоящий момент Советом ЕЭК в марте 2022 года были приняты новые единые меры нетарифного регулирования (запреты и количественные ограничения экспорта) в отношении отдельных видов товаров для сохранения целостности внутреннего рынка Союза⁶⁹.

Согласно Поручению Совета ЕЭК от 17 марта 2022 г. № 8 Коллегии Комиссии совместно с государствами – членами ЕАЭС необходимо проработать и внести на рассмотрение органов Союза предложения по механизмам обеспечения устойчивости внутренних рынков государств-членов.

Данное поручение включает введение совместных мер в отношении вывоза за пределы таможенной территории Союза отдельных сельскохозяйственных товаров (пшеницы и меслина, ячменя, кукурузы, масла подсолнечного и сахара) с учетом балансов производства и потребления соответствующих товаров, сформированных на основании представленных государствами-членами данных.

В соответствии со статьями 29 и 47 Договора о Евразийском экономическом союзе от 29 мая 2014 г., приложением № 7 к указанному Договору, пунктом 1 части 2 статьи 21 Федерального закона «Об основах государственного регулирования внешнеторговой деятельности» и в целях обеспечения продовольственной безопасности Правительство Российской Федерации ввело временный запрет на вывоз сахара белого и сахара-сырца тростникового и зерновых культур из Российской Федерации.

Экспорт зерновых культур входит в структуру экспорта важнейших товаров, наравне с экспортом нефти и нефтепродуктов. Согласно официальной статистике ФТС России только за январь 2020 года было

⁶⁷ Решение Коллегии Евразийской экономической комиссии от 21.04.2015 N 30 (ред. от 25.01.2022) «О мерах нетарифного регулирования» (дата обращения: 10.04.2022)

⁶⁸ Распоряжение Правительства Российской Федерации от 23 сентября 2010 г. N 1567-р (дата обращения: 10.04.2022)

⁶⁹ Официальный Евразийской экономической комиссии [Электронный ресурс]. URL: <https://eec.eaeunion.org> (дата обращения: 10.04.2022)

экспортировано 1 448 тыс. тонн зерновых культур, что составило 445 млн. долл. США, данные показатели выше на 17,9 % по отношению к предыдущему аналогичному периоду⁷⁰.

Таким образом, единые меры нетарифного регулирования, действующие для всех государств – участников ЕАЭС, вводятся, применяются, продлеваются или отменяются ЕЭК. Данные меры оказывают прямое влияние на процесс ведения бизнеса: развивают торговые отношения между странами или обеспечивают устойчивость внутренних рынков государств-членов.

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⁷⁰ Официальный Федеральной таможенной службы [Электронный ресурс]. URL: <https://customs.gov.ru> (дата обращения: 10.04.2022)

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ТИПОЛОГИЯ И ХАРАКТЕРИСТИКА НЕТАРИФНЫХ МЕР ТАМОЖЕННОГО РЕГУЛИРОВАНИЯ ВНЕШНЕЙ ТОРГОВЛИ

Аннотация: В статье рассматриваются теоретические основы применения нетарифных мер регулирования внешнеторговых отношений, а также система нетарифных мер, разработанная Конференцией ООН по торговле и развитию.

Ключевые слова: международные экономические отношения, международный бизнес, международная торговля, нетарифные меры.

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TYPOLGY AND CHARACTERISTICS OF NON-TARIFF MEASURES CUSTOMS REGULATION OF FOREIGN TRADE

Abstract: The article discusses the theoretical foundations of the application of non-tariff measures to regulate foreign trade relations, as well as the system of non-tariff measures developed by the UN Conference on Trade and Development.

Keywords: international economic relations, international business, international trade, non-tariff measures.

Государственное регулирование внешнеэкономической деятельности осуществляется посредством применения двух основных комплексов мер (рис. 1).



Рис. 1. Государственное регулирование внешнеэкономической деятельности

Нетарифные меры таможенного регулирования согласно положениям ГАТТ/ВТО определяются как «меры политики, которые не относятся к обычному таможенному тарифу и которые могут оказывать экономическое воздействие на международную торговлю товарами, вызывая изменения либо в объеме торговли, либо в уровне цен, либо и в том, и в другом»⁷¹.

Для более подробного раскрытия данного определения необходимо обратиться к международной классификации нетарифных мер таможенного регулирования.

Наиболее известная классификация нетарифных мер регулирования внешней торговли была разработана под руководством ЮНКТАД (табл. 1)⁷². Стоит отметить тот факт, что представленная классификация не дает оценочных суждений касательно соответствия рассматриваемых нетарифных мер нормам и правилам международной торговли, а лишь описывает их механизм действия.

Таблица 1

Классификация нетарифных мер по разделам

Меры в отношении импорта	Технические меры	A	Санитарные и фитосанитарные меры
		B	Технические барьеры в торговле
		C	Предотгрузочная инспекция и другие формальности
	Нетехнические меры	D	Обусловленные меры торговой защиты
		E	Неавтоматическое лицензирование импорта, квоты, запреты, меры количественного контроля и другие ограничения, помимо санитарных и фитосанитарных мер или мер, связанных с техническими барьерами в торговле
		F	Меры контроля над ценами, включая дополнительные налоги и сборы

⁷¹ UNCTAD, 2010, Non-tariff Measures: Evidence from Selected Developing Countries and Future Research Agenda (United Nations publication, New York and Geneva), p. 99. (date of access: 20.04.2022).

⁷² International Classification of Non-Tariff Measures [Electronic resource]. Mode of access: http://unctad.org/en/PublicationsLibrary/ditctab20122_en.pdf (date of access: 20.04.2022).

		G	Финансовые меры
		H	Меры, затрагивающие конкуренцию
		I	Связанные с торговлей инвестиционные меры
Меры в отношении импорта	Нетехнические меры	J	Ограничения в отношении сбыта
		K	Ограничения в отношении послепродажного обслуживания
		L	Субсидии и другие формы поддержки
		M	Ограничения в сфере государственных закупок
		N	Интеллектуальная собственность
		O	Правила происхождения
	Меры в отношении экспорта	P	Меры, касающиеся экспорта

Раздел А включает такие меры нетарифного регулирования, которые направлены на противодействие распространению болезней или вредителей. Технические барьеры в торговле (раздел В) предполагают оценку соответствия (сертификация) товара определенным стандартам при производстве и реализации. Нетарифные меры из раздела D направлены на нейтрализацию негативного воздействия импорта на рынок импортирующей страны, включая меры по противодействию недобросовестной внешнеторговой практике (антидемпинговые, компенсационные и защитные меры).

Меры из раздела Е предполагают использование лицензирования, квотирования и введения количественных ограничений, в том числе и тарифных квот. В разделе F перечисляются меры контроля над ценами, применяемые для осуществления контроля или воздействия в отношении цен на импортируемые товары, например, паратарифные меры.

Меры количественного ограничения отражены в разделе Е, к таким мерам, в частности, относится лицензирование и тарифные квоты. В разделе F перечисляются меры контроля над ценами, применяемые для осуществления контроля или воздействия в отношении цен на импортируемые товары.

Ограничения в отношении платежей описываются в разделе G, данные меры направлены на регулирование доступа к иностранной валюте. Меры, касающиеся конкуренции, когда предоставляют исключительные или особые преференции или привилегии одной или

нескольким ограниченными группами экономических операторов, включены в раздел Н. Раздел I посвящен связанным с торговлей инвестиционным мерам, включая меры, ограничивающие инвестиции в форме требования в отношении местного компонента.

Разделы J и K касаются того, каким образом в дальнейшем реализуются товары или связанные с ними услуги после импорта. Меры, которые представляю собой предоставление субсидий включены в раздел L.

Раздел M, посвященный ограничениям в сфере государственных закупок, включает ограничительные меры, с которыми могут столкнуться участники торгов, намеревающиеся продавать свои товары иностранному правительству. В разделе N перечислены ограничения, связанные с интеллектуальной собственностью и правами интеллектуальной собственности. Раздел O, посвященный правилам происхождения, охватывает меры, устанавливающие ограничения в отношении происхождения товаров или их компонентов. Последний раздел P касается мер, которые страна может применять в отношении своего экспорта. К ним относятся, в частности, экспортные налоги, экспортные квоты и запреты на экспорт.

Таким образом, рассмотренные меры составляют основу для применения нетарифных мер таможенного регулирования внешней торговли в настоящее время. Представленная классификация содержит в себе технические меры, такие как санитарные меры или меры по охране окружающей среды, и другие меры, традиционно используемые в качестве инструментов торговой политики.

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РОЛЬ КОМИТЕТА ФИНАНСОВ В ПЛАНИРОВАНИИ ДОХОДОВ И РАСХОДОВ БЮДЖЕТА ВОЛГОГРАДСКОЙ ОБЛАСТИ

Аннотация: Статья посвящена деятельности Комитета финансов Волгоградской области и его роли в планировании бюджета Волгоградской области. Был произведен анализ показателей бюджета Волгоградской области. А также приведен план бюджета области на 2022-2023 года.

Ключевые слова: Комитет финансов, доходы бюджета, расходы бюджета, финансово-хозяйственная деятельность.

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THE ROLE OF THE FINANCE COMMITTEE IN THE PLANNING OF REVENUES AND EXPENDITURES OF THE BUDGET OF THE VOLGOGRAD REGION

Abstract: The article is devoted to the activities of the Finance Committee of the Volgograd region and its role in planning the budget of the Volgograd region. The analysis of the budget indicators of the Volgograd region was carried out. The regional budget plan for 2022-2023 is also given.

Keywords: Finance Committee, budget revenues, budget expenditures, financial and economic activities.

Одним из муниципальных органов власти, реализующих бюджетную, фискальную и финансовую политику на региональном уровне, является Комитет финансов.

Комитет финансов – это орган администрации района РФ. В своей работе Комитет опирается на положения Конституции РФ, указы Президента РФ, федеральные законы и прочие нормативно-правовые акты.

На рисунке определена структура Комитета финансов (Рисунок 1).



Рисунок 1 – Структура Комитета финансов Волгоградской области

Финансовый комитет подчиняется главе администрации района и несет ответственность за выполнение обязанностей и функций, возложенных на органы. Вся деятельность комитета осуществляется в тесном взаимодействии с центральными органами власти Российской Федерации.

Комитет финансов - юридическое лицо, которое имеет свой баланс, отчетность и смету расходов, гербовую печать, бланки и штампы. Финансирование затрат комитета осуществляется за счет средств бюджета. Муниципальная структура имеет возможность приобретать недвижимое и немущественное право, выступать в суде в качестве ответчика или истца.

Муниципальный орган, в период деятельности, берет на себя осуществление следующих функций:

- занимается разработкой проекта бюджета и финансового плана на ближайшие периоды времени (квартал, год);
- осуществляет расчеты, а также готовит обоснования, предложений и аналитическую информацию непосредственному руководству в отношении дальнейшего развития финансовой сферы региона;
- предоставляет руководству (главе Администрации региона) проект бюджета со всеми необходимыми разъяснениями и рекомендациями для дальнейшего рассмотрения на заседании района;
- занимается разработкой проектов нормативно-правовых актов, касающихся вопросов бюджетной сферы региона;
- составляет проектную документацию в отношении нормативно-правовых актов на будущий год, а также производит корректировки в подотчетные нормативно-правовые акты;
- осуществляет руководство финансированием и планированием бюджета региона;
- занимается разработкой нормативно-правовых актов в отношении бюджетного процесса и планирования;
- готовит перечень предложений и реальных обоснований по прогнозам поступления средств в бюджет подконтрольного региона;
- занимается реестром расходных обязательств и представляет готовый документ в Министерстве финансов;
- проводит организацию межбанковских отношений на будущий плановый отрезок времени и на год в целом;
- занимается составлением и утверждением свободной бюджетной росписи;
- принимает решение по лимитам бюджетных обязательств и передает свои решения к основным распорядителям бюджетных денег.

Так же, Комитет финансов берет на себя обязанности, связанные с планированием, распределением бюджетных средств, внесения предложений, регулированием работы подконтрольных структур, подготовкой отчетов, участием в ревизионных комиссиях, предоставлением методических рекомендаций по вопросам бухгалтерского учета и т.д.

Далее рассмотрим состав и структуру доходов бюджета Волгоградской области (Таблица 1).

Таблица 1 - Анализ состава и структуры доходов бюджета Волгоградской области в динамике 2019-2021гг. (исполнение)

Статья доходов	2019		2020		2021	
	Млрд. руб.	%	Млрд. руб.	%	Млрд. руб.	%
ДОХОДЫ БЮДЖЕТА, ВСЕГО	110,4	100	131	100	144,11	100
Налоговые и неналоговые доходы – всего	72,8	65,9	76,8	58,6	87,71	60,9
Безвозмездные поступления	37,6	34,1	54,2	41,4	56,4	39,1

По итогам 2021 года доходы областного бюджета составили 144,1 млрд. рублей, с приростом к уровню 2020-го на 13,1 млрд. рублей (10%). Решения, принятые на федеральном и региональном уровнях, позволили снизить негативное влияние на финансово-хозяйственную деятельность как крупных предприятий, так и субъектов малого и среднего бизнеса. В итоге налоговые и неналоговые доходы исполнены на уровне планового показателя — 87,7 млрд. рублей, что на 10,9 млрд. рублей (14,2%) больше показателя прошлого года.

Безвозмездные поступления составили 56,4 млрд. рублей, с приростом к прошлому году на 2,2 млрд. рублей.

Теперь рассмотрим структуру расходов бюджета Волгоградской области (Таблица 2).

Таблица 2 - Анализ состава и структуры расходов бюджета Волгоградской области в динамике 2019-2021гг. (исполнение)

Статья расходов	2019		2020		2021	
	Млрд. руб.	%	Млрд. руб.	%	Млрд. руб.	%
РАСХОДЫ БЮДЖЕТА, ВСЕГО, в том числе:	107,98	100	135,38	100	145,58	100
Общегосударственные вопросы	4,84	4,48	4,6	3,4	5,69	3,9
Национальная оборона	0,06	0,06	0,11	0,08	0,06	0,04
Национальная безопасность и правоохранительная деятельность	1,03	0,95	1,07	0,79	1,62	1,11
Национальная экономика	22,1	20,47	25,68	18,97	29,28	20,11
Жилищно-коммунальное хозяйство	3,67	3,4	5,37	3,97	6,49	4,46
Охрана окружающей среды	1,61	1,49	1,56	1,15	1,25	0,86
Образование	23,8	22,04	25,67	18,96	28,34	19,47
Культура, кинематография	1,38	1,28	1,65	1,22	2,15	1,48
Здравоохранение	10,77	9,97	21,63	15,98	20,18	13,86
Социальная политика	30,69	28,42	38,69	28,58	41,24	28,33
Физическая культура и	1,45	1,34	1,95	1,44	2,57	1,77

спорт						
Средства массовой информации	0,1	0,09	0,1	0,07	0,09	0,06
Обслуживание государственного(муниципального) долга	2,45	2,27	2,1	1,55	1,79	1,23
Межбюджетные трансферты общего характера бюджетам бюджетной системы Российской Федерации	4,03	3,73	5,2	3,84	4,83	3,32

В 2021 году основные расходы направлены на социальную политику, национальную экономику и образование. Данные расходы составляют 28,33%, 20,11% и 19,47% всех расходов соответственно.

Расходы на национальную оборону, окружающую среду, здравоохранение, СМИ и обслуживание государственного долга снизились в 2021 году по сравнению с 2020 годом.

Расходы на общегосударственные вопросы, национальную безопасность и правоохранительную деятельность, ЖКХ, культуру и кинематографию, физическую культуру и спорт в 2021 году увеличились незначительно по сравнению с предыдущим годом.

Расходы на межбюджетные трансферты общего характера бюджетам бюджетной системы РФ в Волгоградской области с каждым годом возрастали и в 2021 году составили 4,83 млрд. руб.

Общие расходы бюджета волгоградской области в 2021 году составили 14,58 млрд. руб., что на 10,2 млрд. руб. больше чем в 2020 году.

В планах в 2022 году общий объем доходов областного бюджета Волгоградской области составит 128,082 млрд. руб. Из них налоговые и неналоговые доходы будут составлять 87,443 млрд. руб., а безвозмездные поступления – 40,639 млрд. руб.

Общий объем расходов областного бюджета в 2022 году составят 126,082 млрд. руб., в том числе условно утвержденные расходы в сумме 2,248 млрд. руб.

Следовательно, по планам доходов и расходов, областной бюджет Волгоградской области в 2022 году будет исполнен с профицитом 2 млрд. руб.

В планах в 2023 году общий объем доходов областного бюджета Волгоградской области составит 133,225 млрд. руб. Из них налоговые и неналоговые доходы будут составлять 90,747 млрд. руб., а безвозмездные поступления – 42,478 млрд. руб.

Планируется профицит областного бюджета на 2023 год в сумме 3,8 млрд. руб.

Среди приоритетных направлений финансирования в Волгоградской области – здравоохранение, образование, социальная защита населения, мероприятия региональных и национальных проектов. Доля социально значимых расходов превышает 60 процентов.

Предусмотрены средства на увеличение с 1 января будущего года МРОТ и индексацию зарплат бюджетникам, оказание финансовой помощи семьям при рождении детей, развитие системы долговременного ухода за гражданами пожилого возраста и инвалидами, модернизацию первичного звена здравоохранения, укрепление инфекционной службы и т.д.

Дальнейшему развитию региона будет способствовать создание инфраструктуры под новые инвестпроекты. Так же включен перечень объектов коммунальной, транспортной и инженерной инфраструктуры, которые планируется построить за счет средств областного бюджета, высвобождаемых в результате реструктуризации задолженности по федеральным бюджетным кредитам. Значительные средства заложены на благоустройство, жилищную политику, мероприятия в сфере экологии, дорожное хозяйство.

Продолжится финансовая поддержка местных бюджетов. В будущем году муниципалитетам будут предоставлены дополнительные субсидии на содержание объектов благоустройства, а также тракторов с прицепами, приобретенных в 2020-2021 годах. Предусмотрены средства на ремонт домов культуры и школ, уличного освещения, обеспечение жителей населенных пунктов чистой водой, покупку специализированной техники.

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ПРЕИМУЩЕСТВА НАЛОГОВОГО МОНИТОРИНГА

Аннотация. В статье рассмотрены условия проведения налогового мониторинга, его сроки и перспективы дальнейшего функционирования в налоговой системе Российской Федерации, а также выявлены его цифровые преимущества.

Ключевые понятия: Налоговый мониторинг, налоговый контроль, цифровая платформа, электронная подпись.

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ADVANTAGES OF TAX MONITORING

Annotation. The article discusses the conditions of tax monitoring, its timing and prospects for further functioning in the tax system of the Russian Federation, as well as its digital advantages.

Key concepts: Tax monitoring, tax control, digital platform, electronic signature.

В настоящее время осуществляется активное применение IT-технологий в сочетании с искусственным интеллектом в налоговом администрировании, что позволяет инспекции проводить налоговый контроль в дистанционной форме. Это значительно упрощает работу, так как нет камеральных и выездных проверок, а компании со своей стороны добровольно предоставляют налоговым органам информационную систему, данные налоговой и бухгалтерской отчетности в онлайн-доступе. В связи с поправками компании могут сами определять объем и сроки предоставляемой информации.

Итак, суть налогового мониторинга заключается в том, что основываясь на принципах законности, добровольности, взаимного доверия, открытости, прозрачности ведения бизнеса, конфиденциальности информации [1, с.80] налоговые инспекторы получают доступ к учётной базе организации и контролируют правильность исчисления и уплаты налогов. Благодаря этому у организаций снижается число проверок и на треть трудозатратность компании на сопровождение налогового контроля, так как фискальные органы могут отслеживать все проведенные операции в режиме реального времени. Проверке подлежат только те операции, в которых присутствуют элементы риска. Именно через механизм налогового мониторинга можно решить задачу налоговых органов «снизить количество жалоб и, по возможности, все спорные вопросы урегулировать в досудебном порядке» [2, с. 60].

С 2016 года налоговый мониторинг впервые начал применяться в России, а в 2017 году внедрение цифровых технологий поспособствовали разработки мобильного приложения, которое содержит все налоговые данные. Цифровая платформа позволила решать вопросы в режиме 24/7. В данном приложении можно отправить заявление в налоговый орган, получить расчет по налогам, выписки и справки, подготовить и правильно оформить платежные документы и произвести оплату.

В 2019 году относительным преимуществом взаимодействия компаний с государством и контрагентами стала электронная цифровая подпись, которая является полным электронным аналогом собственноручной подписи на бумаге. Исключается подделка подписи из-за особенностей математического алгоритма и проверке электронной подписи, так как для подбора шифра потребуется огромное количество математических вычислений и на данный момент надежность электронной подписи сомнений не вызывает.

И уже в июле 2021 года была внесена поправка в п. 3 ст. 105.26 НК РФ, согласно которой изменились условия для вступления организаций в налоговый мониторинг.

К данным изменениям в первую очередь относится пониженная планка для перехода на налоговый мониторинг. Так как изменения затронули пороговые значения сумм уплаченных налогов, объем годовых доходов и стоимость активов, которые снизились в три раза. Суммы уплаченных налогов на данный момент может составлять 100 млн. руб. за предыдущий год, а объем годовых доходов и стоимость активов – 1 млрд. руб.

Преимуществом для компаний, вступивших в налоговый мониторинг является:

- Экономия времени и сокращение затрат;
- Сокращение числа запросов со стороны налогового органа;
- Упрощение качества процедур проверок;
- Комплексный анализ рисков и внутреннего контроля компании;
- Прогнозирование будущих сделок;
- Возвращение НДС в ускоренном порядке;
- Повышение репутации.

С 2016 года и по сегодняшний день организации, которые используют налоговый мониторинг увеличилось с 6 до 44-х компаний такие как "Аэрофлот", РЖД, "Ростех", "Газпром", ВТБ, "Мегафон", МТС, ООО "Гугл" (российская "дочка" Google), но ФНС не собирается останавливаться на достигнутом и уже имеет планы по увеличению числа участников до 3879 компаний на 2022 год [3, с. 18]. Результатом развития этого инструмента станет снижение административной нагрузки на бизнес и влияния человеческого фактора при проведении налогового контроля, сокращение числа споров ФНС с налогоплательщиками, уменьшение потока бумажных документов, которые предоставляются в фискальное ведомство, и переход на электронный документооборот. В связи с чем ФНС является одной из крупнейших и наиболее эффективной IT-организацией.

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ВОПРОСЫ ТУРИСТСКОГО РАЙОНИРОВАНИЯ КАШКАДАРЬИНСКОЙ ОБЛАСТИ

Аннотация: При определении туристских зон необходимо учитывать наличие туристско-рекреационных ресурсов, туристский потенциал регионов, уровень развития туристской инфраструктуры, количество посещаемых туристов и административно-территориальные границы. В данной статье проводится анализ научно-практической работы зарубежных и отечественных ученых по туристскому районированию, туристско-рекреационному потенциалу Кашкадарьинской области, районированию, туристским маршрутам, их направлениям и посещениям региона иностранными и отечественными туристами.

Ключевые слова: зонирование, туристический потенциал, инфраструктура, историческая, культурная, социальная, природоохранная, экономическая, микрорайон, три направления, маршрут.

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ISSUES OF TOURISM ZONING OF KASHKADARYA REGION

Abstract: When determining tourist areas, it is necessary to take into account the availability of tourist and recreational resources, the tourist potential of the regions, the level of development of tourist infrastructure, the number of tourists visited and administrative-territorial boundaries. This article analyzes the scientific and practical work of foreign and domestic scientists on

tourist zoning, tourist and recreational potential of the Kashkadarya region, zoning, tourist routes, their destinations and visits to the region by foreign and domestic tourists.

Key words: zoning, tourism potential, infrastructure, historical, cultural, social, environmental, economic, neighborhood, tripartiteness, route.

Существует ряд научных подходов к районированию туристско-рекреационных территорий. Во-первых, это рекреационные условия и ресурсное районирование, в котором ключевую роль играют природные факторы. Во-вторых, рассмотрено влияние факторов развития туризма и рекреации на определение развития рекреационных услуг региона в условиях сложного экономико-географического районирования. В-третьих, рекреационное зонирование связано с выявлением социально-географических потребностей в рекреационных ресурсах. Это достигается за счет выделения региональных рекреационных систем на основе социологического опроса. [4;с.147]. При туристическом районировании целесообразно определять природные факторы, экономическое развитие региона, потребность в ресурсах.

Туристско-рекреационное районирование позволяет создать пространственный образ территориального деления всех составляющих сложнейшего целостного или рекреационного процесса (ресурсный потенциал, уровень развития инфраструктуры, спрос на туристские услуги и др.) [5;с.336]. Здесь необходимо учитывать взаимную интеграцию туристско-рекреационных ресурсов.

Российские ученые В.С. Преображенский (1975, 1980), Ф.А. Веденин (1969, 1987), Н.Н. Мирошниченко (1969, 1984), Н.С. Мироненко, И.Т. Твердохлебов (1981) научно-теоретические основы районирования, Н.А. Когай, Л.И. Бабушкин, Ш.С.Зокиров, И.Муминов (2004), А.Н.Нигматов (2004, 2010), М.М.Маматкулов (2004), А.С.Солиев и Р.Ю.Махаматалиев (2004), Ш.С.Зокиров, Р.Ибрагимов (2010) освещала научные и практические аспекты природно-экономического географического районирования.

Районированием называется деление и наименование определенной территории определенного назначения по соответствующим ее показателям на определенные «места» или «территории» или таксономические единицы. [3; 74 б.].

Туристские районы можно рассматривать как специфический регион народного хозяйства. В его рамках будут выделены туристические зоны разного направления и этапа. Факторами формирования туристской зоны служат природные ландшафты, историко-культурные, социально-экономические объекты и туристская инфраструктура. [7;12-13 б.].

Ветитнев и Л.Б. Журавлева также акцентировала внимание на четырех аспектах зонирования с точки зрения туризма и отдыха:

социальном, экономическом, географическом и экологическом. С социальной точки зрения рассматривается удовлетворение физических и духовных потребностей населения, с экономической - формирование туристских услуг как комплекса, связанного с другими отраслями экономики. В географическом плане внимание уделяется формированию регионального разделения труда в сфере туризма, уровню использования туристско-рекреационных ресурсов региона. Экологическое районирование обеспечивает эффективное использование и охрану окружающей человека среды и рекреационных ресурсов.

Социальное районирование — это, по сути, классификация по взаимно совместимым признакам. [2; с.111]. Такая взаимозависимость, в свою очередь, создает группы населения с одинаковыми характеристиками и их территориальными обобщениями. Основной целью социального районирования является наиболее объективное разделение территориальных обобщений населения по определенным социальным признакам.

В. П. Максаковский, напротив, основывает районирование туризма и рекреации на природных объектах, т. е. делит их на районы и центры прибрежного, горного, озерного и речного туризма. По мнению А.Ю. Александровой, туристическая сфера – это развитие туристских процессов и специализация региона на туризме. [1; с.55]. При таком подходе не все районы могут быть туристическими.

При районировании территории области исходили из факторов и принципов, формирующих область, изложенных А.С. Солиевым. Автор констатирует, что «...экономические (рыночное хозяйство, укрупнение, специализация, комплексное развитие, транспорт) и региональные или географические (природные условия и природные ресурсы, инфраструктура и система расселения, географическое положение) являются факторами, формирующими регион [8;б.42]. На основании вышеперечисленных факторов область или территорию можно разделить на несколько районов.

В районировании туризма и рекреации, в том числе делении территории Узбекистана на зоны экотуризма А.Нигматов, Н. Шамуротова разделили территорию республики на 14 экотуристских района (2006, 2007), А.Нигматова, Ш. Якубжонова выделили агротуристские районы (2009 г.), Ш.А.Азимов выделил рекреационные микрорайоны берегов Чарвакского водохранилища (1992 г.), А.Х.Юсупов в рекреационных целях климатически районировал Южный Узбекистан (1995 г.), М.Р.Усманов (2005 г.) в своих исследованиях выделил в республике 6 туристических зон. Б. Х. Камолов (2018) разделил Наманганский регион на районы экотуризма.

При районировании Кашкадарьинской области, в том числе Л.Н.Бабушкин и Н.А.Когайлар (1962), исходя из агроклиматических условий,

выделили 3 (Каршинский, Китаб-Шахрисабзский, Гузарский) природно-географических района, Ю.Н. Балашова (1962) и Л.Н.Бабушкин по сельскохозяйственной специализации разделили на 3 экономические зоны (Северо-Восточную, Среднюю, Юго-Западную), М. Янгибаев (1995) разделил Кашкадарьинскую область на 6 экономических районов (Северо-Восточный, Восточный, Юго-Западный, Западный, Центральный, Северный) в зависимости от размещения населения. А.Нигматов, Н.Шомуродова (2006, 2007) при экотуристическом районировании Узбекистана территорию Кашкадарьинской области разделили на 2 (Кашкадарьинскую и Гиссарскую) экотуристические области, А.Солиев на 2 (Нижняя область или Каршинская область, Верхняя или Шахрисабзская область) внутренние экономические районы, Р.Усманова в использовании ландшафтов Кашкадарьинской области в рекреационных целях разделила на 3 (горные, предгорные, равнинные) рекреационные зоны, П.Курбанов (2012) в градостроительном плане на разделил на 3 региона (равнинные, предгорные и низменные, горы), М.Файзуллаев (2017), с учетом проблем развития земледелия в пустынных районах юга Узбекистана, разделил на 3 агрогеографических района (Верхне-Кашкадарьинская, Средне-Кашкадарьинская, Нижне-Кашкадарьинская).

При определении туристских районов целесообразно оценивать наличие в них туристских ресурсов, а также туристский потенциал этих территорий, наряду с развитием видов туризма, учитывать административно-правовую деятельность, провести оценку рекреационного зонирования в административно-территориальных границах и рекреационного потенциала.

В данном исследовании, с учётом потенциала туристских ресурсов каждого региона, количества туристов, туристских объектов, способных удовлетворить потребности туристов, уровня развития транспортной и другой инфраструктуры, формирования существующих видов туризма и новых маршрутов в регионе, региональных отличий и административных единиц области, роли и места области в республиканском и мировом туризме, Кашкадарьинская область делится на 3 туристских района: Северо-Восточный туристический район (г. Шахрисабз, Шахрисабзский, Китабский и Яккабагский районы), Центральный туристический район (г. Карши, Каршинский, Касанский, Чиракчинский, Гузарский, Дехканободский и Камашинский районы) и Западный туристический район (Касбийский, Мубарекский, Миришкорский и Нишанский районы). На основании вышеизложенного анализа на основе программы ArcGIS, CorelDraw была создана карта туристских район Кашкадарьинской области масштаба 1:1000000 (рисунок 1). При разработке туристических

маршрутов в районах туристского районирования области учитывались следующие принципы.

При разработке туристических маршрутов в районах туристского районирования области необходимо учитывать следующие виды туризма - смешанные (тематические, рекреационные, спортивные), регулярные (круглогодичные маршруты для делового, торгового, научного и агротуризма), сезонные (паломнические, экотуризм и др.), по структуре маршрута (кольцевые, смешанные), продолжительности (однодневные и многодневные) в зависимости от условий использования транспортных средств (видов транспорта) и содержания маршрута (на лоне природы и т.п.).

КАРТА ТУРИСТИЧЕСКИХ РАЙОНОВ КАШКАДАРЬНСКОЙ ОБЛАСТИ

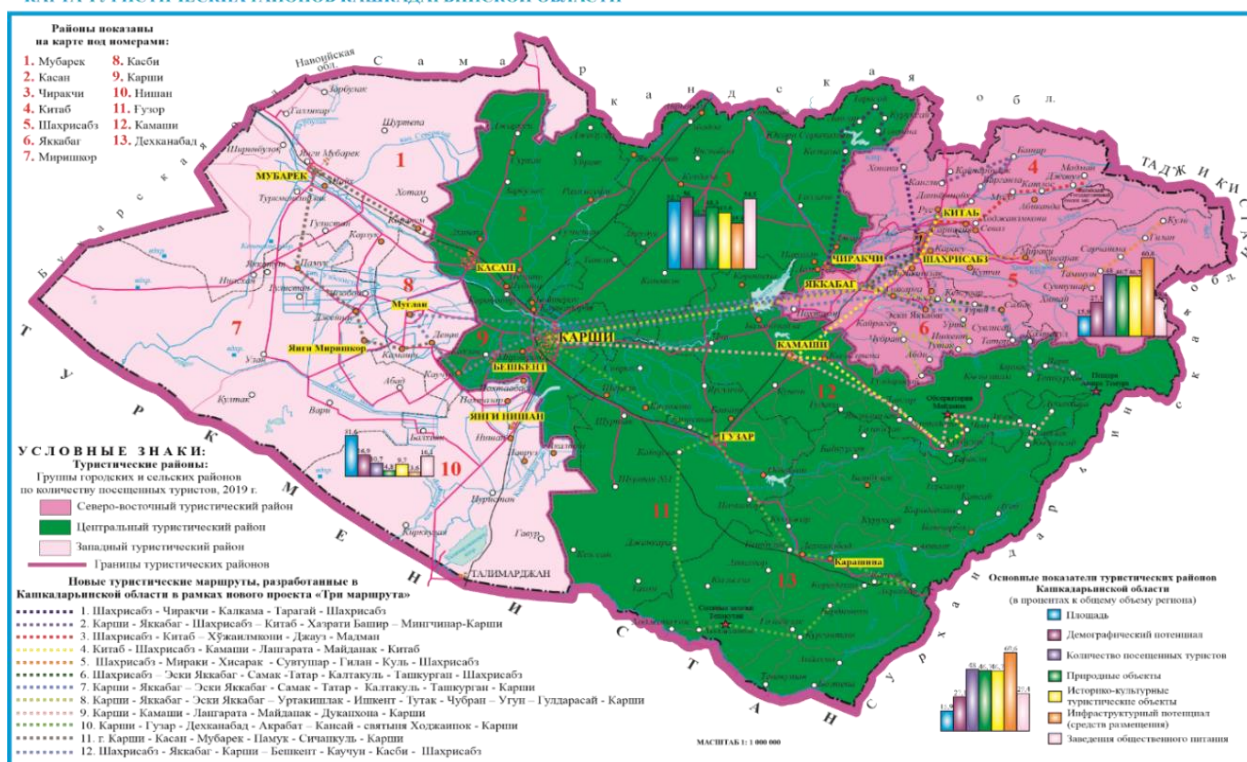


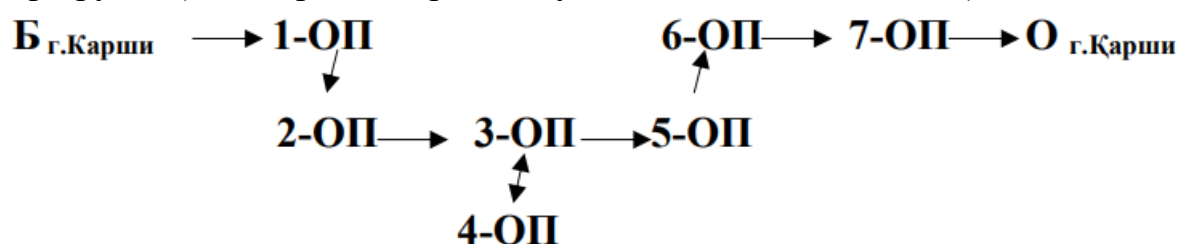
Рис.1. Карта туристических районов Кашкадарьинской области.
(авторская копия карты выполнена в масштабе 1:1000000)

Комплексное изучение туристско-рекреационного потенциала Кашкадарьинской области, в свою очередь, позволило определить их территориальный состав, а также новые, привлекательные туристские маршруты, разработать их паспорта. Эти туристские паспорта включают в себя маршрут, форму организации, перечень объектов туризма и их описание, расстояние, продолжительность маршрута, возможности туристской инфраструктуры.

Кольцевые маршруты «это направление движения, начало и конец которого расположены в одной географической точке, предназначенные для остановки в нескольких точках маршрута». [6; б.124].

Б г.Шахрисабз → 1-ОП → 2-ОП → 3-ОП → 4-ОП → О г.Шахрисабз

Предлагая маршруты для отдыха, можно обеспечить содержательный отдых, расширить кругозор подрастающего поколения и развить экономику региона. В результате исследования впервые в Кашкадарьинской области, исходя из природно-географических и рельефных особенностей, были разработаны 12 новых смешанных (комплексных) кольцевых туристических маршрутов под брендом «Три маршрута» («Гиссарские горы», «Пустынный Роза», «Оазис»).



Эти маршруты входят в категорию смешанных маршрутов как направление движения, которое определенным образом сочетает в себе кольцевые и радиальные маршруты в зависимости от структуры маршрута. [6; 6.124].

Эти туристические маршруты, включающие в себя ряд объектов туристско-рекреационного назначения, усовершенствованы и разработаны их типовые паспорта. Он интересен, привлекателен и уникален в регионе под брендом «Три направления», который одновременно представляет четыре сезона и сочетает в себе множество других видов туризма и отдыха.

Всего в 2019 году регион посетило 1605 200 туристов, в том числе 150 000 иностранных туристов, 1 455 200 местных туристов, а в 2020 году всего 712 088 туристов, в том числе 7 988 иностранных туристов и 704 100 местных туристов, что значительно ниже. На сегодняшний день взаимосвязь между туризмом и услугами в регионе очень слабая, доля туризма в региональной экономике очень мала, что требует серьезного внимания к отрасли.

Для создания комплексного туристского продукта на основе разделения Кашкадарьинской области на туристские районы необходимо разработать туристические маршруты паломничества, эко-агротуризма, геотуризма, промышленности, бизнеса, ремесел, природных, сельскохозяйственных и других ресурсов. В результате значительно улучшатся не только туристическая сфера, но и экономические показатели экономического развития всего региона.

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Жўрабоев А.Б.
ТВЧДПИ “Болалар спорти” кафедраси катта ўқитувчиси

УМУМИЙ ЎРТА ТАЪЛИМ МАКТАБЛАРИДА КУРАШ МАШҒУЛОТЛАРИНИ ТАШКИЛ ЭТИШГА ДОИР

Аннотация: Мақолада халқимизнинг оммавий спорт турларидан бўлган миллий курашнинг умумий ўрта таълим мактабларида ўқувчиларга ўргатишнинг долзарблиги шарҳланган бўлиб, унинг самарадорлигини ошириш борасида қатор таклиф ва тавсиялар берилган.

Таянч сўзлар: кураш, камтаринлик, кучига эрк бермаслик, каттани ҳурмат қилиш, боланинг ҳам маънан-руҳан, жисмонан соғломлиги, чиниқиши таъминланади.

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IN GENERAL SECONDARY SCHOOLS ON THE ORGANIZATION OF WRESTLING TRAININGS

Annotation: The article comments on the urgency of teaching national wrestling, one of the most popular sports of our people in general secondary schools, and makes a number of suggestions and recommendations to increase its effectiveness.

Keywords: struggle, humility, unwillingness to give strength, respect for the elder, the child's spiritual and physical health, exercise.

Юртимизда таълим-тарбия соҳасида амалга оширилаётган оқилона ислохотлар жараёнида жисмоний тарбия ва спорт йўналиши салмоқли ўрин эгаллайди. Негаки, баркамол авлодни вояга етказишда спорт ҳар томонлама асосий воситалардан бўлиб хизматқилади.

«Жисмоний тарбия ва спорт инсоннинг нафақат жисмоний, балки маънавий камолотга эришишида ҳам улкан омилдир. У иродани тоблайди, одамни аниқ мақсад сари интилиш, қийинчиликларни бардош ва чидам билан енгишга ўргатади. Инсон қалбида ғалабага ишонч, ғурур ва ифтихор туйғуларини тарбиялайди. Ватан, халқ шухратини дунёга тараннум этишда, ёшларни ҳарбий-ватанпарварлик руҳида тарбиялашда спортнинг ўрни беқиёсдир. Соғлом, билимли ва фидойи фарзандлари бўлган халқ, албатта, ўзининг буюк келажагини барпо этади. Шунинг учун жисмоний тарбия ва спортнинг оммавийлигини таъминлаш, уни ривожлантириш баркамол шахсни тарбиялашнинг муҳим шартидир» [1].

Мамлакатимизда мустақилликнинг илк йилларидан оммалаштирилиб келинаётган ана шундай спорт турларидан бири бу ўзбек миллий курашидир.

Тадқиқотларда акс эттирилганидек, ўзбек халқининг анъанавий спорт турларидан бўлмиш кураш уч ярим минг йиллик тарихга эга. Кураш ўзбекча сўз бўлиб, у қатор қадимий шарқ адабий манбаларида яккама-якка олишув ва кўнгилочар спорт тури сифатида тилга олинган. Курашда енгилган акасининг орига укаси даврага чиқаверади. “Унинг ёши мендан катта ё вазни оғир-ку”,-деб ўйлаб ўтирилмайди. Муҳими, ор-номусни, ғурурни сақлаш. Буни биров ўйлаб топгани ҳам, жорий қилгани ҳам йўқ. Ҳақиқатан ҳам, биз ана шундай илдизлари мустаҳкам томирларга эга халқмиз. Ватан туйғуси мурғак тасаввурларда, биринчи навбатда, оила шаъни тимсолида шаклланган. Зеро, ўз оиласи орини ҳимоя қилган одамгина Ватан шаънини асрай олади. Миллий кураш спорт тури замирига ана шундай эзгу умуминсоний ғоялар ва ўзбекона қадриятлар сингдирилган. Давлатимиз раҳбарининг 1990 йил 1 февралдаги “Халқаро “Кураш” Ассоциациясини қўллаб-қувватлаш тўғрисида”ги Фармони миёлий спортимиз – кураш ривожини янги босқичга кўтарди. 1990 йилда Тошкентда бўлиб ўтган кураш бўйича биринчи жаҳон чемпионатида Европа, Осиё, Африка, шимолий ва жанубий Америка қитъаларининг 32 мамлакати вакиллари иштирок этди. 1998 йил 6 сентябрда Европа, Осиё ва Америка қитъасининг 28 мамлакати вакиллари Халқаро Кураш Ассоциациясига (ИКА) асос солдилар. У халқаро миқёсда ўзбек курашини намоён этувчи расмий халқаро спорт ташкилотига айланди. Дастлабки таъсис конгресси давомида янги халқаро спорт ташкилотининг низоми тасдиқланди, Курашнинг халқаро қоидалари қабул қилинди ҳамда ИКАнинг бошқарув органи – Ижроия қўмитаси сайланди.

Модомики ўзбек кураши халқимиз ва мамлакатимизни дунё миқёсида танитиб, халқимизга хос маданият ва қадриятларимизни эътироф этар экан, уни умумий ўрта таълим мактабларида ёшларга мунтазам ўргатиш, келажакда уларнинг ушбу спорт тури бўйича етук спортчилар бўлиб улғайишига замин ҳозирламоғимиз лозим. Ўзбек курашида, аввало, халқимизга хос маънавий-руҳий, жисмоний фазилятлар ўз тажассумини топган. Хусусан:

- курашчидаги камтаринлик, кучига эрк бермаслик, каттани ҳурмат қилиш, кичикларга иззат-иқром кўрсатиш;
- рақибга нисбатан ҳурмат-эҳтиром кўрсатиш, унинг куч-қудрати ва имкониятларини муносиб баҳолаш;
- баҳсни ҳалол, адолатли, самимий ва беғараз олиб бориш;
- курашганда ҳам, баҳсдан ташқарида ҳам рақибга нисбатан дўстона муносабатда бўлиш, унинг фикрлари ва қарорларини ҳурмат қилиш;
- рақибини мағлуб этганда, унга ҳурмат кўрсатиш, йиқилганда, ўрнидан туришга кўмаклашиш ёки йиқилганда ҳужум уюштирмаслик;

- мағлубиятни тан олиш, рақибининг ғалабасини чин дилдан эътироф этиш;

- курашга ўз манфаати учун эмас, балки ўз оиласи, маҳалласи, юртининг шаънини ҳимоя қилиш учун киришиш ва ҳ.к каби фазилатлар ўзбек курашининг бошқа спорт турларига нисбатан янада инсонпарварлигини намоён этади.

Ўқувчи ёшларни болалиқдан кураш билан шуғуллантириш натижасида:

- боланинг ҳам маънан-руҳан, жисмонан соғломлиги, чиниқиши таъминланади;

- болада босиқлик, вазминлик хислатлари, мураккаб шароитларда аниқ ва тўғри қарорлар қабул қилиш кўникмалари шаклланади;

- жамоада ўзини тутишга одатланади, заифларга ёрдам бериш, кучлилар билан мураса қилиш қобилияти ривожланади;

- болада камтаринлик, ўз куч-имкониятларини муносиб баҳолаш, атрофдагиларга нисбатан самимий, адолатли муносабат қарор топади;

- у ўз малакаларини такрорлаш, давом эттириш баробарида ён-атрофидаги ёшларни ҳам ўз жамоасига, соғлом муҳитга, яъни спорт машғулотларига тортади.

Шу сабабли ҳам, республикамизда ўсмир ва ёшларни жисмоний тарбиялаш тизимидан миллий кураш муносиб ўрин олган. Ҳозирги даврда жисмоний маданият ва спорт ҳаракатига умумхалқ тавсифи берилиб, жисмоний маданият ва спорт халқимиз ҳаётига кенг кириб бормокда. Бунда жисмоний маданиятнинг жуда кўп ранг-баранг воситалари ва шаклларида фойдаланилмокда.

Мактабларда кураш машғулотларини ташкил қилиш мураббийнинг маҳорати ва малакасига боғлиқ. Бунда у жисмоний таёргарликка муҳим эътибор қаратиши керак. Яъни:

- шуғулланувчилар соғлиғи даражасива улар организми турли тизимларининг функционал имкониятларини ошириш;

- курашчининг ўзига хос хусусиятларига жавоб берадиган бирликда жисмоний сифатларини ривожлан тириш асосий вазифалардан ҳисобланади.

Худди шу ўринда Президентимиз Япония аҳолисининг соғлом турмуш тарзини мисол келтирадилар. Унга кўра, япон халқи қуйидагиларга диққат қилгани учун соғлом ҳаёт кечирмокдалар:

Ҳеч иккилман май айтиш мумкинки, ўзбек миллий курашида юқоридаг ижиҳатлар ўз аксини топган. Шу боис, ўқувчиларга ўзбек миллий кураши сирларини чуқур ўргатиш натижасида:

- ёшлар халқимиз миллий маданияти ва маънавияти руҳида тарбияланади;

- уларнинг онги ва қалби оммавий маданият, турли ёт ғоялар таъсиридан муносиб ҳимоя қилинади;

- ёшлар қалбида она-Ватан тарихи, кўхна қадрият, урф-одат ва маросимларга ҳурмат, эҳтиром туйғулари, ватан парварлик, юртга садоқат туйғулари шаклланади.

Юқоридагилардан келибчиққан ҳолда, умумий ўрта таълим мактабларидаги кураш машғулотларини ташкил қилиш ва олиб боришда:

- муассасада кураш машғулотларини ўтказиш бўйича ўқув дастурларини мукаммал ишлаб чиқиш, уларга малакали мураббийларни бириктириш;

- кураш бўйича мактабдан ташқари дарслар мазмунини ошириш: тўғараклар фаолиятини кучайтириш, ёш курашчиларни оммавий мусобақаларга жалб қилиш, юқори кўрсаткичга эришганларни муносиб рағбатлантириш;

- муассасада алоҳида режага асосан кураш мусобақаларини ўтказиш, улар ичидан нуфузли мусобақалар учун номзодларни саралаш;

- машғулотларни самарали ташкил этиш орқали ёшлар орасидан иқтидорли спортчиларни тарбиялаш ва катта спортга сафарбар қилиш ва ҳ.к. каби чораларни амалга ошириш муҳим ўқув-тарбиявий вазифалардан ҳисобланади.

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ЧОР РОССИЯСИНИНГ ТУРКИСТОНДАГИ МИЛЛИЙ МАОРИФ СОҲАСИДАГИ СИЁСАТИ

Аннотация: Ушбу мақолада мустамлака шароитида Туркистон ўлкасидаги маориф тизими, мактаб-мадрасаларнинг аҳволи, чоризм маъмуриятининг миллий маориф тизимига бўлган муносабати, рус-тузем мактаблари уларни ташкил этилишидан кўзланган асл мақсадлар, вақф мулкларига боғлиқ ҳукуматининг муносабати тўғрисида фикр юритилади.

Калит сўзлар: Мустамлака, маориф, мадраса, чоризм, руслаштириш, вақф, таълим, ислоҳ, миллий, сиёсат, тазйиқ, империя, маҳаллий халқ, бошланғич мактаб.

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TSARIST RUSSIA'S POLICY IN THE FIELD OF NATIONAL EDUCATION IN TURKESTAN

Annotation: This article discusses the education system in Turkestan under colonial rule, the state of schools and madrasas, the attitude of the tsarist administration to the national education system, the original purpose of the establishment of Russian-style schools, the attitude of the tsarist government to endowment property.

Keywords: Colonial, education, madrasa, tsarism, Russification, foundation, education, reform, national, politics, repression, empire, indigenous people, primary school.

Ўзбекистон Республикасининг мустақилликка эришуви тарихимизни холис ўрганиш ҳамда ёритиш имконини берди. Шу жиҳатдан Россия империясининг Туркистонни истило қилиши ва унинг ўлкадаги ижтимоий-иқтисодий, сиёсий ҳамда маънавий-маданий, маориф соҳасида пухта ўйланган мустамлакачилик сиёсатини ўрганиш ҳам тарих фани учун долзарб масалалардан ҳисобланади.

Россия босқинига қадар ўлкада эски мактаб, масжид, қорихона ва мадрасалар кенг тарқалган эди. 1867 йил 14 июлда Туркистон генерал-

губернаторлиги ташкил этилишидан бошлаб бутун иқтисодий, сиёсий ҳаётда бўлганидек, туб халқ маънавий маданиятининг таянчлари бўлмиш мадраса, мактаблар устидан ҳам империя ҳукуматининг назорати ўрнатилди. Чор ҳукумати маъмурлари мактаб - мадрасалар фаолиятининг ислоҳ қилиниши мустамлакачилик манфаатларига мутлақо зид эканлигини тушуниб етган эдилар. Туркистон ўлкасининг барча генерал-губернаторлари ўлкада маълум тарзда руслаштириш амалиётини олиб бордилар. Бу сиёсат мусулмон таълим соҳасидан бошланди. Бу соҳада ҳаттоки империя ҳукуматининг дастури ҳам ишлаб чиқилди. Империя раҳбариятининг туб жой аҳолисига бўлган муносабати масаласида асосий эътибор уларни илм-маърифатдан четда ушлаб туришга қаратилган эди. Ушбу ҳолатни ўз даврининг йирик мансабдор шахслари ҳам тан олган эдилар. Жумладан, «...Улкан руслаштириш режасини амалга оширишда мактаб катта аҳамият касб этиши лозим», деган фикр ҳам айнан шундай раҳбарлардан бири, Туркистон генерал-губернатори бири Николай Оттонович Розенбах (1836—1901)га тааллуқли эди [7. 38 б.].

Туркистон генерал-губернатори, К. П. фон Кауфман (1867-1882) диний урф-одат, маросимларга аралашмаслик асосида миллий маорифга нисбатан руслаштириш сиёсатини қўллаб-қувватлади [9. 28 б.]. У мактаблардан ҳам кўра кўпроқ мадрасалар хавфли эканлигини қайд этди. Генерал-губернатор мадрасалар фаолиятига қуйидаги тарзда баҳо беради: “Мадрасалар мусулмон диний зодагонлари кучи ва имтиёзларини муҳофаза қилувчи муассасалар сифатидаги муҳим сиёсий вазифадан ташқари, бугунги кунда ҳам мусулмон тарғиботининг маркази ва ўчоғи сифатидаги бошқа асосий ролни бажариб келмоқда”. Кауфман ана шу сабабдан ҳам мадрасалар аҳамиятини ўлкада тез орада йўққа чиқариш керак”- деб, ҳисоблаган эди [9. 405 б.].

Туркистоннинг мустамлакачилик тузуми ўрнатилган ҳудудларида, хусусан, собиқ Қўқон хонлиги ерларида мусулмон ижтимоий ҳаётида катта ўрин эгаллаган, “шариати паноҳ” деб қаралган қозикалон ва шайх-ул-ислом, раис ҳамда мутаваллибоши лавозимлари Кауфман томонидан тугатилди [8. 12 б.]. Империя ҳукумати Туркистонда маҳаллий аҳолига нисбатан руслаштириш сиёсатини доимий равишда қўллаб келди. Шунингдек, анъанавий билим масканлари бўлмиш мадрасалар фаолиятига нисбатан ҳам ҳукумат амалдорлари томонидан турли хил тазйиқлар ўтказилди. Тошкент шаҳри 1865 йил 17 июнда империя қўшинлари томонидан босиб олинган, мадрасаларни мустамлакачиларнинг манфаатларига мос равишда қайта ташкил этиш масаласи ўртага қўйилди. 1870 йилда империя марказида маҳаллий аҳолини руслаштириш мақсадида “Россияда истиқомат қилувчи мусулмонларга таълим бериш чоратадбирлари тўғрисида” [9. 405 б.]. қонун қабул қилинди. Мазкур қонунда барча туб жой халқларига таълим беришнинг асосий мақсади - руслаштиришдан иборат бўлиши таъкидлаб ўтилди.

Генерал-губернатор Кауфман ҳукуматга 1873 йилда “Туркистонда халқ таълими ва ўқув ишларини ташкил қилиш режаси” ни тақдим қилди [12. 21 б.]. Унга кўра, диний мактаблар фаолиятига қарама-қарши равишда маҳаллий аҳоли фарзандлари учун рус мактаблари очиладиган бўлди. Империя амалдорлари ва ҳукуматнинг эътироф этишига кўра, фақат шундай мактабларгина маҳаллий аҳолини руслаштиришга кўмаклашиши мумкин эди.

Маҳаллий ўқув юртларига муҳолиф тарзда ташкил этилган рус-тузем мактабларини аҳолининг катта қисми қўллаб-қувватламаган. Шу боис ҳам мазкур мактаблар ҳеч қачон оммавий бўла олмас эди. Буни подшо амалдорларининг ўзлари ҳам яхши англаб етар эдилар. Масалан, Фарғон ўқув юртларни инспектори Ф. Егоров бу борада “...фақат миллий мактабларгина оммавий бўлиши мумкин, рус-тузем мактаблари эса миллий бўлмай, аксинча, сунъий ўйлаб топилгандир” [4. 20 б.], деган эди.

Россия императорининг 1875 йил 17 майдаги қарорига асосан, Туркистон ўқув юртлари бошқармаси ва ўқув юртлари бош инспектори лавозими таъсис этилди [6. 2 с.]. Ушбу бошқарма ваколатига рус мактаблари билан бир қаторда маҳаллий мактаблар (мактаб, мадраса, қорихоналар) устидан ҳам назорат олиб бориш ҳуқуқи берилди. 1877 йили Россия империясидаги руслаштириш сиёсати намояндаларидан бири Н. П. Остроумов Туркистон халқ билим юртлари инспектори лавозимига тайинланди [1. 63 с.]. 1879 йилнинг 13 январда Россия Маориф министри Д. А. Толстой “Туркистон халқ билим юртлари инспекторларига қўлланма”ни тасдиқлади [12. 22 б.]. Унга кўра, ўлкадаги барча диний мактаблар ўқув раҳбарияти томонидан бошқариладиган бўлди. Мазкур қўлланманинг 3-бандида: “Диний мактаблар (мактаб ва мадрасалар)ни назорат остига олиш халқ билим юртлари инспекторларининг ваколатига киради”,-деб ёзиб қўйилган эди.

Генерал губернатор К. П. фон Кауфман диний мактаблар инқирозини тезлаштириш ва уларни тугатиш мақсадида кўплаб тадбирларни амалга ошира борди. Мадрасаларни тугатган ёшларнинг маълум лавозимларда фаолият кўрсатиши чеклаб қўйилди. Улар фақат энг қуйи мансабларгагина ишга олинадиган бўлди. Орадан кўп вақт ўтмай, 1880 йил феввалида Россия Империяси Давлат Кенгашида ўлка маҳаллий аҳолиси фарзандларини руслар билан биргаликда ўқитиш масаласи кўрилди. Кенгаш кўриб чиқилган иш юзасидан махсус қарор қабул қилди. Бу қарор К. П. Кауфман томонидан ҳам қўллаб-қувватланди. У руслар ва маҳаллий аҳоли болаларини биргаликда тарбиялаш масаласини ўртага ташлади [11. 225 б.]. 1880 йилнинг 4 мартда Туркистондаги диний ишлар Оренбург диний бошқармаси назоратидан тўлалигича ажратилди. Чунки, К. П. Кауфман Туркистонни махсус лойиҳа асосида бошқаришни маъқул, деб билди. Ана шу мақсадда “Туркистон ўлкасини бошқариш ҳақидаги Низом” ишлаб чиқилди. 1882 йил май ойида Кауфман вафотидан сўнг, подшо

Александр III нинг “Туркистон ўлкасини тафтиш қилиш ҳақида” ги буйруғига биноан, ўлкани тафтиш қилиш мақсадида келган сенатор Ф. К. Гирсинг маълумотиغا қараганда, “Сирдарё, Фарғона областлари ҳамда Зарафшон ва Амударё бўлимларидаги 253 қозидан 25 таси бошланғич мактабларни тамомлаган, 3 таси эса умуман мактаб кўрмаган, яъни қозиларнинг 10 фоизи саводи пастлигига қарамай (қолганлари мадраса кўрган одамлар) уезд бошлиқлари томонидан тасдиқланган” [12. 23 б.].

Туркистон генерал-губернатори М. Г. Черняев (1882-1884) ҳам руслаштириш сиёсатининг тарафдори бўлиб, у ўз фаолияти давомида билим юртлари тизимини кенгайтириш ва ривожлантиришга ҳаракат қилди. Генерал Черняев: “Чимкент шаҳар билим юртини кенгайтириш учун 100 минг рубль ажратган ва ана шу билим юртида ўқишни истаган хотин-қизлар учун пул мукофоти таъсис этган” [10. 255 б.]. 1884 йилда генерал-губернатор Черняев шариат масалаларига ҳам ўз ҳукмини ўтказди, яъни “маҳаллий аҳолининг суд қозилари ва бийларини янгидан қайта ташкил этишни” таклиф қилди. Ана шу вақтларда Туркистондаги кўплаб мадрасаларда рус тилининг ўқитилишига ҳам алоҳида эътибор қаратилган эди [10. 255 б.].

Империя Маориф министрлигининг маслаҳатчиси Н. И. Ильминский мадрасалар фаолиятига баҳо бериб, мадраса дастурларига дунёвий билимларнинг киритилиши аҳолида миллий онгнинг уйғонишига туртки беради, шу сабабдан ҳам “мадрасаларни ислоҳ этиш керак эмас, аксинча ҳеч қандай эътибор бермасдан ва уларга қарама-қарши ҳолда замонавий билим берадиган рус мактабларини очиш лозим”, -деб таъкидлайди [3. 67 б.].

Анъанавий мактаб-мадрасалар асосан диний тарбия бериш билан чекланган бўлиб, замонавий илм-фанларнинг ўқитилиши мазкур мактаблар учун ёт ҳодиса эди. Шу боис ҳам улар мустамлакачилар учун унчалик хавф туғдирмас эди [4. 21 б.]. Мустамлакачилар олдида маҳаллий халқ таълим тизимини издан чиқаришнинг 2 та муҳим шarti бор эди. Биринчиси, ташкил топиб, ривожланиб бораётган янги усул мактабларнинг тараққиётига йўл қўймаслик, иккинчиси ўлкада империя манфаатларига хизмат қилувчи рус-тузем мактабларини ривожлантириш.

Шундан сўнг ушбу масала давлат сиёсати даражасига кўтарилди ва ўлкада рус-тузем мактаблари очила бошланди. Рус-тузем мактаблари ғоясига генерал-губернатор Н.О. Розенбах (1884-1889) асос солди. Биринчи рус-тузем мактаби 1884 йил 19 декабрда Тошкентнинг Эски шаҳар қисмида очилди [5. 74 б.]. Россия империяси амалдорлари айна пайтда мактаб, мадрасаларнинг иқтисодий асоси бўлган вақф мулкларини чеклашга ҳамда уларни тугатишга доир сиёсат ҳам олиб борди. Ана шу мақсадда Туркистонда вақф ислохотлари ўтказилиб, илохотлар асосан вақф мулкларини тугатишга қаратилган эди. Шу сабабдан ҳам мустамлака маъмурлари вақф мулкларини кучли назорат остига олдилар.

Туркистонда вақф мулклари билан боғлиқ масалалар 1886 йилда ҳукумат томонидан тасдиқланган “Туркистон ўлкасини бошқариш ҳақидаги Низом”да ўз ифодасини топди [2. 24 б.]. Мана шу мазмундаги вақф ислохотларининг ўтказилиши Туркистондаги диний ўқув юртлари, дин уламоларини иқтисодий жиҳатдан оғир аҳволга тушиб қолишига сабаб бўлди. Диний мактабларга тегишли бўлган вақф мулклари даромадларининг тенг ярмини ҳукуматга тўланиши, мусулмон руҳонийларида норозиликни кучайтириб юборди. Бунинг оқибати ўлароқ, мадрасаларда диний таълим-тарбия бериш ҳам сусайиб кетди.

Хулоса қилиш мумкинки, Чоризмнинг маориф сиёсати ўлкадаги таълим тизимига салбий таъсир кўрсатди. Ҳукумат томонидан миллий маорифни ривожлантирилишига йўл қўймасликка қарши доимий равишда кураш олиб борилди. Бунинг натижасида анъанавий миллий мактаб ва мадрасалар камайиб кетишига олиб келди.

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**ЎСИМЛИКНИНГ СОҒЛОМЛИГИ ИНДЕКСИ ВА ЕР ЮЗАСИ
ХАРОРАТИ ИНДЕКСЛАРИ ОРҚАЛИ ҚУРҒОҚЧИЛИКНИ
БАҲОЛАШ (УСТЮРТ МИСОЛИДА)**

Аннотация: Ер қоплами, айниқса ўсимлик қопламини ўрганишида чўлланишга таъсир кўрсатувчи иқлимий кўрсаткичлар, шунингдек ҳаво ҳарорати ва буғланишни кескин кўрсаткичлари ер ва ундаги ўсимлик қопламини деградацияга олиб келадиган асосий омиллар ҳисобланади. Деградация оқибатларига яна бир мисол бу ерларнинг қурғоқчилигидир. Ушбу мақолада қурғоқчиликни масофадан зондлаш усули орқали мониторинг қилиш ва ўрганиш кўриб чиқилди. Яйлов ерларини масофадан зондлашда анъанавий индикатор сифатида ўсимликларнинг нормаллаштирилган фарқи индекси (NDVI) дан фойдаланилади. Ер юзаси ҳарорати (LST – Land surface temperature) - ўсимлик ва ер юзаси ҳарорати ўртасидаги муносабатларини баҳолаш учун ишлатилди. Бунда асосан ўсимлик индекси ва иқлим маълумотлари асосий кўрсаткич деб ҳисобга олинди. Маълумотлар таҳлили кўп йиллик бўлгани сабабли унда деградацияни куриш имкони юзага келди.

Калит сўзлар: MODIS, Landsat, NDVI, LST, ERA5.

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**DROUGHT ASSESSMENT USING PLANT HEALTH INDEX AND
SURFACE TEMPERATURE INDICES (CASE STUDY USTYURT)**

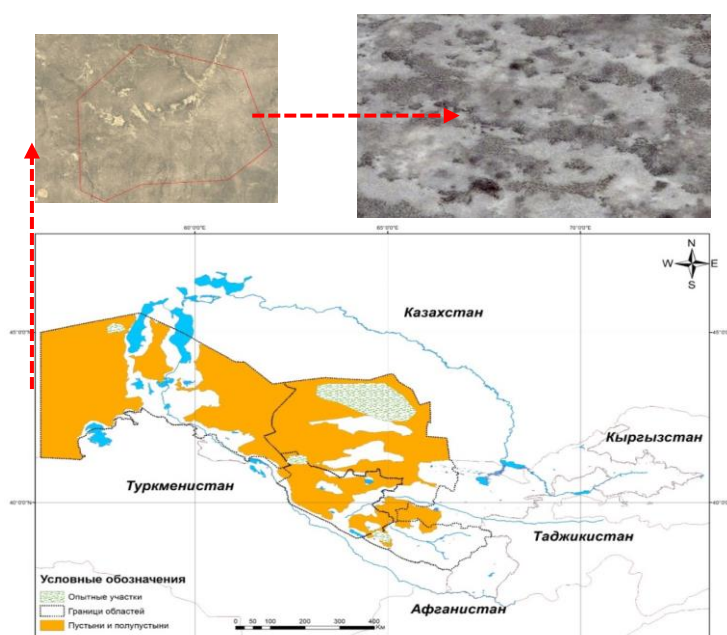
Abstract: The study of land cover, especially vegetation, climatic indicators influencing desertification, as well as sharp indicators of air temperature and evaporation, are the main factors leading to degradation of land and vegetation cover. Another example of the consequences of degradation is the drought. This article describes monitoring and study of drought by remote sensing method. The Normalized Vegetation Difference Index (NDVI) is used as a traditional indicator for remote sensing of pasture lands. Land surface temperature (LST) - used to assess the relationship between plant and surface temperature. In this case, mainly the plant index and climate data were taken into account as the main indicators. Because the data analysis was perennial, it was possible to construct a degradation in it.

Key words: MODIS, Landsat, NDVI, LST, ERA5.

Kirish Ер қопламидаги ўзгаришлар, хусусан ернинг ва ундаги ландшафтнинг дегродациясини ўрганиш долзарб муаммолардан бири ҳисобланади. Унинг асосий сабабларини ўрганишдаги физик ва биохилма хиллигини замонвий технологиялар орқали таҳлил қилиш ҳозирги кун талабларидан биридир.

Иқлимнинг кескин ўзгариши Марказий Осиё, айниқса унинг қурғоқчил ерларидаги ўсимликларига таъсири катта бўлди. Яқин яқингача иқлим ўзгарувчанлигига ўсимликларнинг барқарорлигини баҳолашдаги уринишлар кўп ҳам ўзини оқламади. Бу ўз навбатида ўсимликларнинг қурғоқчиликка бўлган чидамлилиги ва чидамсизлигини яққол намоён қиладиган омилларни ўрганишга бўлган талабини оширди. Ўсимлик қопламининг паст кўрсаткичи ва кам ёғин йиллик кузатилганига қарамай ер юзасидаги қуруқ ерларнинг 40% дан ортиғи бўлган улушиларида атмосферадаги тенденциялар ва ўзгарувчанликка таъсири ҳам муҳим рол ўйнайди. [1, 4, 8]. Қурғоқчилик ва иқлим ўзгаришининг ўсимликлар динамикасига таъсирини тушунишдаги кўникма вегетацияни бошқариш ва унинг стратегиясини шакллантириш ҳамда келажак учун башорат қилишда катта аҳамиятга эга. Ўсимлик қопламининг кенг қўлламли ўзгаришлари (деградацияси ва тикланиши) табиий эволюция ва инсон фаолиятининг экологик муҳитга таъсирини миқдорий баҳолаш учун муҳим кўрсаткич ҳисобланади [8, 3]. Шу сабабли, вегетация динамикасини кузатиш ва иқлим ўзгаришининг ўсимликлар ўсишига таъсирини аниқлаш глобал ўзгаришлар бўйича тадқиқотларнинг долзарб мавзусига айланди ва бу ўсимлик экотизимларининг хатти-ҳаракатлар механизмларини тушуниш учун катта аҳамиятга эга эканлиги кўрсатди. Бундан ташқари, глобал иқлим ўзгариши экстремал об-ҳаво ва иқлим ҳодисаларининг тез-тез содир бўлишига олиб келди [5], айниқса қурғоқчилик ҳодисаларининг интенсивлиги ва частотасини оширди [7, 9]. Кейинчалик қурғоқчилик, иқлим факторлари ва ўсимлик индеклари ўртасидаги боғлиқлик топилиб, бу боғлиқликлар ҳар бир пиксел ўлчамида баҳоланди [10].

Олинган маълумотлар ва методология. Дастлаб, ўрганилаётган худуднинг (1 расм) жойлашуви харитаси яратилиб, жойнинг ландшафти ва ер қоплами ҳақида маълумот тўплаш учун MODIS ва Landsat сунъий йўлдош тасвирлари 2010-2019 йиллар учун юклаб олинди. Бундан ташқари <https://app.climateengine.com/climateEngine> интернет сайтидан LST маълумотлари ва <https://cds.climate.copernicus.eu/#!/search?text=ERA5&type=dataset> сайтидан ҳаво харорати ва ёғин миқдори маълумотлари олинди. Формулалар ёрдамида NDVI (1) ва LST (2) ўсимлик қопламининг ва унга таъсири юқори ҳисобланадиган йиллик ўртача ҳаво харорати ва умумий ёғин миқдорлари параметрлари ҳисоблаб чиқилди.



1 Расм. Тажриба ўтказилган ҳудуд

NDVI – бу ёруғликни маълум частоталарида ўсимликни саломатлиги тўғрисида маълумот берувчи индекс ҳисобланади. NDVI қийматлари -1,0 дан 1,0 гача ўзгариб, асосан яшил ўсимликларни ифодалайди, бу ерда салбий қийматлар асосан булутлар, сув ва қордан ҳосил бўлса, нолга яқин қийматлар эса асосан тошлар ва ўсимлик қоплами мавжуд бўлмаган тупроқлардан ҳосил бўлади. Ўртача қийматлар (0,2 дан 0,3 гача) буталар ва ўтлоқларни, юқори қийматлар эса (0,6 дан 0,8 гача) яхши ривожланган ўсимликларни кўрсатади.

Қуйидаги формула NDVI ни асосий формуласи ҳисобланади:

$$\text{NDVI} = (\text{NIR} - \text{Red}) / (\text{NIR} + \text{Red}) \quad (1)$$

Бу ерда, NIR – яқин инфра қизил нурлар канали ва Red – қизил нурлар канали.

Ушбу индексни қўллашда хлорофилдаги ўзгаришлар (саломатлик кўрсаткичи) ҳисобга олинади, чунки хлорофилл кўринадиган ёруғликни (Қизил ва Мовий) нурларни ютади ва баргларнинг хужайра тузилиши инфрақизил нурни (NIR) кучли акс қайтарали. Ўсимлик сувсизланса, касал бўлса, ёки вегетация даври тугаса ўсимлик уни акс эттиришдан кўра кўпроқ NIR нурини ўзлаштиради. Шундай қилиб, қизил ёки кўк ёруғлик билан солиштирганда NIR ни қандай ўзгаришини кузатиш ўсимлик саломатлиги билан боғлиқ бўлган хлорофилл мавжудлигини тушуниш имконини беради.



2 Расм. Соғлом ва касал ўсимликларда НИР ва Қизилнинг сўрилиши ва акс этиши.

Бундан ташқари LST – яъни ер юзаси ҳарорати сунъий йўлдошнинг ТИР сенсорлари орқали олиниб унда атмосферанинг юқори нурланиши (ТОА) ўлчанади. Улардаги ёрқинлик ҳарорати (қора тана ҳарорати деб ҳам аталади) Планк қонуни [2] ёрдамида олиниши мумкин.

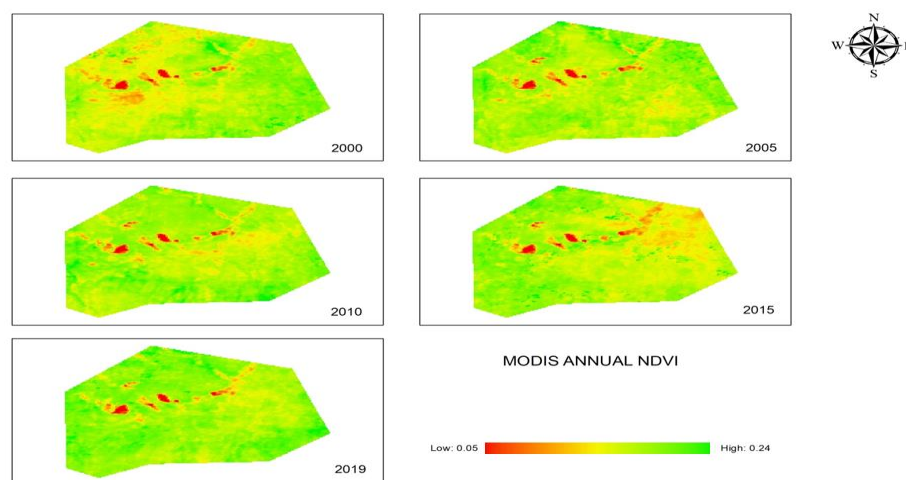
Ундан сўнг спектрал нурланишни йўлдош ёрқинлиги ҳароратига (яъни, қора тана ҳарорати, ТБ) бир хил ютувчанлик фарази остида айлантиради [6] Қуйида Конвертатсия формуласи:

$$T_B = \frac{K_2}{\ln\left(\frac{K_1}{L_\lambda} + 1\right)} \quad (2)$$

Бу ерда, T_B – сунъий йўлдошнинг эффектив ҳарорати, K , L_λ лар спектрал нурланиш $W/(m^2 \text{ ster Am})$, ва K_2 ва K_1 ишга тушуришдан олдинги колибрация константлари.

Натижа

Ўсимлик индексининг таҳлилларидан кўриниб турибдики иқлим шароитида хавонинг кўтарилиши ва қурғоқчиликнинг бир қатор омиллари натижасида ер қоплами ва ундаги ўсимлик дунёсининг йиллар давомида салбий томонга ўзгаришига олиб келмоқда (3 Расм)

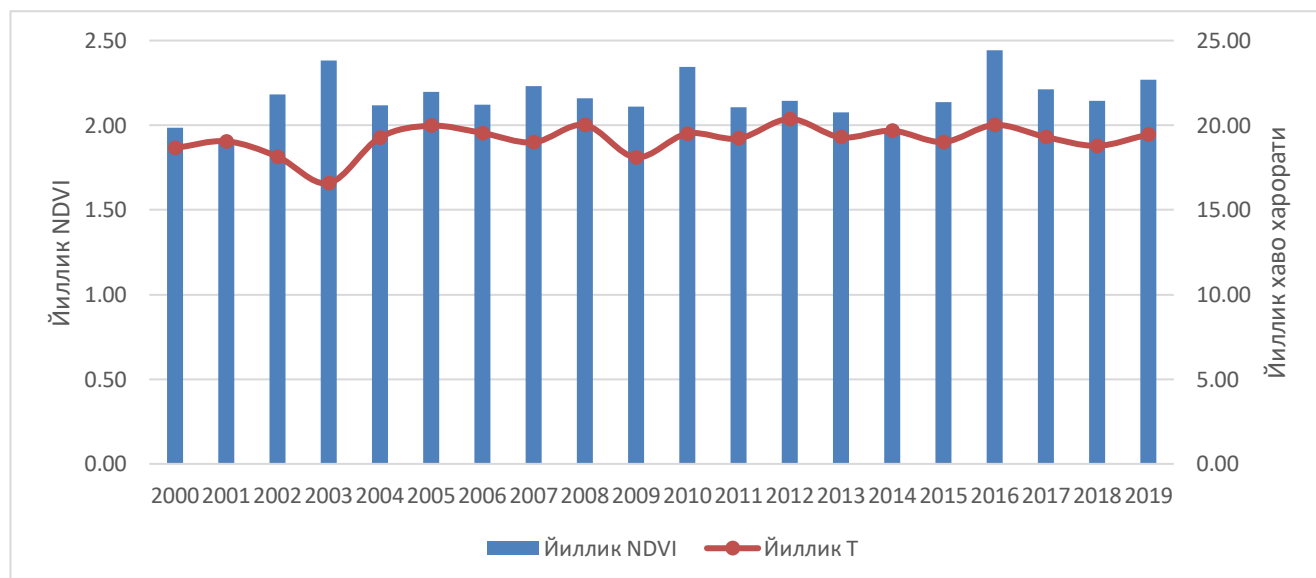


3 Расм. Ўсимлик индексининг ҳар беш йилдаги кўрсаткичи

Юқоридаги ўсимлик индекси харитаси ҳар беш йиллик учун тузилган бўлиб, унда ўсимлик қопламини қурғоқчилик оқибатида дегродацияга учрашини кўриш мумкин.

Бундан ташқари олинган натижалар шуни кўрсатадики, ҳаво ҳароратининг кескин исиши ва ёғин миқдорини камайиши ер юзаси ҳароратининг ортишига ҳамда қурғоқчиликни кузатилишга олиб келади.

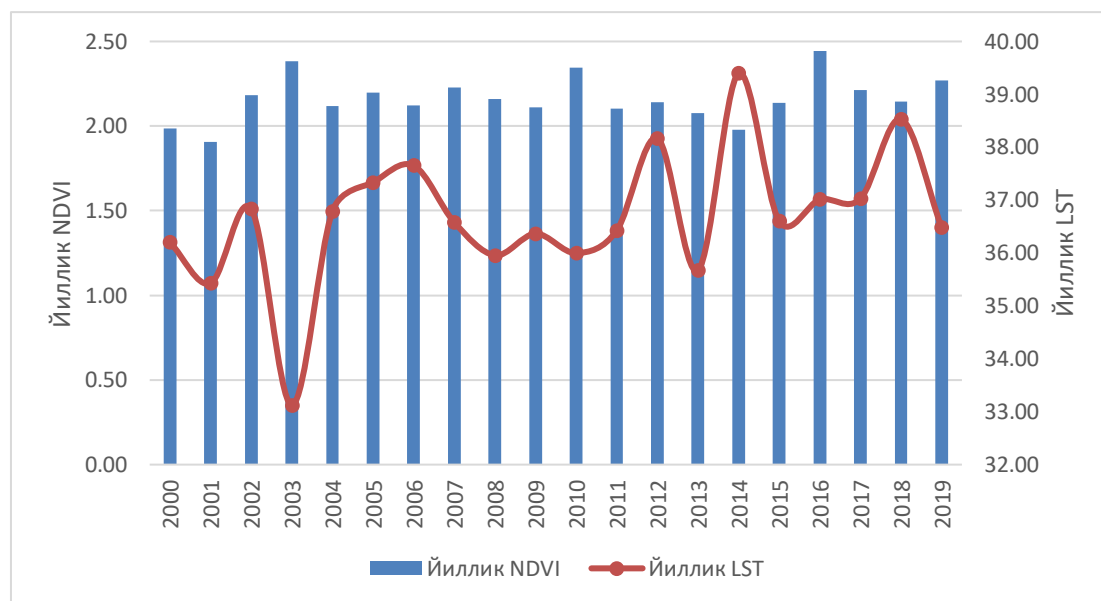
4 расмда келтирилган графикда ҳаво ҳароратининг кўтарилиши натижасида ўсимлик индексининг пасайиши 2003 йилларда кузатилгани ва аксинча ҳаво ҳароратининг ўртачи йиллик кўрсаткичи 22-23 C0 атрофида бўлганда NDVI нинг нормаллашиши кузатилди.



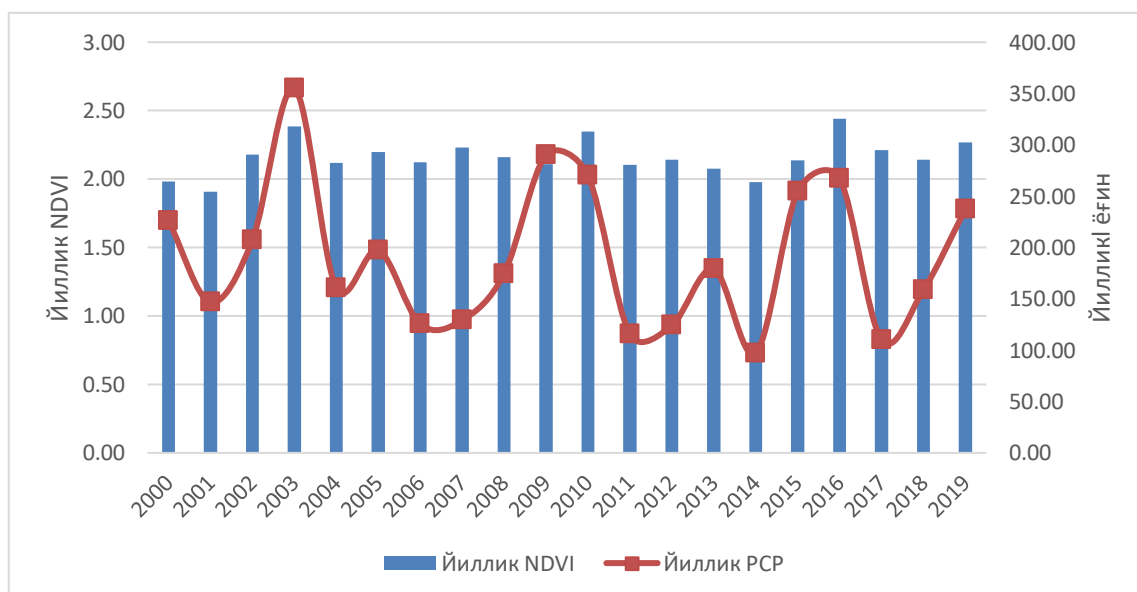
4 Расм. NDVI ва ҳаво ҳарорати кўрсаткичи

Аксинча вазият кузатилганда, яъни NDVI индекси юқори кўрсаткичи ер юзаси ҳарорати пастлиги билан боғлиқлигини 5 расмда кўриш мумкин.

Бунда албатта хаво хароратини 2003 йилда пастлиги ва ёғин миқдори (6 расм) ни кўплиги график таҳлилларда ўз исботини топди.



5 Расм. NDVI ва LST миқдори кўрсаткичи



6 Расм. NDVI ва ёғин миқдори кўрсаткичи

Хулоса. қилиб айтганда, қурғоқчиликнинг кузатилиши иқлим кўрсаткичларига бевосита боғлиқ эканлиги ҳамда ўсимлик қопламини дегродацияга учрашини кузтиш мумкин. Айниқса мақолада таҳлилларни масофадан зондлаш усули орқали ёритилганлиги ва ер қоплами ва ландшафтни ўрганишдаги инноватцион ёндашувлар ўз самарадорлигини намаён қилди. Кўпгина ҳолларда ўсимлик қопламини дегродацияга учраши бир вақтнинг ўзида ҳам иқлим параметрларининг кескин ўзгариши ҳам атропоген таъсир натижасида кузатилди.

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ТРУДОВАЯ ЭТИКА И ЭКОНОМИЧЕСКОЕ РАЗВИТИЕ: ИССЛЕДОВАНИЕ ТЕЗИСА ВЕБЕРА

Аннотация: В этой статье утверждается, что капиталистический дух, связанный с протестантской этикой Макса Вебера, связан не с протестантизмом, а с модернизационной фазой экономического развития. Предпочтение тяжелого труда также встречается среди других религий и нерелигиозных людей в периоды высокого экономического роста и уменьшается после фазы модернизации. Мы находим прочную связь между уровнем и ростом экономического развития в детстве человека и трудовой этикой этого человека. Эпидемиологический подход применяется для указания того, что направление связи идет от роста и уровня экономического развития в момент формирования ценностей к трудовой этике. Протестантская приверженность имеет положительную связь с трудовой этикой, но эта связь менее прочна, чем экономическое развитие.

Ключевые слова: протестантская этика, трудовая этика, экономическое развитие.

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WORK ETHIC AND ECONOMIC DEVELOPMENT: AN INVESTIGATION INTO WEBER'S THESIS

Abstract: This paper argues that the capitalist spirit associated with Max Weber's Protestant Ethics is not associated with Protestantism but with the

modernization phase of economic development. A preference for hard work is also found amongst other religions and non-religions people at times of high economic growth and decreases after the modernization phase. We find a robust relationship between the level and growth of economic development during an individual's childhood and this individual's work ethic. An epidemiological approach is applied to indicate that the direction of the relationship runs from growth and the level of economic development at the time values are formed, to work ethic. Protestant adherence has a positive relation with work ethic, but this relation is less robust than economic development.

Key words: nonprofit organizations, employee retention, employee commitment, turnover.

В своей основополагающей публикации «Протестантская этика и дух капитализма» Вебер утверждает, что учение кальвинистских ветвей протестантизма ведет к пожизненной приверженности работе и бережливости. Приверженцы этих деноминаций верят, что Бог хочет, чтобы они мудро использовали время. «Не досуг и наслаждение, а только деятельность служат умножению славы Божией. Нежелание работать является симптомом отсутствия благодати».

Это утверждение подверглось критике почти сразу после публикации опуса Вебера. Критика включала: слабую эмпирическую основу Вебера, его одностороннюю интерпретацию протестантизма и отсутствие исследования аналогичных тенденций в католицизме, а также причинно-следственную связь, которую он, как предполагается, защищает, а именно между протестантской приверженностью и капиталистическим духом. Эмпирическая литература, проверяющая взаимосвязь, предложенную Вебером, дает неоднозначные результаты. Эти результаты зависят от используемых данных: малых и больших наборов данных, числа групп рассматриваемых стран и применяемого метода. Короче говоря, дебаты об отношениях между протестантизмом и духом капитализма еще не закончились, если это когда-либо будет.

Цель этой статьи – пролить свет на теоретизированные Вебером отношения, включив в них влияние социально-экономических обстоятельств. Поэтому мы связываем обсуждение отношения между протестантизмом и капиталистическим духом с обсуждением отношения между ценностями и фазами экономического развития. Протестантская этика, которую описывает Вебер, не была специфичной для протестантизма. Протестантские секты, на которые ссылается Вебер, просто находились в определенной фазе экономического развития. Эта фаза характеризуется переходом от более низкого уровня развития к более высокому. В такой переходный период люди ценят тяжелую работу, потому что она улучшит их положение. Трудовая этика высока в этой ситуации. Она снова уменьшается, когда индивиды и общества достигают

более высокого уровня развития. Ценности самореализации становятся более важными, поэтому тяжелая работа считается менее важной. Трудовая этика возрастает в период высокого роста и относительно низкого дохода на душу населения и уменьшается, когда доход достаточно высок, а рост относительно низок. Таким образом, отношение к работе не связано с религией, которой придерживаются люди, а связано с этапом развития человека, региона или страны.

Ценности, представленные протестантской этикой, разработанной Максом Вебером, связаны не только с протестантизмом, но и с модернизационной фазой экономического развития. Вебер наблюдал эту фазу развития в областях, где доминировали протестанты во время его наблюдений. Из этих наблюдений он заключает, что с протестантизмом связан мирской аскетизм, состоящей из предпочтения труда и трезвой жизни. Ценностная модель связана с модернизационной фазой экономического развития региона и, таким образом, в принципе может быть обнаружена для любой религии или для нерелигиозных людей. Мы обосновываем наше утверждение с помощью многоуровневых регрессий, охватывающих 87 стран. Чтобы распутать влияние верований, мы также применяем эпидемиологический подход, который использует иммигрантов во втором поколении.

Наши уровни показывают, что как протестантская приверженность, так и уровень и рост ВВП на душу населения являются точными показателями трудовой этики. То уровень и рост ВВП на душу населения оказывают сильное влияние даже при учете различных спецификаций модели или сдерживающих эффектов. Протестантизм часто демонстрирует положительную связь с трудовой этикой. Кроме того, при рассмотрении процента протестантских приверженностей в стране, а не индивидуальной приверженности, коэффициент имеет тенденцию становиться отрицательным.

Вебер конкретно указывает на кальвинистов и пиетистов в своем утверждении, которое связывает предопределение с трудовой этикой. В нашем эмпирическом анализе, мы не делаем различий между отдельными сектами протестантизма. Например, лютеране также включены в число протестантов. Это не совсем соответствует рассуждениям Вебера. Однако, из-за ограниченности данных мы не можем разделить разные протестантские секты.

Вебер осознавал своевременность своих наблюдений. Во-первых, в разных местах он дает понять, что это только наблюдения и способ рассказать историю; способ понимая происходящего. Более того, в конце книги он намекает на возможность того, что придет время, когда его наблюдения перестанут быть действительными, а развитие приведет к новым воззрениям «полностью возникают новые пророки». Возможно, это несколько более марксистский взгляд, чем взгляд Вебера.

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КАДРОВОЕ ОБЕСПЕЧЕНИЕ МАЛЫХ НЕКОММЕРЧЕСКИХ ОРГАНИЗАЦИЙ: МОДЕЛЬ УДЕРЖАНИЯ СОТРУДНИКОВ

Аннотация: Малые некоммерческие организации составляют большую часть растущего некоммерческого сектора. Эти организации работают также, как и коммерческие предприятия, с миссией, ценностями и надежными сотрудниками. Одним из факторов, который отличает некоммерческие от коммерческих организаций, является способность коммерческих организаций обеспечивать более высокую, более конкурентноспособную заработную плату и лучшие пакеты льгот для сотрудников. Некоммерческим организациям часто не хватает этой возможности, что может привести к кадровым проблемам и высокой текучести кадров. В этом исследовании рассматриваются различные способы, которыми эти некоммерческие организации привлекают сотрудников, типы предлагаемых стимулов и льгот, а также то, что может помочь удержать сотрудников после их найма.

Ключевые слова: некоммерческая организация, удержание сотрудников, приверженность сотрудников, оборот.

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STAFFING OF SMALL NONPROFIT ORGANIZATIONS: A MODEL FOR RETAINING EMPLOYEES

Abstract: Small nonprofit organizations are a large part of the growing nonprofit sector. These entities operate similarly to for-profit businesses. With a

mission, values, and dependable employees. One factor that sets small nonprofit organizations apart from for-profit organizations is the ability that for-profit entities have to provide higher, more competitive wages and better benefit packages for employees. Nonprofit organizations often lack this ability, which can result in staffing challenges and high turnover rates. This study explores the different ways these nonprofit organizations attract employees, the types of incentives or benefits offered, and what can help retain employees once they are hired.

Key words: nonprofit organizations, employee retention, employee commitment, turnover.

Как и в любой организации, сотрудники живут и действуют на работе, руководствуясь своими личными ценностями. Если ценности некоммерческой организации аналогичны ценностям потенциального сотрудника и совпадают с ними, это может помочь привлечь в организацию таланты. Если ценности организации аналогичны ценностям потенциального сотрудника, больше шансов, что они захотят работать в организации и останутся в ней на длительный период времени. Это может дать человеку ощущение помощи организации в достижении их целей, а также в достижении их личных целей. Поэтому мы предлагаем:

Предложение 1. Целеустремленные люди с большей вероятностью останутся в некоммерческой организации.

Важным фактором для рассмотрения вопроса в работе в некоммерческой организации является то, что заработная плата обычно ниже, чем если бы человек работал в коммерческом предприятии. Некоторые работники соглашаются с такой разницей в оплате труда, потому что для них они приносят пользу организации. Некоторым работникам более приемлема более низкая заработная плата, поскольку они считают эту работу точкой входа на рынок труда (например, студенты).

Опыт работы в некоммерческой организации может положительно повлиять на резюме человека, поскольку некоторые рассматривают опыт работы в этом секторе как средство улучшения резюме. Еще одним важным фактором является то, что работникам, возможно, придется начинать с более низкой заработной платы во время обучения, прежде чем в конечном итоге перейти на более высокие должности. Однако, если сотрудники просто используют некоммерческую работу в качестве отправной точки для своей карьеры или для создания своего резюме, это может означать увеличение текучести кадров для организации.

Работники могли бы более терпимо относиться к более низкой заработной плате, если бы они верили, что усердно работая и принося пользу организации, они могут впоследствии быть повышены в должности и получать прибавку к вознаграждению. Однако продвижение по службе

может быть менее вероятным в некоммерческом секторе, о чем свидетельствует тот факт, что многие малые некоммерческие организации имеют плоскую организационную структуру. Продвижение по службе возможно только при наличии более высокой должности в организации. В то время как продвижение по службе возможно в однородных организациях, в некоммерческом секторе оно, по-видимому, случается реже. Наряду со структурой организации, если рост занятости низкий, могут быть как низкие, так и высокие показатели текучести кадров, связанные со снижением потенциала для продвижения по службе.

Предложение 2. Финансово мотивированные лица с меньшей вероятностью будут удержаны в малой некоммерческой организации.

Сотрудников малых некоммерческих организаций часто привлекает идея о том, что они могут работать над достижением значимой социальной миссии. Другими словами, миссия организации состоит в том, чтобы оказывать услугу людям, например, работать в больницах, с пожилыми людьми и детьми. Эти услуги иногда являются причиной того, что сотрудники могут более терпимо относиться к более низкой заработной плате, потому что взамен они чувствуют, что могут внести свой вклад в миссию организации. Эти ориентированные на миссию ценности, считающиеся позитивной социальной миссией, могут служить формой внутренней мотивации работника, если они считают, что это соответствует их собственной системе ценностей. Идея позитивной социальной миссии, как правило, более ценится в некоммерческом секторе, чем в коммерческих предприятиях, поскольку концепция создания общественного блага обычно является целью деятельности некоммерческих организаций.

Сотрудники, которых привлекает внутренняя мотивация, а не альтернативные стимулы, такие как продвижение по службе или прибавка к зарплате, иногда могут быть более преданными работниками, потому что они работают над улучшением организации. Этот тип мотивации не предлагает награды, а скорее предлагает чувство ценности. Внутренняя мотивация может быть определена как усилия, прилагаемые сотрудниками при отсутствии внешнего вознаграждения. Эта мотивация придает большую значимость и повышает степень осмысленности работы работника. В свою очередь, повышенная значимость дает работнику более высокую производительность труда.

Предложение 3. Люди, которые чувствуют себя ценными, с большей вероятностью останутся в малой некоммерческой организации.

Известно, что низкая заработная плата связана с работой в гражданских некоммерческих организациях. Еще одним аспектом занятости, который сотрудники этих организаций, как правило, упускают, являются льготы, такие как медицинское страхование и взносы в пенсионный фонд. Однако часто известно, что малые некоммерческие

организации имеют политику, включающую больше семей. Это может помочь привлечь сотрудников, которые предпочли бы гибкий график или график работы неполный рабочий день. Определяющим фактором способности привлекать и удерживать лояльных и продуктивных сотрудников являются дополнительные льготы, учитывающие интересы семьи, и кадровая политика. Несмотря на то, что существуют несколько типов организации работы, таких как сокращенная рабочая неделя, поэтапный выход на пенсию и удаленная работа, наиболее распространенными и предпочтительными являются неполный рабочий день, сокращенная рабочая неделя и гибкий график.

Предложение 4. Стимулы и ценности, связанные с семьей, повысят удержание сотрудников в малых некоммерческих организациях.

Как и в любом бизнесе, малые некоммерческие организации нуждаются в ценных сотрудниках для выполнения своей миссии и облегчения повседневных операций.

Некоммерческим организациям часто трудно привлекать и удерживать сотрудников, если они предлагают более низкую заработную плату, чем коммерческий бизнес. Сотрудников, которые считают, что ценности организации связаны с их собственными, больше привлекает работа в некоммерческой организации. Работа, основанная на миссии, может дать сотрудникам чувство цели и ценности, поскольку они помогут организации достичь своих целей.

Многие факторы могут повлиять на приверженность сотрудников организации, включая личные факторы (например, возраст, пол, уровень образования и семейное положение) и организационные факторы (например, удовлетворенность работой, стиль руководства и организационный климат). Эти факторы могут заставить сотрудников чувствовать, что они вносят свой вклад в миссию организации, «пожертвовав заработной платой», когда они соглашаются на более низкую заработную плату, чем они могли бы найти в другом месте.

В целом, мы рассмотрели и обсудили некоторые ключевые факторы, влияющие на то, что мотивирует потенциального сотрудника работать в малых некоммерческих организациях. Некоторых привлекает работа в организации, разделяющей те же ценности, в которые они верят и которым следуют. Не только организационные ценности привлекают сотрудников, но и вера в то, что они действительно приносят пользу организации, может дать им чувство цели и побудить их работать лучше. Других привлекает идея гибкого графика, позволяющего им проводить больше времени со своими семьями. Возможно, более высокая заработная плата и льготы – это не все, что необходимо для привлечения талантливых и преданных своему делу сотрудников. Тем не менее, в то время как ценности и гибкий график могут привлечь некоторых, отсутствие/ограничение льгот,

продвижения по службе и надбавок может привести к более высокой текучести кадров для финансово мотивированных сотрудников.

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ЛИДЕРСТВО НА ТАНЦПОЛЕ И ЗА ЕГО ПРЕДЕЛАМИ: «ТРИ УРОВНЯ СВЯЗИ»

Аннотация: «Связь» стала одним из самых популярных слов в повестке дня деловой жизни 21 века. Мы живем в эпоху подключений, наши связи важны как никогда, и налаживание связей стало не только проще, но и гораздо более ожидаемо. Благодаря технологиям предприятия стали еще более глобально связаны, сотрудничая в разных регионах и отраслях. Опрос IBM 1700 генеральных директоров и руководителей высшего звена всего мира показал, что лидеры осознают, что новая эра подключений коренным образом меняет то, как взаимодействуют клиенты, сотрудники и партнеры. Следовательно, такой динамично и глобально взаимосвязанный мир также делает недействительными старые подходы к бизнесу и требует новых навыков лидерства.

Ключевые слова: связь, лидерство, взаимодействие.

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LEADERSHIP ON AND OFF THE DANCE FLOOR: "THREE LEVELS OF CONNECTION" FRAMEWORK

Abstract: «Connection» has become one of the most popular words in the agenda of 21st century business life. We are living in a connected age, our connections matter more than ever, and building connections has been not only easier, but also much more expected. Thanks to technology, businesses have become even more globally connected, collaborating across geographies and

industries. An IBM survey of 1,700 CEOs and senior leaders from around the world showed that leaders recognize that the new connected era is fundamentally changing how customers, employees and partners engage. Consequently, such a dynamically and globally interconnected world also invalidates old approaches to business and necessitates new sets of leadership skills.

Key words: communication, leadership, interaction.

Слово «связь» и «быть на связи» стало важным на всех уровнях руководства с самых разных точек зрения. С точки зрения связи, одни из основных вопросов, вызывающих интерес в последнее время, были связи, которые есть у лидеров (их социальные сети). Было обнаружено, что связь с другими и сетевые возможности лидеров положительно влияют на эффективность лидерства. Другая точка зрения в литературе по лидерству и связям исследует, как лидеры связываются со своими последователями. Многие теории лидерства (например, обмен лидерами-членами, трансформационное лидерство, лидерство, основанное на отношениях) исследовали, как лидеры развивают высококачественные связи со своими последователями посредством взаимного доверия, внимания, общения и построения отношений.

Связь с самим собой: самосознание. Лучшие танцоры хорошо знают свое тело. Они знают свои сильные и слабые стороны, возможности и ограничения. Они используют свои сильные стороны, чтобы проявить себя с лучшей стороны и отразить это в своем танце. Они работают над своими слабостями, чтобы раскрыть свой потенциал. Более того, танцоры должны быть полностью связаны со своим телесным присутствием, хорошо устанавливать свою позу, поток своих движений, каждый свой шаг и каждый задействованный мускул. Они осознают свои движения и полностью присутствуют в данный момент.

Лучшие лидеры также хорошо осознают себя. Первый шаг для лидера – научиться устанавливать связь с самим собой путем размышлений и повышения самосознания, чтобы лучше соединиться с другими и большим миром. Кен Бланшар, соавтор бестселлера по менеджменту «Управление за одну минуту», также говорит о насущной необходимости самосознания, прежде чем решать проблемы организации, следующей цитатой: взглянуть на себя. Тогда вы будете готовы вести дела один на один, тогда вы сможете возглавить команду, а затем и всю организацию.

То, что мы привыкли считать кризисом, теперь стало более рутинным, а это значит, что лидерам важнее управлять собой, а также другими людьми. Речь идет о том, чтобы взять на себя ответственность за ситуацию и не паниковать. Самосознание повышает эффективность и

продуктивность. Самосознание – наименее заметная эмоция, но она является невероятным показателем уровня эмоционального интеллекта.

Самосознание также является важным компонентом подлинного лидерства. Самосознание определяется как процесс, посредством которого человек понимает свои сильные и слабые стороны, ценности, мировоззрение и другие уникальные части себя. Признание сильных и слабых сторон важнее всего, потому что это дает возможность учиться, улучшать слабые стороны, использовать сильные стороны и завоевывать доверие последователей.

Соединение с танцполом: внешнее. Танцпол – это платформа, на которой работают танцоры. Это может быть сцена для танцевального представления, площадка для бальных соревнований, для танцевальных спортивных соревнований или площадка для социального танцевального мероприятия. Характеристики пола имеют решающее значение для танцора, потому что пол может напрямую влиять на качество танца. Поэтому, когда танцоры выступают на сцене или соревнуются в бальном зале, они сначала видят пол или сцену, проверяют насколько они скользкие, их размер, форму, ощущения, облегчение движений, возможные ограничения, такие как соответствующие препятствия. Например, колонны в помещении, а также конкретное расположение входа и выхода. Таким образом, крайне важно, чтобы танцоры соединялись с полом и комнатой, чтобы быть готовыми к тому чего ожидать, и чувствовать себя комфортно на нем.

Точно также, как и движение по танцполу требует управления ограничениями пола или комнаты, в бизнесе лидеры должны знать о сильных и слабых сторонах, ограничениях и возможностях внешней среды. Имея внутреннюю связь с собой, они также должны быть связаны внешне с миром, осознавая и присутствуя с открытым разумом и сильным видением. При необходимости они должны быть готовы корректировать свои шаги и в соответствии с внешними условиями. Это потребует гибкости, подвижности, творчества, импровизации и хорошего видения, чтобы проложить свой путь в соответствии с условиями. Подобно танцорам, собирающим информацию о своем танцполе, лидеры могут установить хорошую связь с окружающей средой с помощью контекстуальных знаний, которыми они стремятся обладать. Помимо общих инструментов и методов управления, лидеры должны развивать чувствительность к своим локальным и глобальным контекстам и обладать специфическими знаниями об их экономической, культурной и социально-политической среде.

Связь с музыкой: организационная. Танцоры танцуют в зависимости от того, какая музыка играет. Если это гладкое болеро, танец становится медленным, романтическим, тогда как рок-н-ролльная песня 60-х сопровождается энергичными движениями прыжков, джайвинга,

раскачивания и катания. Таким образом, одна из самых важных вещей на танцполе – это слушать музыку и оставаться в правильном ритме с правильным настроением.

Музыка в деловом контексте относится к организационной или промышленной динамике. Это дает ориентир лидерам для определения их общего темпа движения. Более того, он обеспечивает ритм работы для всех организаций.

Подобно тому, как смена музыки очень распространена на танцполе, изменения в организационной или производственной динамике встречаются еще чаще. В сегодняшней конкурентной и турбулентной среде слово «изменение», вероятно, является наиболее часто и естественно произносимым словом в организациях. Ритм организации или среды может измениться так, что темпы развития отрасли могут стать быстрее: рынок может стать более турбулентным и нестабильным из-за государственного регулирования, конкурентов или технологических достижений; внутренняя динамика может измениться в связи со значительными организационными изменениями. В частности, переход от медленного темпа к более быстрому обычно требует усилий и оказывает давление на организацию, быстрый темп требует, чтобы шаги делались в более быстром ритме.

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СТАТЬ СИЛЬНЫМ НА РАБОТЕ

Аннотация: Власть признается фундаментальной силой в социальных отношениях, особенно на работе. Тем не менее, мы обнаруживаем, что люди не всегда знают о ее присутствии или о том, как к ней можно получить доступ на их работе. И, если они осознают, многие источники власти (включая контроль над ресурсами, такими как вознаграждения и информация) могут рассматриваться как труднодостижимые, учитывая более низкое положение в формальной иерархии организации. Однако, чтобы переписать такие нарративы о бессилии и помочь менеджерам и сотрудникам получить доступ к ближайшим источникам власти на их рабочих местах, мы представляем краткий обзор того, что известно о власти в организационных исследованиях и обсуждаем практические стратегии и последствия, иллюстрирующие, как власть может быть доступна каждому в его профессиональном контексте.

Ключевые слова: власть, источник власти, стратегия.

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BECOMING POWERFUL AT WORK

Abstract: Power is recognized as a fundamental force in social relationships, especially in work settings. Yet, we find that people are not always aware of its presence or how it can be accessed in their jobs. And, if they are aware, many sources of power (including having control over resources, such as

rewards and information) may be viewed as difficult to achieve given one's lower ranking position in an organization's formal hierarchy. However, to rewrite such narratives around powerlessness and help managers and employees access proximal sources of power in their work-places, we provide a brief review of what is known about power in organizational research; and discuss practical strategies and implications illustrating how power can be accessible to anyone in their professional contexts.

Key words: power, source of power, strategy.

Сила исходит из множества источников. Классический пример: в 1959 году два социальных психолога, Джон Френч и Бертрам Рейвен, определили пять основ власти, которые особенно распространены и важны для рабочих мест: вознаграждение, принуждение, легитимность, референт и экспертная власть. С тем пор ученые выявили много других источников власти, включая осанку (например, работа профессора Эми Кадди над позированием власти привела к одному из самых популярных выступлений), потребность власти, количество последователей, которое есть у лидера, краткое, но положительное поведение.

Чувство против силы. В недавнем обзоре и критике исследования межличностной власти исследователи Рэйчел Стурм и Джон Антонакис определили власть как наличие усмотрения (которое связано с нашим правом выбирать в качестве независимых агентов) и средства (наш доступ к власти из различных источников, включая контроль над ресурсами, позиционная власть, такая как способность, политические коалиции, пол и т.д.), чтобы навязать свою волю. Исходя из этого определения, власть может быть понята, как психосоциальная сила, которая охватывает как чувство (часть средств), так и бытие (принуждение к волеизъявлению) могущественных состояний. Например, социальные психологи описывают власть как «социальную власть», согласно которой обладатель власти – это тот, кто имеет контроль над ресурсами, такими как деньги или информация. Важно отметить, что контролируемые ресурсы должны иметь ценность и рассматриваться как дефицит и труднодоступны для других на рабочем месте. Однако исследователи в области менеджмента и психологи склонны измерять ощущение власти иначе, чем эта концептуализация, предлагая людям подумать о прошлом опыте власти (т.е. прайминг). Большая часть современной литературы о силе посвящена тому, как чувство власти может повлиять на наши мысли, эмоции, поведение и даже нашу физиологию (или как наши тела реагируют на стресс, когда мы находимся в состоянии силы). Например, люди, которые чувствуют себя сильными, с большей вероятностью приближаются к полезным результатам, тратят больше денег на себя, имеют повышенное восприятие уверенности в себе и оптимизма и более склонны к риску.

Экономисты-бихевиористы, с другой стороны, рассматривают власть с точки зрения могущества (например, наличие права принимать решения о разрыве связей в избирательном комитете). Кроме того, они рассмотрели, что означает обладание властью с точки зрения политических последствий. Например, гормон тестостерон может усиливать коррупцию среди властимущих (измеряется в игре с реальными ставками), а поскольку у мужчин, как правило, больше тестостерона, чем у женщин, политический смысл должен заключаться в более инклюзивном гендерном подходе к вопросу о том, кто может обладать властью в организациях, в том числе в государственных учреждениях. Исследования также показали, что люди, получившие «настоящую» власть, будут нарушать социальные нормы ради собственной выгоды и, следовательно, со временем становятся коррумпированными.

То, как мы взаимодействуем с чужими впечатлениями о нас и управляем ими, может повлиять на их взгляды на нашу собственную силу. Как предположил профессор Пфеффер, динамика власти может работать как самовосполняющееся пророчество. Например, наличие репутации власти приносит больше власти (т.е. восприятие влияет на реальность). Следовательно, для тех людей, которые могут чувствовать себя сильными, в свою очередь, они могут оскорбительно убедить других (например, с помощью тактики влияния) в своей чувственной силе. То есть, чувство могущества может убедить других в том, что человек силен, даже если формально это не так.

В то время как фасады власти действительно могут стать проводниками власти, мы предупреждаем менеджеров и сотрудников, что чувство и могущество действительно разные, и что первое может не принести желаемых результатов. Например, чувство силы может повлиять на то, как люди справляются с конфликтом на работе, но то, действительно ли кто-то обладает властью, как правило, имеет важное значение для определения результатов управления конфликтом. Таким образом, быть сильным в этом примере может повлиять на уровень контроля над другими. Во-вторых, позирование определенным образом перед собеседованием, чтобы заставить человека чувствовать себя более сильным, не приравнивается к тому, кто имеет фактическую власть на собеседовании. Действительно, даже если люди чувствуют себя сильными, делая кулак рукой, это чувство не обязательно означает, что у человека есть сила. Таким образом, чувство силы может заставить человека предположить, что он / она может фактически повлиять на последующие результаты, но это неверное предположение, учитывая, что у человека может не быть ни полномочий на принятие решений, ни средств для этого.

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РЕАКЦИЯ ОБМЕННЫХ КУРСОВ НА НЕОПРЕДЕЛЕННОСТЬ ЭКОНОМИЧЕСКОЙ ПОЛИТИКИ

Аннотация: Российская экономика столкнулась со значительной волатильностью обменного курса из-за многих эндогенных и экзогенных шоков, включая принятие различных систем обменных курсов, мировой финансовый кризис, санкции и пандемию COVID. Экономика имеет многолетний опыт работы с управляемой системой плавающего обменного курса, что мотивирует нас исследовать реакцию обменного курса на неопределенность внутренней экономической политики, включая цены на нефть и объем торговли в различных экономических условиях.

Ключевые слова: обменный курс, цена на нефть, неопределенность политики.

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THE RESPONSE OF EXCHANGE RATES TO ECONOMIC POLICY UNCERTAINTY

Abstract: The Russian economy has encountered substantial exchange rate volatility due to many endogenous and exogenous shocks, including the adoption of different exchange rate systems, the global financial crisis, sanctions, and the COVID pandemic. The economy has long experience with a managed floating exchange rate system, which motivates us to investigate the exchange rate response to domestic economic policy uncertainty, incorporating oil prices and the trade volume under different economic circumstances.

Key words: exchange rate, oil price, policy uncertainty.

С момента принятия полноценной рыночной экономики в 1991 году российская экономика испытала существенные колебания обменных курсов. В частности, в период с плавающим обменным курсом 1992–1995 годов обменный курс подскочил со 125 рублей за доллар США до примерно 5000 рублей в сочетании с гиперинфляцией и неравномерной выплатой кредитов банками. После того, как Россия приняла привязанный обменный курс в 1995 году, волатильность обменного курса оставалась в более узком диапазоне до 1998 года. В том же году Центральный банк России провел политику деноминации, в результате чего 1000 рублей стали 1 рублем; таким образом, обменный курс по отношению к доллару снизился с 5900 до 5,90.1 В 1998 году Россия также приняла управляемую систему плавающего обменного курса. Курс оставался относительно стабильным на уровне около 30 рублей за доллар США до 2014 года, когда экономические санкции и переход на полностью плавающую систему обменного курса, наряду с падением цен на нефть, подтолкнули обменный курс примерно до 60 рублей за доллар США. В 2016 году валюта еще больше девальвировалась из-за продолжающегося снижения международной цены на нефть. В 2020 году, во время глобальной пандемии COVID-19, обменный курс немного вырос.

Помимо этих экзогенных факторов, неопределенность национальной экономической политики играет роль в стабилизации или дестабилизации обменного курса, что было упущено из виду в эмпирической литературе, ориентированной на Россию. Кроме того, долгосрочная управляемая система плавающего обменного курса имеет экономическое значение для роли неопределенности экономической политики в изменении российского обменного курса. Учитывая этот фон, мы мотивированы исследовать динамическое влияние неопределенности экономической политики на обменный курс в различных экономических условиях.

Предыдущую литературу о связи между политической неопределенностью и обменными курсами можно разделить на три основных направления. В первом направлении подчеркивается, что неопределенность политики в странах-торговых партнерах приводит к повышению курса национальных валют. В исследованиях утверждается, что повышение курса местной валюты связано с рациональным поведением центральных банков и экономических субъектов или активизацией оффшорной торговли и деятельности по переносу. Второе направление литературы документирует обратное влияние неопределенности политики (как местной, так и американской) на обменный курс. Обратное влияние неопределенности политики обусловлено экзогенными шоками (например, референдумом по Brexit, непредвиденными изменениями денежно-кредитной политики и

новостными шоками) и поведением инвесторов на валютных рынках. Третье направление литературы исследует причинно-следственную связь между неопределенностью политики и волатильностью обменного курса, а не фактическим фиксированным обменным курсом.

Предыдущие исследования подчеркивают, что измеряется реакция обменных курсов на неопределенность экономической политики, в основном в США, европейских странах, Японии и Китае. Но, во-первых, поскольку российская экономика существенно отличается от исследуемых выборочных стран по нескольким параметрам, выводы этих исследований не имеют отношения к российскому контексту. Например, в отличие от других крупных экономик, в последние десятилетия в России произошло несколько изменений в режиме обменного курса: режим плавающего обменного курса (1992–1995 гг.), система привязанных валютных курсов (1995–1998 гг.), система управляемого плавающего курса (1998–2014 гг.) и система плавающего валютного курса (с 2014 г.). Во-вторых, в 1990-х годах жесткая денежно-кредитная политика сдерживала инфляцию, сокращая платежи из государственного бюджета, приостанавливая предоставление легких кредитов и сохраняя переоцененный рубль. Политика была дополнена мягкой фискальной политикой (расширением бюджета). В-третьих, введение экономических санкций в 2014 году негативно сказалось на финансовой устойчивости России. Из-за этих событий мы предполагаем, что предыдущие исследования по этому вопросу могут не относиться к проблемам этого исследования. Учитывая отличительные особенности российской экономики и отсутствие предварительных эмпирических исследований, необходимо исследовать реакцию обменного курса на неопределенность экономической политики в России.

Более того, экономическое развитие России в значительной степени зависит от доходов от природных ресурсов (главным образом, нефти), поэтому она очень уязвима к мировым ценам на ресурсы. Неофициальные данные свидетельствуют о том, что российский обменный курс в значительной степени связан с международными ценами на нефть. В многочисленных исследованиях изучались связи между ценами на нефть и обменными курсами в странах-экспортерах нефти, включая Россию. В большинстве этих исследований делается последовательный вывод относительно платежного баланса, демонстрирующий, что рост мировых цен на нефть приводит к повышению курса. Учитывая зависимость России от цен на нефть, мы включаем ее в качестве контрольной переменной в нашу эмпирическую модель. Мы также включаем объем торговли в качестве контрольной переменной, поскольку он играет ведущую роль в определении обменного курса. Мы предполагаем, что интенсификация торговой деятельности, что приводит к увеличению объема торговли,

приводит к укреплению валюты за счет увеличения экспорта и валютных резервов.

В этом исследовании представлены четыре основных вклада. Во-первых, насколько нам известно, это первое исследование, которое исследует динамическую реакцию обменных курсов на местную неопределенность экономической политики, ориентированную на российскую экономику.

Во-вторых, из-за аномалий и экстремальных значений в наших соответствующих рядах мы применяем несколько передовых эконометрических подходов, которые подходят для высокочастотных данных временных рядов. Учитывая смешанный порядок интегрирования переменных под разными квантилями, мы применяем подход Quantile-Autoregressive Distributed Lags (QARDL), который устойчив к аномалиям и экстремальным значениям независимых переменных. QARDL предоставляет долгосрочные и краткосрочные параметры и рыночные конвергентные курсы при различных квантилях обменного курса. Поскольку обменный курс и неопределенность экономической политики подвержены потенциальной обратной причинно-следственной связи, мы исследуем этот вопрос с помощью квантильного подхода Грейнджера.

В-третьих, мы сталкиваемся с экстремальными значениями в нашем обменном курсе и неопределенность экономической политики, ценах на нефть и объемах торговли, поэтому мы применяем непараметрический подход quantile-on-quantile (QQ). Этот подход допускает изменяющуюся во времени дисперсию, нелинейность и асимметричную корректировку.

В-четвертых, наши результаты дают некоторое представление о валютных курсах и неопределенности экономической политики. Например, применяя QARDL, мы приходим к выводу, что в большинстве квантилей рубль растет в ответ на повышенную неопределенность политики в долгосрочной перспективе. Судя по всему, обменный курс снижается после политических потрясений. Мы также наблюдаем отрицательную связь при низких и средних квантилях неопределенности политики (0,1–0,4) и при более низких квантилях обменного курса (0,3), что согласуется с выводами подхода QARDL.

Сделан вывод о том, что смена режима с управляемого плавающего обменного курса на плавающий обменный курс вызвала обесценивание рубля в этом контексте. В рамках управляемой плавающей системы экономические субъекты могут прогнозировать обменный курс с помощью рациональных ожиданий и реагировать соответствующим образом, что подчеркивается в наших эмпирических выводах. Рассматривая двунаправленную зависимость, мы обнаруживаем, что обменный курс также влияет на неопределенность политики. Экзогенные шоки определяют динамику обменного курса, которая мотивирует правительство проводить различную денежно-кредитную и

макроэкономическую политику с целью стабилизации обменного курса. Результаты, касающиеся связи между ценами на нефть и объемами торговли с обменным курсом, подтверждают наше предположение. Используя подходы QARDL и QQ, мы видим, что цены на нефть и объемы торгов негативно влияют на обменный курс (т.е. укрепление рубля).

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ФИНАНСОВАЯ ГРАМОТНОСТЬ, ЭКОНОМИЧЕСКИЕ ПРЕДПОЧТЕНИЯ И ПОЛЕВОЕ ПОВЕДЕНИЕ ПОДРОСТКОВ

Аннотация: Финансовая грамотность и экономические предпочтения считаются важными факторами здоровья, дохода и общего благосостояния. Мы преодолеваем разрыв между исследованиями финансовой грамотности и исследованиями экономических предпочтений, исследуя, как они взаимодействуют друг с другом и с полевым поведением подростков. Во-первых, сообщаем, что показатели финансовой грамотности положительно связаны с терпением, мужским полом и образовательным уровнем отца. Во-вторых, мы наблюдаем, что рискованное поведение, такое как курение и азартные игры, положительно связано с различными мерами толерантности к риску и отрицательно связано с терпением. Наконец, мы обсуждаем последствия для программ финансового образования.

Ключевые слова: экспериментальные финансы, финансовая грамотность, временные предпочтения, предпочтения в отношении риска, подростки.

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FINANCIAL LITERACY, ECONOMIC PREFERENCES, AND ADOLESCENTS' FIELD BEHAVIOR

Abstract: Financial literacy and economic preferences are considered to be important drivers of health, income, and general well-being. We bridge the gap between studies on financial literacy and research on economic preferences by investigating how they interplay with each other and with the field behavior of adolescents. First, we report that financial literacy scores are positively associated with patience, male gender, and educational level of the father. Second, we observe that risky field behavior like smoking and gambling is positively associated with various measures of risk-tolerance, and negatively associated with patience. Finally, we discuss implications for financial education programs.

Key words: experimental finance, financial literacy, time preferences, risk preferences, adolescents.

Финансовая грамотность, т.е. сочетание осведомленности, знаний, навыков, отношения и поведения, необходимых для принятия обоснованных финансовых решений и достижения в конечном итоге индивидуального финансового благополучия, является важным навыком для успешной экономической жизни. Тем не менее, исследования показывают, что отдельные лица и домохозяйства имеют серьезные проблемы в понимании простых финансовых концепций, таких как сложный процент, диверсификация и временная стоимость денег. Этот недостаток знаний обнаруживается в разных возрастных группах и, по-видимому, является широко распространенным явлением в промышленно развитых и развивающихся странах. До сих пор мало свидетельств о навыках финансовой грамотности подростков, о движущих силах финансовой грамотности/неграмотности подростков и взаимодействии с экономическими предпочтениями.

Экономические предпочтения, в частности предпочтения в отношении риска и времени, также являются важными факторами благополучия в жизни. Данные немецкого SOEP и показывают, что предпочтения риска и времени связаны с жизненными результатами. Больше терпения (т.е. способность откладывать удовлетворение) и более высокая готовность идти на риск положительно связаны с улучшением уровня здоровья и удовлетворенности жизнью среди репрезентативной выборки взрослых немцев. Более терпеливые дети обладают лучшим здоровьем и лучше образованы и имеют меньшую склонность к совершению преступного деяния во взрослом возрасте по сравнению с менее терпеливыми детьми. Кроме того, большое количество пациентов-подростков потребляют меньше алкоголя, меньше курят и в целом здоровее по сравнению с менее терпеливыми сверстниками. Эти индивидуальные предпочтения не являются стабильными, а развиваются в течение детства и подросткового возраста.

В этой статье мы соединяем эти два направления литературы (о детерминантах финансовой грамотности и об экономических предпочтениях и поведении на местах), исследуя взаимодействие между финансовой грамотностью, социально-экономическим фоном, экономическими предпочтениями и самооценкой полевого поведения подростков. В частности, анализируется взаимосвязь между социально-экономическими характеристиками, с одной стороны, и финансовой грамотностью и экономическими предпочтениями (предпочтениями риска и времени) с другой стороны. Кроме того, мы анализируем взаимосвязь между финансовой грамотностью и экономическими предпочтениями и, наконец, исследуем влияние финансовой грамотности и экономических предпочтений на рискованное поведение в таких областях, как азартные игры и курение.

Результат 1. Показатели финансовой грамотности положительно связаны с мужским полом, математическими навыками и образовательным уровнем отца.

Результат 2. Экспериментально вызванное терпение положительно связано с показателями финансовой грамотности и с собственным восприятием подростками своей способности противостоять искушениям.

Мы обнаружили, что подростки с высокими показателями финансовой грамотности лучше откладывают удовлетворение. Компенсация за ожидание одной дополнительной недели для оплаты значительна в нашем эксперименте (от не менее 10 процентов до 60 процентов). Более того способность самостоятельно противостоять искушению, также положительно ассоциируется с терпением. Следовательно, собственное восприятие испытуемыми своей способности противостоять искушениям соответствует экспериментально вызванным мерам терпения. Из социально-экономических переменных религиозное происхождение подростков частично объясняет терпение, поскольку люди с исламской конфессией проявляют меньше терпения по сравнению со своими римско-католическими сверстниками. Хотя существующая литература предполагает, что этот эффект может быть не религиозностью как таковой, она все же намекает на соответствующую целевую группу для политики в области образования. Важно отметить, что сообщаемое влияние на временные предпочтения является устойчивым в отношении дат предыдущего платежа и не ограничивается случаем, когда более ранний платеж находится в ближайшей перспективе.

Результат 3. Экспериментально вызванное принятие риска выше для подростков мужского пола и положительно связано с самооценкой толерантности к риску.

Для субъектов мужского пола и самооценки риска в финансовых вопросах положительно связаны с экспериментально вызванным риском. Вывод о гендерных различиях в риске хорошо известен среди выборок

учащихся и населения в целом. Мы поддерживаем эти выводы, показывая, что эти модели уже распространены в возрасте 14-17 лет.

Результат 4. Рискованное поведение на поле отрицательно связано со способностью противостоять искушениям и положительно связано с самооценкой риска.

Подростки мужского пола чаще участвуют в азартных играх (финансовый риск), но реже в курении (риск для здоровья). Это указывает на то, что гендерные эффекты в рискованном поведении не являются однородными, но зависят от активности. Обратите внимание, что гендерный эффект на азартные игры также поддерживает результат 3 по экспериментально вызванному риску, где ставки являются денежными. Старшие подростки проявляют более высокую тенденцию к участию в обоих типах рискованного полевого поведения. Подростки с более высоким уровнем самооценки курить и играют в азартные игры меньше, чем их сверстники. Самооценка риска в финансовых вопросах положительно связана с азартным поведением.

В данной работе мы преодолели разрыв между литературой по детерминантам финансовой грамотности и литературой по экономическим предпочтениям и поведению на местах. Наши результаты подразумевают, что финансовая грамотность может положительно влиять на поведение, а также что это область, в которой доминируют мужчины (как со стороны подростков, так и со стороны родителей), которая требует программ финансового образования, специально предназначенных для девочек-подростков.

Взятые вместе, наши результаты также подчеркивают важность финансового образования как семейных усилий. Это утверждение подтверждается всесторонним опросом, который предлагает концептуальные рамки финансовой социализации семьи в качестве вывода обзора исследований финансовой грамотности за последние 40 лет.

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УСКОРЕНИЕ ЭКОНОМИЧЕСКОГО РОСТА: НАУКА ПОД ИСКУССТВОМ

Аннотация: 80% из 135 успешных эпизодов ускорения роста, произошедших в период с 1962 по 2002 год во всем мире, предшествовали значительным улучшениям в стандартных детерминантах роста, и особенно ортодоксальной политике, такой как экономическая либерализация. Тем не менее, ряд контрфактических анализов показывает, что такие значительные улучшения в детерминантах роста являются необходимым, но вряд ли достаточным условием успеха, не в состоянии ускорить рост в 9 из 10 случаев. Наши общие результаты показывают, что для повышения их эффективности стратегии акселерации должны по-прежнему фокусироваться на основных рецептах роста, но отказаться от готовых подходов или всеобъемлющих решений «шоковой терапии», способствуя улучшению адаптации к местным экономическим условиям.

Ключевые слова: ускорение роста, экономический рост, политическая реформа, структурный перелом.

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ACCELERATING ECONOMIC CROWTH: THE SCINCE BENEATH THE ART

Abstract: Financial literacy and economic preferences are considered to be important drivers of health, income, and general well-being. We bridge the gap between studies on financial literacy and research on economic preferences by investigating how they interplay with each other and with the field behavior of adolescents. First, we report that financial literacy scores are positively associated with patience, male gender, and educational level of the father. Second, we observe that risky field behavior like smoking and gambling is positively associated with various measures of risk-tolerance, and negatively associated with patience. Finally, we discuss implications for financial education programs.

Key words: growth accelerations, economic growth, policy reform, structural break.

Достижение и поддержание высоких темпов роста было и остается единственным наиболее неотложным приоритетом экономической политики для выборных должностных лиц как в развитых, так и в развивающихся странах.¹ Так есть и будет, особенно после замедления глобального роста, связанного с пандемией Covid-19. Поэтому неудивительно, что понимание того, как и почему некоторые страны развивались быстрее, чем другие, было в умах экономистов на протяжении более двух столетий.

Начиная с трех десятилетий назад с Барро (1991) и, возможно, достигнув зенита с Сала-И-Мартинном (1997), большая часть эмпирической экономической литературы характеризовалась количественным межстрановым анализом, который искал корреляты роста или ВВП на душу населения, которые затем переводились в стандартизированные политические рекомендации, призывающие к либерализации торговли (Sachs and Warner, 1995), внутренней финансовой либерализации (Levine, 1997), открытию счета движения капитала (Quinn, 1997), улучшение институтов (Acemoglu et al, 2001, 2019) и тому подобное. Так называемый «неолиберализм», или «Вашингтонский консенсус», был квинтэссенцией этого подхода к экономической политике, обычно используемого многосторонними организациями, такими как МВФ, в своих программах финансовой помощи (Williamson, 1994).

Примерно в тот же период некоторые авторы придерживались противоположной точки зрения, что из межстрановых регрессий мало что можно извлечь, главным образом по двум причинам. Во-первых, долгосрочные средние значения скрывают тот факт, что рост крайне нестабилен с течением времени (Easterly et al., 1993; Притчетт, 2000; Pritchett et al., 2017). Во-вторых, детерминанты роста сильно зависят от конкретных обстоятельств страны (Rodrik, 1995, 2012). Отмечая плохую репутацию Вашингтонского консенсуса в стимулировании роста в нескольких случаях, и особенно в Латинской Америке и странах Африки к

югу от Сахары в 1990-х годах, несколько ученых поставили под сомнение его общую полезность. Уже в середине 2000-х годов Родрик (2006), например, категорически пришел к выводу, что *«никто больше не верит в Вашингтонский консенсус»*. Доведение этой логики до крайности привело не только к сомнению «ортодоксального» политического рецепта, но и к тому, есть ли у экономической профессии что-либо, чтобы внести свой вклад в дебаты вообще. Истерли (2009) поднял белый флаг, когда заметил, что *«[мы] продолжаем пытаться найти способы повысить рост в краткосрочной и среднесрочной перспективе, когда экономическая профессия не обладает этими знаниями»*. Аналогичным образом, лауреат Нобелевской премии Абхиджит Банерджи, провозглашая непоколебимую веру в рандомизированные контролируемые испытания, отметил, что *«неясно, что лучший способ добиться роста — это проводить политику роста. Возможно, рост в конечном итоге находится вне нашего контроля. [...] Возможно, мы никогда не узнаем, где это начнется или что заставит его продолжаться»* (Banerjee, 2009). В некотором смысле, если Вашингтонский консенсус создавал впечатление, что ускорение роста было полностью детерминированным процессом, который просто требовал следования контрольному списку, негативная реакция на него заставила некоторых считать рост полностью алеаторным процессом. На этом фоне наша статья направлена на пересмотр доказательств в этом отношении и, в частности, на попытку сбалансировать важный вывод о том, что каждая страна отличается, с тем фактом, что это не обязательно должно подразумевать, что экономическая профессия не может способствовать пониманию или стимулированию роста.

Наша первоначальная интуиция проста. Рост очень эпизодичен, и его ускорения в конечном итоге являются положительными структурными разрывами в моделях роста. Таким образом, если экономическая профессия сосредоточилась на правильных триггерах и каналах в своих канонических моделях, в этих странах мы ожидаем увидеть значительные улучшения в стандартных детерминантах роста в годы ускорения. Поэтому мы разрабатываем новую статистическую структуру для систематического выявления во времени и странах этих основных (нелинейных) улучшений в детерминантах роста. Затем мы используем эту информацию для создания набора стилизованных фактов о 135 эпизодах ускорения роста, которые имели место в период с 1962 по 2002 год во всем мире. Наш статистический подход учитывает высокую степень страновой специфики как в типе политики, так и в каналах роста. В то же время это позволяет нам преодолеть радикальный релятивизм, который может проистекать из строгого применения принципа «каждая страна индивидуальна», и вместо этого искать общие характеристики успешных стратегий ускорения.

В соответствии с литературой (Berg et al., 2012; Hausmann et al., 2005), мы анализируем факторы, связанные с воспламенением и

поддержанием ускорения отдельно. Что касается первого, мы иллюстрируем, как 80% взлетов предшествовали значительные улучшения в стандартных детерминантах роста, в частности значительные ортодоксальные изменения в экономической политике. Этот первый набор стилизованных фактов предполагает, что канонические экономические модели довольно точны в определении важных каналов роста и что полное отрицание отдельных элементов, содержащихся в Вашингтонском консенсусе, не представляется уместным.

Однако, как только мы построим контрфактический анализ, принимая во внимание не только то, как часто эпизодам ускорения предшествовало конкретное значительное улучшение, но и то, как часто этот тип улучшения материализовался с течением времени, мы отмечаем, что не существует строго доминирующей стратегии для разжигания взлета. В целом, мы находим, что наиболее успешные ускорения роста следуют за значительными улучшениями только в нескольких ключевых измерениях. Более того, мы подтверждаем, что страны в целом следовали неоднородным путям ускорения роста. Поэтому мы приходим к выводу, что успешная стратегия ускорения не должна содержать готовых подходов или обязательно всеобъемлющих решений «шоковой терапии», встав на сторону того, что часто было практическим применением Вашингтонского консенсуса. Другими словами, несмотря на то, что стандартные детерминанты роста довольно хорошо характеризуют успешные ускорения в наших рамках, мы отмечаем, что взлеты по-прежнему чрезвычайно трудно спроектировать с высокой степенью уверенности.

Просто вызвать ускорение роста — это еще не вся история. Его способность улучшать экономические результаты страны, что в конечном итоге имеет значение, в решающей степени зависит от того, была ли она устойчивой и насколько значительным был сдвиг в темпах структурного роста. Чтобы количественно оценить силу взлета, мы предлагаем новое применение метода сопоставления, который позволяет сравнивать показатели ВВП ускоряющейся страны с контрфактом, основанным на географической и производственной структуре близости. Этот подход является экономным, очень прозрачным и может быть показан довольно хорошо в отслеживании роста до ускорения.

Выделяются три результата. Во-первых, ни одна конкретная стратегия роста, по-видимому, не превалирует над другими в определении силы ускорения, подтверждая, что стандартизированные политические рекомендации вряд ли окажутся полезными. Во-вторых, наиболее успешные ускорения роста следуют за отдельными крупными улучшениями в детерминантах роста, что усиливает важность ориентации политики на конкретную структуру экономики, а не следования контрольным спискам политических реформ. В-третьих, наши количественные и качественные данные свидетельствуют о том, что

значительные улучшения в направлении более инклюзивных либерально-демократических институтов не были необходимым условием для последующего ускорения роста. В то же время высококачественные учреждения могут сыграть потенциальную роль в максимально эффективном использовании ускорений, как только они будут воспламенены.

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ЎРТА ТАЪЛИМГА ИННОВАЦИЯЛАРНИ ЖОРИЙ ЭТИШНИНГ МАМЛАКАТИМИЗ ИЖТИМОЙ ТАРАҚҚИЁТИДАГИ АҲАМИЯТИ

*Аннотация: Ушбу маърузада мамлакатда таълим соҳасидаги
ислохотларни амалга ошириш жараёнида инновацион ёндашувлардан
самарали фойдаланиш масалалари ёритилган.*

*Калит сўзлар: Ўрта таълим, фан, ишланмалар, инновация,
инновацион ривожлантириш, интеграция, ривожланиш, ижтимоий
тараққиёт, техника, технология таълим тизими, инновацион ёндашувлар,
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THE IMPORTANCE OF INTRODUCTION OF INNOVATIONS TO SECONDARY EDUCATION IN THE SOCIAL DEVELOPMENT OF OUR COUNTRY

*Abstract: This report addresses the issues of effective use of innovative
approaches in the implementation of reforms in the field of education in the
country.*

*Keywords: Secondary education, science, developments, innovation,
innovative development, integration, development, social development,
engineering, technology education system, innovative approaches, pedagogical
technologies, educational reform.*

Кириш: Мамлакатимизда мустақилликнинг илк йиллариданок таълим соҳасига давлат даражасида эътибор қаратиб келинмоқда. Ўзбекистон Республикаси Олий Мажлисининг IX сессиясида қабул қилинган “Таълим тўғрисида”ги Қонун ва Кадрлар тайёрлаш миллий дастури ёш авлодни тарбиялашнинг асосий истиқбол ва йўналишларини белгилаб берди. Кадрлар тайёрлаш миллий дастурида таълимни тубдан ислох қилишнинг асосий йўналишлари кўрсатиб берилган. Унда “Узлуксиз таълим ижодкор, ижтимоий фаол, маънавий бой шахс шаклланиши ва юқори малакали рақобатбардош кадрлар илдам тайёрланиши учун зарур шарт-шароитлар яратади” - деб кўрсатилган [1, 3]. Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар

Стратегиясининг тўртинчи - Ижтимоий соҳани ривожлантиришнинг устивор йўналишининг “Таълим ва фан соҳасини ривожлантириш” деб номланган бандида 2017-2021 филларда “узлуксиз таълим тизимини янада такомиллаштириш, сифатли таълим хизматлари имкониятларини ошириш, меҳнат бозорининг замонавий эҳтиёжларига мос юқори малакали кадрлар тайёрлаш сиёсатини давом эттириш” [2,] кўзда тутилганлигини алоҳида таъкидлаш лозим. Бундай юқори марраларга эса таълим жараёнига илғор, инновацион ёндашувларни жалб этмай туриб эришиб бўлмайди. Дарҳақиқат, илғор педагогик технологиялар таълим жараёнини унумдорлигини оширади, ўқувчиларнинг мустақил фикрлаш жараёнини шакллантиради, ўқувчиларда билимга иштиёқ ва қизиқишни оширади, билимларни мустаҳкам ўзлаштириш, улардан амалиётда эркин фойдаланиш кўникма ва малакаларини шакллантиради. Инновацион педагогик технологияларга асосланган таълим жараёнида ўқитувчи ва ўқувчи фаолияти доираси аниқ белгиланади, таълимни ташкил этишнинг аниқ технологияси кўрсатилади. Бугунги кунда жамиятнинг ижтимоий ва иқтисодий ривожланиш жараёнларини инновацияларсиз тасаввур этиб бўлмайди. Жамиятнинг барча соҳаларига инновацияларни жорий этилиши ижтимоий ҳаётнинг муҳим ҳаракатлантирувчи кучи ҳисобланади. Таълим тизимида инновацияларни жорий этилиши эса, жамият ижтимоий ва иқтисодий тақомилини таъминлаш, аҳоли турмуш фаровонлигини ошириш, ижтимоий муаммоларни ҳал этиш жараёнида ўзининг муҳим ўрнига эгадир. Ҳозирги кунда таълим жараёнига инновацион технологиялар ва интерфаол усулларни қўллашга қизиқиш тобора кенг тус олмоқда. Бундай усулларни қўллаш таълим самарадорлиги ва таъсирчанлигини оширади, ўқувчиларда дарс мазмунини теран англаш кўникмасини шакллантиради. Таълимнинг инновацион методлари ўқувчиларнинг улкан таълимий кудратидан фойдаланиш ва фаоллаштириш, ўқув жараёнига мусобақа элементларини киритиш имконини беради. Таълимнинг интерфаол методлари таълимда янгиликлар сирасига киради. К.Ангелевский фикрича, «... барча давлатлар таълимга имкон қадар кўп янгилик киритишга интиломоқда... Бугунги янгиликлар уларга уюшган, режали, оммавий... ёндашувни талаб этади. Янгиликлар келажак учун узоқ муддатли инвестициялардир... Новаторликка қизиқиш уйғотиш, янгилик яратишга интилувчан шахсни тарбиялаш учун таълимнинг ўзи янгиликларга бой бўлиши, унда ижодкорлик руҳи ва муҳити ҳукм суриши лозим» [4]. Инновация инглиз тилидан олинган бўлиб, янгилик яратиш, янгилик каби маънони англатади. Демак, анъанавий таълимдаги каби бир хил қоидалар асосида эмас, балки янгиликлар асосида таълим жараёнининг таъсирчанлигини оширишга қаратилган иш шаклидан фойдаланиш инновация демакдир. Таълимда педагогик технологияларга асосланиш ва инновацияга интилиш, ўқувчиларни фаоллаштиришга қаратилган турли интерфаол услублардан

фойдаланиш таълим мақсадини самарали амалга оширишга ёрдам беради. Инновациялар долзарб, муҳим аҳамиятга эга бўлиб, бир тизимда шаклланган янгича ёндашувлардир. Ўзбекистон Республикасида таълим тизимини такомиллаштириш ва инновацион ривожлантириш имкониятларининг мавжудлиги қуйидагиларда намоён бўлмоқда: – биринчидан, мамлакатда олий тизим ва илмий муассасалар илмий изланишлар ва тадқиқотлар олиб бориладиган асосий маскандир; – Ўрта таълимда инновацион ғоялар яратиш ва амалиётга жорий этиш бўйича илмий ва педагогик кадрлар салоҳияти мавжуд; – учинчидан, хорижий давлатларнинг таълим тизимида инновациялар бўйича тажрибаларини кенг ўрганиш ва маҳаллий шароитда жорий этиш имконияти мавжуд. Ўзбекистон Республикаси Президенти Ш.Мирзиёев: “Бу ўринда, менинг назаримда, иккита асосий вазифани ҳал этиш зарур: биринчи – илмий муассасаларнинг моддий-техник базасини илғор хорижий марказлар даражасида ва олимлар талабларига мувофиқ сезиларли равишда мустаҳкамлаш керак. Бунда, албатта, давлатнинг эҳтиёжлари ва унинг мақсадли вазифалари инобатга олиниши шарт; иккинчи – академикларни ҳар тарафлама қўллаб-қувватлаш, жумладан, моддий рағбатлантириш бўйича аниқ чора-тадбирларни ишлаб чиқиш ва амалга ошириш” деб таъкидлаган (1, 46).

Асосий қисм: Таълим тизимини инновацион ривожлантириш Ўзбекистонда ёшларга ҳар томонлама шарт-шароитлар яратилиб берилаётганлиги билан чамбарчас боғлиқдир. О.Муҳаммаджоновнинг таъкидлашича, “Ёш авлоднинг ҳар томонлама баркамол ривожланиши ва тарбияланишига шароит яратиш Ўзбекистон мустақиллигининг дастлабки йилларидан бошлаб ёшларнинг манфаатларига оид давлат сиёсатининг устувор йуналиши ҳисобланади. Зеро, бу келажакка йўналтирилган сармоя ҳисобланади” [4,28]. Ўрта таълим ўқув юртларини мамлакатимиз ижтимоий-иқтисодий салоҳиятида ўрнини юксалтириш юзасидан қайта кўриб чиқиш мақсадга мувофиқ. Уларни фақатгина таълим даргоҳи эмас, балки илмий ғояларни ишлаб чиқиш, реал ҳаётга янги маҳсулотлар, техника ва технологиялар барпо этувчи муассасалар сифатида ривожлантириш, илм-фан билан шуғулланувчи олимларнинг ҳар томонлама рағбатлантириш, уларнинг меҳнат натижаларини халқ хўжалигига кенг жорий этиш борасида чора-тадбирларни амалга ошириш лозим. “Мустақил миллий ижтимоий тараққиёт янги сифатий босқичга ўсиб ўтишини таъминлашда моддий ва маънавий ишлаб чиқариш жараёнларини диалектик тарзда уйғунлаштиришнинг яна бир усулини инновацияларни иқтисодиёт ва маънавият соҳасига жорий этиш асосида уларни уйғун тарзда ривожлантиришни йўлга қўйиш ташкил этади. Бу усул ёшларнинг меҳнат фаолиятини иқтисодиёт ва маънавият билан уйғун тарзда ташкил этиш асосида ривожлантиришнинг диалектик хусусиятларини ўзида ифодалаган воситалар орқали иш юритади” [4,64]..

Ўрта таълимда инновацияларни жорий этиш учун ўқитувчи ва ўқувчиларда онгида янгича тафакурни шакллантириш, замонавий фикрлаш тарзини ошириш, технологик ғояларни шакллантириш лозим. “Бугунги жамиятни ривожлантириш учун воқеликка янгича ракурсдан туриб қараш, янгича, яъни инновацион ёндашув лозим бўлади. Бу янгича методология, янгича технология, хуллас инновацион ёндашувдир. Инновацион, яъни янгиликка асосланган технологиялар, янгича бошқарув жараёнларини жорий этиш учун янгича тафаккурга таяниш лозим”[4, 12].

Хулоса: Ўрта таълимда ўқувчиларга фанлардан фақат билим бериш билан биргаликда, долзарб илмий-техника муаммоларни ечишга жалб этиб, инновацион жараёнлар иштирокчисига айлантириш лозим. Бу жараёнларни ташкил этишда олийгоҳларда илмий-инновацион марказлар, тажриба-техник ва конструкторлик бўлинмалар, технопарклар, юқори технологик жиҳозларга эга замонавий лабораториялар ташкил этиш мақсадга мувофиқ. Бу жараёнда ёш олимлар ва иқтидорли ўқувчиларнинг илмий салоҳияти, янги ғоялар ва инновацияларга илмий ва амалий кўникмалари ошади.

Хулоса қилиб айтганда, инновацияларга оид тушунчаларни атрофлича ўрганиш орқали келгусида мамлакатимиз тараққиётига хизмат қилувчи муҳим йўналишларда муваффақиятларни қўлга киритиш истикболлари мавжуд.

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К ОЦЕНКЕ РЕЗУЛЬТАТОВ ХИРУРГИЧЕСКОГО ЛЕЧЕНИЯ ВАРИКОЦЕЛЕ У ПОДРОСТКОВ

Резюме. Варикоцеле – это левостороннее варикозное расширение вен семенного канатика у мужчин или мальчиков. Сравнительно частым заболеванием среди лиц мужского пола является варикозное расширение вен семенного канатика (варикоцеле) и наблюдается в репродуктивном возрасте.

Ключевые слова: варикоцеле, семенной канатик, лапароскопия, клипса, пол, мальчик.

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TO EVALUATION OF THE RESULTS OF SURGICAL TREATMENT OF VARICOCELE IN ADOLESCENTS

Summary. Varicocele is a left-sided varicose vein of the spermatic cord in men or boys. A relatively common disease among males is varicose veins of the spermatic cord (varicocele) and is observed in reproductive age.

Keywords. Varicocele, seminal conatic, laparoscopy, clip, gender, boy.

Вопросы диагностики и лечения варикозного расширения вен семенного канатика у детей остаются чрезвычайно актуальными до настоящего времени, так как досихпор остается нерешенной проблема показаний к хирургическому лечению данной патологии. К середине 70-х годов XX века показанием к варикоцелэктомии стало не столько бесплодие, сколько варикоцеле само по себе. Операции при указанной патологии стали

приобретать все более и более «профилактический» характер. В настоящее время в хирургических отделениях удельный вес операций по поводу варикоцеле составляет в среднем 23,6%.

Сравнительно частым заболеванием среди лиц мужского пола является варикозное расширение вен семенного канатика(варикоцеле) и наблюдается в репродуктивном возрасте. По данным литературы [1,2,3,4]

до 40–80% случаев варикоцеле ухудшает сперматогенез и занимает одно из ведущих мест среди причинных факторов мужского бесплодия, что придает проблеме социальную значимость. Существует множество методик хирургического лечения варикоцеле, но по литературным данным [5,6] рецидивы после различных видов оперативного лечения наблюдаются в 10 – 37 % случаях, что говорит о необходимости усовершенствования методов диагностики и лечения.

В настоящее время широко применяют лапароскопические операции и эндоваскулярные методы лечения по поводу варикоцеле, как альтернатива традиционным [7]. По мнению некоторых авторов [8], последние являясь дорогостоящими методиками по медицинской эффективности едва превышают традиционную операцию Иванисевича, а рецидивы после лапароскопических способов лечения варикоцеле составляют 3,4%-15%, после эндоваскулярных вмешательств 16%-21% [9].

На сегодняшний день не рассмотрены вопросы оценки социальной и экономической эффективности лечения у данной категории больных в условиях использования современных малоинвазивных методов диагностики и лечения. В отечественной и зарубежной литературе имеются лишь единичные исследования по данному вопросу [10]. Изучение этиологии варикоцеле необходимо для выбора оптимального метода оперативного лечения и играет значительную роль для профилактики рецидивов заболевания, что в конечном итоге обеспечивает медико-экономическую эффективность.

Цель. Оценка результатов операций при различных степенях варикоцеле у детей.

Материал и методы. Нами в период с 2020 по 2022гг. проведено обследование и оперативное лечение 72 больным с варикоцеле слева. При обследовании больных применялись клинические, лабораторные, рентгенологические, ультразвуковые методы (УЗИ с доплерографией сосудов почек и мошонки) исследования. Ультразвуковые исследования начинали с обычного сканирования органов мошонки, кроме того, проводили доплерографию сосудов яичек и левого гроздьевидного сплетения в покое, с пробой Вальсальва, в ортостазе и с использованием пальцевой компрессии на уровне пахового канала, что позволяет определить тип гемодинамического нарушения. При оперативном лечении больных с варикоцеле проводились операции Традиционным путём Иванисевича и Мар-Мара. Лапароскопическом путём «Лапароскопическая клипсирование яичковых вен слева».

Лапароскопическом путём обследован 46 (63,9%) мальчиков с различными степенями варикоцеле. Они распределились по возрасту: от 12 лет до 15 лет – 30 мальчиков (41,7%), 13 – 18 лет - 16 (22,2%). По степени: 1-ая – 6 (8,3%), 2-ая – 32 (44,4%) и 3-ая – 8 (11,1%). Все мальчиков обследованы на наличие сочетанных аномалий, проведены

общеклинические исследования. Все мальчиков оперированы лапароскопическим способом «Лапароскопическая клипсирование яичковых вен слева». При всех формах варикоцеле оперирование под интубационным наркозом. Длительность операции не больше 30 минут. Во время операции левосторонняя расширяющаяся яичковая вена с клипатором клипсируется два раза (клипса металлического материала).

Традиционным путём обследован 26(36,1%) мальчиков. Они распределилась по возрасту от 11 лет до 16 лет – 26 мальчиков (36,1%), из них 20(27,7%) мальчиков оперирована Иванисеевичом, 6(8,3%) мальчиков Операция Мар-Мара. Длительность традиционной операции составила не более 15 минут. По поводу рецидива традиционной операции 3 больных, по поводу оперирована Операция Иванисеевича слева.

Заключение. Таким образом, У всех детей результаты признаны хорошими кроме 4(5,5%) больных: с лапароскопическим путём 1(1,4%) больных и 3(4,2%) традиционным путём. Причиной этого, на наш взгляд, является невыдимый добавочный яичковая вена и нагрузка спортивного режима.

Выводы. Таким образом, лапароскопический способ хирургической коррекции варикоцеле методом «Лапароскопическая клипсирование яичковых вен слева», на наш взгляд улучшение результатов трофики мошонки и избежать рецидивный варикоцеле у подростков.

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СРАВНИТЕЛЬНЫЕ ДАННЫЕ РЕЗУЛЬТАТОВ ОПЕРАТИВНОГО ЛЕЧЕНИЯ ДЕТЕЙ ЗАДНЕЙ ФОРМЫ ГИПОСПАДИИ У МАЛЬЧИКОВ

Резюме. Гипоспадия – это порок мочеиспускательного канала у мальчиков. Это патология составляет значительный удельный вес и остается сложным разделом реконструктивной детской хирургии и урологии-андрологии. Тяжесть порока так же зависит от наличия деформаций полового члена, диспластических изменений его кожи и степени дистопии наружного отверстия мочеиспускательного канала. Лечение только хирургической коррекцией.

Ключевые слова. Гипоспадия, порок, мочеиспускательный канал, мальчик.

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COMPARATIVE DATA ON THE RESULTS OF SURGICAL TREATMENT OF CHILDREN WITH POSTERIOR HYPOSPADIAS IN BOYS

Summary. Hypospadias is a malformation of the urethra in boys. This pathology makes up a significant proportion and remains a complex section of reconstructive pediatric surgery and urology-andrology. The severity of the defect also depends on the presence of penile deformities, dysplastic changes in its skin and the degree of dystopia of the external opening of the urethra. The only treatment is surgical correction.

Keywords. Hypospadias, defect, urethra, boy.

Гипоспадия - врожденное недоразвитие мочеиспускательного канала с дистопией наружного отверстия. Порок сопровождается расщеплением крайней плоти по вентральной поверхности и вентральной девиацией полового члена. Термин hypospadiā исходит от греческого hupo — книзу или вниз, spadon - трещина или разрыв, т.е. нижняя расщелина мочеиспускательного канала [1, 3, 4, 9].

В структуре заболеваемости детей урологического профиля

гипоспадия составляет значительный удельный вес и остается сложным разделом реконструктивной детской хирургии и урологии-андрологии. Эта проблема обусловлена, прежде всего, многообразием клинических форм заболевания, частотой его развития, большим количеством послеоперационных осложнений, сочетанием с аномалией развития других органов. Тяжесть порока так же зависит от наличия деформаций полового члена, диспластических изменений его кожи и степени дистопии наружного отверстия мочеиспускательного канала [2, 11, 12, 13].

Материалы и методы исследование. Результаты реконструктивно-пластических операций изучены у 30 детей с задней формой гипоспадии в зависимости от генитометрического статуса и соответствующей предоперационной подготовки. С этой позиции пациенты разделены на 2 группы (рис. 1.).

В **1 группе** пациентов (15 детей) послеоперационные осложнения в виде стеноза и дивертикула уретры, меатального стеноза, расхождение головки не отмечены. Уретральнокожный свищ сформировался у 2 (13,3%) больных.

В **II группе** пациентов (15 детей) осложнения в послеоперационном периоде отмечены у 8 (53,3%) больных: формирование уретрально кожного свища у 4, лизис кожного лоскута - 1, стеноза уретры - 2, дивертикул уретры у 1.

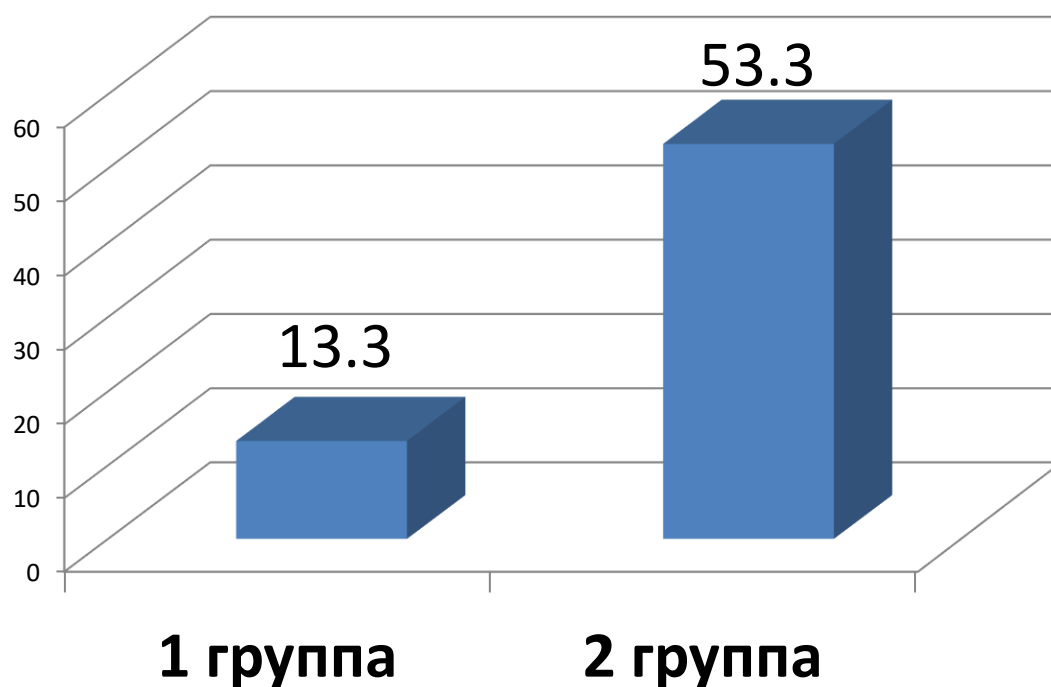


Рис.1. Послеоперационные осложнения у детей с задней формой гипоспадии I и II группы

Таким образом, у больных с задней формой гипоспадии получившие местную гормональную терапию, мы выявили значительное уменьшение частоты послеоперационных осложнений и следовательно улучшение функциональных результатов операции, что позволяет рекомендовать этот способ предоперационной подготовки у детей с пороком развития задней уретры (табл. 1.).

Таблица 1.

Сравнительные данные результатов оперативного лечения
при задних формах гипоспадии

Группы	Кол-во больных	Предоперационная подготовка	Послеоперационные осложнения			
			Свищи	Дивертикулы	Лизис кожи	Стеноз неоуретры
1	15	проводилась	2	-	-	-
2	15	не проводилась	4	1	1	2

Приводим пример больного с пеноскротальной формой гипоспадии

Клинический пример №1.

Больной К, 4 года, при поступлении диагноз: Гипоспадия, стволовая форма.

Из анамнеза: ребенок родился доношенным от первых срочных родов, вес при рождении 3150, длина тела 49 см, оценка по шкале Апгар 7/8.

При осмотре: состояние средней тяжести по основному заболеванию, телосложение ребенка не нарушено, подкожно-жировая клетчатка развита умеренно, распределена равномерно. Сердечно-легочная деятельность удовлетворительная.

Наружные половые органы сформированы по мужскому типу, половой член длиной 3,5см, значительно вентрально искривлен, меат открывается в средней ее трети. Края крайней плоти вентрально расщеплена, по дорзальной части хорошо развита, 1,9см. яички в мошонке D=S—2 мл, половое развитие соответствует I стадии по шкале. Tanner.



Ребёнок К. 4 года: Вид до операции.

Ребенок обследован:

УЗИ + ДГ мошонки и паховых каналов.

Правое яичко в мошонке, размеры 1,8x0.7x1.2 см, объем яичка 0.79 см, кровоток в яичке не нарушен, IR — 0.66. Левое яичко выявляется в мошонке, размеры 1,6x0.8x1.2 см, объем яичка 0.8 см³, кровоток не нарушен, IR — 0,68. простата 12,2x7,2x1, 4мм, однородная. УЗИ почек без патологии.

Выполнено оперативное вмешательство по принципу Ходсон III с гланулопластикой,. Особенностью этой операции явилось то, что после декутанизации полового члена и устранения его деформации меат оказался на уровне пеноскротального угла, тем самым порок стал соответствовать в задней форме гипоспадии.

Уретральный катетер удален на 12 сутки, послеоперационный период протекал без осложнений.

При контрольном осмотре через 6 месяцев половой член без деформаций, меат расположен на головке полового члена, не сужен. Мочится широкой струей. Данные урофлоуметрии: Максимальная скорость: 16 мл/с, средняя скорость: 11 мл/с, время мочеиспускания: 18 с, эффективный объем мочи: 200 мл.

Заключение. Более проксимальное перемещение меата после устранения деформации полового члена изменил форму заболевания, превращая его в тяжелую форму. Поэтому окончательный диагноз устанавливается во время оперативного лечения. Это обстоятельство диктует необходимость консультации эндокринолога при средних формах гипоспадии.

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ПРИМЕНЕНИЕ СКЛЕРОТЕРАПИИ ПРИ КОМПЛЕКСНОМ ЛЕЧЕНИИ ВАРИКОЗНОЙ БОЛЕЗНИ НИЖНИХ КОНЕЧНОСТЕЙ

Аннотация: В статье анализируется применение склеротерапии и ее место в комплексном лечении варикозной болезни. Показаны результаты комплексного обследования и последующего комбинированного лечения и наблюдения 89 пациентов с первичным варикозным расширением вен нижних конечностей.

Ключевые слова: варикозная болезнь, склеротерапия.

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APPLICATION OF SCLEROTHERAPY IN THE COMPLEX TREATMENT OF VARICOSE DISEASE OF THE LOWER LIMB

Annotation: The article analyzes the use of sclerotherapy and its place in the complex treatment of varicose veins. The results of a comprehensive examination and subsequent combined treatment and observation of 89 patients with primary varicose veins of the lower extremities are shown.

Keywords: varicose veins, sclerotherapy.

Актуальность проблемы. Варикозная болезнь вен нижних конечностей (ВБВНК) – одно из самых распространенных сосудистых заболеваний нижних конечностей, которым страдает от 20 % до 30% трудоспособного населения развитых стран (1,2). Довольно высокая травматичность традиционных операций при варикозной болезни, длительный период послеоперационной нетрудоспособности, определяют медицинскую и социальную значимость этой проблемы. Основными требованиями проведения операций на поверхностных и

перфорантных венах у больных варикозной болезнью является: радикальность в сочетании с минимальной травматичностью, высокий эстетический результат и быстрая реабилитация больных. Выполнить эти требования можно при сочетании хирургического лечения и склеротерапии. Разработка и внедрение в повседневную клиническую практику новых методов лечения варикозной болезни, не требующих длительной госпитализации, сопровождающихся хорошими функциональными и эстетическими результатами, являются актуальной задачей.

Цель исследования: Оценить результаты комбинированного лечения варикозной болезни нижних конечностей.

Материалы и методы. Мы располагаем результатами комплексного обследования и последующего комбинированного лечения и наблюдения 89 пациентов с первичным варикозным расширением вен нижних конечностей. Из них мужчин – 43 (48%), женщин – 46 (52%). Возраст больных колебался от 17 до 56 лет, то есть возраст больных находился в наиболее трудоспособном возрасте. Время от начала заболевания до поступления в стационар составляло от 2 до 12 лет.

Склеротерапия – это метод лечения, основанный на введении в патологически измененные сосуды или полости препаратов, вызывающих их склерозирование. Склеротерапия проводилась в горизонтальном положении пациента, введением флебосклерозирующего препарата – этоксисклерол, строго интраваскулярно (не более 5-7 инъекции за одну процедуру). Для ширения вен зарегистрирован расщепления иглы в варикозную вену поднимая нижнюю конечность под углом 30-45°. После введения флебосклерозирующего препарата осуществлялась немедленная и адекватная эластическая компрессия – эластические бинты. Продолжительность непрерывной эластичной компрессии составляла не менее 30 суток после склеротерапии вен.

Результаты и обсуждение. Ближайшие и отдалённые результаты лечения в сроки от 1 года до 4 года изучены у всех больных в амбулаторных условиях путём объективного исследования с учётом данных дуплексного сканирования венозной системы.

При объективном исследовании рецидив варикозного расширения вен отмечен у 19 больных. Основной причиной неудач склеротерапии явилось раннее снятие бинта и реканализация склерозированных вен, тяжёлый физический труд, ожирение.

Осложнения. У 2 (2,2%) пациентов наступил некроз кожи из-за попадания склерозанта параваскулярно площадью от 0,4 до 1 см, у 1 (0,9%) больного аллергическая реакция (кожный зуд).

Заключение. Флебосклерозирующая терапия, проводимая по строгим показаниям опытным специалистом, прошедшим специальную подготовку, использующим современные средства и способы лечения,

обеспечивает высокое качество косметической и медико-социальной реабилитации больных с варикозной болезнью нижних конечностей.

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ГЕМОРРАГИЧЕСКИЙ СИНДРОМ ПРИ КАТЕТЕРИЗАЦИИ АРТЕРИИ У БОЛЬНЫХ В ОТДЕЛЕНИИ НЕЙРОРЕАНИМАЦИИ РНЦЭМП АФ

Материал и методы. В ретроспективное исследование включены 562 катетеризации артерий (481 бедренная артерия и 81 лучевая) у больных с заболеваниями системы крови.

Результаты. В 93% случаев показаниями для катетеризации артерий были септический шок и острое легочное повреждение. У 410 (73%) больных перед катетеризацией артерий выявлялась тромбоцитопения $109\text{—}150\cdot 109/\text{л}$ (медиана $46\cdot 109/\text{л}$). Уровень тромбоцитов менее $30\cdot 109/\text{л}$ был у 25% больных. У 298 (53%) больных АЧТВ было более 40 с (колебания $41\text{—}60$ с, медиана 51 с). У 317 (56%) больных выявлено снижение уровня протромбина по Квику $< 70\%$ (колебания $18\text{—}69\%$, медиана 44%; норма $70\text{—}120\%$). В 177 (32%) случаях перед катетеризацией отмечалось сочетание тромбоцитопении с нарушениями коагуляционного гемостаза. У 118 (21%) из 562 больных перед катетеризацией проводилась коррекция выявленных нарушений.

Геморрагические осложнения после катетеризации артерий развились у 93 (16,5%) больных: кровоточивость из места пункции (у 48), гематомы, объем которых не превышал 50 мл, — у 42, массивная гематома мягких тканей бедра — у 3. Факторами риска геморрагических осложнений были тромбоцитопения $< 30\cdot 109/\text{л}$ (отношение шансов 1,8; 95% доверительный интервал $1,04\text{—}3,12$) и количество попыток пункции артерии более

1 (отношение шансов 2,83; 95% доверительный интервал $1,68\text{—}4,77$). Применение ультразвукового контроля достоверно повысило эффективность катетеризаций артерий с первой попытки с 62 до 88%. Заключение. Катетеризация артерий может выполняться у больных с нарушениями системы гемостаза. При катетеризации артерий уровень тромбоцитов $< 30\cdot 109/\text{л}$ является показанием для трансфузии

концентрата тромбоцитов. Для уменьшения геморрагических осложнений, а также для повышения эффективности катетеризации артерий необходимо ограничить количество попыток пункции артерии до 2 и выполнять процедуру под ультразвуковым контролем.

Ключевые слова: катетеризация артерий; тромбоцитопения; коагулопатия; геморрагические осложнения.

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HEMORRHAGIC SYNDROME DURING CATHETERIZATION OF ARTERIES IN PATIENTS IN THE CLINIC OF ASMI

Purpose of the study: To analyze complications of the pulmonary artery catheterization in patients with blood diseases. Materials and methods: 93 cases of pulmonary artery catheterization in patients with blood diseases were included in the retrospective study. Results: Indications for pulmonary artery catheterization were septic shock (78.5%) and acute respiratory failure (21.5%). In 31 cases (33.3%) pulmonary artery catheterization was performed in conditions of agranulocytosis and in 81 cases (87%) in conditions of thrombocytopenia (platelets median 43×10^9 per liter, minimal 7×10^9 , maximal 150×10^9 per liter). Patients received transfusions of platelets in case of thrombocytopenia less than 30×10^9 per liter. Early complications of pulmonary artery catheterization occurred in 5 patients with thrombocytopenia (5.4%), the complications was connected with bleeding (hematoma, bleeding from place of puncture, lung bleeding) and mechanical (arterial puncture, pneumothorax, hemothorax). Number of attempts of the central vein catheterization was risk factor the complications. The frequency of catheter-associated sepsis was 5.89 cases each 1000 catheter-days and the frequency of infections of the soft tissues was 9.78 cases each 1000 catheter-days. Catheter-associated infection complications occurred in cases of catheter use over 5 days. Catheter-associated sepsis occurred in 2 of 3 patients with agranulocytosis. Other complications included intermittent arrhythmias during catheter moving in the

heart chambers (58), catheter balloon rupture (4), and thrombosis of catheter lumen (3). Conclusions: Pulmonary artery catheterization can be used in patients with blood diseases and first of all in cases of septic shock and acute respiratory failure. Alternative less invasive methods of monitoring should be used in patients with agranulocytosis.

Key words: pulmonary artery catheterization, thrombocytopenia, agranulocytosis, catheter-associated sepsis, blood diseases.

Введение. Катетеризация артерий является наиболее частой манипуляцией в отделениях интенсивной терапии, занимая 2-е место по частоте применения после катетеризации вен [1]. Первое упоминание о пункции артерии принадлежит английскому священнику S. Hales в 1714 г., а первое описание катетеризации артерии у людей сделано в 1856 г. [2]. В последующем установку радиального артериального катетера путем хирургического разреза описал S. Radner в Швеции в 1948 г. [2]. Постоянное интраоперационное измерение артериального давления (АД) через небольшой пластиковый катетер, установленный в плечевую артерию через металлическую иглу, впервые использовал L.H. Peterson в 1949 г. В 1951 г. впервые описана [2] катетеризация крупных артерий у людей с помощью полиэтиленовых катетеров, а уже в 1953 г. шведский радиолог S. Seldinger предложил технику катетеризации сосудов по струне, которая получила широкое распространение [3].

В настоящее время в США ежегодно устанавливается от 6 до 9 млн артериальных катетеров [4]. В отделениях интенсивной терапии США, Европы [2, 5, 6] артериальный катетер, как правило, установлен у каждого третьего больного.

Основными показаниями к катетеризации артерий в интенсивной терапии являются постоянное измерение АД, а также взятие образцов крови для исследования ее газового состава и кислотно-основного состояния. По данным многоцентрового исследования [7], необходимость в катетеризации артерий возникает в 41,4% случаев при тяжелом сепсисе и септическом шоке, в 20,2% при неясном волемическом статусе больного, в 28,4% при циркуляторной недостаточности, в 18,3% при острой дыхательной недостаточности, в 7,2% при почечной недостаточности и в 13,8% при хирургических вмешательствах. В последние годы наряду с измерением АД и исследованием образцов крови появилось еще одно показание к катетеризации артерий — функциональные гемодинамические параметры, анализируемые по пульсовой волне: вариация пульсовой волны, вариация систолического давления, непрерывное определение сердечного выброса [8, 9]. Эти параметры позволяют выявить состояния гипо- или гиперволемии, предсказать ответ на инфузионную нагрузку.

Относительными противопоказаниями к катетеризации артерий являются тромбоцитопения и коагулопатия [2]. Тромбоцитопения

считается одним из наиболее частых нарушений системы гемостаза, которое определяется у больных, находящихся в отделении реанимации и интенсивной терапии [10, 11]. По данным ряда авторов [12—14], частота возникновения тромбоцитопении варьирует от 15 до 60%. Нарушения коагуляционного звена гемостаза, такие как удлинение активированного частичного тромбопластинового времени (АЧТВ) или снижение протромбина по Квику, определяются у 14—28% больных отделения интенсивной терапии [15, 16].

В литературе крайне мало работ, которые оценивали бы безопасность катетеризации артерий у больных с нарушениями системы гемостаза.

Цель работы — изучить осложнения катетеризации артерий и факторы риска их развития у больных с тромбоцитопенией и коагулопатией.

Материал и методы. В ретроспективное исследование включены все случаи катетеризации артерий у больных с заболеваниями системы крови, поступавших в отделение анестезиологии, реаниматологии и интенсивной терапии Клиника АГМИ 2018 по 2021 г.

Для катетеризации бедренной артерии использовали катетер Certofix Mono 18G (B. Braun Melsungen AG, Германия). Катетеризация выполнялась по методу Сельдингера [17]. Место пункции бедренной артерии определяли по пульсации в проекции бедренной артерии в области бедренного треугольника, ниже паховой складки на 1—2 см.

Перед катетеризацией лучевой артерии предварительно проводили модифицированный тест Аллена с использованием пульсоксиметрии [18]. Далее кисть укладывали в положении ладонью вверх, разгибая в лучезапястном суставе. Определяли пульсацию на лучевой артерии у дистального конца лучевой кости. После этого обрабатывали эту область раствором антисептика и пунктировали кожу артериальной канюлей Floswitch tm (Becton Dickinson, Великобритания) 22 калибра срезом вверх, направляя иглу под углом 45° к поверхности кожи. В случае использования артериальной канюли Arteriofix®V (20G и 22G, B. Braun Melsungen AG, Германия) пункцию и катетеризацию артерии осуществляли по методике Сельдингера [17]. С 2012 г. все катетеризации артерий выполняли только под ультра-звуковым контролем (аппарат M-Turbo, SonoSite, США). Для этого использовали линейный датчик с частотой 5—10 МГц, стерильный гель. Для визуализации артерии выводили по ко-роткой оси.

У включенных в исследование больных регистрировали демографические показатели, нозологическую форму заболеваний системы крови, показания к катетеризации артерий, число попыток катетеризации, ранние и поздние осложнения. До катетеризации артерии определяли число тромбоцитов в периферической крови, АЧТВ,

протромбин по Квику. При переливании концентратов тромбоцитов регистрировали число перелитых тромбоцитов, число тромбоцитов крови после трансфузии.

Данные ретроспективного исследования подвергали статистическому анализу и выражали в виде медианы, среднего $\pm$ стандартное отклонение. Достоверность различий определяли по z-критерию, непараметрическому тесту U Манна—Уитни. Различия считали достоверными при $p < 0,05$. Риски развития осложнений, связанных с катетеризацией артерий, определяли с помощью частотного и регрессионного анализа. Статистическая обработка данных проводилась с помощью программы Statistica (версия 6.0) [18].

Результаты исследования и их обсуждение. С 1996 по 2012 г. выполнены 562 катетеризации артерий (481 бе-дренная и 81 лучевая). В среднем ежегодно из 200 больных с заболеваниями системы крови, находящихся в критическом состоянии, у 40 выполняли катетеризации артерий. Среди больных, которым выполнялись катетеризации артерий, было 387 мужчин и 268 женщин. Возраст пациентов составлял от 19 до 77 лет (медиана возраста 48 лет).

Показанием для установки артериального катетера были необходимость инвазивного измерения АД, мониторинга параметров центральной гемодинамики, взятия образцов крови для исследования газового состава, кислотно-основного состояния при различных критических состояниях (табл. 1), а также у больных, которым предполагалось выполнить большие по объему операции или операции, которые могут сопровождаться массивной кровопотерей.

У 410 (73%) больных перед катетеризацией артерий выявлялась тромбоцитопения $1 \cdot 10^9$ — $150 \cdot 10^9/\text{л}$ (медиана $46 \cdot 10^9/\text{л}$). Уровень тромбоцитов менее $30 \cdot 10^9/\text{л}$ был у 25% больных.

Кроме тромбоцитопении у больных были нарушения коагуляционного гемостаза. У 298 (53%) больных АЧТВ было более 40 с (колебания 41—60 с, медиана 51 с; норма 30—35 с). У 317 (61%) больных выявлено снижение уровня протромбина по Квику $< 70\%$ (колебания 18—69%, ме-диана 44%; норма 70—120%).

У 5 больных гемофилией А отмечалось увеличение АЧТВ более 60 с, снижение активности фактора свертывания крови VIII от 4 до 17%. У 1 больного ингибиторной формой гемофилии А активность фактора VIII была $< 1\%$, АЧТВ — 120 с. У 2 больных гемофилией В отмечалось снижение активности фактора IX (3 и 6%). У больной с болезнью Виллебранда перед катетеризацией артерии выявлено снижение активности фактора Виллебранда до 10%.

В 177 (27%) случаях перед катетеризацией отмечалось сочетание тромбоцитопении с нарушениями коагуляционного гемостаза (удлинение АЧТВ и/или снижение уровня протромбина по Квику). Катетеризация

лучевой и бедренной артерий проводилась врачами, имеющими различный стаж и опыт работы. Результаты катетеризаций артерий представлены в табл. 2.

С первой попытки катетеризация выполнена у 377 (67%) из 562 больных. Частота успешных катетеризаций с первой попытки лучевой и бедренной артерий составила 66 и 56% соответственно. Общее количество пред-принятых попыток пункций лучевой и бедренной артерий статистически значимо не различалось. Технические сложности наблюдались чаще при катетеризации лучевой артерии, чем при бедренной (12% против 8,6%). При катетеризации лучевой артерии по сравнению с бедренной чаще возникали сложности при проведении проводника (6% против 2,9%) (см. табл. 2).

В 2012 г. выполнено 76 катетеризаций артерий под ультразвуковым контролем, из них 88% с первой попытки. В сравнении с 2011 г., когда с первой попытки катетеризация артерии была выполнена у 43 (62%) из 69 пациентов, применение ультразвукового контроля достоверно повысило эффективность катетеризаций артерий ($p < 0,001$).

Несмотря на часто выявляемые нарушения гемостаза, лишь у 118 (21%) из 562 больных перед катетеризацией проводилась коррекция выявленных нарушений. У остальных больных катетеризация артерий осуществлялась по экстренным показаниям, когда не было времени и возможности проводить гемостатическую терапию.

В 57(10,1%) из 562 случаев перед катетеризацией артерии выполнялись трансфузии концентратов тромбоцитов. Количество перелитых тромбоцитов составило от $1,5 \cdot 10^{11}$ до $8 \cdot 10^{11}$ (медиана $4,8 \cdot 10^{11}$). Число тромбоцитов крови перед трансфузиями концентратов тромбоцитов варьировало от $1 \cdot 10^9$ до $48 \cdot 10^9/\text{л}$ (медиана $25 \cdot 10^9/\text{л}$), после трансфузии — $27 \cdot 10^9$ — $101 \cdot 10^9/\text{л}$ (медиана $48 \cdot 10^9/\text{л}$).

У 20 (3,6%) больных выявлены нарушения коагуляционного гемостаза, и перед катетеризацией им выполняли трансфузию от 600 до 2100 мл (медиана 800 мл) свежзамороженной плазмы.

У 33 (6%) больных с сочетанными нарушениями гемостаза перед катетеризацией артерий проводили заместительную терапию концентратами тромбоцитов и свежзамороженной плазмой.

Семи больным гемофилией А и В катетеризацию артерий выполняли после введения факторов свертывания крови. Дозы факторов свертывания крови VIII и IX варьировали от 2000 до 3000 МЕ (в среднем 30 МЕ/кг). У больного с ингибиторной формой гемофилии А катетеризацию

артерии выполняли после введения рекомбинантного активированного фактора VII ("NovoSeven", Novo Nordisk, Дания) в дозе 120 мкг/кг.

Геморрагические осложнения после катетеризации артерий развились у 93 (16,5%) больных; наиболее частыми были кровотечения

из места пункции (у 48 больных), гематомы, объем которых не превышал 50 мл (у 42 больных). У 3 больных развилась массивная гематома мягких тканей бедра. Геморрагических осложнений было больше после катетеризации бедренной артерии, чем после лучевой (86 и 7 случаев соответственно, $p=0,06$).

Установлено, что факторами риска геморрагических осложнений были тромбоцитопения $< 30 \cdot 10^9/\text{л}$ (отношение шансов — 1,8; 95% доверительный интервал 1,04—3,12) и количество попыток пункции артерии более 1 (отношение шансов — 2,83; 95% доверительный интервал 1,68—4,77). Не обнаружено зависимости развития геморрагических осложнений от заболевания системы крови и критического синдрома.

Ишемические осложнения, возникшие после катетеризации артерий, выявлены у 21 (3,7%) больного: 13 (2,3%) случаев ишемических осложнений возникли после катетеризации лучевой артерии и 8 (1,4%) — после катетеризации бедренной артерии. У 19 (3,4%) больных были преходящие нарушения кровообращения, которые исчезали после удаления катетера, у 2 (0,3%) больных развился тромбоз артерий, приведший к недостаточности артериального кровообращения в конечности, потребовавшего выполнения тромбэктомии.

Во всех случаях возникновения ишемических осложнений у больных была тромбоцитопения от $5 \cdot 10^9$ до $137 \cdot 10^9/\text{л}$. Системная инфекция выявлена у 18 (86%) из 21 больного, включая 2 больных с артериальным тромбозом. У 5 больных ишемические осложнения возникали на фоне септического шока, низкого АД, применения вазопрессоров.

Несмотря на то что у 78% больных с заболеваниями системы крови перед катетеризацией артерий выявлялись выраженные нарушения в системе гемостаза, геморрагические осложнения возникали лишь у 16,5% больных. Факторами риска возникновения осложнений явилась не только тромбоцитопения $< 30 \cdot 10^9/\text{л}$, но и число попыток пункций артерий более 2.

По данным Е.М. Шулутко и соавт. [20], у больных с заболеваниями системы крови безопасным является уровень тромбоцитов перед катетеризацией вен более $30 \cdot 10^9/\text{л}$. Такой уровень тромбоцитов являлся достаточным для обеспечения гемостаза и при катетеризации артерий. При тромбоцитопении $< 30 \cdot 10^9/\text{л}$ частота геморрагических осложнений увеличивалась почти в 2 раза. У больных с числом тромбоцитов менее $30 \cdot 10^9/\text{л}$ перед пункцией проводили заместительную трансфузию концентрата тромбоцитов, и достигался уровень тромбоцитов в среднем $48 \cdot 10^9/\text{л}$.

В отличие от катетеризации центральных вен при катетеризации артерий место пункции можно легко прижать, тем самым остановив кровотечение. Поэтому геморрагические осложнения катетеризации артерий не являются серьезными, угрожающими жизни, как при

катетеризации центральных вен (гемоторакс при катетеризации подключичной вены, нарушение проходимости дыхательных путей при катетеризации внутренней яремной вены и т. д.) [20, 21]. Тем не менее в литературе описаны случаи массивных забрюшинных гематом при катетеризации бедренной артерии, образования обширных гематом с имбибцией грудной мышцы, мышц плечевого пояса после катетеризации плечевой артерии, развития компартмент-синдрома после катетеризации лучевой артерии [22—24].

У больных без заболеваний системы крови нарушения гемостаза часто встречаются при сепсисе и септическом шоке. Это происходит из-за того, что система гемостаза реагирует на сепсис активацией свертывания крови, снижением активности антикоагулянтов и фибринолитической активностью плазмы, отмечаются потребление тром-боцитов и их секвестрация, нарушение тромбоцитопоза [14, 25]. Хирургические и травматологические больные имеют выше риск развития тромбоцитопении и нарушений коагуляционного звена гемостаза, чем терапевтические [13, 14].

Число попыток пункции артерии как фактор геморрагических осложнений выделяют и другие авторы [26, 27]. P.F. Mansfield и соавт. [28] показали, что те катетеризации, при которых выполнялись 2 попытки пункции сосуда и более, сочетались с частотой неудач 43% и частотой механических осложнений 24%. В нашем исследовании успешная катетеризация артерий с первой попытки была выполнена в 67% случаев. В работе других авторов [4] катетеризация артерий с первой попытки выполнялась в среднем в 70—80% случаев. Однако в этом исследовании нет данных об опыте врачей, выполнявших манипуляцию. В нашем исследовании катетеризацию артерий выполняли не только опытные, но и молодые врачи, клинические ординаторы. Другим фактором, влияющим на частоту успешной катетеризации артерий с первой попытки, явилось более частое (54% против 45%) выполнение в нашем исследовании по сравнению с другими авторами [4] этой манипуляции у больных с септическим шоком. У таких больных с низким АД трудно пальпировать артериальную пульсацию. Этим же можно объяснить большие технические сложности при катетеризации лучевой (25,2%) по сравнению с бедренной артерией (7%).

Для уменьшения неудач при пункции и катетеризации центральных сосудов рекомендуется выполнять процедуру под ультразвуковым контролем и ограничить количество попыток до двух [29]. О. Dudeck и соавт. [30], исследуя катетеризации бедренной артерии у 116 реанимационных больных, заключили, что ультразвуковой контроль должен использоваться в тех случаях, когда не удастся пальпировать или слабо пальпируется пульс на артерии, а также у больных с окружностью бедра более 60 см.

Рутинное использование ультразвукового контроля позволило повысить эффективность катетеризаций артерий и у больных с заболеваниями системы крови: число успешных катетеризаций с первой попытки выросло с 67 до 88%. По данным ряда исследований [31], при использовании ультразвукового контроля лучевая артерия была катетеризована с первой попытки в 62% случаев, в то время как при использовании только пальпации — в 34%. В другом исследовании [32], проведенном у больных в критических состояниях, катетеризация лучевой артерии с первой попытки под ультразвуковым контролем выполнена в 87% случаев, а при использовании пальпации — в 50%.

Геморрагические осложнения в нашем исследовании возникали чаще при катетеризации бедренной артерии, чем лучевой (17,9% против 8,6%). Противоположные данные получили B.V. Scheer и соавт. [27] в исследовании, проведенном у больных без заболеваний системы крови. Авторы выявили, что геморрагические осложнения встречались в 7,7% случаев катетеризаций бедренной и в 14,9% — лучевой артерии.

Ишемические осложнения встречались реже, чем геморрагические, которые мы выявили у 3,7% больных и которые чаще возникали после катетеризации лучевой, чем бедренной артерии (соответственно 2,3 и 1,4%). Важно, что эти осложнения возникали у больных с тромбоцитопенией, т. е. само по себе низкое число тромбоцитов

крови не предотвращает ишемические осложнения. При установке катетера в артерию возможно развитие ишемических нарушений в конечности, сосудистого тромбоза, дистальной эмболии, проксимальной эмболии, сосудистого спазма [27, 33]. Образование тромба и развитие окклюзии артерии происходит из-за изменений в стенке сосуда, вызванных наличием катетера в сосуде [26]. В большинстве случаев происходит реканализация тромба, однако процесс восстановления может длиться до 75 сут [26]. С возрастанием диаметра катетера происходит уменьшение площади просвета сосуда, и вероятность тромботических осложнений повышается [33]. Это может объяснить большую частоту в нашем исследовании ишемических осложнений при катетеризации лучевой артерии. Еще одним фактором риска ишемических осложнений является материал, из которого сделан артериальный катетер. В рандомизированном исследовании F.M. Davis и соавт. [34] показали, что после катетеризации лучевой артерии катетерами из полипропилена частота артериальных тромбозов достигала 34%, в то время как при использовании катетеров, сделанных из тефлона, за этот же период не было ни одного случая тромбоза. В нашем исследовании как для лучевой, так и бедренной артерии мы использовали катетеры из полиуретана, которые при катетеризации артерий являются менее тромбогенными, чем даже тефлоновые катетеры [35]. Тромбоз бедренной артерии часто возникает при наличии заболеваний периферических сосудов, повторных попытках

установки катетера в бедренную артерию, при длительном и чрезмерном надавливании на место пункции для предотвращения кровотечения после удаления катетера [36]. Множественные пункции артерии в качестве фактора риска ишемических осложнений выделяют и другие авторы [26, 27]. В нашем исследовании не было статистически значимого различия в числе попыток пункции лучевой и бедренной артерий, однако максимальное количество попыток пункции лучевой артерии было больше, чем бедренной (соответственно 5 к 3). Другим возможным фактором риска тромботических осложнений является инфекция, которая приводит к дисбалансу в системе гемостаза [25].

Мы выявили, что у 86% больных с ишемическими осложнениями был сепсис.

Таким образом, катетеризация артерий может выполняться у больных с нарушениями системы гемостаза. При катетеризации артерий уровень тромбоцитов менее $30 \cdot 10^9/\text{л}$ является показанием для трансфузии концентрата тромбоцитов. В случаях, когда нет возможности провести коррекцию выраженных нарушений системы гемостаза, методом выбора является катетеризация лучевой артерии. Для уменьшения геморрагических осложнений, а также для повышения эффективности катетеризации артерий необходимо ограничить количество попыток пункции артерии до двух и выполнять процедуру под ультразвуковым контролем. Ишемические осложнения могут возникать у больных с тромбоцитопенией преимущественно в тех случаях, когда имеется системная инфекция, шок.

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НАЛОГОВЫЙ УЧЕТ: ОСНОВНЫЕ НАПРАВЛЕНИЯ РАЗВИТИЯ

Аннотация: В статье представлен анализ отечественного налогового учета в современных условиях. Авторы обосновывают присутствие бухгалтерских начал в системе налогового учета, что также подтверждается представленными в статье мнениями ученых об их тесной связи. Приводятся объективные причины, послужившие разделению бухгалтерского и налогового учета.

Ключевые слова: Концепция, бухгалтерский учет, налоговый учет, цель, принципы, отчетность, мсфо.

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TAX ACCOUNTING: MAIN DIRECTIONS OF DEVELOPMENT

Annotation: The article presents an analysis of domestic tax accounting in modern conditions. The authors substantiate the presence of accounting principles in the tax accounting system, which is also confirmed by the opinions of scientists presented in the article about their close relationship. Objective reasons are given that served to separate accounting and tax accounting.

Key words: Concept, accounting, tax accounting, purpose, principles, reporting, IFRS.

Основной причиной, определяющей появление налогового учета, стали финансовые отношения хозяйствующего субъекта по поводу исчисления и уплаты налогов. Хотя налогообложение существует ни один век, трудно или даже невозможно встретить идеальную систему налогов и сборов. Она никогда не вызывала всеобщего одобрения со стороны налогоплательщиков того или иного государства, Россия не является исключением. В связи с этим отечественная система налогообложения и, как следствие налоговый учет, нуждаются в постоянном совершенствовании. Указывая на тесную связь бухгалтерского и налогового учета, Л. В. Попова выделила их общие характеристики: они базируются на первичных документах; сформированная в них итоговая информация предназначена, прежде всего, для внешних пользователей; данные бухгалтерского учета всегда являются информационной базой для налогового учета; бухгалтерский и налоговый учет на предприятии являются предметом деятельности одних и тех же специалистов. Сходных черт, по мнению автора, больше чем различий.

По нашему мнению, главной причиной разделения налогового и бухгалтерского учетов стало принципиальное различие между их целями. Так, Корепанова отмечает: «Перед налоговым учетом стоит одна задача - исчисление налога на прибыль. Поэтому здесь нет, и не надо искать прибыль в привычном значении, как часть дохода, отражающего финансовый результат деятельности организации, которым могут распорядиться собственники... Прибыль в целях налогообложения - это величина, не имеющая какого-либо экономического смысла, кроме одного - служить базой для расчета налога на прибыль». Наиболее существенным принципиальным отличием изучаемых информационных систем, на наш взгляд, является отказ от обязательного использования системы счетов и двойной записи в налоговом учете. Как справедливо замечает О. М. Островский, при разработке налогового учета не были учтены положения теории и методологии бухгалтерского учета, которым имманентно присущи контрольные функции (метод двойная запись, балансового обобщения) и не позволяют делать грубых ошибок. Принятие 25 главы НК РФ, свидетельствует о стремлении отечественного законодателя обособить нормативно-правовую базу налогового учета от бухгалтерского учета. В одном из интервью руководителем Департамента Минфина России Л. Шнейдманом было высказано мнение по поводу разделения двух информационных систем: «Для меня очевидно, что нужна отдельная система налоговой отчетности, бухгалтерская и налоговая отчетность - это разные вещи. Тем не менее, на сегодняшний день в практике хозяйственной деятельности большинства российских организаций задачи налогообложения остаются преобладающими по сравнению с задачами финансовой отчетности, на что в своих работах указывают ряд авторов. В угоду рационализации учетного процесса налогоплательщик при ведении

бухгалтерского учета все более ориентируется на установленные главой 25 НК РФ правила, пренебрегая принципами достоверности данных финансовой отчетности. Составленная в таких условиях финансовая отчетность не обеспечивает качественных характеристик отчетной информации. Белова отмечает, что ведение налогового учета, «оторванного» от бухгалтерского, приводит к чрезмерному усложнению системы учета в организациях и потере рациональности бухгалтерских процедур. Специалисты Фонда НСФО отмечают, что основополагающим принципом, на котором базируется налоговая система, является принцип законодательного установления налогов и сборов, т. е. определение в налоговом законодательстве всех параметров, необходимых для расчета налогов.

Юдина пишет: «Интеграция налогового и бухгалтерского учета должна идти по двум направлениям. Первое – приближение правил признания доходов и расходов в налоговом учете к правилам, принятым в бухгалтерском учете. Различия между ними объективны и неизбежны, однако каждое отличие правил налогового учета от бухгалтерского учета должно быть подiktовано хорошо продуманными и научно обоснованными целями и функциями российской системы налогообложения. Второе – устранение случайных, не принципиальных и неоправданных различий в суммах доходах и расходах, признанных в налоговом и бухгалтерском учете по одним и тем же правилам. Эти различия являются следствием применения разных группировок доходов и расходов, различных технических приемов определения расходов и доходов и способов их учета». С нашей позиции, для устранения перечисленных негативных последствий существующего налогового учета в Налоговом кодексе необходимо:

- четко определить цель налогового учета;
- оставить только требования по учету доходов и расходов, составляющих основу для расчета налоговой базы по налогу на прибыль;
- устранить в ряде статей НК РФ внутренние противоречия, двусмысленность понимания, приводящей к возникновению альтернативных точек зрения и коллизий, влияние на смежные области права и явления, которые не устанавливаются директивно, а только констатируются;
- с целью сближения налогового учета с бухгалтерским устранить детальную регламентацию учетных правил; упростить правила, регулирующие моменты признания доходов и расходов; не обязывать налогоплательщика применять в налоговом учете те же правила, которые он применяет в бухгалтерском учете, а только предоставить ему эту возможность; устранить бухгалтерские нормы, непосредственно не

связанные с расчетом налоговой базы и требования к аналитическому учету, не преследующие цели налогообложения.

Подводя итог, можно сделать вывод, что нынешняя ситуация по разделению или же сближению систем бухгалтерского и налогового учета не может рассматриваться как завершенная. Это происходит, потому что, во-первых, особенность налогового учета на современном этапе заключается в наличии законодательных норм и рекомендаций по применению главы 25 НК РФ, с одной стороны, и в отсутствии практических наработок, с другой; а во-вторых, бухгалтерский учет не освобожден от фискальной функции. Отчетность, подготовленная по российским стандартам бухгалтерского учета и отчетности (РСБУ), не удовлетворяет потребностей инвесторов. Вследствие этого отечественные компании вынуждены организовывать три учетные системы: по МСФО, по РСБУ и по НК РФ, что не способствует эффективной организации труда учетного аппарата.

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БУХГАЛТЕРСКИЙ НАЛОГОВЫЙ УЧЁТ МАТЕРИАЛЬНО-ПРОИЗВОДСТВЕННЫХ ЗАПАСОВ

Аннотация: В данной статье рассматриваются наиболее важные и часто встречающиеся вопросы касательно налогового учёта производственных запасов, отличия между налоговым и финансовым учётом, типовые проводки составляемые при учёте МПЗ.

Ключевые слова: производственные запасы, бухгалтерские проводки, первичный учётный документ, счёт, нормативные акты, себестоимость, поступление и выбытие, оценка.

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ACCOUNTING TAX ACCOUNTING INVENTORIES

Annotation: This article discusses the most important and frequently encountered questions regarding the tax accounting of inventories, the differences between tax and financial accounting, typical postings compiled when accounting for inventories.

Key words: inventories, accounting entries, primary accounting document, account, regulations, cost, receipt and disposal, assessment.

Бухгалтерский и налоговый учет МПЗ в 2022 году нужно вести по-новому. Начиная с отчетности за 2021 год нужно применять ФСБУ 5/2019

«Запасы», который утвержден приказом Минфина от 15.11.2019 № 180н. Стандарт обязателен для всех компаний, кроме бюджетных организаций. Компании, которые относятся к микробизнесу, имеют право вести бухгалтер упрощенно и вправе указать в учетной политике, что не применяют ФСБУ 5/2019. Микропредприятия, которые вправе применять упрощенные способы ведения бухгалтер, могут отказаться от ФСБУ 5/2019. В этом случае стоимость запасов учтите в расходах периода, когда их получили (ст. 2 ФСБУ 5/2019).

Запасы отразите, минуя счета 10, 41 или счета затрат. В учете сделайте проводки: **Дебет 90-2 Кредит 60** – отражено приобретение запасов и их единовременное списание в расходы текущего периода; **Дебет 19 Кредит 60** – отражен входной НДС, если компания является плательщиком НДС. Если применяете в бухгалтер кассовый метод, стоимость запасов спишите только после того, как получите их и оплатите. При этом аванс или предоплату в расходы не включайте (п. 18 ПБУ 10/99, ч. 4 ст. 6 Федерального закона от 06.12.2011 № 402-ФЗ). Запасами считают активы, которые компания потребляет или использует в течение 12 месяцев или в рамках обычного операционного цикла (п. 3 ФСБУ 5/2019). В частности, к запасам относят объекты ниже.

Состав запасов по ФСБУ 5/2019: сырье, материалы, топливо, запчасти, комплектующие изделия, покупные полуфабрикаты; инструменты, инвентарь, спецодежда, спецоснастка (приспособления, инструменты, оборудование), тара и другие аналогичные объекты, которые используют при производстве, кроме основных средств; готовая продукция; товары для перепродажи; недвижимость, которую приобрели или создали для продажи в ходе обычной деятельности; объекты интеллектуальной собственности, которые приобрели или создали для продажи в ходе обычной деятельности; активы, которые используют для управленческих нужд компании (по желанию компании: учитывать в составе запасов или сразу списывать в расходы текущего периода; незавершенное производство).

В ПБУ 5/01 не было привязки к сроку полезного использования. Поэтому раньше основные средства дешевле лимита часто учитывали на счете 10 «Материалы». После перехода на ФСБУ 5/2019 в составе запасов можно учесть только те ТМЦ, которые потребляют или продают в рамках обычного операционного цикла компании либо используют в течение периода не более 12 месяцев. Активы со сроком полезного использования больше 12 месяцев или обычного операционного цикла, но дешевле лимита по основным средствам раньше учитывали в составе материалов. Речь идет о степлерах, дыроколах, линейках, калькуляторах, настольных канцелярских наборах, лотках для бумаг, папках, швабрах, многоразовой посуде для представительских встреч, недорогих офисных компьютерах, принтерах, спецодежде и так далее. В

2022 году такие активы нельзя учитывать в составе запасов (п. 3 ФСБУ 5/2019). Отрадите их в составе основных средств, если их стоимость превышает лимит по ОС. Более дешевые активы спишите сразу на расходы в периоде, когда их приобрели. Учет малоценных объектов со сроком полезного использования дольше 12 месяцев или дольше операционного цикла можно организовать двумя способами: за балансом. Для этого предусмотрите счет в рабочем плане счетов; в отдельном бухгалтерском регистре, который нужно утвердить в составе регистров.

Списывать на счета учета затрат. Первый вариант предполагает отражение стоимости малоценки на обычных счетах затрат, куда их списала бы компания со счета 10 при отпуске в производство в период применения ПБУ 5/01 – счета 20, 23, 25, 26, 29 или 44. Однако учет в расходах текущего периода предполагает, что стоимость малоценки в конце отчетного периода полностью попадет на счет 90 «Продажи». Из перечисленных счетов в полной сумме списываются на счет 90 только счет 26 и 44. Остальные могут либо содержать стоимость незавершенного производства (счета 20 и 29), либо распределяться на стоимость незавершенки (счет 25). Чтобы обеспечить полное списание малоценки на счет 90, на счетах 20, 23, 25 и 29 можно открыть отдельные субсчета. Например, «Малоценные основные средства». В конце отчетного периода бухгалтер не будет распределять этот субсчет и не будет включать в себестоимость продукции, работ или услуг, а сразу спишет на счет 90. Проводки будут такими: **Дебет 20 (23, 25, 29) субсчет «Малоценные ОС» Кредит 60** – отражено приобретение малоценных основных средств и их единовременное списание в расходы текущего периода; **Дебет 19 Кредит 60** – отражен входной НДС по малоценным основным средствам, если компания является плательщиком НДС; **Дебет 90 Кредит 20 (23, 25, 29) субсчет «Малоценные ОС»** – расходы по приобретению малоценных ОС списаны в расходы текущего периода. Списывать сразу на счет 90.

Второй вариант предполагает отражение стоимости малоценки сразу на счете 90 «Продажи». Проводки будут такими: **Дебет 90.2 Кредит 60** – отражено приобретение малоценных основных средств и их единовременное списание в расходы текущего периода; **Дебет 19 Кредит 60** – отражен входной НДС по малоценным основным средствам, если компания является плательщиком НДС.

Независимо от выбранного способа стоимость малоценки спишется в конце отчетного периода на счет 90. Показатели бухотчетности в обоих случаях будут одинаковыми.

В 2022 году МПЗ признают в бухучете по фактической себестоимости. По всем запасам, кроме незавершенки и готовой продукции, в такую стоимость входят фактические затраты на приобретение, создание, доведение до готовности и продажу. При этом к фактическим затратам приравнивают увеличение уставного капитала

или безвозмездное получение имущества от учредителя или иного участника компании. Стоимость запасов, которые компания получает путем оплаты неденежными средствами или безвозмездно, определяют как справедливую стоимость.

Запасы, которые компания получает в результате ремонта или прочих капремонт по основным средствам, оценивают по наименьшей из величин: стоимость аналогичных запасов или балансовая стоимость демонтируемых активов вместе с расходами на демонтаж.

Основные различия в стоимости запасов по старым и новым правилам в том, что теперь надо: признавать возможные скидки в момент оприходования запаса, а не задним числом; не включать в стоимость запаса расходы на хранение; включать в стоимость запаса оценочное обязательство по демонтажу и утилизации; отражать запасы по дисконтированной стоимости, если приобретаете их со значительной отсрочкой или рассрочкой платежа.

В 2022 году при учете запасов вместо понятия «рыночная стоимость» используют понятия «справедливая стоимость» и «чистая стоимость продажи». Раньше определение рыночной стоимости было в ПБУ 5/01 – это сумма денег, которую можно получить при продаже актива. На практике ее сумму подтверждали либо прайслистами поставщиков, либо отчетом независимого оценщика.

По справедливой стоимости теперь оценивают: запасы, которые полностью или частично оплачены неденежными средствами. запасы, полученные безвозмездно ; продукцию сельского, лесного и рыбного хозяйства собственного производства, а также товары, торгуемые на организованных торгах, если компания утвердила это в учетной политике.

Справедливую стоимость определяют по правилам МСФО (IFRS) 13 «Оценка справедливой стоимости», который ввели в действие на территории РФ приказом Минфина от 28.12.2015 № 217н.

В целом отличие в том, что порядок расчета рыночной стоимости – это лишь часть более сложного механизма расчета справедливой стоимости. Справедливая стоимость основана на рыночных данных, а не на специфике компании.

По некоторым активам можно найти наблюдаемые рыночные сделки или рыночную информацию, по другим – нет. Но цель оценки справедливой стоимости в обоих случаях одна – определить цену, по которой бы провели обычную сделку участники рынка с целью продажи актива на дату оценки в текущих рыночных условиях.

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СПЕЦИФИКА И МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ

Аннотация: В данной статье освещено ориентирован на обучение определенной языковой функции, система обучения языку предполагает комплексное использование различных методов.

Ключевые слова: инновационные методы, русский язык, обучения, инновация, коммуникация, качества образования.

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SPECIFICS AND METHODS OF TEACHING THE RUSSIAN LANGUAGE

Abstract: This article highlights the focus on teaching a certain language function, the language learning system involves the complex use of various methods.

Keywords: innovative methods, Russian language, teaching, innovation, communication, quality of education.

Развитие методов обучения тесно связано с появлением новых подходов к изучению языков. Поскольку любой метод ориентирован на обучение определенной языковой функции, система обучения языку предполагает комплексное использование различных методов с преобладающей ролью коммуникативных, направленных на развитие способности адекватно выражать мысли других людей и выражать свои собственные на определенном языке. Методологическое обоснование возможностей коммуникативного метода дано в работах Е.И. Пассов, который утверждает, что "коммуникативный метод основан на том факте, что процесс обучения является моделью процесса общения". Коммуникативность предполагает речевую направленность образовательного процесса, поскольку путь к этой цели лежит через само практическое использование языка, основанное на принципе речемыслительной деятельности. Общение связано с важным общедидактическим принципом - принципом индивидуального подхода к процессу обучения, однако при обучении языку этот принцип имеет свою

специфику: поскольку отношение к окружающей действительности всегда индивидуально, речь тоже индивидуальна, личностна.

Использование дедуктивных, индуктивных, дедуктивно-индуктивных и индуктивно-дедуктивных методов организовано с учетом положения изучаемого языка (родной, неродной, иностранный). Индуктивный метод - это движение мысли от частного к общему, от наблюдений за отдельными особенностями изучаемой языковой категории к пониманию закономерностей, лежащих в основе определения или правила. В качестве приема здесь может быть использована эвристическая беседа, а также слово учителя. Для индуктивного начала характерна аналитическая работа мысли: выделение частей в составе лингвистической характеристики, наблюдение за элементами, выявление их специфики на основе сравнения и сопоставления. Дедуктивный метод предполагает движение мысли от общего к частному, от формулирования определения или правила к конкретным признакам, подтверждающим исходные положения. Здесь важное место также отводится слову учителя, при этом учитель переходит от выводов и обобщений к отбору доказательств их истинности. Дедукция дает представление о новом понятии в готовой словесной формулировке, после чего это понятие делится на компоненты, которые усваиваются посредством сравнений и сопоставлений. Тесный контакт индуктивного и дедуктивного методов, порождает комбинации, которые довольно часто используются в практике преподавания языка: элементы дедукции соединяются с индуктивной основой или элементы индукции присоединяются к дедуктивному способу мышления.

В методике преподавания неродного языка за последнее десятилетие появились интенсивные методы обучения, которые послужили основой для создания целостной и эффективной технологии обучения, имеющей свои особенности:

- используются техники, которые активизируют сознательные и подсознательные процессы психики для создания прочной языковой базы;
- вся система заданий направлена на коммуникативную деятельность;
- созданы условия для коллективного взаимодействия.

Особое место в современных условиях обучения языку занимает блочный метод, который характеризуется следующими особенностями:

- 1) тема или ситуация для разговора предлагается всей группе;
- 2) подготовка к диалогу (полилогу) происходит на родном языке обучаемых;
- 3) организован процесс перевода диалогов;
- 4) диалоги изучаются и практикуются во время ролевых игр;
- 5) выполняются многоуровневые творческие тренировочные упражнения;

6) усваиваются грамматические характеристики типичных конструкций;

7) для контроля используются специальные тесты;

8) практикуется проведение презентаций и эссе.

Прием рассматривается как неотъемлемая часть метода, своего рода шаг к цели обучения. Если метод характеризуется как способ умственной деятельности, то техника служит средством реализации выбранного метода. Другими словами, метод - это стратегия, а техника - это тактика работы с языковым материалом. Среди приемов, наиболее четко выделяемых в лингводидактической литературе, выделяются две основные группы: 1) дидактико-методические и 2) предметные.

Приемы первой группы представляют собой методические разновидности действий преподавателя и учащихся, приводящие к усвоению материала. Такие приемы носят общедидактический характер, поскольку их можно использовать при усвоении любого учебного предмета. Некоторые из них соответствуют разным целям, этапам и методам работы (использование наглядности, организация коллективной или индивидуальной деятельности, использование образовательных алгоритмов); другие как бы реализуют, уточняют, конкретизируют определенные образовательные методы.

К дидактическим и методическим методам относятся логические методы обобщения, сравнения, сопоставления, систематизации, алгоритмизации, анализа, синтеза, организации и проведения лингвистического эксперимента и др. Среди методологических приемов в условиях изучения неродного языка выделяют метод сравнения (или сопоставления) явлений языков.

При выборе способов реализации образовательного процесса следует помнить, что универсальных методов и приемов обучения не существует. Учитывая, что каждый из методических приемов имеет свои преимущества и недостатки, учитель не может отдать предпочтение одному из них, он использует их в системе, во взаимосвязи, стремясь добиться наилучших результатов в усвоении знаний учащимися, развитии их навыков, развитии умственной деятельности.

При разработке методики преподавания русского языка в образовательных учреждениях следует учитывать эмоциональную нагрузку урока, ценность выбранного материала, его воспитательные функции. В то же время на уроках русского языка учитель может работать практически по всем направлениям. Воспитание: Развитие мышления, воображения учащихся; нравственное воспитание (осознание учащимися норм и требований общественной морали, развитие нравственных убеждений, развитие чувства уважения к старшим, товарищества, дружбы, развитие способности к сопереживанию, формирование умения жить и работать в коллективе и т.д.); гражданско-патриотическое воспитание

(воспитание умения делать свой жизненный выбор и нести за него ответственность, отстаивать свои интересы, уважать представителей других национальностей, свою национальность, ее культуру, язык, традиции, прививать чувство любви и гордости за свою Родину).

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ЭТНОГРАФИЧЕСКОЕ ИЗУЧЕНИЕ НАВРУЗА

Аннотация: В статье анализированы этнографические данные национального праздника Навруз.

Ключевые слова: Навруз, сумалак, экологические и религиозные взгляды.

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LEARNING ETNOGRAPHIC OF NAVRUZ

Abstract: The article expresses celebrations of Navruz based on historical ethnological sources.

Keywords: Navruz, sumalak, ecological-religions notion.

В процессе исторического развития у всех народов на основе природных и климатических условий, особенностей труда, быта, культуры, складывались обряды и праздники. Особо глубокие корни и прочные традиции имели так называемые в этнологии календарные праздники, проводившиеся с учетом времен года, т. е. ранней весной – перед сезоном полевых работ, летом – перед сбором урожая, осенью – после сбора урожая и зимой – в свободное от полевых работ время.

Среди них особое место занимали весенние праздники, существующие в разных формах у всех народов мира. Изучая и анализируя

специальную литературу, можно прийти к выводу, что весенние праздники появились с возникновением человеческого общества. В результате миграционных процессов людей вместе с ними распространялись в различных направлениях, приобретая разные формы и названия. Например, в Японии подобный праздник называется Рисон, в Китае – Чундзе (Джа, Ла), у славян – Масленица, у народов Центральной Азии – Навруз.

По своему происхождению Навруз – праздник, издревле бытующий у народов Востока. Один из крупнейших мыслителей XI века – Абу Райхан Беруни – называл его «праздником пробуждения природы».

В Узбекистане Навруз считается одним из самых древних и наиболее почитаемых праздников. Он, в отличие от исторических, международных или религиозных праздников, имеет свои характерные черты и особенности. Навруз – это календарно-земледельческий праздник. Дата его празднования – день весеннего равноденствия. Это начало нового года по солнечному летоисчислению, которое в Центральной Азии в народе называли также «деҳқон ҳисоби», – т. е. крестьянским летоисчислением, в отличие от лунного календаря. В наши дни в условиях обновления Навруз стал истинно национальным и интернациональным праздником. «Навруз» означает «новый день», а смысл его выражается как «йил боши» – «начало года». Своими корнями он уходит в далекое прошлое и в течение длительного исторического развития охватил обширные регионы нашей планеты. Этот праздник весны отмечают в Иране и в Афганистане, в Закавказье, в странах Центральноазиатского региона, в Восточном Туркестане, в северных районах Индии и Пакистана, в Татарстане и во многих других уголках мира. Только называется он по-разному. Поэтому на 64-й сессии Генеральной Ассамблеи ООН в рамках пункта 49 повестки дня «Культура мира» консенсусом была принята резолюция, озаглавленная «Международный день Навруза».

Проект ее был подготовлен и представлен Генеральной Ассамблее делегациями Азербайджана, Узбекистана, Афганистана, Казахстана, Кыргызстана, Ирана, Туркмении, Таджикистана и Турции. В соответствии с текстом резолюции Генеральная Ассамблея ООН признает 21 март как Международный день Навруз, приветствует усилия государств-членов, в которых отмечается Навруз, по сохранению и развитию культуры и традиций, связанных с Наврузом. В прошлом году 30 сентября 2009 года Навруз был включен ЮНЕСКО в Репрезентативный список нематериального культурного наследия человечества наряду с другими 76 элементами нематериального наследия со всего мира.

Исторические сведения о зарождении праздника весны и труда претерпели различные изменения и дошли до наших дней в виде всевозможных легенд и преданий. Ученые утверждают, что Наврузу более 4 тысяч лет. В большинстве легенд праздник Навруз, его возникновение

связываются с именем легендарного шаха Джамшида. Об этом пишут Абу Райхан Беруни, Омар Хайям, Фирдоуси, ат-Термези и другие. А в турецких легендах о Наврузе его появление связывается с отношением наших предков к весне, к весенним полевым работам. В легендах рассказывается о единстве Навруза с солнцем, огнем, весной.

В последний день праздника устраивались соревнования по борьбе, показывали мастерство канатоходцы, пелись песни и люди ходили друг другу в гости. На стол ставилось 7 яств. Считается, что все члены семьи должны находиться дома в ночь на праздник, чтобы весь год не пришлось скитаться по свету. В этот же день прокладывалась первая борозда на поле. Дети бегали по пашне и свистели в свистульки, отгоняя злых духов, чтобы те не испортили урожай.

Существовали и другие мифологические представления народа.

Немало легенд и сказаний связано с Наврузом. Например, существовало поверье, что в тот момент, когда приходит новый и уходит старый год, течение вод останавливается, и те, кому удастся этот миг увидеть, может рассчитывать на исполнение всех своих самых сокровенных желаний. Кроме того, считалось, что счастливчику природа раскрывала свои тайны, недоступные остальным, что в жизни ему с этого момента будет всегда сопутствовать удача.

Ритуальная пища древнего Навруза – этот так называемый «хафт син», когда на подносе подают семь предметов, названия которых начинается с буквы «с»: себ – яблоко, синджид – дикая маслина, сирка – уксус, сир – чеснок, сиях-дан – черные косточки, сабзи – морковь, саману – сумалак. Кроме того, на стол подают простоквашу, молоко, сыр, крашеные яйца, хлеб, чашку воду с плавающим на ее поверхности листом, сосуд с розовой водой, фрукты, орехи, миндаль, фисташки и т. д. Свечи, зажженные во здравие, должны сгореть до конца.

Еще одной особенностью Навруза является приготовление сумалака – блюда из пшеницы. С происхождением обряда, связанного с сумалаком, существует такая легенда. Одна женщина чудом спаслась сама и спасла своих детей. Но в разрушенном городе наступил жестокий голод. Мать долго не могла ничего найти из съестного и в бессилии упала на землю. Вдруг ее взгляд остановился на рассыпанных на земле проростках пшеницы.

Сумалак готовится в основном женщинами. Кстати, блюдо, приготовляемое также весной, но руками мужчин, называется халимом. Его основу составляет все так же проросшая, пшеница, ну, а так как сильный пол не может обходиться без мяса, в блюдо еще добавляют свежее мясо телянка.

При приготовлении сумалака не то что спать, на минутку отойти нельзя – пригорит, и весь многодневный труд пойдет прахом. Вот и сговариваются несколько соседок вместе варить сумалак. Это очень старая

традиция от наших бабушек и прабабушек. Чтобы не уснуть, не проспать сумалак, женщины развлекаются как могут, поют песни, тихонько наигрывают любимые мелодии на дутаре и дойре, девушки танцуют. Словом, что-то вроде девичника или посиделок давняя традиция считала этот праздник молодежным, вернее, днем любовных игр, когда юноши кидали девушкам яблоки и гранаты, крашеные яйца, сладости, посылали им через детей кишмиш и халву. Кстати сказать яблоко и гранат в фольклоре многих народов мира – это любовно-брачной символ...

Праздник Навруз условно можно разделить на две части. Первая – трудовая, когда дехкане готовились к началу весенних работ в поле, наводили порядок в своих жилищах и дворах, благоустраивали кишлаки. Именно тогда проходил день памяти, люди приводили в порядок могилы своих близких, поминали усопших добрым словом. В едином трудовом порыве народ стремился улучшить свою жизнь. Люди чувствовали локоть друг друга, поддержку и взаимопонимание. Ни одна семья без мужчин и ни один больной не оставались без поддержки односельчан. Это были деяния, которые сближали людей, объединяли души, очищали их и одухотворяли.

Вторая часть праздника состоит из увеселительных мероприятий. Хорошо потрудившийся народ умел и отлично отдохнуть. Состязались острословы и богатыри, демонстрировали свое мастерство масхарабозы и хофизы, танцоры и канатоходцы. Проводились гонки и улак.

На массовых гуляньях в Навруз проводились различные спортивные состязания между махаллями и селениями. Широко были распространены конные соревнования и игры. Одним из занимательных видов игр является игра с воздушным змеем, называемым «варрак». Запуск воздушных змеев был не только интересным зрелищем, но и служил средством доставки записок с поздравлениями на крыши домов близких людей. Вечером, перед закатом солнца, разжигали костры и собравшиеся по очереди три раза перепрыгивали через костер. При этом произносили различные присказки, пожелания здоровья, о ниспослании обильного урожая, об изгнании злых духов. Следует отметить, что культ огня широко распространён и по сей день.

Отрадно, что благодаря независимости Узбекистана возрождены народные традиции, а праздник Навруз стал радостным торжеством, светлой традицией в нашей жизни. Этот великий праздник, дошедший до нас из глубины веков, является огромной духовной ценностью нашего народа.

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**ПОЛИМЕР МАТЕРИАЛЛАРДАН ТАЙЁРЛАНГАН ХОМАКИ
ДЕТАЛНИ КЕСИШ ХОЛАТЛАРИ ВА АСБОБ
КЎРСАТКИЧЛАРИНИ ТАНЛАШ**

Аннотация: Ушбу мақолада полимер материаллардан тайёрланган хомаки деталларга кесиб ишлов беришда кесии кўрсаткичлари ва кескични кўрсаткичларини танлаш учун амалий кўрсатмалар келтирилган.

Калит сўзлар: Полимер, кескич, қиринди, кулачок, ўсимта, хомаки деталь, дастгоҳ, пластмасса, труба, парма.

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**SELECTION OF CURVED CUTTING CASES AND INSTRUMENT
INDICATORS MADE OF POLYMER MATERIALS**

Abstract: This article provides practical guidelines for the selection of cutting parameters and cutting parameters when cutting rough parts made of polymeric materials.

Keywords: Polymer, cutter, scraper, kulachok, tumor, sketch detail, bench, plastic, pipe, parma.

Замонавий машинасозлик, асбобсозлик ва бошқа саноат тармоқларининг равнақини синтетик полимер материалларсиз кўриш мумкин эмас. Полимерни конструкцион материаллар сифатида ишлатиш нафақат деталлар ва механизмлар қисмларини енгиллатиш учун, балки деталь тайёрлаш меҳнат хажмини ва таннарини камайтиришни, металл ва бошқа материалларни сезиларли даражада иқтисод қилиш имкониятини

беради. Умумий фойдаланиш хусусиятларига эга бўлган ва қайта ишлаш имкониятига эга бўлган термопластлар кенг миқёсида қўлланилади.

Пластмассаларни конструкцион материал сифатида қўллашнинг юқорилиги сабабли уларни қайта ишлаш масаласи ўта муҳим аҳамият касб этади. Амалий тавсияларга мувофиқ [5,9,10] полимер материалларнинг физик ҳолатидан, механик хусусиятларидан ва бошқа фактлардан келиб чиқиб, пластмассалардан деталь ишлаб чиқариш усулларини қуйидаги асосий гуруҳларга бўлиш мақсадга мувофиқдир:

- қайишқоқлик, эрувчанлик ҳолатида қайта ишлаш (пресслаш, босим остида қуйиш ва сиқиб чиқариш билан);
- мутаносиблик ҳолатида ишлов бериш (шакл бериш, штамповкалаш ва бошқалар);
- шакл беришнинг турли усулларида фойдаланиб суяқ полимердан деталлар тайёрлаш;
- қаттиқ ҳолатдаги пластмассада бўлиб қолиплаш ва кесиб ишлов бериш;
- пайвандлаш, елимлаш билан яхлит бирикмалар олиш;

Материал-капролон. Капролонга ишлов бериш учун ВК пўлатдан тайёрланган кескичлар ўткир чархланган қиррага эга бўлишлари керак. Кесишда туташиб юзаларининг ишқаланишини камайтириш учун кескичларнинг олдинги ва орқа юзалари ялтиратилган (полирофкаланган) бўлиши керак. Капролон юмшаши учун паст харорат етарлидир. Шунинг учун кесиш жараёнида ҳосил бўлган иссиқлик тезда кесиш зонасидан чиқариб ташланиши зарур, бунинг учун сув, шунингдек 5%ли эмулсия қўлланилиши мумкин.

Материал-гетинакс. Гетинаксга токарлик дастгоҳларида яхши ишлов берилади. Юза ғадир будурлиги 7-9-даражали тозаликка эришилади. Гетинаксдан қилинган деталлар жуда мўрт бўлади ва уқаланишга мойил; кескичдан чиқадиган юзада синиқлар ҳосил бўлади. Синишни олдини олиш учун аввало асбобнинг кесувчи қирралари ўткирлигига эътибор бериш керак; кескич ишни охирига етказишидан олдин узатишни, суришни камайтириш зарур бўлади.

Материал-фторопласт-4. Фторопласт-4 тетрафторэтиленни паст малекулали органик бирикмалардан юқори малекулали органик бирикмаларни ҳосил қилиш йўли орқали олинади. Бу материал яхши механик хусусиятларга, паст коэффициентли ишқаланишларга, ёғлаш ёғланиш хусусиятларга эга. Шу билан бирга иссиқлик ўтказиши ва қаттиқлиги паст. Фторопласт-4 занглашга чидамли деталлар ва буюмлар ишлаб чиқаришда қўлланилади. Фторопласт-4 дан диелектрик хоссаларга эга деталлар, плёнкалар (юқори сифатли кабеллар, ғалтаклар, конденсаторлар, трансформаторлар ва бошқалар) ишлаб чиқарилади.

Қирқувчи қирра материали ишловнинг унумдорлигини ва тежамлилигини белгилайди, полимер материалдан тайёрланган буюмнинг юза қатлами сифатига сезиларли таъсир кўрсатади. Ейилишга чидамлилиқ, иссиқликка чидамлилиқ ва иссиқлик ўтказиш талабларидан ташқари фторопласт-4 яна қуйидаги талабларга жавоб бериши керак:

-кесувчи қирранинг ўткирлигини таъминлаш учун майда донатор бўлиш, замонавий чархлаш усулларига ва кесувчи қисмнинг қирра ён атрофи бўлимларини ўлчамига етказишга яхши мослашиш;

-етарли даражада мустаҳкам бўлиш, чунки кесувчи қирра бурчаги металлрни кесиш асбоби бурчагига қараганда кичикроқдир.

Тадқиқотлар натижаси асосида кесиш жараёни асосий кўрсаткичларининг ва кесувчи асбоб геометрик кўрсаткичларининг ва мақбул қийматлари ўрнатилган. Пластмассаларнинг муайян турлари учун асбоб материали ва асбобнинг кесувчи қисми геометриясини танлаш бўйича тавсиялар 1-жадвалда келтирилган. 1-жадвалда умумлаштирилган тавсиялар асосида, кесиш жараёни ва ишлов берилаётган аниқ материалга мос келувчи кесувчи асбобнинг қуйидаги кўрсаткичларида амалий текширувлар ўтказилди:

1) Фторопласт-4. Бу материални кесишда фойдаланиладиган асбоб материали-ВК6; кесиш режими- $t=0.25-1.5\text{мм}$, $v=250\text{м/мин}$, $s=0.08-0.16\text{мм/об}$; асбоб кесувчи қисмининг геометрик кўрсаткичлари: $\alpha=15^\circ$, $\gamma=15^\circ$, $\varphi=\varphi_1=45^\circ$, $r=2-3\text{мм}$.

2) Капролон. Асбоб материали-ВК-6. Бу материалга ишлов бериш учун қуйидаги кесиш режимлари ва кескичнинг геометрик кўрсаткичлари тавсия этилади: $t=0.25-1.5\text{мм}$, $v=250\text{м/мингача}$, $S=0.08-1.6\text{мм/об}$. Кесувчи асбоб геометрик ўлчамлари $\alpha=15^\circ$, $\gamma=15^\circ$, $\varphi=\varphi_1=45^\circ$, $p=1-3\text{мм}$.

3) Текистолит. Асбоб материали-ВК6, кесиш режими $t=0.25-1.5\text{мм}$, $v=150\text{м/мин}$, $S=0.08-0.16\text{мм/об}$; асбоб кесувчи қисмининг геометрик кўрсаткичлари: $\alpha=20^\circ$, $\gamma=10^\circ$, $\varphi=\varphi_1=45^\circ$, $r=2\text{мм}$.

4) Гетинакс. Асбоб материали-ВК-6. Бу материалга ишлов бериш учун қуйидаги кесиш режимлари ва кескичнинг геометрик кўрсаткичлари тавсия этилади: $t=0.25-1.5\text{мм}$, $v=150\text{м/мингача}$, $S=0.08-1.6\text{мм/об}$. Кесувчи асбоб геометрик ўлчамлари $\alpha=20^\circ$, $\gamma=10^\circ$, $\varphi=45^\circ$, $\varphi_1=12^\circ$,

5) $r=4\text{мм}$.

Материал		Кесиш режимлари.			Геометрик кўрсаткичлари.					аниқлик даражаси
Иш. Бер. Мат.	Асбоб	Вм/мин	Смм/об	Т мм	α°	γ°	φ	φ_1°	r,мм	
Капролон	Тез кесар пўлат	100-300	0,1-0,45	0,5-1	8-10	40-50	-	-	-	
	ВК8	800	0,2-0,45	-	15	15	45	-	1-3	5-6
		500 гача	0,07-0,2							7
Фторопласт	Тезкесар пўлат	25-300	0,03-0,11	0,25-1						
	P18	150-300	0,03-0,073	1	20	0-10	45	15	0.5	7,6
	ВК6М	200-250	0,03-0,11	0,25-0,5						7,6
	Олмос	250-300	0,03-0,11	0,25-0,5						7,6
	ВК4,ВК6,ВК8	20-270	0,07-0,2	0,25-1,5	10-20	0-15			2-3	
Гетинакс	P18	100-200	0,05-0,2	0,5-1	25-30	10	45	12	4	
	ВК8	150-300	0,05-0,2	0,25-1,5	20	10	45	12	4	
	ВК8	300-500	0,1-0,5	0,5-1	20	8	45	45	3	7-8
	P18	40-200			25-30	10	45	10-12	4	
	P18,ВВК6	200-400	0,1-0,15	1-3	20	8-12	45	12	1,5	
	ВК6	150-300	0,08-0,2	0,25-1,5	20	10	45	45	2	4-5

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ЧИЗМАЧИЛИК ФАНИНИ РИВОЖЛАНТИРИШ ВА БИЛИМ БЕРИШ ЖАРАЁНИНИ ТАКОМИЛЛАШТИРИШ // Scientific progress. 2021. №1. URL: <https://cyberleninka.ru/article/n/maktab-talim-tizimida-chizmachilik-fanini-rivozhlantirish-va-bilim-berish-zharayonini-takomillashtirish> (дата обращения: 21.04.2022).

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ОПРЕДЕЛЕНИЕ ПАРАМЕТРОВ ЭЛЕКТРОВАКУУМНОГО НАСОСА ДЛЯ ТОРМОЗНЫХ УСИЛИТЕЛЕЙ АВТОМОБИЛЯ

Аннотация: Автоматизация управления технологическими процессами в современных автомобилях стала требованием времени. Улучшение состава тормозного управления автомобиля имеет большое значение. В статье проанализированы тормозные свойства при использовании электровакуумного насоса гидроусилителя в тормозной системе автомобиля.

Ключевые слова: Автомобиль, тормоз, гидроусилитель, процесс торможения, электровакуумный насос, время торможения, тормозной путь, замедление, matlab / Simulink.

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DEFINITION OF PARAMETROV ELECTROVAKUUMNOGO NASOSA DLYa TORMOZNYX USILITELEY AVTOMOBILYA

Annotation: Automation of control of technological processes in modern cars has become a requirement of the times. Improving the brake control composition of a vehicle is of great importance. The article analyzes the braking properties when using the electric vacuum pump of the hydraulic booster in the vehicle brake control system.

Keywords: Vehicle, brake, power steering, braking process, vacuum pump, braking time, braking distance, deceleration, matlab / Simulink.

Введение. При модернизации автомобиля с бензинового двигателя на дизель показатели эффективности тормозов не соответствуют нормативным требованиям, т.е. гидровакуумный усилитель (ГВУ) в тормозной системе автомобиля не вырабатывает достаточной мощности. Это связано с тем, что при торможении двигатель переходит на холостой режим работы, дроссельная заслонка при работе бензинового двигателя на

холостом режиме закрыта, а в вакуумной камере ГВУ создается разрежение, достаточное для работы ГВУ. В случае дизеля разрежение относительно небольшое и недостаточно для работы ГВУ. В результате снижается эффективность торможения автомобиля. Для предотвращения этого рекомендуется использовать в тормозной системе электровакуумный насос (ЭВН).

Объект исследования: автомобиль ГАЗ-53А.

Предмет исследования: параметры ГВУ автомобиля ГАЗ-53А.

Цель исследования: обеспечить, что показатели тормозных свойств модернизированного автомобиля находятся на уровне нормативных требований.

Задачи исследования:

- определение разрежения, которое может создавать ЭВН;
- моделирование процесса торможения автомобиля;
- оценка тормозных характеристик автомобиля.

Проанализированы возможности изменения параметров ГВУ при модернизации тормозной системы. Поэтому ЭВН был применен в тормозной системе автомобиля для получения необходимого для работы ГВУ разрежения.

С целью обоснования параметров ЭВН была разработана методика выбора конструкции и параметров ГВУ при модернизации автомобиля и определено разрежение, необходимое для нормальной работы ГВУ. При изменении массы автомобиля разрежение, создаваемое ЭВН, должно изменяться. Для обеспечения этого изменения на ЭВН установлен датчик давления. Между электронным блоком управления и ЭВН установлено реле, которое включает ЭВН и тем самым обеспечивает автоматическую работу ЭВН.

Максимальное тормозное усилие, которое может производить автомобиль при определенных дорожных условиях, определяется следующим образом [1]:

$$P_{T\varphi} = M_a \cdot g \cdot \varphi$$

где: M_a - полная масса автомобиля; [кг]

g - ускорение свободного падения, [м/с²]

φ - коэффициент сцепления колеса с дорогой

Замедление, создаваемое этой тормозной силой, также является максимальным. Следует отметить, что в расчете тормозной системы есть два упрощения:

- коэффициент сцепления φ одинаковый на всех колесах;
- тормозное усилие достигает максимального значения на всех колесах одновременно.

Коэффициент усиления гидровакуумного усилителя определяется [2]:

где: $p_{ж1}$ - давление жидкости в левой полости гидроцилиндра ГВУ;
 $p_{ж2}$ - давление жидкости в правой полости гидроцилиндра ГВУ.

$$\rho_{ж1} = \frac{P_{\Pi} \cdot U_{\Pi}}{F_1};$$

U_{II} – передаточное число педали тормоза;

Давление жидкости в правой полости гидроцилиндра ГВУ определяется следующим образом:

где: P' - приводная сила в тормозном механизме,
 r_n - радиус поршня гидроцилиндра;

Суммарная сила, действующая на поршень гидроцилиндра ГВУ, определяется следующим образом [2]:

$$\rho_1 - \rho_2 = \frac{\rho_{ж2} \cdot F_5 + P_{np2} - \rho_{ж1} \cdot F_1}{F_4};$$

где: P_{np2} -усилие пружины;

F_1 - поверхность поршня главного тормозного цилиндра;

F_4 - активная поверхность мембранной камеры;

F_5 - поверхность поршня гидроцилиндра ГВК.

Из этого выражения можно определить, какое разряжение следует создать с правой стороны диафрагмы, чтобы обеспечить максимальное тормозное усилие на сцеплении колес с дорогой, и выбрать вакуумный насос с требуемой производительностью.

Из приведенных формул видно, что, изменяя разряжение с правой стороны мембраны, можно получить нужное значение коэффициента усиления ($K_u = 2...3$).

На основе приведенных уравнений разработана математическая модель процесса торможения автомобиля, которая имеет следующий вид [4].

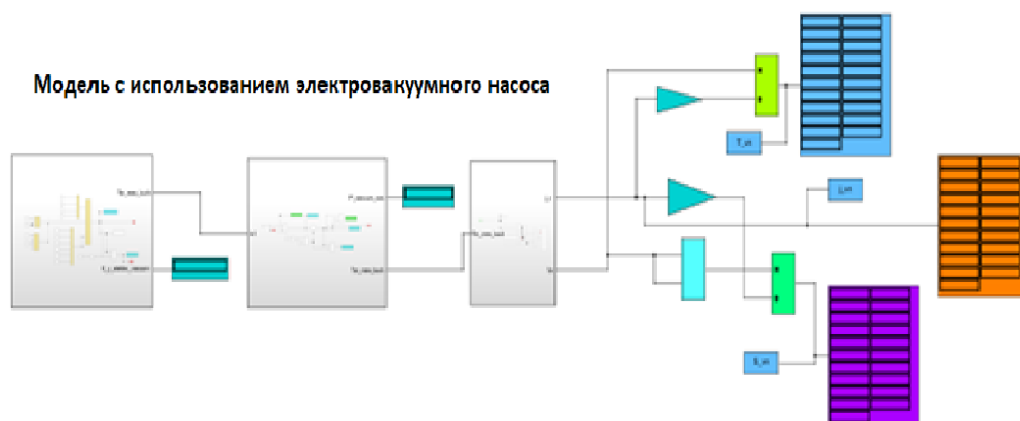


Рис.5. Математическая модель процесса торможения автомобиля.

Результаты исследования. По математической модели можно определить замедление, тормозной путь и время торможения модернизированного автомобиля. Электронный блок управления поддерживает коэффициент усиления по сцепному моменту (управляет работой вакуумного насоса), поэтому замедление модернизированного автомобиля при торможении выше, а время торможения и тормозной путь одинаковы.

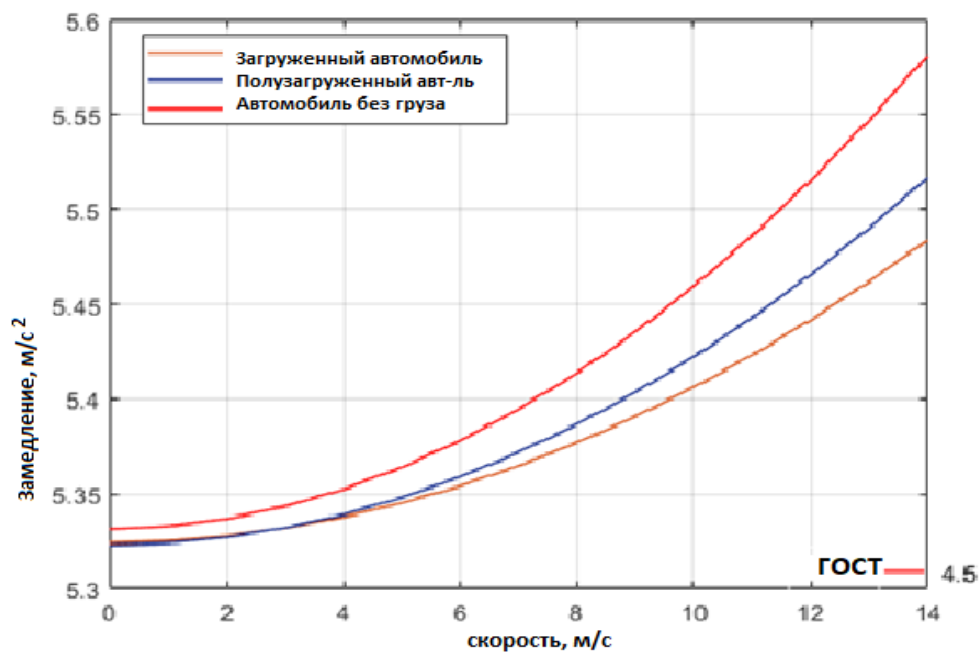


Рис.6. График зависимости замедления автомобиля от скорости автомобиля с разными массами

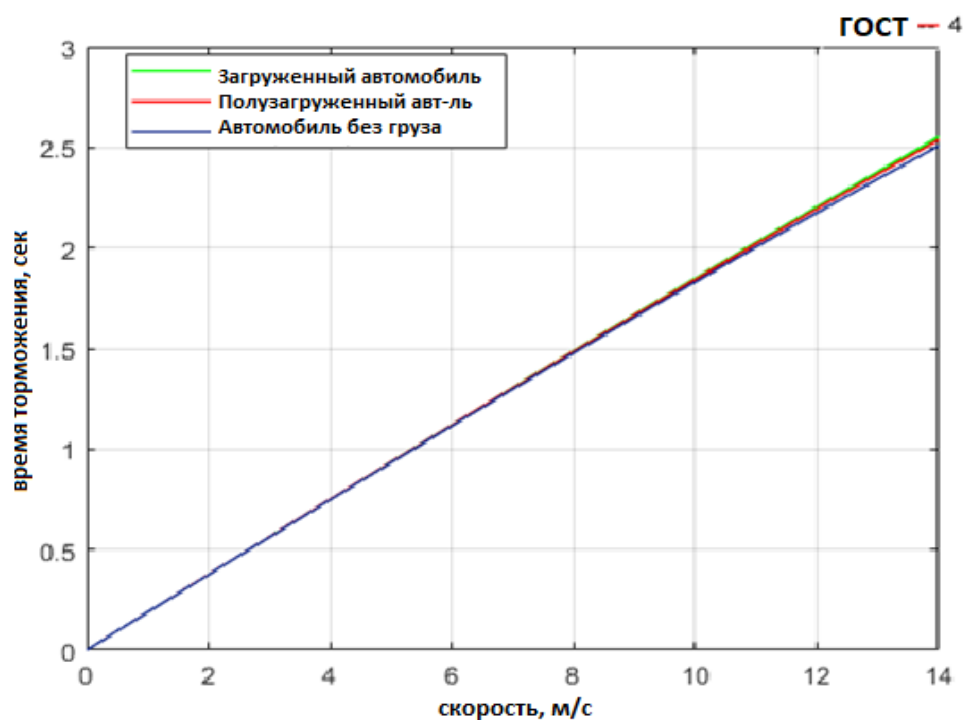


Рис.7. График зависимости времени торможения от скорости автомобиля с разными массами

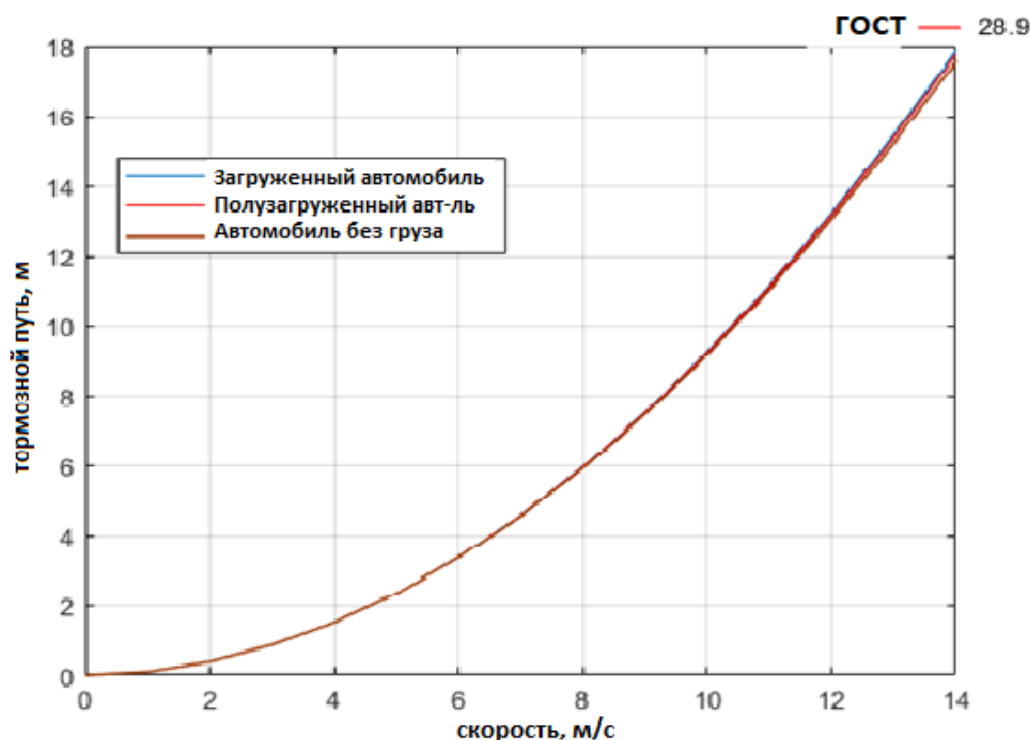


Рис.8. График зависимости пути торможения от скорости автомобиля с разными массами

Вывод.

Коэффициент усиления ГВУ с ЭВН составил 2,9. Этот показатель настраивается автоматически в зависимости от загрузки автомобиля, т.е. он может создавать необходимое давление.

Разработана математическая модель торможения автомобиля и получены результаты, где показатели тормозных свойств расчетного автомобиля лучше по сравнению с параметрами в нормативных документах, т.е. величина замедления по ГОСТу при торможении на скорости 50 км/ч должна быть не менее $4,5 \text{ м/с}^2$.

Значение замедления, полученное в результате моделирования, составило в среднем $5,5 \text{ м/с}^2$. Тормозной путь составил 18 м, а по нормативу 28,9 метра. Время торможения составляет 2,5 секунды, а по нормативу 4 секунды. Анализ показывает, что использование электровакуумных насосов в тормозных усилителях улучшают показатели тормозных свойств автомобилей.

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РЕСТОРАННЫЙ БИЗНЕС ПОСЛЕ ПАНДЕМИИ

Аннотация: Ресторанный бизнес. Удар для ресторанного бизнеса. Онлайн платформы. Маркетинговые методы

Ключевые слова: ресторанный бизнес, проблемы бизнеса, онлайн, маркетинговые методы.

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RESTAURANT BUSINESS AFTER A PANDEMIC

Annotation: Restaurant business. Punch for restaurant business. Online platforms. Marketing methods

Keywords: restaurant business, business problems, online, marketing methods.

Внезапно начавшаяся пандемия нанесла серьезный урон по всем сферам бизнеса. Не исключением стала сфера общепита. Но несмотря на это, ресторанный бизнес постепенно встает на ноги. По статистическим показателям Росстата за прошлый год оборот ресторанного бизнеса по всей России увеличился на 23 процента. Однако, чтобы вернуться на прежний уровень выручки, ресторанному бизнесу пришлось многое перетерпеть.

Основным ударом для ресторанного бизнеса, как и для любого друга бизнеса – колоссальное падение выручки. В связи с этим появились проблемы с оплатой аренды помещений, выплатами заработной платы работникам. В таких условиях оборот ресторанного бизнеса в 2020 году упал почти в 2 раза. После снятия локдауна, чуть более 15% ресторанов в

нашей стране не открылись и перестали существовать, оказавшись банкротами. Это означает что большое количество предпринимателей остались без бизнеса. Одной из причин закрытия – недостаточная поддержка государства. Как итог – не все предприниматели смогли сохранить свой бизнес.

Однако нет худа без добра. Пандемия выявила, что большинство ресторанов способны работать онлайн. Большинство заведений перевели свою работу в онлайн режим и перешли на доставку. Желая сохранить выручку все больше и больше ресторанов, переходило на доставку. Так в конце 2020 года было отмечено, что количество ресторанов, предлагающих свои услуги онлайн увеличилось на более чем 170%.

Наибольший спрос среди потребителей вызывают онлайн платформы с постоянными акциями, скидками, розыгрышами еды. До пандемии онлайн сервисами доставки еды пользовались около 40% посетителей ресторанов общепита. В этом году данная цифра выросла более чем на 20% - в среднем около 62% посетителей.

Во время пандемии в основной использовалось несколько маркетинговых методов:

1. Eye-tracking
2. Event marketing
3. Ремаркетинг

Eye-tracking. Этот метод заключается в проведении анализа поведения покупателя во время заказа еды через сайт. Для данного метода требуется несколько человек и специальные программа и устройство слежения за зрачком человека. Устройство и программа считывают движение зрачка по экрану, тем самым определяя места на экране куда чаще всего клиент смотрит на экран. Существуют различные программы, позволяющие отслеживать последовательность действий на сайте. Это позволяет упростить сайт для пользователя, а также сделать покупку для потребителя более желанной.

Event-marketing подразумевает открытие новых филиалов ресторанов в городах, представление нового меню в формате шоу. Данный метод позволяет увеличить среднее количество клиентов, расписать свой бренд.

Ремаркетинг позволяет оживить спрос к аудитории. Данном случае ремаркетингом стал добавление режима онлайн работы ресторанов, тем самым у потребителей увеличился спрос на услуги данного бизнеса.

Таким образом можно сделать вывод, что пандемия оставила огромный след в ресторанном бизнесе, не только нанеся серьезный урон, но и выведя его на новый уровень. Люди стали экономить время на поездку в рестораны, а самое главное это гораздо безопаснее, ведь прямой контакт с людьми снижается до минимума.

Ресторанам России приходится подстраиваться под ограничительные меры, а именно:

1. Сокращение числа посетителей
2. Соблюдение мер безопасности (ношение масок, перчаток, а также соблюдение социальной дистанции)

Однако уже сейчас пандемия постепенно угасает, и люди возвращаются к прежней жизни. Это означает что наступает время реабилитации после тяжелого времени, и никто не сомневается, что ресторанный бизнес вернется на прежний уровень. А пока, владельцам общепита нужно привлекать новых клиентов с помощью уникальных предложений.

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ВЗАИМОСВЯЗЬ ЦЕНЫ И БРЕНДА

Аннотация: Бренд. Цена бренда. Брендинг. Маркетинговая кампания.

Ключевые слова: бренд, брендинг, лояльность клиентов, конкуренция, цена бренда.

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RELATIONSHIP PRICE AND BRAND

Annotation: Brand. Brand price. Branding. Marketing campaign.

Keywords: brand, branding, customer loyalty, competition, brand price.

В современных рыночных условиях, у каждого предпринимателя возникает вопрос – как удержаться на рынке и сохранить эффективность. Многие пытаются снизить затраты, увеличить свою долю на рынке, и еще целый ряд мероприятий. Однако в современных реалиях этого недостаточно.

Залог успеха большинства компаний - лояльность и преданность потребителей по отношению к бренду.

В понимании потребителей бренд — это ассоциация а также характеристика товара определенного производителя, отличающие данный товар от других. Таким образом у потребители вешают так называемые ярлыки.

Существует такое понятие как брендинг. Оно подразумевает способы, а также приемы создания определённой совокупности эмоций и ассоциаций по отношению к товару. В большинстве случаев имя бренду

(имидж) создает грамотная рекламная кампания. Но стоит отметить, что имидж - это отношения людей к бренду на данный момент. Чтобы люди полюбили бренд и оставались к нему лояльны, ему нужна индивидуальность.

Слова должны подкрепляться делом. Речь именно о бренде, ведь если бренд не способен удовлетворить желание клиента - он обречен на провал. Создание бренда - долгое и опасное занятие. Поэтому многие компании перекладывают данную задачу на фирмы-профессионалы.

Любой бренд должен предоставлять преимущества использования своего товара, вместо товара другого бренда. Это обычная конкуренция.

Чтобы бренд стал успешным, нужно проанализировать существующие бренды на рынке. Это нужно для того, чтобы:

1. Не повторять чужой бренд
2. Не повторять чужих ошибок
3. Анализ поможет создать уникальную идею

Над брендом работает огромная команда из большого количества людей. Даже придумать название бренду далеко не легкая вещь. Ведь в этом моменте нужно обойти без плагиата, а не получить повестку в суд за нарушение авторских прав. После создания имени, нужно его тестирование. Будущим клиентам предлагается оценка графического дизайна и названия бренда. Это позволит проанализировать стартовую работу и подкорректировать ошибки.

Традиционное мероприятие для брендинга — это маркетинг. Возьмем в пример три спортивные компании-гиганта:

1. Nike
2. Adidas
3. Puma

Список составлен по стоимости брендов, от большего к меньшему. Nike — 36 млрд \$, Adidas - 11 млрд\$, Puma - 4 млрд\$. Эти компании продают спортивную экипировку (бутсы, футболки, гетры, щитки, лонгсливы, шорты, беговые кроссовки, спортивную одежду и т. д.).

Дополнительный доход данные фирмы стали получать за счет растягивания - начали производить товары выходящие за их специфику. Компании стали производить повседневную одежду. В повседневной жизни мы можем все чаще видеть людей носящих одежду данных фирм.. Данные компании практически полностью предоставили заниматься производством странам Азии, а сами занялись маркетингом. У каждой компании яркий амбассадор. У Nike - Роналдо, Adidas - Месси, Puma - Гризманн. Активные рекламные кампании сделали данные бренды самыми узнаваемыми во всем мире. У этих брендов очень сильная марка, в связи с этим и цены на товары данных компаний высокие. Средняя цена бутс данных фирм около 4 тыс. рублей за пару. Наиболее доступной для большинства людей является Adidas. Выше всех цены у Nike. Чем выше

преданность и лояльность клиентов - тем выше цена бренда. И при правильном ценообразовании (приемлемая цена для потребителя, соотношение цена качество товара) бренд получит преимущество перед другими.

Следует отметить, что нужно избегать неприятных инцидентов в виде подделок. Подделка как правило делается не так качественно как оригинал. При раннем износе товара, у потребителя сложится негативное мнение о бренде. Именно для этого нужно обеспечить защиту бренда в виде регистрации бренда.

На данный момент широко распространены бренды сигарет, автомобилей, одеждой. Российским предприятиям невозможно тягаться с такими брендами, ведь чтобы создать что-то похожее потребуются годы изучения и работы по созданию. Однако на данный момент уже существуют бренды известные во всем мире. Примером могут выступить спортивные клубы Спартак. Наиболее известные - футбольный и хоккейный клуб. Их знают во всем мире. Однако для поддержания имиджа и популярности команд, требуется рекламная компания. Таким образом можно сделать вывод, чем круче бренд - тем выше цена. Зарабатывать на своем имени можно и нужно.

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ВЛИЯНИЕ АУДИТА НА ПРИНЯТИЕ УПРАВЛЕНЧЕСКИХ РЕШЕНИЙ

Аннотация: Аудит. Управленческие решения. Виды аудита. Функции аудита.

Ключевые слова: аудит, внутренний аудит, функции аудита, управленческие решения.

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IMPACT OF AUDIT ON MANAGEMENT DECISION-MAKING

Annotation: Audit. Management decisions. Types of audit. Audit functions.

Key words: internal audit, audit, audit functions, management decisions.

Предпринимательство — это самостоятельная деятельность, направленная на получение прибыли, путем продажи товаров и услуг. Риск данной деятельности заключается в вероятности стать банкротом, ведь важно умение выживать в конкурентной среде. Благодаря конкуренции предпринимательство прогрессирует. Каждая компания пытается придумать новый способ, товар или услугу для привлечения клиента. Но чтобы остаться на плаву и извлекать прибыль с деятельности, грамотной конкурировать мало. Важно то, как компания, предприятие или организация грамотно управляют финансами. Именно на сводках различного рода учета, основываются управленческие решения компании.

Для этого существует Аудит. Аудит — это составление независимой оценки отчетности того или иного предприятия. Данный вид аудита

называется внутренним, ведь проходит он внутри компании. Это позволяет владельцам узнать финансовое состояние своей компании. Существует также внешний аудит.

Отличие внешнего аудита от внутреннего заключается в том, что работу выполняют не сотрудники предприятия как в случае внутреннего аудита, а сторонние компании. И если для внутреннего аудита не всегда требуются специальные требования к исполнителям работы, то в случае с внешним, у исполнителя должно быть наличие классификационного аттестата. Внешний как правило проводится лишь по истечении определенного периода времени. Как правило это 1 раз в год. То есть внутренний аудит подводит итог финансовой деятельности компании. В этом плане внутренний аудит лучше, так как ведется он непрерывно, и постоянно отслеживает деятельность компании. Внешний аудит можно разделить на несколько видов:

1. Инициативный (заказчиком выступает сама организация)
2. Обязательный (обязательная проверка, установленная законодательством РФ независимо от желания финансовой организации.

У внутреннего аудита существуют определённые функции разделить которые можно на 3 группы:

1. Контрольные
2. Аналитические
3. Консультационные

Путем контроля внутренний аудит способствует исполнению регламентов, а также надежности проведения финансово-хозяйственных операций. Благодаря контролю достигается точность и достоверность учета.

Под аналитической группой подразумевается совокупность функций, позволяющих анализировать финансовую деятельность предприятия, выявляя незаконные операции и тенденции развития предприятия. В качестве примера:

1. Проведение расследования по подозрению в мошенничестве, с целью доказательства незаконности операции.
2. Анализ внутренней отчетности и документации.
3. Подготовка компании к налоговым проверкам, путем выявления ошибок в документации и отчетности и устранения этих недочётов.
4. Составление оценки влияния факторов внешних и внутренних угроз на экономическую деятельность предприятия.
5. Предоставление результатов проверки руководству компании.

Консультационная функция заключается в даче прогнозов развития предприятия на ближайшее будущее, а также решений как устранить нарушения в отчетности, улучшить эффективность в управлении предприятием.

У аудиторских услуг большой рынок, и как правило у компании не возникнет проблем, в том, чтобы провести качественный аудит. Внутренний аудит может выполнять как отдельный специалист, находящийся на рынке аудиторства и принимающий заказы фирм, или как правило это специализированная аудиторская фирма. На практике существуют примеры, когда компания создает свой отдел внутреннего аудита. Это позволяет руководству компании своевременно получать данные об отчетности компании, и наряду с этим улучшать различные стороны ее деятельности. Каждая компания имеет свои собственные методы по проведению внутреннего аудита. Как правило основные методы проведения аудита прописаны «Международных профессиональных стандартах внутреннего аудита и в Международных стандартах аудита».

Проанализировав все выше написанное, можно сделать вывод, что качественно проведенная проверка аудита, позволяет руководству грамотно принимать управленческие решения в отношении компании.

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ИСПОЛЬЗОВАНИЕ ФИНАНСОВОЙ ОТЧЕТНОСТИ ДЛЯ ОБЕСПЕЧЕНИЯ ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ ПРЕДПРИЯТИЯ

Аннотация: Финансовая отчетность. Экономическая безопасность предприятия. Угрозы экономической безопасности. Методы снижения искажения финансовой отчетности.

Ключевые слова: финансовая отчетность, экономическая безопасность, предприятие, угрозы безопасности.

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USING FINANCIAL REPORTING TO ENSURE THE ECONOMIC SECURITY OF THE ENTERPRISE

Annotation: Financial reporting. Economic security of the enterprise. Threats to economic security. Methods of misrepresentation of financial statements.

Key words: financial reporting, economic security, enterprise, security threat.

Отчетность любого предприятия выполняет важную для него функцию. Она включает в себя различные виды учета той или иной информации, в виде схем и таблиц. С помощью этих данных можно провести анализ работы данного предприятия. Возьмем определение бухгалтерской финансовой отчетности. «Бухгалтерская (финансовая) отчетность - информация о финансовом положении экономического субъекта на отчетную дату, финансовом результате его деятельности и

движении денежных средств за отчетный период, систематизированная в соответствии с требованиями, установленными настоящим Федеральным законом». Для принятия верных решений (для прогрессирования предприятия) данная отчетность должна быть достоверной. Перейдем к понятию экономическая безопасность организации. Экономическая безопасность организации - степень защищённости организации и предприятия от внешних и внутренних угроз, а также рациональное и эффективное использование ресурсов. Для обеспечения экономической безопасности предприятия, нужна полная информация об отчетности организации. Для этого нужна система информационного обеспечения.

Информация о деятельности организации			
Регистрация данных в учетно-информационной системе			
Составление отчетности предприятия			
Бух отчетность	Статистическая отчетность	Отчетность внутреннего аудита	Управленческая отчетность
Гос. контроль			
Аудит			
Экономическая безопасность			

На состояние экономической безопасности предприятия влияют различного рода факторы. Негативные факторы — это угрозы. Угрозы подразделяют на 2 вида:

1. Внешние.
2. Внутренние.

Внешние и внутренние угрозы — это совокупность факторов, отрицательно влияющих на экономическое состояние предприятия. Под внешними угрозами подразумеваются те, которые негативно влияют на предприятие извне. К внешним угрозам можно отнести:

1. Конкуренция.
2. Высокая зависимость государства от импортной продукции (в качестве реального примера выступает АВТОВАЗ, который после введения санкций приостановил свою работу, из-за нехватки импортных деталей, заменить которые нечем).
3. Внешняя задолженность предприятия (Долг предприятия, кредит).
4. Утеря рынков сбыта.

К внутренним угрозам относятся:

1. Противоправные действия работников.
2. Отток высококвалифицированных работников.
3. Распространение конфиденциальной информации.
4. Различного рода аварийные ситуации (пожары, производственные аварии, перебои в снабжении)

Наиболее опасными угрозами являются ошибки в документации и преступления в бухгалтерском учете. Имея недостоверную информацию о

финансовой деятельности предприятия, невозможно осуществить безопасность организации. К таким ошибкам и преступлениям относятся:

1. Счета вымышленного лица
2. Фиктивные записи на счетах организации
3. Перевод чеков сотрудников на счета клиентов
4. Уничтожение чеков сотрудников
5. Вывод средств с счетов
6. Присвоение гонорара

Любое предприятие и организация для оценки своего уровня экономической безопасности и в последствии принятия решения по устранению угроз, может опираться на:

1. Документацию
2. Сверку данных
3. Мониторинг, обеспечивающий оценку достижения целей или показателей
4. Проведение различных процедур, влияющих на информационную безопасность.

Используя данные методы, предприятие способно максимально снизить искажение финансовой отчетности. Это поможет грамотно выстраивать политику предприятия и обеспечивать экономическую безопасность данного предприятия, путем устранения рисков появления внешних и внутренних угроз.

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ВЛИЯНИЕ ПАНДЕМИИ НА МАЛЫЙ БИЗНЕС В РОССИИ

Аннотация: Малый бизнес. Пандемия. Реформа малого бизнеса.
Ключевые слова: малый бизнес, убытки, спрос, онлайн.

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IMPACT OF THE PANDEMIC ON SMALL BUSINESS IN RUSSIA

Annotation: Small business. Pandemic. Small business reform.
Keywords: small business, losses, demand, online.

В 2019 году во всем мире началась пандемия. Она длится и по сей день но уже постепенно уходит на спад. Пандемия ударила по всем сферам жизни. Миллионы людей оставались дома, во время продолжительного карантина. Колоссальный ущерб эпидемия нанесла по бизнесу:

1. Туризм
2. Авиаперевозки
3. Общепит
4. Учреждения культуры
5. Бизнес, связанный с продажей одежды
6. Строительный

По словам главы Ростуризма, убытки в отрасли достигли более 500 млрд рублей. Учреждения культуры в РФ тоже понесли огромные убытки. Из-за эпидемии и введённого карантина кинотеатры и театры нашей страны потеряли больше 60 млрд рублей. Колоссальный урон был нанесен по туризму. Если брать в пример страны, которые основной доход имели с

туристов то мы получим такие цифры как более 1 трлн \$. Россия же потеряла 1,5 трлн рублей. Наибольший убыток понесли такие страны как:

1. Египет
2. Турция
3. Греция
4. Кипр

В этот список можно также включить Соединенные Штаты, так как в данной стране хорошо развит местный туризм. Люди путешествуют по штатам, а не летают в другие страны. В пандемию людям пришлось сидеть дома, в связи чем бизнес понес существенные потери.

Около 87% опрошенных предпринимателей отметили, что удар по малому бизнесу с численностью не более 100 сотрудников особенно ощутим. Предприниматели указывают на огромное снижение выручки. К примеру, предприниматели, имеющие ресторанный бизнес, отметили, что оборот общепита сократился более чем в 2 раза. У многих компаний сократилось количество поставщиков. Многим предпринимателям пришлось отпускать своих сотрудников в неоплачиваемый отпуск, а также увольнять. Сократилось количество филиалов компаний. Причиной являются арендодатели, отказывающиеся снижать ставки. Сократились траты на маркетинг и рекламу. Есть люди, которые и вовсе лишились своего бизнеса из-за глобальной катастрофы. Но есть и те, которые в этот непростой период, смогли приспособиться к тяжелым условиям.

За эти годы люди выработали определенные привычки - ношение масок в общественных местах, постоянное использование антисептика. Спрос на многие товары упал, в связи с ограничениями. Именно поэтому компании старались перезапустить свой бизнес, путем создания и продажи нового продукта. Многие организации, в том числе и спортивные стали выпускать многоразовые маски, перчатки с собственным брендом.

За это время, когда было рискованно ходить в магазины, люди привыкли осуществлять покупки товаров и услуг онлайн. Как уже было сказано выше, спрос упал. Именно поэтому большинство компаний перевели свой бизнес в онлайн.

К примеру, вместо открытия торговых точек с одеждой в торговых центрах, предприятия стали продавать свою продукцию онлайн. Во-первых, это очень удобно - товар сам придет к тебе домой, а во-вторых, безопасно - риск заразиться коронавирусной инфекцией снижается к 0. В период с 2019 года появились новые онлайн-платформы для покупки различных товаров. В качестве еще 1 примера выступает общепит и магазины продуктов перешедшие на онлайн. По статистике продажи выросли вверх у компаний, продукция которых еда. Продажи увеличились примерно в 3 раза. Ведь люди хотят питаться не только едой из супермаркетов, но и едой из любимых ресторанов. По статистике услугой онлайн доставки еды теперь пользуются около 30% населения нашей

страны. Наиболее популярными сервисами доставки еды и продуктов являются – Яндекс еда, деливери клуб, самокат. Большим спросом пользуются готовые блюда из магазинов и меню ресторанов быстрого питания. Во многих городах существуют школы изучения иностранного языка. Чтобы сохранить клиентов и прибыль, они перешли в другой формат обучения - обучение онлайн. Вспоминается цитата - «Чтобы сделать 2 шага вперед, нужно сделать 1 шаг назад». Так произошло с малым бизнесом в России. Теряя прибыль, предприниматели нашли способы для восстановления и прогрессирования своего бизнеса.

Проанализировав все выше сказанное, мы можем сделать вывод, что данная эпидемия, внеся ряд изменений в малый бизнес, сделала его сильнее, более инновационным, быстрым и комфортабельным.

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ИНСТРУМЕНТАЛЬНЫЕ НАБЛЮДЕНИЯ ЗА СДВИЖЕНИЕМ ГОРНЫХ ПОРОД

Аннотация: В данной статье изложена сущность методики проведения инструментальных маркшейдерских наблюдений за сдвигами и деформациями земной поверхности на горных предприятиях.

Ключевые слова: Инструментальных наблюдений, сдвиги, подземная разработка, профильных линий, срок службы станции.

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INSTRUMENTAL OBSERVATIONS OF ROCK MOVEMENT

Abstract: This article describes the essence of the methodology for conducting instrumental surveying observations of displacements and deformations of the Earth's surface at mining enterprises.

Keywords: Instrumental observations, displacement, underground mining, profile lines, the service life of the station.

Для определения методом инструментальных наблюдений характера и величин сдвига толщ массива, земной поверхности и

расположенных на ней объектов закладывают наблюдательные станции, состоящие из сети реперов. Реперы, как правило, закладывают по профильным линиям, расположенным по простиранию и вкрест простирания разрабатываемой залежи. Число профильных линий на станции должно быть не менее двух по направлению вкрест простирания и одной по простиранию залежи [1].

Конструкция реперов и способы их закладки в грунте должны обеспечить прочную связь реперов с грунтом, надежную их сохранность на весь срок службы станции [2]. Головки реперных знаков должны иметь форму полусферы с отверстием диаметром 1 – 1,5 мм и глубиной 5 мм.

Производство наблюдений на станции включает:

- а) измерение расстояний между реперами вдоль створов;
- б) измерение поперечных отклонений реперов от створов;
- в) определение высотного положения всех реперов;
- г) фиксацию всех явлений, сопутствующих процессу сдвижения поверхности (определение мест и размеров трещин в грунте и в сооружениях, положение очистных забоев, способ управления кровлей и т. д.).

Измерение расстояний между реперами чаще всего производят стальной компарированной рулеткой, светодальномером или длинномером в прямом и обратном направлениях [3].

Необходимость измерений поперечных сдвижений рабочих реперов от створа возникает только в профильных линиях по простиранию, при крутом залегании залежи и особенно при диагональном расположении самой профильной линии, когда возможны значительные горизонтальные поперечные сдвиги реперов. Поперечные смещения рабочих реперов в этих случаях измеряют с помощью теодолита и ординатографа.

Высотное положение реперов определяют геометрическим нивелированием, а в гористой местности – тригонометрическим нивелированием в прямом и обратном направлениях.

Перед началом наблюдений производят привязку опорных реперов к ближайшим пунктам плановой и высотной геодезической сети и определяют их координаты.

Наблюдения на станции делятся на первичные, сторожевые и периодические [4].

Первичные наблюдения обязательно производят до начала подработки горными работами обычно два раза через 5 – 10 дней после бетонирования реперов. При этом измеряют все расстояния между реперами и производят нивелирование реперов. Нивелирование реперов производят замкнутыми ходами или по профильным линиям в прямом и обратном направлениях. Высотные невязки при этом не должны превышать $\pm 15 \sqrt{L}$ мм, где L – длина хода, км.

Сторожевые наблюдения заключаются в производстве нивелирования рабочих реперов с целью выявления наличия сдвижения поверхности после начала ведения очистных горных работ.

Периодические наблюдения производят через разные промежутки времени в зависимости от интенсивности сдвижений. В период активной стадии проявления процесса сдвижения наблюдения производят через каждые 15 дней, а в остальные периоды – через 1-6 мес. Наблюдения прекращают тогда, когда между двумя последними сериями измерений скорость оседаний реперов не превышает 5 мм/мес. Обработка данных измерений заключается в следующем.

1. Вычисляют горизонтальные расстояния между реперами, расстояния каждого рабочего репера от крайнего опорного репера данной профильной линии и высотные отметки всех рабочих реперов.

2. Составляют ведомости по каждой профильной линии, в которые записывают вычисленные значения оседаний рабочих реперов η ; горизонтальных сдвижений рабочих реперов ξ относительно неподвижного опорного репера; скорости оседаний реперов; горизонтальных деформаций ε (растяжение или сжатие) интервалов между реперами; наклоны i и кривизну K земной поверхности по профильной линии.

Значения величин i , ε и K вычисляют по формулам;

$$i = \frac{\eta_n - \eta_{n-1}}{l_n}, \quad \varepsilon = \frac{l_n - l_{n-1}}{l_n}, \quad K = \frac{i_n - i_{n-1}}{\frac{1}{2}(l_n + l_{n-1})}$$

По этим данным для каждой профильной линии строят графики вертикальных и горизонтальных деформаций, которые используют для графического определения величин углов сдвижения, граничных углов, углов разрыва и угла θ .

Полученные данные величин оседаний при всех циклах наблюдений с известными промежутками времени между ними позволяют построить для любого репера график изменения скорости его оседания.

Продолжительность процесса сдвижения определяют по скорости оседания реперов в точках максимальных оседаний.

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ЗНАЧЕНИЕ ОЦЕНКИ В ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация: Оценка играет важную роль в образовании и играет решающую роль в процессе обучения. Благодаря соответствующей оценке учителя могут классифицировать и оценивать своих учеников, давать обратную связь и соответствующим образом структурировать свое обучение. В последнее время педагоги и ученые все больше интересуются требованиями к процедурам оценивания в сфере преподавания иностранного языка и учебного процесса, поскольку формы оценивания меняются.

Ключевые слова: оценивание, формы, оценивание, тестирование, обратная связь.

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THE SIGNIFICANCE OF ASSESSMENT IN TEACHING ENGLISH

Annotation: Assessment plays an important role in education and plays a critical role in the learning process. Through appropriate assessment, teachers can classify and grade their students, give feedback, and structure their teaching accordingly. Recently, educators and scientists have become more and more interested in the requirements for assessment procedures in the field of teaching a foreign language and the educational process, as the forms of assessment are changing.

Key words: evaluation, forms, evaluation, testing, feedback.

Метод, ориентированный на учащегося, поддерживает представление о том, что учащиеся должны быть активными членами класса, и это был новый подход к курсам иностранных языков. В этом ключе оценочные мероприятия в классе используются учителями иностранных языков для проверки уровня усвоения материала учащимися.

Можно сказать, что оценка является долгосрочной процедурой и включает в себя информацию и данные о развитии учащихся.

Оценивание и оценивание являются основными частями преподавательской и учебной деятельности. У них очень близкие определения, и они очень часто используются взаимозаменяемо. Однако в некоторой степени они отличаются друг от друга. Оценка является общим пунктом, который состоит из методов и приемов, используемых для сбора информации о способностях учащихся, понимании знаний и мотивации (Allan, 1999; Ekbatani & Pierson, 2000; Lambert & Lines, 2000). Оценка — это деятельность по сбору необходимой информации, чтобы определить, соответствует ли программа поставленным целям. Его цель — выяснить, какие методы работают, а какие нет (Kaufman, Guerra, Platt, 2006). Как очевидно из этих определений, оценка — это метод, а оценка — это процесс или деятельность. Из этого можно сделать вывод, что можно применять методы оценки в процессе оценки. Оценка в целом считается одной из важнейших частей обучения, благодаря чему педагоги могут определить уровень навыков или знаний своих учеников (Тарас, 2005).

Выбор оценки определяется как предпочтение среди доступных для оценки альтернатив и возможная реализация этих предпочтений. Можно сказать, что в соответствии с предпочтениями учителя и ученика тип оценивания может либо уменьшить стресс и тревогу, либо усилить их.

Существует не так много исследований, в которых непосредственно анализируются выбор учащихся и форматы оценивания, а также то, какие учащиеся лучше справляются с предпочтительными форматами оценивания (Black & William, 1998; K.H., Wang, T.H. Wang, W.L. Wang, & Huang, 2006; Watering, Gijbels)., Дочи и Рийт, 2008). Берри (2010) утверждает, что экзамены, системы тестирования и оценки могут вызывать у учащихся негативные воспоминания, такие как тревога, страх неудачи и беспокойство по поводу того, что другие могут подумать об их способностях. Эти негативные представления могут в значительной степени повлиять на производительность. С этой целью необходимо внедрить альтернативные способы оценивания, если применяемый формат оценивания не соответствует желаемому уровню для улучшения преподавания. Тем не менее, некоторые отрицательные результаты, основанные на оценке, оставляют учащихся менее мотивированными и более психологически напряженными. Эта ситуация может препятствовать мотивации учащихся к изучению языка.

Подводя итог, можно сказать, что недавно стало известно о значении оценивания в процессе обучения языку. Оценка очень важна для студентов, чтобы овладеть языком. Он играет решающую роль в процессе обучения и связывает учащихся с новыми знаниями, используя их текущие способности.

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НАРУШЕНИЯ СИСТЕМЫ ГЕМОСТАЗА У ПАЦИЕНТОВ С АНЕВРИЗМАТИЧЕСКИМ СУБАРАХНОИДАЛЬНЫМ КРОВОИЗЛИЯНИЕМ В НЕЙРОРЕАНИМАЦИОННЫМ ОТДЕЛЕНИЕ РНЦЭМП АФ

Актуальность проблемы. Субарахноидальные кровоизлияния (САК) вследствие разрыва аневризм сосудов головного мозга характеризуются высокой летальностью. Более чем у 25% пациентов, выживших после аневризматического САК (аСАК), формируется отсроченная ишемия головного мозга, являющаяся одной из основных причин инвалидизации. Механизмы, лежащие в основе формирования отсроченной ишемии, до сих пор не до конца изучены. Ранее считалось, что развитие вазоспазма является един-ственной причиной формирования отсроченной ишемии. Однако в последнее время получены данные, свидетельствующие о том, что нарушения системы гемостаза, характерные для данной категории пациентов, служат причиной формирования тромбов в артериях головного мозга, что является одним из основных патофизиологических механизмов развития отсроченной ишемии. В данном обзоре представлен анализ опубликованных научных работ, касающихся нарушений гемостаза у пациентов с аСАК, их патофизиологических механизмов и роли в развитии церебральной ишемии.

Ключевые слова: нейрохирургические больные, субарахноидальное кровоизлияние, аСАК, нарушения гемостаза, микротромбозы, активация тромбоцитов, отсроченная ишемия головного мозга, гиперкоагуляция, тканевой фактор, вторичное повреждение головного мозга.

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DISTURBANCES OF THE HEMOSTASIS SYSTEM IN PATIENTS WITH ANEURYSMATIC SUBARACHNOIDAL HEMORRHAGE IN THE NEURO-INTENSIVE DEPARTMENT OF RRCEMPA AF

The urgency of the problem. Subarachnoid hemorrhages (SAH) due to rupture of cerebral aneurysms are characterized by high mortality. More than 25% of patients who survived after aneurysmal SAH (aSAH) develop delayed cerebral ischemia, which is one of the main causes of disability. The mechanisms underlying the formation of delayed ischemia are still not fully understood. It was previously believed that the development of vasospasm is the only cause of delayed ischemia. Recently, however, data have been obtained indicating that disturbances in the hemostasis system, characteristic of this category of patients, cause the formation of blood clots in the arteries of the brain, which is one of the main pathophysiological mechanisms for the development of delayed ischemia. This review presents an analysis of published scientific papers on hemostasis disorders in patients with aSAH, their pathophysiological mechanisms and role in the development of cerebral ischemia.

Key words: neurosurgical patients, subarachnoid hemorrhage, aSAH, hemostasis disorders, microthrombosis, platelet activation, delayed cerebral ischemia, hypercoagulability, tissue factor, secondary brain injury.

Введение. Субарахноидальные кровоизлияния в результате разрыва аневризм сосудов головного мозга (аСАК) характеризуются высоким уровнем неблагоприятных исходов. При этом одной из основных причин инвалидизации после аСАК является формирование отсроченной ишемии головного мозга [1, 2]. По данным ряда работ, гиперкоагуляционный сдвиг в системе гемостаза у нейрохирургических больных представляет собой угрозу жизни, поскольку может привести к формированию микротромбов и появлению участков ишемии головного мозга.

Цель обзора — анализ представленных в литературе данных, касающихся нарушений гемостаза у пациентов с аСАК, патофизиологических механизмов этих нарушений и их роли в развитии церебральной ишемии. Роль гематоэнцефалического барьера в предупреждении интракраниальных кровоизлияний. Поддержание баланса между антикоагулянтами и про-коагулянтами, а также фибринолитической системой в микроциркуляторном русле головного мозга имеет большое значение для нормального мозгового кровотока.

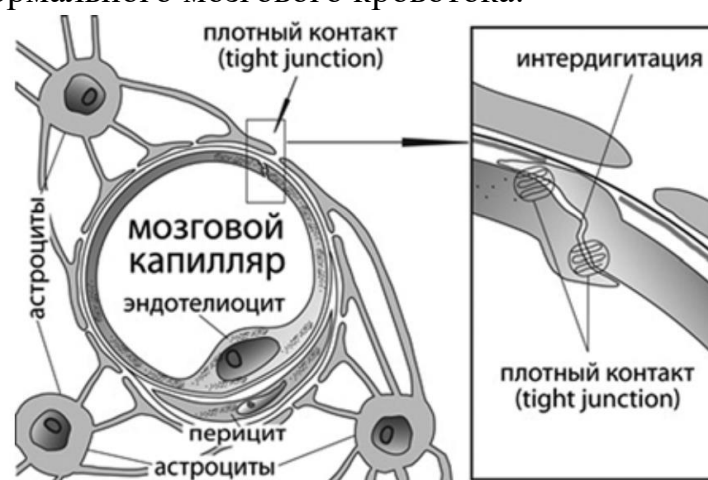


Рис. 1. Строение мозговых капилляров.

Капилляры головного мозга отличаются плотными контактами клеток эндотелия, что обеспечивает существенную защиту от геморрагических явлений. Астроциты являются основным источником тканевого фактора в ЦНС (И.А. Савин, А.С. Горячев. Водно-электролитные нарушения в нейрореанимации [4]).

В физиологических условиях антикоагулянтные факторы и фибринолиз преобладают над прокоагулянтными механизмами. В ответ на разрыв интракраниальной аневризмы возникает гиперкоагуляционный сдвиг системы гемостаза, способствующий формированию микротромбов [3].

Структура гематоэнцефалического барьера обеспечивает существенную защиту от кровоизлияний за счет следующих ключевых элементов (рис. 1):

1. Плотные контакты клеток эндотелия, которыми отличаются капилляры головного мозга. Кроме того, компоненты плотных контактов (трансмембранные белки клаудин и окклюдин) образуют барьер, дополнительно защищающий мозг в условиях коагулопатий [5, 6].

2. Перициты, способствующие синтезу разнообразных трофических факторов и усиливающие барьер между тканью головного мозга и кровью [6]. Известно, что перициты обладают фагоцитарной активностью в отношении эритроцитов [7], что дополнительно усиливает барьер. В эксперименте было показано, что при отсутствии микрососудистых

перицитов отмечались дисфункция гематоэнцефалического барьера, активация клеток микроглии, необратимое повреждение нейронов и микроскопические капиллярные кровоизлияния.

3. Астроциты, являющиеся основным источником тканевого фактора (ТФ) (трансмембранного белка – триггера активации системы гемостаза) в центральной нервной системе. Повышенная экспрессия астроцитами ТФ обеспечивает защиту от кровоизлияний на уровне сосудов микроциркуляторного русла [8]. ТФ также может быть обнаружен на поверхности перицитов головного мозга [9].

Признано, что ключевая роль в запуске системы гемостаза принадлежит ТФ [10—12]. Уровень экспрессии ТФ различен в разных органах: для головного мозга, легких, сердца, почек и плаценты характерны высокие уровни ТФ, в то время как для печени, селезенки, скелетной мышцы и тимуса — низкий [13]. Высокий уровень содержания ТФ в головном мозге обеспечивает дополнительную защиту от кровоизлияний. Таким образом, в результате травматического повреждения мозг может инициировать гиперкоагуляционный сдвиг в местной и системной коагуляции [14, 15], ведущий к тромбообразованию. Гиперкоагуляционный сдвиг системы гемостаза при аСАК. Одной из основных причин неблагоприятного исхода после аСАК является отсроченная ишемия головного мозга, развивающаяся приблизительно в 25—35% случаев. Данное осложнение служит одной из основных причин инвалидизации.

Патофизиологические механизмы, лежащие в основе отсроченной ишемии головного мозга, до сих пор не до конца изучены. Ранее считалось, что основным механизмом формирования отсроченной ишемии после аСАК является вазоспазм — сужение артерий головного мозга, диагностируемое по данным ангиографии или доплерографии [16].

В последние годы появились данные, свидетельствующие о мультифакторной этиологии отсроченной ишемии головного мозга при аСАК. Были рассмотрены другие патофизиологические механизмы, в том числе формирование микротромбов в сосудах мозга [16]. Сразу после разрыва аневризмы происходит активация системы гемостаза: после контакта между кровью и ТФ запускается быстрая генерация тромбина и последующая активация гемостаза, степень которой может быть легко оценена даже в системном кровотоке [14]. Повреждение эндотелия при разрыве аневризмы и агрегация тромбоцитов на эндотелии дополнительно способствуют активации системы гемостаза [10](рис. 2).

Появление прокоагулянтной активности предшествует отсроченной ишемии головного мозга [17]. F. Sehbaи соавт. [18] экспериментально исследовали агрегацию тромбоцитов сразу же после аСАК, продемонстрировав, что уже через 10 мин после развития аСАК отмечалось повышение агрегации тромбоцитов в сосудах головного мозга,

а в течение последующих 6 ч она несколько снижалась. Через 24 ч повторно отмечалось усиление тромбообразования, более интенсивного по сравнению с предыдущим. S. Stein и соавт. [19] исследовали наличие микротромбов при аСАК в участках головного мозга, кровоснабжаемых передней мозговой, задней мозговой и средней мозговой артериями (поясная извилина, гиппокамп и островок), полученных при аутопсии 29 пациентов после аСАК. Авторы продемонстрировали, что в основе появления ишемических очагов наряду с развитием вазоспазма лежит образование микротромбов. Отмечалась достоверная корреляция между появлением микротромбов и формированием отсроченной ишемии головного мозга. У пациентов с клинико-морфологическими признаками отсроченной ишемии головного мозга было обнаружено достоверно большее количество микротромбов ($10,0/\text{см}^2$), а у пациентов без ишемических повреждений — значительно меньшее их количество ($2,8/\text{см}^2$). Также отмечалась стадийность тромбообразования. Пики приходились на 1—2-е сутки после кровоизлияния и характеризовались особенно интенсивным тромбообразованием. На 3-и и 4-е сутки отмечалась тенденция к регрессу. При развитии отсроченной ишемии интенсивность тромбообразования повторно увеличивалась в конце 1-й недели и оставалась высокой до конца 2-й недели. В отличие от этой ситуации степень тромбообразования была достаточно низка у больных, умерших без развития отсроченной ишемии. S. Juvela и соавт. [20] оценивали агрегацию тромбоцитов, индуцированную аденозиндифосфатом, и связанный с ней выброс тромбоксана В2 у 52 пациентов с аСАК для обнаружения возможной связи между повышенной активностью функции тромбоцитов и развитием церебральных ишемических осложнений после аСАК. Через 1—2 нед после кровоизлияния отмечалось значительное увеличение активности тромбоцитов и высвобождения тромбоксана.



Рис. 2.Схема предполагаемых механизмов формирования микротромбозов после аСАК с дальнейшей окклюзией мелких артерий и артериол (S. Stein и соавт. Thromboembolism and delayed cerebral ischemia after subarachnoid hemorrhage: an autopsy study)

Самые высокие значения высвобождения тромбосана наблюдались у пациентов с клинико-рентгенологическими признаками отсроченной ишемии головного мозга. На 4—14-й день после кровоизлияния отмечалось увеличение системных воспалительных маркеров, таких как интерлейкин (IL)-6 и бета IL-1, в образцах крови, полученных из внутренней яремной вены пациентов, а также повышение уровня фактора активации тромбоцитов, обладающего мощным влиянием на агрегацию тромбоцитов. Его уровень доказанно увеличивается в условиях ишемии, кроме того, в экспериментальных моделях обнаружено, что он приводит к снижению микроциркуляции при системном введении [21].

В 2017 г. J. Frontera и соавт. [22] исследовали активность функции тромбоцитов с помощью тромбоэластографического показателя, а также динамику С-реактивного белка у 106 пациентов с аСАК. Оба показателя увеличивались в течение 72 ч после аСАК. Отмечалась корреляция между степенью повышения данных показателей и тяжестью состояния больных по шкале Hunt—Hess, при этом у пациентов с отсроченной церебральной ишемией активность тромбоцитов была значительно выше, чем у пациентов без появления неврологического дефицита. Проанализировав 3-месячный период после аСАК, авторы пришли к выводу, что у пациентов с летальным исходом и инвалидностью активность тромбоцитов была значимо выше. Существует также ряд работ, освещающий и другие возможные механизмы гиперкоагуляционного сдвига системы гемостаза после аСАК. Рецептор вазопрессина V1a широко распространен в головном мозге (например, на поверхности клеток эндотелия) [23]. Взаимодействие между вазопрессином и рецептором V1a способствует

агрегации тромбоцитов и вазоконстрикции [24]. Z. Liu и соавт. [25] исследовали динамику экспрессии рецептора вазопрессина на V1a и его возможное влияние на агрегацию тромбоцитов в экспериментальных моделях аСАК. Авторы показали, что уровень вазопрессина быстро увеличивался через 6 и 24 ч после кровоизлияния. Экспрессия интегрина GPIIb/IIIa (гликопротеин, расположенный на мембране тромбоцитов, использовавшийся для определения агрегации тромбоцитов) достигла максимума в коре и гиппокампе в течение 24 ч после аСАК. Иммунофлуоресцентный метод показал, что вазопрессин и интегрин GPIIb/IIIa имеют одинаковую локализацию, продемонстрировав таким образом стимуляцию агрегации тромбоцитов вазопрессином. Показано, что высокий уровень вазопрессина в плазме коррелирует с вторичным повреждением мозга после экспериментального аСАК [26]. В 2016 г. P. Foreman и соавт. [27] исследовали 156 больных с аСАК, показав корреляцию между появлением нозокомиальной инфекции и отсроченной ишемией головного мозга. По мнению авторов, внутрибольничная инфекция усиливает системную воспалительную реакцию, что обуславливает развитие тромбоза и последующую ишемию у пациентов с аСАК. По данным M. Levi и соавт. [28], в ответ на инфекцию высвобождаются активаторы плазминогена (t-PA и u-PA), нейтрализующиеся ингибитором активатора плазминогена типа 1 (PAI-1), что ведет к полному ингибированию процесса фибринолиза и, как следствие, недостаточно эффективному удалению фибрина и появлению микрососудистых тромбозов. Ряд провоспалительных цитокинов (IL-1, IL-6 и IL-8) связан с возникновением вазоспазма и вторичной ишемии головного мозга. Патологические механизмы, за счет которых цитокины приводят к ишемии, малоизучены. Известно, что IL-6 обладает сосудосуживающими свойствами *in vitro* [29]. По данным C. McMahon и соавт. [30], лейкоцитоз и изменения уровня IL-6 можно расценивать как предиктор вторичной ишемии головного мозга. Существуют многочисленные данные о том, что воспалительные реакции активируют систему гемостаза и подавляют антикоагулянтные механизмы [28]. Таким образом, системные воспалительные реакции у больных с аСАК могут дополнительно усиливать гиперкоагуляционный сдвиг, приводя к образованию микротромбов и вторичной ишемии головного мозга. Ettinger [цит. по 31] в своей работе продемонстрировал корреляцию между повышенным уровнем фибриногена и риском развития летального исхода. Другие исследователи показали, что повышенные уровни фибриногена, D-димера и комплекса тромбин—антитромбин могут служить предикторами отсроченной ишемии головного мозга после аСАК. В экспериментальных моделях разрыв интракраниальной аневризмы приводит к повышению внутричерепного давления и, как следствие, гипоперфузии [32, 33]. Снижение мозгового кровотока инициирует каскад реакций, включающих

активацию тромбоцитов и воспаление, что приводит к формированию микротромбов, ишемии, вазогенному отеку и раннему повреждению головного мозга [18, 34, 35]. Активация тромбоцитов дополнительно усиливает воспалительный каскад [36]. Активированные тромбоциты и воспалительные цитокины дополнительно воздействуют на эндотелий, усиливая формирование микро-тромбов и воспаление [18, 35, 37, 38]. Поскольку активация системы гемостаза при аСАК способна привести к образованию микротромбов и стать причиной вторичной ишемии головного мозга, лечение, направленное на снижение активации тромбоцитов, в настоящее время привлекает все большее внимание. S. Dorhout Mees и соавт. [39] провели метаанализ 5 исследований по применению антиагрегантов у больных с аСАК, включивший 669 пациентов. Работа показала, что использование антиагрегантов снижает риск развития отсроченной церебральной ишемии на 15%, при этом риск геморрагических нарушений увеличивался незначительно. Тем не менее рекомендации по использованию антиагрегантов при аСАК отсутствуют [40].

Исследование эффекта терапии низкомолекулярными гепаринами привело к противоречивым результатам. J. Siironen и соавт. [41] в двойном слепом рандомизированном клиническом исследовании оценивали эффект эноксапарина натрия у 170 пациентов с аСАК. В исследуемой группе назначали терапию эноксапарином (40 мг одно-кратно) на следующие сутки после окклюзии аневризмы, при условии, что операция была выполнена в течение 48 ч после аСАК и интракраниальная гематома не превышала 20 мм в диаметре при первом КТ-исследовании, выполненном после операции. Длительность терапии составляла 10 дней. Результат оценивался через 3 мес по шкале исходов Глазго, а также по модифицированной шкале Рэнкина. Авторы продемонстрировали, что через 3 мес достоверных различий в результатах лечения не было. При этом в 6% случаев был летальный исход, и только 95 (56%) пациентов из 170 продемонстрировали хороший эффект терапии. Авторы пришли к выводу, что, возможно, следует избегать назначения низкомолекулярных гепаринов в связи с повышенным риском развития геморрагических осложнений и отсутствием влияния на неврологический исход у больных с аСАК. Антифибринолитическая терапия (например, транексамовая кислота) может приводить к снижению вероятности повторного кровоизлияния. При этом Y. Roos и соавт. [42], проанализировав течение болезни 1399 пациентов с аСАК, пришли к выводу, что лечение антифибринолитиками связано с увеличением риска развития отсроченной церебральной ишемии. Полученные данные не поддерживают рутинное применение антифибринолитических препаратов для лечения пациентов в остром периоде аСАК.

Заключение. Поддержание баланса между антикоагулянтами и прокоагулянтами, а также фибринолитической системой в микроциркуляторном русле головного мозга имеет большое значение для обеспечения нормального мозгового кровотока. Доказано, что в основе появления ишемических очагов, наряду с развитием вазоспазма лежит образование микротромбов. При этом механизм их формирования не до конца ясен, в связи с чем в настоящее время становится все более актуальным изучение патофизиологических механизмов, лежащих в основе феномена гиперкоагуляционного сдвига системы гемостаза после аСАК.

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